
MINUTES

**COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
Apothecary/Ridnour Building
140 North 8th Street, Suite 300, Lincoln, NE
Friday, January 26, 2024
8:30 a.m. (CT) and Via Zoom**

Public notice of meeting

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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JANUARY 26, 2024. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

DR. PAUL VON BEHREN, CHAIR

Meeting called to order at 8:30 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Von Behren called the meeting to order at 8:30 a.m. and asked for introductions.

Commissioners Present

Tim Daniels
Dr. Deborah Frison
Dr. LeDonna Griffin
Dr. Dennis Headrick
Mary Lauritzen

Dannika Nelson
Molly O'Holleran
Tami Weber
Dr. Paul Von Behren
W. Scott Wilson

Commission Staff Present

Dr. Michael Baumgartner
Dr. Kathleen Fimple
Jill Heese
Kadi Lukesh
J. Ritchie Morrow

Helen Pope
Matthew Roque
Gary Timm
Joe Velasquez

*Minutes of December 1, 2023,
CCPE/NDE Joint Meeting approved*

MINUTES OF DECEMBER 1, 2023, CCPE/NDE JOINT MEETING
Commissioner Weber made a motion to approve the December 1, 2023, CCPE/NDE Joint Meeting minutes as written. Commissioner Wilson seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

*Minutes of December 1, 2023,
Commission Meeting approved*

MINUTES OF DECEMBER 1, 2023, COMMISSION MEETING
Commissioner Headrick made a motion to approve the December 1, 2023, Commission Meeting minutes as written. Commissioner Weber seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

Chair's Report

*Dr. LeDonna Griffin sworn in as a new
Commissioner*

CHAIR'S REPORT

Nebraska statutes require newly appointed Commissioners to take and sign an oath of office. Dr. LeDonna Griffin from Omaha was welcomed and sworn in as a new Commissioner by Chair Von Behren. Chair Von Behren stated that he has added Commissioner Griffin to the Academic Programs Committee and the Planning and Consumer Information Committee.

Executive Director's Report

*Out-of-Service Area applications
approved*

EXECUTIVE DIRECTOR'S REPORT

The following out-of-service area application requests were approved by the executive director:

- Offered by Central Community College
Interactive two-way video, from Arcadia High School, Arcadia, NE to Sargent High School, Sargent, NE
 - BIOS 1260 – Structure & Function of Human Body II - 2 credits
January 17, 2024 – May 8, 2024
- Offered by Central Community College
Interactive two-way video, from Central Community College, Columbus, NE to Elgin High School, Elgin, NE
 - ENGL 2100 – Intro to Literature – 3 credits
January 17, 2024 – May 8, 2024
- Offered by Central Community College
Interactive two-way video, from Central Community College, Columbus, NE, to Elgin Pope John XXIII High School, Elgin, NE
 - SPCH 1110 – Public Speaking - 3 credits
January 17, 2024 – May 8, 2024

*Kadi Lukesh presented the Second
Quarter Budget Report*

Dr. Baumgartner introduced Kadi Lukesh, Office Manager/Bookkeeper, to present the Second Quarter Budget Report as of December 31, 2023. Ms. Lukesh gave updates on the status of Administrative Funds, the Nebraska Opportunity Grant Program (NOG), Community College Gap Assistance

Program, Access College Early Scholarship (ACE), Guaranty Recovery Program, and the Community College ARPA Grants.

Legislative Update

Dr. Baumgartner provided a legislative update and reported on bills of interest to the Commission.

ARPA Funds

Dr. Baumgartner reported that all \$60 million of LB 1014, Section 36, American Rescue Plan Act (ARPA) funds have been obligated. Dr. Baumgartner spoke on the implementation of LB 705 and the transition of the Attracting Excellence to Teaching Program (AETP) and the Enhancing Excellence in Teaching Program (EETP).

Financial Interest Statements

Dr. Baumgartner reminded Commissioners that the Statements of Financial Interest are due to the Accountability and Disclosure Commission on March 1, 2024.

Public Hearing on Matters of General Concern

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

Chair Von Behren closed the public hearing on Matters of General Concern.

Public Hearing on Academic Programs Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Jodi Kupper, Nebraska State College System

Dr. Jodi Kupper, Vice Chancellor, Nebraska State College System, came forward to thank the Academic Committee for considering the four proposals on the agenda and mentioned there were several Peru State College and NSCS representatives available to discuss and answer questions regarding those proposals.

Chair Von Behren closed the public hearing on Academic Programs Committee Items.

Academic Programs Committee

ACADEMIC PROGRAMS COMMITTEE

Commissioner Headrick

Commissioner Headrick, Committee Chair, stated the Committee has several programs for consideration. He introduced Dr. Kathleen Fimple, Academic Programs Officer, to present the program proposals.

Peru State College – Proposal for a New Instructional Program – Creative Marketing, BS, BA

Peru State College - Proposal for a New Instructional Program - Creative Marketing, BS, BA

Dr. Kathleen Fimple presented the proposal

Dr. Fimple presented the proposal, noting this program is designed for students who want to focus on a creative approach to marketing. Dr. Kupper noted a minor or second major would also be required.

Dr. Kupper spoke

Committee Recommendation: That the Commission approve the BA and BS degrees in Creative Marketing at Peru State College.

Committee recommendation

Peru State College – Proposal for a New Instructional Program – Creative Marketing, BS, BA approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve Peru State College’s Proposal for a New

Instructional Program - Creative Marketing, BS, BA. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

Peru State College – Proposal for a New Instructional Program - Healthcare Administration, BAS

Dr. Fimple presented the proposal.

Dr. Jodi Kupper, Nebraska State College System

Dr. Wendy Waugh, Peru State College

Dr. Jeffrey Gold, University of Nebraska Medical Center

Committee recommendation

Peru State College – Proposal for a New Instructional Program - Healthcare Administration, BAS approved

Peru State College – Proposal for a New Instructional Program - Leadership, BAS

Dr. Fimple presented the proposal

Dr. Wendy Waugh, Peru State College

Committee recommendation

Peru State College – Proposal for a New Instructional Program - Leadership, BAS approved

Peru State College – Proposal for a New Instructional Program - Public Safety Leadership, BAS

Peru State College - Proposal for a New Instructional Program - Healthcare Administration, BAS

Dr. Fimple presented the proposal stating this program is a Bachelor of Applied Science degree, requiring completion of a technical Associate of Applied Science degree (AAS) or equivalent. The BAS degree provides students with administrative skills to navigate challenges within any healthcare organization. Dr. Kupper and Dr. Wendy Waugh, Vice President for Academic Affairs at Peru State College, answered Commissioners' questions. Dr. Jeffrey Gold, Chancellor at the University of Nebraska Medical Center, mentioned there is a tremendous demand for workers in the healthcare industry across the state.

Committee Recommendation: That the Commission approve the BAS degree in Healthcare Administration at Peru State College.

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve Peru State College's Proposal for a New Instructional Program - Healthcare Administration, BAS. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

Peru State College - Proposal for a New Instructional Program - Leadership, BAS

Dr. Fimple presented the proposal, noting this program is designed to help students develop administrative skills in a variety of business areas where they already possess technical skills. Dr. Waugh spoke on the difference between management and managing tasks, versus leadership as in leading people or a team.

The Academic Committee's concerns were regarding the program's name and how it differs from other existing business degrees, therefore forwarding the proposal to the full Commission without a recommendation.

Committee Recommendation: That the Commission consider the proposal without a committee recommendation.

Commissioner Lauritzen made a motion to approve Peru State College's Proposal for a New Instructional Program - Leadership, BAS. Commissioner Daniels seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

Peru State College - Proposal for a New Instructional Program - Public Safety Leadership, BAS

Dr. Fimple presented the proposal

Dr. Paul Turman, Nebraska State College System

Dr. Fimple presented the proposal, indicating this program focuses on giving students the skills and knowledge in leadership needed by persons in law enforcement, fire, military and in corrections settings. Dr. Paul Turman, Chancellor of the Nebraska State College System, discussed a waiver program that the legislature passed to assist persons in the public safety fields.

Committee recommendation

Committee Recommendation: That the Commission approve the BAS degree in Public Safety Leadership at Peru State College.

Commissioner Nelson left the meeting at 10:30 a.m.

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve Peru State College’s Proposal for a New Instructional Program - Public Safety Leadership, BAS. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.

Southeast Community College – Proposal for a New Instructional Program – Operations and Service Management, AAS

Dr. Fimple presented the proposal

Dr. Jon Kisby, and Dr. Joel Michaelis, Southeast Community College

Southeast Community College - Proposal for a New Instructional Program - Operations and Service Management, AAS

Dr. Fimple presented the proposal, stating this is a specialized program that would target businesses that focus on service and operations of a trade or industry. It was noted that there is no other program like this offered in Nebraska. Mr. Jon Kisby, Dean of Agriculture, Welding and Transportation, and Dr. Joel Michaelis, Vice President of Instruction, discussed the program and answered questions from the Commissioners.

Committee recommendation

Committee Recommendation: That the Commission approve the Associate of Applied Science degree in Operations and Service Management at Southeast Community College.

Southeast Community College – Proposal for a New Instructional Program – Operations and Service Management, AAS approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve Southeast Community College’s Proposal for a New Instructional Program - Operations and Service Management, AAS. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.

Southeast Community College – Proposal for a New Instructional Program – Integrated Technologies, AAS

Dr. Fimple presented the proposal

Mr. Kisby and Dr. Michaelis spoke

Committee recommendation

Southeast Community College – Proposal for a New Instructional Program – Integrated Technologies, AAS

Dr. Fimple presented the proposal, noting this program focuses on career and technical education. The program would allow students to create a customized career path. Mr. Kisby and Dr. Michaelis spoke on details of the proposed program and answered Commissioners’ questions.

Committee Recommendation: That the Commission approve the Associate of Applied Science degree in Integrated Technologies at Southeast Community College.

Southeast Community College – Proposal for a New Instructional Program – Integrated Technologies, AAS approved

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve Southeast Community College’s Proposal for a New Instructional Program – Integrated Technologies,

AAS. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

*University of Nebraska at Omaha –
Program previously reviewed – Art
History, BAH*

*Dr. Fimple presented the follow-up
report*

*Dr. Amy Morris, University of Nebraska
at Omaha*

*Dr. David Jackson, University of
Nebraska*

Committee recommendation

*University of Nebraska at Omaha –
Program previously reviewed – Art
History, BAH approved*

*University of Nebraska Medical Center
- Program previously reviewed –
Center for Intelligent Health Care*

*Dr. Fimple presented the follow-up
report*

*Dr. John Windle, University of Nebraska
Medical Center*

Committee recommendation

*University of Nebraska Medical Center
- Program previously reviewed –
Center for Intelligent Health Care
approved*

*Report on Institutional Activities
Related to Existing Programs*

University of Nebraska at Omaha – Program previously reviewed - Art History, BAH

Dr. Fimple stated that follow-up reports are received from the institutions on programs that were previously approved. A summary of UNO's report on the program indicates progress and the Board of Regents approved continuation of the Art History program. Dr. Amy Morris, Director of the UNO School of the Arts, and Dr. David S. Jackson, Vice Provost, from the University of Nebraska, gave an overview and updates on the program's continuation.

Committee Recommendation: That the Commission continue the Art History program at UNO.

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's program previously reviewed - Art History, BAH. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

University of Nebraska Medical Center – Program previously reviewed - Center for Intelligent Health Care

Dr. Fimple discussed the follow-up of the Center for Intelligent Health Care program. The Academic Committee noted that the center has made a change in its business model due to COVID. Dr. John Windle, Director of the Center, provided additional information on the progress the Center has made in the past two years.

Committee Recommendation: That the Commission accept the report on the Center for Intelligent Health Care from UNMC.

Commissioner Headrick, on behalf of the Academic Programs Committee, moved to accept the report on the Center for Intelligent Health Care from the University of Nebraska Medical Center. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

Report on Institutional Activities Related to Existing Programs

Dr. Fimple discussed recent changes to existing programs.

Reasonable and Moderate Extensions

- CCC - Medical Assisting, Diploma
- CCC - Phlebotomy, Certificate
- CCC - Addiction Studies, Diploma
- CCC - Behavior Technician, Certificate
- CCC - Retail Pharmacy, Certificate
- CCC - Sterile Compounding, Certificate

*Report on Institutional Activities
Related to Existing Programs
continued*

SCC - Diesel Technology -Truck, Certificate, Diploma
SCC - Diesel Ag Equipment, Certificate, Diploma
SCC - Electronic Systems Technician, Certificate, Diploma
SCC - Robotics & Automation, Certificate
SCC - Fundamentals of Agriculture, Certificate
SCC - Early Childhood Education, Certificate
SCC - Web Design & Development, Certificate
SCC - Paramedic, Diploma

Discontinued Programs

UNMC - Medical Family Therapy, Graduate Certificate (Jointly administered by UNL and UNMC, will continue to be offered at UNL)

Name Changes

UNL - Space, Cyber and Telecommunications Law, Master of Laws (LL.M.) to *LL.M. in Space, Cyber and National Security Law*

UNMC - Department of Pathology and Microbiology to the *Department of Pathology, Microbiology, and Immunology*

Withdrawal of Application for a Recurrent Authorization to Operate Eduvision, Inc. dba Arizona College - Arizona College of Nursing

Chair Von Behren called for a break at 10:50 a.m. The meeting resumed at 11:00 a.m.

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

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

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

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

*Budget, Construction, and Financial
Aid Committee*

Commissioner Lauritzen

*University of Nebraska Medical Center
– Saddle Creek Campus (SCC)
Administrative Facility in the CORE
Building*

*Matthew Roque presented the project
proposal*

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Lauritzen, Committee Chair, opened the Budget, Construction, and Financial Aid Committee.

**University of Nebraska Medical Center – Saddle Creek Campus (SCC)
Administrative Facility in the CORE Building**

Matthew Roque, Capital Project & Financial Analyst, stated that UNMC is proposing to construct a new administrative facility on the corner of Saddle Creek Road and Farnam Street. This project is based on the first two floors of a six-floor building. The upper four floors are for research and will be leased to commercial entities. The administrative facility total cost is \$18 million with the combined project total of \$105 million.

Committee recommendation

*University of Nebraska Medical Center
– Saddle Creek Campus (SCC)
Administrative Facility in the CORE
Building approved*

*Facility Operating & Maintenance
Costs Inflationary Adjustment –
January 1, 2024, through December 31,
2025*

Mr. Roque presented the report

Committee recommendation

*Facility Operating & Maintenance
Costs Inflationary Adjustment –
January 1, 2024, through December 31,
2025, approved*

*Public Hearing on Planning and
Consumer Information Committee
Items*

*Chair Von Behren left the meeting at
11:15 a.m*

*Planning and Consumer Information
Committee*

Commissioner Wilson

Commission Action and Comments:

Action: Pursuant to the Neb. Rev. Stat. § 85-1414, the Budget, Construction, and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska Medical Center’s proposal to construct an Administrative Facility as part of the overall Campus Operations & Research Excellence (CORE) building as outlined in the governing board’s program statement approved on May 5, 2022, along with supplemental information provided.

Commissioner Lauritzen, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the University of Nebraska Medical Center’s Saddle Creek Campus Administrative Facility in the Campus Operations & Research Excellence (CORE) Building. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.

**Facility Operating & Maintenance Costs Inflationary Adjustment -
January 1, 2024, through December 31, 2025**

Mr. Roque presented the Operating & Maintenance report. The Commission reviews capital construction projects submitted by Nebraska public institutions. The Commission uses the *Higher Education Price Index* (HEPI) to measure the operating and maintenance costs inflation.

Committee Recommendation: That the facility O&M costs threshold for project evaluation increase to an incremental increase in tax funds of \$112,000/year for the biennial period of January 1, 2024, through December 31, 2025.

Commissioner Lauritzen, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Facility Operating & Maintenance Costs Inflationary Adjustment for the biennial period of January 1, 2024, through December 31, 2025. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.

**PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION
COMMITTEE ITEMS**

There was no testimony on Planning and Consumer Information Items.

Chair Von Behren closed the public hearing on Planning and Consumer Information Committee Items.

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Wilson, Committee Chair, stated the Planning Committee recently met and introduced Jill Heese, Research Director, to present the *2023 Measuring Accomplishments*, companion piece to Chapter One of the *Comprehensive Statewide Plan for Postsecondary Education*.

*2023 Measuring Accomplishments,
companion piece to Chapter One of the
Comprehensive Statewide Plan for
Postsecondary Education*

Jill Heese presented the report

J. Ritchie Morrow spoke

*Next Commission meeting will be on
Friday, March 15, 2024, via Zoom*

*Vice Chair Daniels adjourned the
meeting at 12:00 p.m.*

**2023 Measuring Accomplishments, companion piece to Chapter One
of the Comprehensive Statewide Plan for Postsecondary Education**

Ms. Heese gave a presentation on the *2023 Measuring Accomplishments* report. The report includes national comparisons, peer comparisons for Nebraska's public institutions, and non-comparative measures. Nebraska is committed to measure its progress toward a 70% attainment goal. Ms. Heese noted a Key Takeaways summary was added for 2023. She noted that Nebraska's rankings varied depending on the metrics and institutions analyzed. J. Ritchie Morrow commented that he is part of a Google group with high school counselors and can share these reports with them.

FUTURE MEETINGS

The next Commission meeting will be a virtual meeting via Zoom on Friday, March 15, 2024, at 8:30 a.m.

ADJOURNMENT

In Chair Von Behrens' absence, Vice Chair Daniels adjourned the meeting at 12:00 p.m.



NEW POSTSECONDARY INSTITUTION APPLICATION For a Recurrent Authorization to Operate in Nebraska Administrative Office Only

Institution: Ricketts Great Books College

Legal Status: For-profit

Site for Office: Online Instruction; Administrative Office:
9140 W. Dodge Rd, Omaha, Nebraska

Programs: Certificate in the History of Ideas
Associate of Arts in Liberal Arts (AA)
Bachelor of Arts in Liberal Arts (BA)

Institution’s Existing Degree in Same or Similar Discipline: None (new institution)

Proposed Start Date: Upon approval

Introduction

Merriam Webster defines great books as “of, relating to, or centered in certain classics of literature, philosophy, history, and science that are believed to contain the basic ideas of western culture.” Great books, in whole or in part, have long been a staple in liberal arts education. Several colleges in the United States today base a portion or core of their curriculum on the great books, e.g., Columbia College of Columbia University and the University of Chicago’s common core. A much smaller number use the great books as the foundation for an entire college education—St. John’s College in Maryland and New Mexico, Gutenberg College in Oregon, and St. Thomas Aquinas College in Massachusetts and California, for example. Ricketts Great Books College intends to use this foundation for its curriculum as well. Instruction would be entirely online.

Ricketts Great Books College intends to become accredited by the Distance Education Accrediting Commission (DEAC), an accreditor recognized by the U.S. Department of Education.

This application is for authorization to establish an administrative office in Nebraska. Even if instruction is provided online, Nebraska statues require an institution to seek approval from the Coordinating Commission for an administrative office located within the state.

REVIEW CRITERIA

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

High-----Low
√

The Great Books College organized in January 2020, registered with the state of Nebraska in January 2021, and is a for-profit institution. Great Books provided a financial statement for three years of operation.

For fiscal years 2021, 2022, and 2023, The Great Books College had expenses that were for production of videos that will be used for each course. (See Section B.) The startup funding during 2021, 2022, and 2023 consisted entirely of capital contributions made by J. Joe Ricketts. There is no debt and no debt service expectations. Likewise, the funding reflected in the 5-year pro forma financials represents additional capital contributions from Mr. Ricketts. There will be no debt and no debt service expectations.

Revenue/Capital Contributions – An enrollment increase in FY26 is dependent on Ricketts Great Books College becoming fully accredited in 2026, at which point they will join SARA and offer courses to students outside of Nebraska. (See Section B.) Mr. Ricketts has indicated he will continue capital contributions as needed.

Expenses/Tuition Rebates – Salary and consulting expenses account for around 85% of the total operating expenses, which does not include tuition rebates as operating expenses.

The Ricketts “Harder You Work Scholarship” Program will refund up to 80% of tuition to students each semester upon their successful completion of that semester’s courses. This is a significant reduction in Ricketts Great Books College’s profit margin. However, as anticipated in the pro forma financials, by FY28, Ricketts Great Books College will no longer require any capital contributions by Mr. Ricketts.

Financial Aid Policy – The school does not intend to participate in the federal Title IV financial aid program. Financial-related procedures, including refund policies, were provided. A substantial scholarship would be available (see Tuition below).

Student Loan Default Rate and Composite Financial Score—not applicable

The U.S. Department of Education requires institutions participating in Title IV programs to satisfy financial responsibility standards and to maintain a specific default rate. Ricketts Great Books College does not intend to participate in the Title IV program.

Tuition – The tuition for 2024 would be \$390.63 per credit hour, or \$6,250 for full-time enrollment (16 credit hours) per semester. The Ricketts “Harder You Work Scholarship” Program would refund up to 80% of this tuition to students each semester upon their successful completion of that semester’s courses. This scholarship program would ultimately allow students to complete a bachelor’s degree for under \$10,000, exclusive of outside grant or scholarship support.

The tuition falls within the range of local tuition rates.

Institution	Tuition only (fees not included)	Description
Ricketts	\$390.63 per credit hour; \$12,500 per year	2024; full-time (32 credit hours)
UNO	\$268 per credit hour	2023-24; Arts and Sciences; online; resident; undergraduate
Bellevue University	\$449 per credit hour	2023-24; online; undergraduate
Creighton University	\$45,000 per year	2023-24; undergraduate

Financial Soundness – The ability of Ricketts Great Books College to operate profitably is dependent on capital contributions continuing to be funded by Mr. Ricketts until the college can operate at a profit. It would appear that this is Mr. Ricketts’s intent and would ensure Ricketts Great Books College is financially stable.

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

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

Curriculum-

History of Ideas certificate: 32 credits: eight, four-credit courses offered sequentially in four-week blocks. Can be completed in one year full-time, two years

part-time, or four years quarter-time. Intended as an overview, course titles range from Greek Drama to Psychology to Physics and the Origin of Calculus.

Liberal Arts AA and BA: Both build on the History of Ideas certificate. Full-time students would take four, four-credit courses per semester. The AA requires seven courses in addition to the certificate for a total of 60 credit hours for the degree. The BA requires 22 additional courses for a total of 120 credit hours. Having acquired a comprehensive overview of Western thought in the certificate program, students develop a plan of study for their degree by selecting courses based on their area of interest. Courses provide a deeper exploration of the most influential books and authors.

A hallmark of the curriculum for all three awards would be the use of cinema-quality documentary films to introduce new texts and authors to students. The films would place the books in context and provide information that would aid interpretation, making the great books accessible to students regardless of their background.

Enrollment – The application included the following table of projected enrollments.

Enrollment	2024	2025	2026	2027	2028
Full-time	0	0	50	200	350
Half-time	30	60	150	300	500
Single Course	30	100	200	300	400
Total (all types)	60	160	400	800	1,250
Full-time Equivalents	22	55	175	425	700

The numbers in the first three years are for Nebraska residents only. The college intends to join SARA once it is fully accredited (target date: 2026) and then will expand to students outside the state.

Credit – 16 hours of live seminar instruction per credit hour earned.

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

High-----Low					
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Faculty – The number of faculty teaching in the program would be adjusted to reflect student enrollment. Initially, Dr Jeffrey Scarborough, Dean of Faculty for Ricketts Great Books College, would teach the first cohorts of students. As enrollment increases, the college reports that they would draw from the 200 faculty members of other institutions who have contributed to the development of the curriculum.

The application included CVs for eight individuals who are currently engaged as consulting faculty for curriculum development. All hold PH.D.s, most in philosophy.

Library and Support Services – In following the great-books approach, students predominately read primary source material that is readily available in the public domain. Therefore, the college does not foresee the need to enter into agreements with online libraries or data sources. All required books are readily available through online booksellers or free archives such as Project Guttenberg or similar archives. Students could also obtain the required texts through online subscription libraries such as the Perlego Online Library for \$15 per month.

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

No evaluation of the facility is needed since instruction would be entirely online. The administrative office would be located at 9140 W. Dodge Road in Omaha, a multi-story office building with dedicated parking. The college would have a designated set of offices for personnel and access to shared spaces, such as

conference rooms and private meeting rooms, and to shared facilities and equipment. A copy of the lease was provided.

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

Ricketts Great Books College plans to pursue accreditation through the Distance Education Accrediting Commission (DEAC), an accrediting body recognized by the U.S. Department of Education. DEAC requires an institution to have been in operation for one year and approved or licensed within the state in which it is located before applying for accreditation. The college intends to apply during the calendar year 2025 once they have been in operation as a college for the required 1-year period. DEAC does not have a pre-application, intent-to-apply, or any other status that it conveys prior to actual application.

Commission rules require an institution to be accredited or seeking accreditation. DEAC's policy makes this problematic in Nebraska since the applicant must also be approved by the state. In lieu of accreditation, the college provided a copy of DEAC's policy. The Commission accepts the assurance of Ricketts Great Books College that it intends to apply and evidence of DEAC's policy as meeting the state requirement.

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

The college provided this statement that would be on its website and course enrollment forms:

“All courses at Ricketts Great Books College are offered by distance learning, using a combination of high-quality documentary-style videos and live video-conference seminars that bring students together with each other and with college faculty. While courses are offered for credit, we make no guarantees of the transferability of the credit. All determinations regarding the acceptance of transfer credits are made by the receiving institution. Ricketts Great Books College, as a new institution, will not be eligible to seek accreditation until we have been in operation for one year. We intend to pursue formal accreditation at the first possible opportunity.”

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

Admissions – The admission process is three-fold: proof of a high school diploma or equivalent, a reading comprehension test specific to great books, and an optional one-weekend course experience. Exceptions would be made for students participating in dual enrollment courses. Students who cannot pass the reading test would be able to take a reading comprehensive boot camp and retest.

Recruiting – Several target audiences were identified.

- Dual enrollment students recruited through high school counselors and high school outreach.
- Recent high school graduates.
- Employees at companies that have entered into an agreement with the college to offer free or reduced-price enrollment to employees and their families.
- Life-long learners.
- Interested parties reached through social media and other digital marketing.

Closure Policy – In the event that Ricketts Great Books College would discontinue its offerings, three steps were identified:

- Arrangements would be made with the National Student Clearinghouse to record formal transcripts showing all credits earned and grades received by students.

- Arrangements would be made with a third-party company such as Parchment or Green Light Credentials to provide students with a simple online means for requesting copies of their academic records when needed.
- Arrangements would be made for students to transfer to colleges or universities that offer a degree program centered on a great books curriculum, such as New College Florida.

Committee Recommendation: That the Commission approve the recurrent authorization to operate for:

Institution: Ricketts Great Books College
Owner: The Great Books College LLC
Level of authorization: Authorized to establish in the state an administrative office
Length of authorization: Five years (valid through March 15, 2029)
Conditions of authorization: 1) Ricketts Great Books College submits an application to DEAC and becomes accredited following DEAC procedures, 2) financial statements are included with the required annual reports, and 3) Ricketts Great Books College complies with the assessment and surety bond requirements of Neb. Rev. Stat. §85-2423 through §85-2427, with a surety bond or other security agreement of \$20,000 to remain in effect until the Guaranty Recovery Cash fund reaches the minimal fund level, currently \$250,000.

Reporting requirements: Annual reporting is required, with the first report due March 15, 2025. Forms are emailed to the institution prior to the due date and are available on the Commission's website [Annual Report FORM 2018-19.pdf \(nebraska.gov\)](#)



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska-Lincoln (UNL)
Program:	Social Entrepreneurship
Award:	Undergraduate Certificate
Mode of Delivery:	In-person
Institution’s Existing Degree(s) in Same or Similar Discipline:	Global Studies, BA and BS; Human Rights minor; Entrepreneurship minor; Civic Engagement undergraduate certificate
Proposal Received by Commission:	February 12, 2024
Proposed Start Date:	Fall 2024

Background

In today’s world, nonprofit and civic organizations, governmental agencies, and an increasing number of for-profit corporations have placed social responsibility at their core. These organizations focus on making a social impact and play an important role in helping meet the challenges faced by communities both nationally and world-wide. The breadth of social needs addressed by these entities, such as health care, education, human rights, and the environment, makes social entrepreneurship a career choice for students with a wide range of academic backgrounds and life experiences.

Description

The proposed program would be housed in the School of Global Integrative Studies in the College of Arts and Sciences. The purpose of the program is to provide students with a professional credential that will give them the skills and hands-on experience necessary to make a positive social impact in the world.

The curriculum consists of 17-19 credit hours built on existing courses from six colleges at UNL. Two specific courses and a capstone experiential learning course would be required (see p. 4). Students would also take one skills-based course selected from a group of 15. Finally, they would choose one of three subject area specializations and take two courses from those identified within the subject area.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

The proposal states that the non-profit sector is one of the fastest growing industries in the United States, with over 1.6 million organizations contributing an estimated \$985 billion to the US economy. Within the state of Nebraska, there are over 10,000 nonprofit organizations, with 3,000 located in Lancaster County alone. These organizations employ 98,000 Nebraskans and ten percent of Lancaster County’s workforce.

UNL also reports that for-profit entities are becoming involved in social entrepreneurship. At the same time, there is an increasing demand from consumers that products are ethically sourced and produced. As evidence, the university cites a study reported in *Forbes* in 2022 that found that 90 percent of consumers would switch brand allegiance because of their interest in the social good. These movements are reflected in business marketing and have resulted in positions like “chief responsibility officer” becoming more and more important.

The proposal does note, however, that according to a 2023 survey by the National Council of Nonprofits, nearly 75% of non-profits have vacancies.

The presence of non-profit organizations in the state is documented. The number of vacancies in Nebraska isn’t as clearly identified, but the number of national vacancies suggests a need for the program in the state.

B. Demand for the Program

High-----Low
√

UNL bases its projected enrollments on the rapid growth of the non-profit sector and the increasing interest by students in social change. Consequently, the university expects that demand for the program will come largely from current students and projections are based primarily on enrollment numbers in courses selected for the program. According to the proposal, in 2020 there were 135 global studies majors and approximately 100 human rights minors. Other disciplines are expected to draw students as well, such as political science (359 majors in 2020), environmental studies (31 majors), and management (491 majors). UNL predicts that 15 students will enroll in the first year of the program, increasing to 40 by year five.

Given the wide range of colleges participating in the proposed certificate, there should be sufficient enrollment for a viable program.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are no undergraduate certificates in social entrepreneurship at any Nebraska institution. UNL does have several programs in similar areas. There is a global studies major and a minor in human rights, both of which supply courses for the proposed certificate, but neither program focuses entirely on social entrepreneurship. The College of Business offers a minor in entrepreneurship with a focus on the business aspect rather than social impact. UNL has previously offered a civic engagement certificate, but the program ceased accepting applications in fall 2023.

The University of Nebraska at Omaha offers an entrepreneurship concentration for business majors and a minor in entrepreneurship for non-business majors. The concentration is composed

primarily of business or accounting courses, while the minor consists mainly of management-focused courses. UNO also offers a nonprofit management minor. At 18 total credit hours, the minor consists of courses aimed at improving students' ability to lead nonprofit organizations, focusing on a management/business approach and less on human rights, environmental, or community issues.

D. Resources: Faculty/Staff

High-----Low				
	√			

Because the certificate utilizes existing UNL curriculum, current faculty and staff would support the program as part of their existing work. Future enrollment growth could necessitate hiring part-time adjuncts to cover additional sections of two of the three required courses. They would be funded by Foundation funds. If such funds are unavailable, the College of Arts and Sciences would support the program with temporary instruction funds. Enrollment growth would also require a long-term Lecturer or Assistant Professor of Practice position as shown in the budget in years four and five.

E. Resources: Facilities/ Equipment/ Library/ Information Access

Acceptable				
yes	√		no	

Since all courses are in place, no new facilities or information resources would be needed to support the proposed program.

F. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$215,599	Reallocated/Existing Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees ²	\$320,796
Five-Year TOTAL	\$215,599	Five-Year TOTAL	\$320,796

¹ Temporary lecturers in years one through three, funded by foundation support.* Assistant Professor of Practice or long-term lecturer in years four and five.

² Based on 15 students taking 12 credit hours at \$268 per credit hour resident tuition for year one. Enrollment grows to 40 by year five.

*Foundation support isn't included in revenues.

Committee Recommendation: That the Commission approve the Undergraduate Certificate in Social Entrepreneurship at the University of Nebraska-Lincoln.

First Regular Program Review: Due June 30, 2025 (with Global Studies)

Social Entrepreneurship Certificate: Course List

(all courses are three credit hours unless noted)

Required: (9 credits)

GIST 211: Social Entrepreneurship and Innovation

GLST 415: Grant Writing and Fundraising for Social Impact

HRHA 495: Experiential Learning in Human Rights

Elective Courses: Skill Based Course (select 1 course from the list below—2 to 4 credits)

ALEC 302: Dynamics of Effective Leadership in Organizations

ALEC 428: Leadership in Public Organizations

ALEC 466: Leadership and Diversity

COMM 382: Nonprofit Organizing & Communication

CRPL 441: Researching Quality of Life

CRPL 467: Active and Healthy Community Development

CRPL 470: Environmental Planning and Policy

ENTR 321: Foundations of Entrepreneurship

ENTR 423: Business Plan Development and Decision Making

ENVR 319: Environmental Engagement and the Community (2 credits)

FINA 300: Financial Decision Making

GEOG 217: Principles of GIS (4 credits)

HRHA 440: Human Rights, Conflict and Community Changemaking

MNGT 360: Managing Behaviors in Organizations

MNGT 365: Managing Diversity in Organizations

Subject Themes (Select 1 Theme and two courses from those listed for each theme—6 credits)

Theme 1: Human Rights and Community Changemaking (10 courses listed)

Theme 2: Society and Protecting the Environmental (13 courses listed)

Theme 3: Living and Learning in a Diverse Community (14 courses listed)

Total: 17-19 credits



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha (UNO)
Program: Internal Audit, Fraud, and Control
Award: Undergraduate Certificate
Mode of Delivery: Online and in-person
Institution’s Existing Degree(s) in Same or Similar Discipline: Bachelor of Science in Business Administration - Accounting concentration
Proposal Received by Commission: February 12, 2024
Proposed Start Date: Upon approval by CCPE

Description

The purpose of the proposed program is to provide undergraduate students with skills and knowledge applicable to the profession of internal audit, accounting, and fraud risk assessment. It would also provide a foundation for the Certified Internal Auditor (CIA) examination and certification. The proposed certificate and potential professional certification as a CIA would help students sharpen their skills and achieve a standard of credibility and recognition of competence in the field.

All courses in the 12-credit hour program are existing accounting courses (see page 3) and can be used toward a BS/BA Accounting Concentration. The program would be open to degree-seeking and non-degree-seeking students. The courses are 3000 and 4000 level courses with pre-requisites so non-degree-seeking students would likely be required to take more than the 12 credits or transfer in credits earned previously that would meet the prerequisites.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High			Low
	√		

The proposal states that organizations experience numerous frauds each year that result in billions of dollars lost. This translates into an increasing demand on internal auditors to develop effective internal control systems to prevent and reduce fraud.

UNO cites a 2023 study that searched for “internal auditing,” “fraud prevention,” and “internal controls” in public job postings from 2018 to 2023. The authors concluded that the set of skills provided by the certificate were in high demand and could be beneficial for a broad audience with different levels of experience and education. The top in-demand skill was internal control

knowledge, appearing in over 60% of job postings. In qualifications within job postings, Certified Internal Auditor was second only to Certified Public Accountant.

The certificate would also benefit the School of Accounting, which is endorsed by the Institute of Internal Auditors. The addition of the certificate would allow the school to apply for an increased level of endorsement—to Foundation Level. This level is held by only 27 institutions worldwide.

A letter of support was provided by the dean of UNO’s College of Business Administration who noted that jobs in this area are among the top five H3 jobs in the state.

The need for the program is supported by the number and type of job postings.

B. Demand for the Program

High-----Low				
√				

The university asserts that the program would be beneficial to students entering the professional business workforce—providing them with knowledge termed “critical”—and would enhance the skillset of working professionals.

UNO expects to enroll five students in the first year of the program. The projections are based on the enrollments in the four existing courses that make up the proposed certificate. Those courses combined enroll approximately 135 students. With marketing and promotion efforts, the five initial enrollments are expected to grow by one student each year.

The anticipated enrollment numbers are small and should be attainable, especially with the online format available.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There are no undergraduate certificates in Internal Audit, Fraud, and Control at any Nebraska institution.

D. Resources: Faculty/ Staff/ Facilities/ Equipment/ Library/ Information Access

Acceptable				
yes	√		no	

Since all courses are in place, no new faculty, facilities, or information resources would be needed to support the proposed program.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated/Existing Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees *	\$189,610
Five-Year TOTAL	0	Five-Year TOTAL	\$189,610

* Based on six student credit hours for two semesters for five undergraduate, resident students in year one, increasing by one each year. Costs include all fees, including various student fees for on-campus students not directly related to academic programs. The tuition calculation is \$316 per credit hour; with various fees included the cost would be \$451.45 per credit hour.

Committee Recommendation: That the Commission approve the Undergraduate Certificate in Internal Audit, Fraud, and Control at the University of Nebraska at Omaha.

First Regular Program Review: Due June 30, 2030

Internal Audit, Fraud, and Control Undergraduate Certificate—12 credit hours

ACCT 4050 Principles of Internal Auditing	3 credits
ACCT 3080 Accounting Information Systems	3 credits
ACCT 4020 Analytics in Accounting	3 credits
ACCT 4080 Principles of Auditing	3 credits



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center (UNMC)

Program: Nutrition and Dietetics

Award: Doctor of Nutrition and Dietetics (DrND)

Mode of Delivery: Online; residency in student's home community

Institution's Existing Degree(s) in Same or Similar Discipline: Master of Medical Nutrition

Proposal Received by Commission: February 12, 2024

Proposed Start Date: Upon approval by the Commission

Description

The proposed degree is designed to offer Registered Dietitian Nutritionists (RDNs) additional knowledge and competencies to fill leadership roles through an advanced practice course of study. The curriculum would include advanced clinical nutrition and nutrition science, leadership, advocacy, education in higher learning institutions, and scholarly activity. The College of Allied Health Professions (CAHP) would seek accreditation for the degree through the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The program would require 48 credit hours: 36 credit hours of didactic courses, 6 credit hours of scholarly activity (capstone course), and 6 credit hours of residency. (See page 4.) Half of the courses would be new. The program could be completed in two and a half to three years of full-time attendance. Residency experiences would be completed in the student's home community under the guidance of DrND faculty and an onsite mentor. Candidates would be accepted into the program who are credentialed RDNs with a master's degree and 3 years of post-credentialing experience or 5 years of post-credentialing experience without a master's degree.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low
	√	

UNMC states that the depth and breadth of nutrition and dietetics practice are expanding along with the rest of health care. The advent of nutrition diagnosing, order writing, evidence-based practice, and outcomes research along with the role of nutrition and diet in the management of complex medical and surgical conditions has created a demand for advanced practice dietitians who can assume these roles and responsibilities. Another recent practice is

“precision nutrition,” defined as individualized, actionable dietary recommendations that guide what, when, why, and how to eat to optimize health and quality of life.

UNMC cites the U.S. Bureau of Labor Statistics as evidence of need. The Bureau reported a growing demand for Registered Dietitians. From 2020 to 2030 the projected increase in Nebraska was 11.8% or 50 average annual openings. The percent increase was larger in four of the six states surrounding Nebraska with Wyoming’s increase at 25% and Colorado’s at 23.7% or 110 job openings. Missouri’s increase was projected to be only 10.3%, but this represented 120 open positions.

In addition, effective January 1, 2024, the minimum degree requirement for entry-level practice as an RDN will change from a bachelor’s degree to a graduate degree. The proposal cites the Academy of Nutrition and Dietetics 2021 survey that reported 52% of practicing RDNs hold master’s degrees while 4% hold doctorates.

Letters of support were provided by ACEND and the Dean of CAHP who noted that there would be no negative impact on other programs since tuition would cover expenses. He also stated that the program complements the accredited nutrition and dietetics program at UNL. A letter from the UNL Director of Professional Studies in Dietetics Program affirms that the proposed program does not represent a conflict or duplication of programs at UNL and in fact complements the existing PhD.

The expanding range of practice and change in requirements for entry-level practice indicate there would be a need for an advanced practice degree.

B. Demand for the Program

High-----Low				
		√		

A 2021 survey of 17 graduates from the UNMC Master of Medical Nutrition program indicated interest in pursuing a doctorate degree, with 71% (12/17) indicating they would be “somewhat or very likely” to pursue this degree option.

Currently, research-based degrees are often the only option available for RDNs to pursue an advanced degree. For example, some students have enrolled in/completed a PhD through the Medical Sciences Interdepartmental Area within the graduate college at UNMC.

UNMC commissioned a feasibility study from Eduventures. They concluded that the nutritional sciences doctoral market is “a growing field with opportunity for differentiation regionally.” The study noted:

- Nationally, there are 179 doctoral programs, but none are ACEND accredited.
- Regionally, there is a steady rate of degrees conferred and limited competitors.
- Prospective adult students are most interested in a program that is affordable, asynchronous, and includes hands-on experience that is predominantly online.

UNMC expects eight students to enroll in the first year, 18 in the second year, and increasing to 58 by year five.

The 2021 survey represented a very small number of students but does suggest there would be some interest in the program. The figures also do not include non-UNMC students who could be attracted by the online format that would allow those working to continue employment.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There is no doctor of practice degree in nutrition and dietetics in Nebraska. Currently, UNL offers a PhD in Nutrition, which is “for students who hold a strong interest in nutrition research with a STEM focus.” The proposed program would provide a non-research based doctoral degree option.

Kansas State University, Colorado State, and the University of Missouri all offer PhDs. The University of Kansas has a PhD as well as a Doctor in Clinical Nutrition, online and similar to the proposed program. None of the programs are ACEND accredited.

D. Resources: Faculty/Staff

High-----Low
√

The DrND degree program would be supported by a Program Director, existing CAHP faculty, the Department of Medical Sciences, and administrative support personnel from the college's Office of Enrollment Management and Student Affairs for recruitment and admissions functions. The Program Director is currently housed in the Medical Nutrition master's program. This program has a total of 4 full-time faculty members (1 tenured professor and 3 assistant professors) and 6 PhD-trained adjunct faculty members. Half of the courses are taught by faculty in other CAHP programs. Three-quarters of the tuition from those courses would be transferred back to those programs to cover teaching stipends.

E. Resources: Physical Facilities/Equipment

Acceptable				
yes	√		no	

The program activities would be administered online or virtually with limited need for physical space. Offices, conference rooms, and research laboratories would be available on campus for program use.

F. Resources: Library/Information Access

High-----Low
√

The Leon S. McGoogan Health Sciences Library provides access to high quality collections of print and electronic materials, including over 42,000 print volumes and an extensive collection of anatomical models. Online journals, books, bibliographic and other databases are available, and many resources may be accessed using mobile devices. Online resources include nearly 39,000 journal titles and nearly 69,000 full-text books. Librarians are available to assist with the use of the library and its collections. In addition, the library offers one-on-one or group instruction in locating and managing information. The E-Gallery houses an expanding library of e-Learning modules available to students anytime and anywhere.

UNMC reports that the CAHP has made significant investments in technology to support the growing demand for distance education. The CAHP also has a Director of Distance Education who is available to train and support the faculty with distance learning pedagogy.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$411,069	Existing Funds	
General Operating ²	\$89,944	New State Funds	
Tuition due to other programs ³	\$487,247	New Local Funds	
		Tuition and Fees ⁴	\$1,701,450
Five-Year TOTAL	\$988,260	Five-Year TOTAL	\$2,077,162

¹ Includes stipend for a program director, an assistant professor in year three, and a .5FTE graduate assistant in year three.

² Office supplies, faculty professional development, travel, etc.

³ 56% of courses exist in other programs. 75% of tuition generated by students enrolled in those courses would be transferred to those programs. Tuition transfer would fund faculty teaching stipends in those programs.

⁴ Based on eight students in year one and 18 in year two taking nine credit hours at \$625 per credit hour. Students increase to 58 by year five. Students in their third and fourth years take 15 credits.

Committee Recommendation: That the Commission approve the Doctor of Nutrition and Dietetics degree at the University of Nebraska Medical Center

First Regular Program Review: Due June 30, 2026

Doctor of Nutrition and Dietetics (48 credit hours)
(All courses are three credits unless noted)

NTSC 760	Integrative Nutrition and Emerging Concepts in Advanced Nutrition Practice
NTSC 763	Applied Advanced Nutrition Sciences
NTSC 766	Advocacy and Global Health in the Advanced Practice of Nutrition
HPTT 801	Foundations of Health Professions Education
HPTT 802	Instructional Design for Health Professions Education
HPTT 805	Evaluation and Assessment of Teaching and Learning in Health Profession Education
HDS 831	Management in Health Care
HDS 852	Design of Quality Improvement Initiatives
HPTT 823	Leadership in Health Professions Education
HDS 815	Communication and Culture in Healthcare
BIOS 806	Biostatistics
NTSC 785	Research Methods for Advanced Nutrition Practice
NTSC 790	Capstone (6 credits)
NTSC 770	Residency I
NTSC 773	Residency II



NEW DEGREE PROGRAM PROPOSAL

Institution:	Chadron, Peru, and Wayne State Colleges (CSC, PSC, WSC)
Program:	Education
Award:	Master of Arts in Teaching (MAT)
Mode of Delivery:	Online courses; mentoring and supervision delivered onsite at each institution
Institution's Existing Degree(s) in Same or Similar Discipline:	PSC and WSC: BA and BS in Education and MSE in Curriculum and Instruction; CSC: BSE in Education and ME in Curriculum and Instruction
Proposal Received by Commission:	February 6, 2024
Proposed Start Date:	Fall 2024

Background

Initial teaching certification usually requires a baccalaureate degree in education. Teachers may later decide to take graduate courses or earn a master's degree to move up on a pay scale or simply to improve their knowledge in pedagogy or content. The Higher Learning Commission requires teachers who wish to teach dual credit courses to hold a master's degree in their field of expertise (vs a degree in education) or 18 graduate credit hours in the field. These would most often be a Master of Arts (MA) or Master of Science (MS).

The Master of Arts in Teaching includes coursework and field experiences that, as a whole, prepare an individual to meet the requirements for initial certification in their respective state. This allows an individual who already holds a bachelor's degree in a field other than education to complete the requirements for initial teacher certification without needing to pursue an additional bachelor's degree to complete certification requirements.

Description

The proposed program curriculum would require 36 semester credit hours of graduate-level coursework—a 12 credit hour core, 18 hours of electives, and six credit hours of clinical experience. The MAT Core is based on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The standards establish the accreditation frameworks for both the Nebraska Department of Education (NDE) and the Council for the Accreditation of Educator Preparation (CAEP). In addition, NDE's Rule 20 mandates specific curriculum related to human relations training, science of reading, and special education, which are required for all educator preparation. Those requirements are embedded within the MAT Core set of coursework. The MAT

Core would be completed at the college where the student enrolled and would earn the degree. To allow for flexibility the 18 hours of electives could be completed at any of the three state colleges. The full curriculum and the InTASC Standards are on page 5. Several new courses would be needed at each college for the MAT Core.

Consistent with Institutional Role and Mission? YES* NO

Consistent with Statewide Comprehensive Plan? YES NO

* Under role and mission for the state colleges, Nebraska statutes specify that after the first instructional priority of providing certain baccalaureate degrees, "The colleges' second instructional priority shall be master's programs in education." (NRS § 85-951)

Statutes also allow each of the three state colleges to offer "master's degree programs upon demonstration of a compelling need in disciplines in which it has a demonstrated capacity as authorized and approved by the Coordinating Commission for Postsecondary Education." (NRS § 85-956, 85-957, 85-958)

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

The proposal states that Nebraska is facing a critical teacher shortage. It references NDE's 2022-2023 Teacher Vacancy Survey Report that indicated there were 768 unfilled teaching positions reported for 2022, meaning an individual certified to teach in that position was not filling that position. Of those 768, 208 were entirely vacant. And out of the 768 unfilled positions, 227 of them were in districts or systems with fewer than 500 students. This shortage can have a special impact on rural areas where lack of a single instructor can mean an entire discipline can't be offered. The proposal then compares these figures with those from NDE's 2019-20 survey, which reported 321 unfilled positions, of which 62 were vacant.

One avenue to address the teacher shortage is to provide alternative pathways to certification for individuals with education and/or experience outside the realm of teaching. NDE has recently created such processes. One is the Alternative Program Teaching Permit, which allows an individual with a bachelor's degree to be immediately hired by a school district as a classroom teacher through meeting the requirements of one of seven Alternative Program Teaching Permit pathways. Some pathways are designed for people who already have a teaching certificate (e.g., from another state or one from Nebraska that's expired). The proposed program would especially assist individuals who don't have a current certificate and qualify for other pathways.

It is well known that the teacher shortage in the state is great; the figures provided substantiate that as well as the worsening of the shortage.

B. Demand for the Program

High-----Low
√

Prior to the development of the Alternative Program Teaching Permit with seven pathways, NDE offered two options for individuals who wanted to teach but didn't hold a certification: a Transitional Teaching Permit and an older version of the Alternative Program Teaching Permit that provided fewer pathways. The

proposal reports on data collected from NDE in fall 2023. At that time, 218 individuals were teaching under a Transitional Teaching Permit, and 315 individuals were teaching under an Alternative Program Teaching Permit. To complete their initial certification these teachers were required to work with a Nebraska Educator Preparation Program (EPP). The State Colleges report that for individuals who hold these types of temporary teaching permits and have come to them to complete the remaining requirements for certification, their only route is to complete undergraduate coursework. However, in doing so, these individuals are not eligible for financial aid or other assistance, as they are not degree-seeking students.

The State College system reports that over the past several years the colleges have assisted over 150 post-baccalaureate candidates in working toward initial certification. The proposed program would provide a graduate program option for future candidates which would be available to them as they teach full-time, and which would allow them to be eligible for financial aid.

The program can be completed in two years. The proposal estimates that 10 new students would enroll in the program annually at each institution, with two not continuing into the second year. This would result in ten students in the first year and 18 students every year thereafter.

The figures provided suggest that there could be numerous individuals interested in the proposed program, especially since it would be available online, employed teachers could continue to work, and financial aid could be available.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

There are several MAT programs in Nebraska, but they vary in content, design, and goals. The proposal listed six programs. Two programs at UNO and one at UNK lead to a degree in education or curriculum and instruction.

The MA program at UNL leads to initial certification in a specific endorsement area. The College of St. Mary and Hastings College both offer MAT programs for initial certification.

The programs at UNO and UNK would not qualify teachers to provide dual credit classes. The programs at UNL, the College of St. Mary, and Hastings College are not fully online and therefore not easily accessible to teachers working under an Alternate Program Teaching Permit.

D. Resources: Faculty/Staff

High-----Low				
		√		

The 12 credit hours of MAT Core courses would be developed at each college. The courses would be taught by existing full-time faculty and adjuncts with appropriate credentials. Should the program grow, additional faculty would be needed. A program coordinator would be hired to manage the program, provide initial advisement to prospective candidates, and oversee their progression. Also needed would be college supervisors for the clinical experience (one supervisor for every 10 students for the two semesters of their second year). In addition, for any student selecting one of the pathways for non-credentialed individuals, a supervisor would be required for the first two semesters of their program.

The budget includes a salary for a .5 FTE adjunct faculty member, a full-time program coordinator, and one part-time college supervisor for each 10 MAT candidates for the clinical experience.

E. Resources: Physical Facilities/Equipment/Informational Resources

Acceptable			
yes	√		no

Since the program would be offered online, no new facilities would be needed on the campuses. The clinical experiences and practica would be completed in the classrooms of the P-12 district partners. Each campus has the technology infrastructure in place for distance delivery of coursework, e.g., Zoom and Canvas.

F. Budget

**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS
FOR EACH INSTITUTION**

As reported by the Nebraska State College System

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$479, 861	Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
		Tuition and Fees ²	\$546,120
Five-Year TOTAL	\$479,861	Five-Year TOTAL	\$546,120

¹ Adjunct instruction for 12 credit hours, a full-time program coordinator, and supervisors for clinical experiences.

² Based on 10 students taking 18 credit hours in year one with online graduate tuition of \$370 per credit hour. The number of new students each year would remain at 10, with two students calculated to leave the program each year, making enrollments of 18 in years two through five.

Committee Comment: The program could reduce teacher shortages in the state by facilitating individuals earning a teaching credential under the new Alternative Program Teaching Permit. While there is a cost, it is projected to be less than the revenues.

Committee Recommendation: That the Commission approve the Master of Arts in Teaching degree at Chadron, Peru, and Wayne State Colleges.

First Program Review: Due June 30, 2029.

Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The ten (10) standards are organized within four primary domains.

The Learner and Learning

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments

Content Knowledge

- Standard #4: Content Knowledge
- Standard #5: Application of Content

Instructional Practice

- Standard #6: Assessment.
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies

Professional Responsibility

- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

Master of Arts in Teaching Program Requirements (36 credit hours)

<p>MAT Core Coursework (18 Credit Hours)</p>	<p><u>InTASC (Rule 20) Coursework (12 Credit Hours)</u></p> <p>A minimum of 12 credits of coursework aligned to the four InTASC domains.</p> <p>Included within the InTASC coursework will be 100 hours of embedded field experiences aligned to NDE requirements for licensure, as well as human relations and special education curriculum.</p> <p><u>Clinical Experience (6 Credit Hours)</u></p> <p>A minimum of 14 weeks of clinical experience, as required by NDE, which will equate to one six (6) credit clinical experience course.</p>
<p>Elective Coursework (18 credits)</p>	<p>Additional graduate coursework as outlined in the plan of study established between the student and the Educational Preparation Program (EPP). This could include courses to become eligible to teach dual credit classes, to prepare for graduate school, or to complete a second endorsement.</p>

2021-2022 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	Program	5 yr Average (2017-2022)							
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards	Justification if under standard
CCC	Hospitality Management & Culinary Arts	729	291	AAS	7.0	9.8	21.0	37.8	Demand
MCC	Culinary Arts & Management/Hospitality	4,577	317	AAS	28.2		10.0	38.2	
NECC	Food Service Dietary Management	209	28				3.6	3.6	Discontinued
SCC	Culinary/Hospitality	5,227	495	AAS	20.2	2.4	2.2	34.8	
MCC	Fire Science Technology	2,294	552	AAS	10.6			10.6	
MPCC	Fire Science Technology	78	114	AAS	0.2	.6		1.0	Discontinued
WNCC	Powerline Construction & Maintenance	1,075	959	AAS AOS	2.6 2.6	3.0	11.2	19.4	Discontinued
CCC	Environmental Health & Safety	83	269	AAS	.8	.8	2.5	4.2	New in 2016, all students part-time
SCC	Radiologic Technology	1,246	225	AAS	19.8			19.8	R & M Access
WNCC	Surgical Technology	338	209	AAS	5.6			5.6	R & M, Need
CCC	Criminal Justice	1,915	554	AAS	13.2	18.0	66.0	97.2	
MCC	Criminal Justice	6,892	686	AAS	47.2			47.2	
NECC	Criminal Justice	1,328	399	AAS AA/AS	4.0 24.0			28.0	
SCC	Criminal Justice	3,771	502	AA/ AAS	34.8			34.8	
WNCC	Criminal Justice	397	397	AA AAS	5.2 2.2		0	7.4	Need, Certificate Discontinued

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

Institution	Program	5 yr Average (2017-2022)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNK	Criminal Justice Criminal Justice Comprehensive	2,212	490	BS	19.0					
				BS	8.4					
UNO	Criminology and Criminal Justice	17,037	469	BS	220.4	MA/MS	26.4	PhD	3.0	
				BMS	17.4	Grad Cert	2.4			
CSC	Justice Studies	2,168	498	BA	29.2					
PSC	Criminal Justice	2,885	512	BA/BS	30.4					
WSC	Criminal Justice	3,706	642	BA/BS	56.0					
UNO	Emergency Management	3,852	432	BS	35.8					
	Tribal Management & Emergency Services			BMS	3.8					
				UG Cert	13.8					
CSC	Organizational Management					MSOM	23.8			
PSC	Organizational Management					MSOM	12.0			
WSC	Organizational Management					MSOM	22.8			
CSC	Social Science	565	325	BSE	4.8					R & M
PSC	Social Science	1,730	382	BS/BA	2.2					R & M
	History			BS/BA	2.6					Gen Ed
	Social Science Teaching			BS/BA	2.0					
	History Teaching			BS/BA	0.0					
	Public History			UG Cert	0.0					New
WSC	Social Science	266	394	BA/BS	8.4					
UNL	Civic Engagement			UG Cert	4.6					Interdisciplinary
UNL	Fine and Performing Arts - Interdisciplinary Studies			BA	.4					Interdisciplinary
UNMC	Physician Assistant-Texas	16,944	530	BS	195.6					

*For the University this is SCH/Instructional Faculty FTE

PROGRAMS DISCONTINUED by the INSTITUTIONS

Institution	Program	Degree(s)	Comments
NECC	Food Service Dietary Management	Certificate	Low enrollment; limited need
MPCC	Fire Science Technology	AAS	Limited need; admissions ceased in 2020
WNCC	Powerline Construction & Maintenance	AOS	Replaced by AAS
WNCC	Criminal Justice	Certificate	No enrollment

Commission Minimum Performance Standard

Number of Degrees/Awards in this Program (the mean of the prior 5 years)	Student Credit Hour Production by Department Per Full-Time Equivalent Faculty (the mean of the prior 5 years)
Less Than Two Years and Associate 10 Baccalaureate and First Professional 7 Masters Degree 5 Specialist 4 Doctoral Degree 3	All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below. 300 All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008) 275

Justification Key

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

Information Items

Discontinued Programs

UNK – Bachelor of Arts (BA) and Bachelor of Science (BS) in Geography, the Bachelor of Science in Geography and Geographical Information Science, and the Bachelor of Arts in Geography 7-12 Teaching Endorsement

UNK – Bachelor of Science (BS) in Recreation, Outdoor, and Event Management Comprehensive and the Bachelor of Science (BS) in Recreation Management

UNK – Bachelor of Arts (BA) in Theatre and the Bachelor of Music (BM) in Musical Theatre Comprehensive

Name Changes

UNO – Bachelor of Science (BS) in IT Innovation to *Bachelor of Science (BS) in Applied Computing and Informatics in the College of Information Science and Technology*

UNO – Department of Foreign Languages and Literature to the *Department of World Languages and Literature*

Coordinating Commission for Postsecondary Education

Subject: Statewide Funding Priorities for the 2025-2027 Biennial Budget Process

Committee Recommendation: The Budget, Construction, and Financial Aid Committee recommends approval of the Statewide Funding Priorities for the 2025-2027 Biennial Budget Process.

Purpose: Neb. Rev. Stat. § 85-1416 directs the commission to analyze institutional budget requests for new and expanded programs and services and major statewide funding issues or initiatives as identified in the comprehensive statewide plan. This document identifies those priorities.

Statewide Funding Priorities for the 2025-2027 Biennial Budget Process

Committee Recommendations

The Coordinating Commission for Postsecondary Education's review of institutional biennial operating and state aid budget requests includes consideration of both institutional budget priorities and statewide funding priorities (Neb. Rev. Stat. § 85-1416(2)(c)). Institutional budget priorities are a means for Nebraska's public postsecondary institutions to elaborate and address critical funding issues, set priorities for requesting additional state funds, and target additional funding for achievement of excellence in one or more specific educational areas. The Commission's funding priorities are intended to reflect major statewide postsecondary education needs.

The constitution and statutes of Nebraska assign the Commission the responsibility for comprehensive planning for postsecondary education in Nebraska. With input from public and private postsecondary institutions and other higher education stakeholders, the Commission is responsible for developing and updating the *Comprehensive Statewide Plan for Postsecondary Education*, which provides direction for the future of postsecondary education in Nebraska. The plan identifies goals that will lead to an educationally and economically sound, vigorous, progressive, and coordinated higher education network throughout the state. The Commission's statewide funding priorities are aligned to the goals of the *Comprehensive Statewide Plan*.

For the 2025-2027 biennium the Budget, Construction, and Financial Aid Committee has identified four statewide funding priorities: responding to identified workforce shortage areas; increasing college enrollment; making postsecondary education more affordable, including increasing the state's need-based grant aid; and increasing postsecondary retention and graduation rates. The committee recommendations for the 2025-2027 biennial budget process are:

Initiatives that Respond to Identified Educational and Workforce Development Needs in Nebraska

With Nebraska's December 2023 unemployment rate at 2.3%, Nebraska businesses continue to rate workforce quality and availability as a top concern. The Nebraska Department of Labor has identified occupations statewide that offer high wages, require high skills, and are in high demand. These occupations are abbreviated as H³ occupations.

The Commission supports initiatives that address Nebraska's workforce needs, particularly those in the H³ occupations, and strengthen connections between students and employers and between

institutions and employers. Requests could focus on development of new programs or expansion of programs in high demand fields; on placing students with employers and in communities through internships, apprenticeships, and “grow-your-own” programs; on updating the skills of unemployed and working adults; and on identifying workforce needs of existing, new, and planned businesses. This funding priority could also include technical assistance to employers and dissemination of applied research to support job creation. The Commission may support requests that improve college partnerships with business and industry, respond to a specifically expressed workforce need that supports a targeted industry or cluster, meet a community need, or meet a regional need.

(This area of emphasis relates directly to the Comprehensive Statewide Plan for Postsecondary Education’s goal that postsecondary education will be responsive to the workforce development needs and ongoing training needs of employees and industries.)

Initiatives that Increase College Enrollment

To meet a state attainment goal that 70% of Nebraskans aged 25 to 34 will have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030, postsecondary education institutions will need to attract students both within and outside Nebraska borders. College continuation rates for Nebraska public high school graduates within one year of graduation averaged about 71% for the decade 2009 to 2019, but although Nebraska postsecondary institutions’ enrollments fared better during the Covid-19 pandemic than institutions in most other states, the college continuation rate for Nebraska public high school graduates slipped to 67% in 2020 and has continued to fall to 65% in 2022. During this same three-year period, high school graduation rates remained relatively stable.

While cost is a significant factor when a potential student is deciding on a college, other factors also play a part. The Commission will support initiatives that identify and encourage students who otherwise may not have applied to a Nebraska public institution or who may have been accepted but did not enroll in any institution. Initiatives could include increased or targeted recruitment of students from high schools with low college continuation, recruitment of potential students living outside Nebraska, technologies that reduce “summer melt” of students who were accepted but did not enroll, and partnerships with high schools that increase students’ awareness of career pathways and maximize opportunities for dual credit and early enrollment. Initiatives could also target adults who lack the training and credentials necessary to enter fields with high demand from Nebraska businesses, including partnerships with local communities to address childcare shortages that affect students and non-students alike.

(This area of emphasis relates directly to the Comprehensive Statewide Plan for Postsecondary Education’s goal that Nebraska institutions and policymakers will seek methods to increase participation and success of Nebraskans in postsecondary education.)

Initiatives that Make Postsecondary Education More Affordable

Over the past ten years, tuition and fees at Nebraska's public colleges and universities have been consistently less than their respective peers, and increases have generally been less than their peers. During the pandemic, Nebraska's public institutions froze tuition or kept increases to a minimum. To maintain Nebraska's reasonable tuition and fees, adequate and predictable public funding for colleges and universities that allows them to maintain moderate tuition and fees and thereby promote access and affordability is a top statewide funding priority.

There is a wide gap between low-income and non-low-income students in college attendance and college completion, which is inequitable and results in undeveloped talent. Over the past decade, non-low-income Nebraska high school graduates have continued directly to college at a rate 20 percentage points higher than low-income graduates. While federal and state grant aid has increased, it does not reach all needy students in sufficient amounts, and student debt continues to be a paramount concern. Several Nebraska institutions have developed "promise" programs that cover tuition for eligible students through a combination of federal, state, and institutional financial aid. These programs are commendable, but still leave students with fees, books, and living costs to cover after grant aid is applied, and they come at a financial cost to the institutions. Increasing the amount of need-based aid provided by the state through the Nebraska Opportunity Grant and Access College Early Scholarship programs and the workforce-oriented aid provided through the Nebraska Career Scholarship program are top statewide funding priorities.

The Commission will also support institution-wide and campus initiatives and programs that encourage students to minimize time to graduation, thereby reducing their educational expenses, including expanding transfer programs through seamless transfer agreements, increasing the number of high school students earning dual credit, improving advising and developing guided pathways, and maximizing credit for military training and experience for veterans. The Commission will also support investments and collaboration in processes and technologies that increase efficiency resulting in lower costs for students such as use of data analytics and student navigation systems and development and deployment of online educational resources.

(This area of emphasis relates directly to the Comprehensive Statewide Plan for Postsecondary Education's goals that Nebraska institutions will be effective in meeting the needs of students and the state and be efficient in the expenditure of the state's resources and that the state provide appropriate levels of support to enable institutions to excel and meet the educational needs of the state and its students.)

Initiatives that Increase the Postsecondary Retention and Graduation Rates

Increasing college completion rates is vital to developing an educated workforce in Nebraska. Intervention programs need continued development and improvement to promote retention and graduation goals for all student groups, including first-generation students, adult learners, historically underrepresented students, and students from lower socioeconomic backgrounds. The Commission would support initiatives to increase the retention and graduation rates of students through cooperation between all sectors of postsecondary education. Initiatives could include programs increasing the student's ability to easily transfer coursework between Nebraska's postsecondary institutions or identifying students that are at-risk of ending their education prior to earning an award and presenting alternatives that may include reverse-transfer programs or persistence and success programs within an institution. As a result of the pandemic, many institutions across the country established emergency grant or loan programs to help students meet emergency expenses such as car repair, technology needs, and lost income. The Commission would also support initiatives analyzing campus-specific issues that lead to low retention and graduation rates such as housing and food insecurity.

(This area of emphasis relates directly to the Comprehensive Statewide Plan for Postsecondary Education's to increase the proportion of students who enroll and successfully persist through degree program completion.)

Commission's Statewide Funding Priorities History

1995-1997 through 2025-2027

Background:

The Commission first required institutions to identify budget priorities in their 1995-1997 biennial budget requests. The institutional budget priorities were intended as a means for the institutions to elaborate and address critical funding issues, set priorities for requesting additional state funds, and target additional funding for achievement of excellence in one or more specific educational areas.

In the following biennial cycle (1997-1999), the Commission decided to establish its own statewide funding priorities, in addition to institutional budget priorities, that were reflective of major statewide educational issues and priorities.

The Commission's staff uses the institutions' budget priorities and the Commission's statewide funding priorities when reviewing all institutional requests for new State funding. Preference in the Commission's recommendation to the Governor and the Legislature is given to those requests that fit within one of the budget priorities of the governing boards or the statewide funding priorities of the Commission.

2025-2027 (Proposed)

- Initiatives that Respond to Identified Educational and Workforce Development Needs in Nebraska.
- Initiatives that Increase College Enrollment.
- Initiatives that Make Postsecondary Education More Affordable.
- Initiatives to Increase the Postsecondary Retention and Graduation Rates.

2023-2025

- Initiatives that Respond to Identified Educational and Workforce Development Needs in Nebraska.
- Initiatives that Increase College Enrollment.
- Initiatives that Make Postsecondary Education More Affordable.
- Initiatives to Increase the Postsecondary Retention and Graduation Rates.

2021-2023

- Initiatives that Make Postsecondary Education More Affordable.
- Initiatives that Respond to Identified Educational and Workforce Development Needs in Nebraska.

2019-2021

- Initiatives that Make Postsecondary Education More Affordable.
- Initiatives that Respond to Identified Educational and Workforce Development Needs in Nebraska.

2017-2019

- Initiatives that Respond to Identified Educational and Workforce Development Needs in Nebraska.
- Initiatives that Increase College Enrollment.
- Initiatives that Increase Student Retention, Persistence, and Completion and Reduce Time to Completion.
- Initiatives that Make Postsecondary Education More Affordable.

2015-2017

- Initiatives that Respond to Educational and Workforce Development Needs in Nebraska.
- Initiatives to Increase the Postsecondary Retention and Graduation Rates.
- Initiatives to Improve Remediation Success.

2013-2015

- Initiatives to Improve Remediation Success.
- Initiatives to Improve Retention or Persistence Rates.
- Initiatives to Increase the Number of Students that Graduate from College.

2011-2013

- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Need to the State.
- Initiatives to Improve Remediation Success.
- Initiatives to Improve Retention and Graduation Rates.
- Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.
- Initiatives to Increase Need-based Financial Aid Funding.

2009-2011

- Initiatives to Increase Need-based Financial Aid Funding.
- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Need to the State.
- Initiatives to Improve Retention and Graduation Rates.
- Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.

2007-2009

- Initiatives to Improve Retention and Graduation Rates.
- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.
- Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.
- Increased Uses of Information Technology and Telecommunications.

2005-2007

- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.
- Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.
- Initiatives to Improve Retention and Graduation Rates.
- Initiatives to Increase Need-based Financial Aid Funding.

2003-2005:

- Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.
- Sharing Course Materials and Faculty Among Postsecondary Education Institutions.
- Improvement of Retention and Graduation Rates.

2001-2003

- Initiatives to Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs, and to Specific Workforce Needs of the State.
- Collaboration and Sharing Among Postsecondary Education Institutions, including Collaboration on Courses and Courseware for the benefit of Institutions, Sectors, and K-12.
Increased Uses of Information Technology and Telecommunications.

1999-2001

- Instructional Uses of Information Technology and Telecommunications.
- Collaboration Among Postsecondary Educational Institutions.

1997-1999:

- Instructional Uses of Information Technology and Telecommunications.
- Collaboration Among Postsecondary Educational Institutions.

1995-1997

- Requested the institutions to identify their areas of emphasis.

Coordinating Commission for Postsecondary Education

Subject: Approval of Career-Readiness and Dual-Credit Education Grant Program Guidelines

Committee Recommendation: That the Commission approve the Career-Readiness and Dual-Credit Education Grant Program Guidelines as presented in the attached document and authorize Commission staff to make updates and adjustments to the Guidelines as necessary.

LB 705, passed in 2023, created the Career-Readiness and Dual-Credit Education Grant Program (CRDC), to be administered by the Commission beginning July 1, 2024. Potential program beneficiaries are current teachers who are seeking graduate courses enabling them to teach dual credit courses, current teachers who are pursuing a career education (CTE) teaching permit or a supplemental CTE endorsement, current CTE teachers pursuing courses that will allow them to expand CTE offerings at their high schools, and individuals seeking a CTE endorsement through industry certification testing.

Commission staff, in consultation with representatives from the Department of Labor, Department of Education, community colleges, Nebraska State College System, University of Nebraska, Council of Independent Nebraska Colleges, and Education Service Units, have developed guidelines and processes to administer the program and compiled a directory of teacher education pathways relevant to the program.

Neb. Rev. Stat. § 85-3211 grants authority to the Commission to adopt and promulgate rules and regulations to carry out the Career-Readiness and Dual-Credit Education Grant Program but does not require them. Because the program is small (approximately \$250,000 per year) and does not include forgivable loans, Commission staff believe that guidelines rather than rules and regulations are sufficient to administer the program.



NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

Career-Readiness and Dual-Credit Education Grant Program

Program Guidelines 2024-25 Grant Year

2/26/24

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This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.

I. PURPOSE

The purpose of the Career-Readiness and Dual-Credit Education Grant Program is to provide grants for a.) tuition and fees for teachers who are enrolled in graduate course work necessary to meet postsecondary institution requirements to teach college-level courses (dual credit), b.) tuition and fees or related costs (e.g., testing and certification fees) incurred by teachers taking courses outside of a degree program to become qualified to teach career and technical education courses, c.) tuition and fees or related costs (e.g., testing and certification fees) incurred by prospective teachers preparing for competency tests to become qualified to teach career and technical education courses, or d.) tuition and fees incurred by college faculty to obtain a postsecondary teaching permit.

The CRDC Education Grant Program is not intended for college students enrolled in a teacher education program leading to an initial teaching certificate or currently certified teachers seeking graduate degrees or endorsements other than career and technical education supplemental endorsements. Such students and teachers may be served by the existing Attracting Excellence to Teaching and Enhancing Excellence in Teaching programs.

II. STATUTORY PROVISIONS Neb. Rev. Stat. § 85-3111

- (1) The Career-Readiness and Dual-Credit Education Grant Program is established. The program shall be administered by the Coordinating Commission for Postsecondary Education. The commission, in consultation with the State Department of Education, the Department of Labor, and any advisory committee established by the commission for such purpose, shall:
 - (a) Create and establish teacher education pathways enabling the instruction of dual-credit courses and career and technical education courses;
 - (b) Correlate and prioritize teacher education pathways with Nebraska workforce demand;
 - (c) Establish a grant program beginning on or after July 1, 2024, to distribute money from the Excellence in Teaching Cash Fund to teachers enrolled in education pathways leading to qualification to teach dual credit courses and career and technical education courses;
 - (d) Establish a directory of available teacher education pathways in Nebraska identified by sequence and location; and
 - (e) On December 31, 2025, and each December 31 thereafter, electronically submit an annual report on grants awarded pursuant to the Career-Readiness and Dual-Credit Education Grant Program to the Clerk of the Legislature. The report shall include, but not be limited to, the number and amount of grants awarded, the postsecondary educational institutions attended by grant recipients, and information regarding the completion of instructor requirements

to teach dual credit courses and career and technical education courses.

- (2) The Coordinating Commission for Postsecondary Education may adopt and promulgate rules and regulations to carry out the Career-Readiness and Dual-Credit Education Grant Program.

III. DEFINITIONS

1. Career and technical education means the Nebraska Career and Technical Education Programs of Study and all related activities, curricular requirements, and faculty qualification requirements established by the Nebraska Department of Education.
2. Commission means the Coordinating Commission for Postsecondary Education.
3. CRDC Grant Program means the Career-Readiness and Dual-Credit Education Grant Program established in Neb. Rev. Stat. § 85-3111.
4. Department means the Nebraska Department of Education.
5. Dual credit course means a course taught to high school students for which credit is reported on both the students' high school and postsecondary institution transcripts.
6. Grant year means the academic year (August 1 to July 31) for which a grant is requested.
7. High school means an accredited or approved public or private high school located in Nebraska.
8. Postsecondary institution means a Nebraska public postsecondary institution or a Nebraska nonpublic, nonprofit postsecondary institution.
9. Teacher means a.) a teacher currently employed by an accredited or approved public or private high school located in Nebraska, b.) an instructor currently employed by a Nebraska postsecondary institution, or c.) an individual seeking to teach in a career and technical education field who is sponsored by an accredited or approved public or private high school located in Nebraska or a Nebraska two-year institution for the purpose of obtaining a career education teaching permit from the Nebraska Department of Education.
10. Teacher education pathway means a coordinated series of no more than a.) 18 graduate credit hours, b.) 18 undergraduate credit hours, or c.) test preparation for industry-recognized certification tests, which series leads to qualification and recognition by postsecondary institutions to teach dual credit courses or by the Department to teach career and technical education courses or to expand career and technical education program offerings and course content at high schools.
11. Test preparation means training and materials that are typically not offered for college credit but are necessary or helpful to an individual preparing to pass a competency examination approved by an industry or career area that will lead to a career education teaching permit granted by the Department.

12. Two-year institution means a Nebraska community college, the Nebraska College of Technical Agriculture, or a tribal college operating in Nebraska.

IV. START DATE

The CRDC Grant Program begins July 1, 2024. It is the Commission's intent to develop and release application materials by May 1, 2024, and announce grants to selected applicants no later than July 15, 2024, for the 2024-25 grant year. Subsequent grant years will follow the same application and selection schedule unless modified by the Commission.

V. CONSULTATION

The Commission will consult with the Department and the Nebraska Department of Labor and may create an advisory committee of representatives from postsecondary institutions and K-12 education to:

1. Advise the Commission on the teacher education pathways and their component courses and certifications that will lead to a teacher's ability to meet requirements to teach dual credit courses and/or career and technical education courses.
2. Assist the Commission in prioritizing the teacher education pathways that will be eligible for funding based on the workforce needs of the state.
3. Assist the Commission in identifying existing teacher education pathways and working with postsecondary institutions, Educational Service Units, and certification entities recognized by the Department and/or the postsecondary institutions to develop new teacher education pathways that could be included in the directory of education pathways maintained by the Commission.
4. Aid the Commission in publicizing the CRDC Education Grant Program to prospective applicants, high schools, school districts, and postsecondary institutions.

VI. TEACHER EDUCATION PATHWAYS ENABLING INSTRUCTION IN DUAL CREDIT COURSES AND CAREER AND TECHNICAL EDUCATION COURSES

For the purposes of the CRDC Grant Program, a teacher education pathway enabling instruction in dual credit courses and career and technical education courses encompasses the following:

1. For dual credit courses:
 - A. A coordinated series of graduate-level courses not exceeding 18 graduate credit hours that will allow a high school teacher to meet the requirements of a postsecondary institution to teach dual credit courses. It is anticipated that many applicants will be pursuing an 18 graduate credit hour certificate; however, individualized education pathways and graduate courses that coordinate with previously taken graduate coursework to meet requirements will qualify as a teacher

education pathway. In all cases, an applicant must demonstrate that the graduate courses will result in qualification and recognition to teach for a particular postsecondary institution.

B. Any coursework necessary for a currently employed college or university faculty member to qualify for a Postsecondary Teaching Permit issued by the Department. In most instances, this will consist of the Department's Human Relations Training requirement.

2. For career and technical education courses:

A. A coordinated series of courses making up less than a bachelor's or master's degree that will allow an individual to qualify for a career education teaching permit in one or more of the Department's 16 career education endorsements.

B. Training and/or testing necessary to pass an industry-approved competency examination that *may* be recognized by the Department after Departmental review as a demonstration of proficiency adequate to qualify for a career education teaching permit with one or more of the Department's career education endorsements.

C. Training for career and technical education teachers that includes the award of graduate or undergraduate credit and will allow the teachers to expand career and technical education program offerings and course content options in their school.

D. A coordinated series of undergraduate and/or graduate courses leading to career and technical education supplemental endorsements recognized by the Department.

VII. ELIGIBILITY

The CRDC Grant Program is not intended for postsecondary students enrolled in a teacher education program leading to an initial teaching certificate or currently certified teachers seeking graduate degrees or additional endorsements other than career and technical education supplemental endorsements. Such students and teachers may apply for a forgivable loan from the Attracting Excellence to Teaching or Enhancing Excellence in Teaching programs.

An eligible applicant will be one of the following:

1. A teacher currently employed by a high school who is pursuing graduate course work not leading directly to a graduate degree that will enable the teacher to be approved by a postsecondary institution to teach dual credit courses.

2. A teacher currently employed by a high school who is pursuing undergraduate or graduate coursework outside of a degree program that will enable the teacher to qualify for an initial or additional career education endorsement (including a supplemental endorsement) from the Department or allow the teacher to expand career and technical education program offerings and course content options at their high school.

3. An instructor/faculty member currently employed by a postsecondary institution who is seeking a postsecondary teaching permit from the Department. Instructors/faculty members whose postsecondary institutions offer the required human relations coursework at no cost are not eligible for an award.

4. An individual seeking to teach in a career and technical field who is sponsored by and will be employed by a high school or a two-year institution for the purpose of obtaining a career education teaching permit from the Department or meeting institutional requirements.

Per Neb. Rev. Stat. §§ 4-108-112, an eligible applicant must attest that the applicant is a U.S. citizen or a qualified alien under the federal Immigration and Nationality Act, 8 U.S.C. 1101 et seq., as such act existed on January 1, 2009, and is lawfully present in the United States.

VIII. APPLICATION PROCESS

Application must be made annually on a form developed by the Commission and submitted to the Commission, and include, at a minimum:

1. Current or anticipated employer (must be a high school or a postsecondary institution as defined in these guidelines).
2. Currently held degree, certificate, and endorsement information.
3. Educational objective (qualification to teach dual credit courses; training required to demonstrate proficiency for a career education teaching permit or additional career education endorsement; or training to expand career and technical education program offerings and course content).
4. The teacher education pathway in the directory of available teacher education pathways maintained by the Commission that the applicant is or will be pursuing.
5. The requirements that the applicant has yet to meet within their teacher education pathway to achieve their educational objective.
6. The courses or test preparation and examination fees for which the applicant is requesting a CRDC Grant in the grant year for which the applicant is applying and the estimated cost of tuition and fees or preparation limited to three courses or test preparations per grant year.
7. Written affirmation from the provider of the teacher education pathway that the applicant is enrolled in or has been accepted to enroll in the teacher education pathway for which the applicant is applying for a CRDC Education Grant.
8. Written affirmation by the applicant's current or anticipated employer (a high school or postsecondary institution) that completion of the teacher education pathway will meet the employer's requirements to teach dual credit or career and technical education courses.

Applications will open May 1 and close on June 15. The Commission reserves the right to extend the application period until all funds are obligated to awardees.

IX. AWARDS

Applications addressing teacher education pathways prioritized by the Commission after consultation with an advisory committee will receive priority. Awards will be made based on the order in which applications that meet all CRDC Grant Program requirements, including pathway priority, are received by the Commission except that previous grant recipients who reapply prior to the June 15 deadline will receive priority consideration. Applicants will be notified of the disposition of their applications by July 15; however, the Commission reserves the right to extend the awarding period until all funds are obligated.

Grants are limited to an amount equal to tuition and required fees for three courses, or costs of three test preparations and certification examinations, per grant year. (However, in the event that funds are available after consideration of all applications, the Commission may fund more than three courses per grant year.) Grant recipients may not receive funding for more than 18 credit hours per teacher education pathway. Awards will cover actual tuition and fees or test preparation and examination fees not to exceed the tuition and fee charges for three online graduate courses at the University of Nebraska-Lincoln at the published base rate for the grant year. Awards may not be used to retake courses or certification examinations previously paid by a CRDC grant. All prior term courses must be completed before receiving an award for subsequent terms.

X. DISBURSEMENT AND REFUNDS

1. Awardees who are enrolling in undergraduate or graduate courses who are notified that they have received an award must submit proof of registration and tuition and fee charges to the Commission by August 15 for the fall semester, November 15 for a winter term, December 15 for the spring semester, and April 15 for summer terms.

A. The Commission will make payments on behalf of awardees directly to their postsecondary institution by September 15 for the fall semester.

B. The Commission will make payments on behalf of awardees directly to their postsecondary institution by December 15 for a winter term.

C. The Commission will make payments on behalf of awardees directly to their postsecondary institution by January 30 for the spring semester.

D. The Commission will make payments on behalf of awardees directly to their postsecondary institution by May 15 for summer terms.

2. Awardees who withdraw from a class paid for by a CRDC grant during their postsecondary institution's refund period are responsible for notifying the Commission of their withdrawal. The postsecondary institution will refund the unearned balance of the award to the Commission.

3. Awardees who incur test preparation and examination fees will be reimbursed by the Commission for their test preparation and examination fees upon confirmation that the examination has been taken. The Commission will reimburse the awardees within 30 days of receiving complete reimbursement information.

XI. AWARDEE RESPONSIBILITIES

Awardees agree to provide evidence of progress toward completing their teacher education pathways to the Commission within 30 days of the end of each term. Evidence of progress includes:

1. Grade reports for each course paid for by a CRDC grant. The grade report may be a copy or an original end-of-term grade report or an official or unofficial transcript.
2. A copy of the certification earned by examination for awardees who received a CRDC grant to cover the costs of test preparation and/or examination fees.

At the completion of their teacher education pathway, awardees must provide the Commission with evidence that they have completed all requirements of the pathway. Evidence includes:

1. A copy of the postsecondary teaching permit issued by the Department, or
2. A copy of the career education teaching permit issued by the Department, or
3. A copy of a supplemental teaching endorsement issued by the Department, or
4. A written statement from the awardee's high school stating that the awardee's training has allowed the school to expand its career and technical education course offerings, specifying the additional offerings, or
5. A written statement from a postsecondary institution stating that its requirements to teach college-level courses have been met by the awardee.

Before accepting a CRDC grant, an awardee must provide assurance to the Commission that they will provide to the Commission the teacher education pathway completion information, including but not limited to the course and certification testing results, required by the Commission to comply with statutory reporting responsibilities. The agreement will explicitly grant authorization to the Commission to request and receive the education pathway completion information directly from an awardee's employer or sponsor (high school or postsecondary institution as defined in these guidelines) in the event the awardee does not provide the information directly to the Commission.

XII. REPORTING

By December 31, 2025, and by each December 31 thereafter, the Commission will report to the Legislature:

1. The number and amount of grants awarded;
2. The Nebraska postsecondary institutions attended by the awardees and, if applicable, the industry certification examination providers;

3. Information regarding the awardees who completed the instructor requirements necessary to teach career and technical education and dual enrollment courses, including the subject areas in which they qualified.

The report will include no personally identifiable information from applicants or awardees.

Coordinating Commission for Postsecondary Education

Subject: Approval of Door to College Scholarship Guidelines

Committee Recommendation: That the Commission approve the proposed Door to College Scholarship Program Guidelines as presented in the attached document and authorize Commission staff to make updates and adjustments to the Guidelines as necessary.

LB 705, passed in 2023, created the Door to College Scholarship, to be administered by the Commission beginning July 1, 2024. Potential program beneficiaries are former Youth Rehabilitation and Treatment Center (YRTC) students who graduated from a YRTC high school or their home high school after leaving a YRTC facility. Commission staff, in consultation with the DHHS School Superintendent and other DHHS staff, have developed guidelines and processes to administer the program.

The Door to College Scholarship Act (Neb. Rev. Stat. §§ 85-3201 to 3210) grants authority to the Commission to adopt and promulgate rules and regulations to carry out the act but does not require them. Because the program will serve a small and discrete population, Commission staff believe that guidelines rather than rules and regulations are sufficient to administer the program.

Based on feedback from the DHHS School Superintendent and DHHS, the Commission staff drafted a bill to broaden eligibility and change the process for determining eligibility to protect student privacy. Senator Dave Murman introduced the bill (LB 1270), and it is currently on General File, the first step toward becoming a law after a committee votes to advance it. Affected parts of the Guidelines are highlighted. If LB 1270 does not pass, the Guidelines will be updated to conform with the current law.



Door to College Scholarship Program

Program Guidelines

2-26-24

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This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.

I. PURPOSE

The purpose of the Door to College Scholarship Program (DTC) is to provide financial assistance toward the educational expenses of undergraduate students enrolled at Nebraska postsecondary educational institutions who graduated from high school from a Youth Rehabilitation and Treatment Center (YRTC) or graduated from an approved or accredited public, private, nondenominational or parochial school after being discharged from a YRTC.

II. STATUTORY PROVISIONS – NEB. REV. STAT. §§ 85-3201 to 85-3211 (Appendix D)

III. DEFINITIONS

1. Award means a grant of money under the Door to College Scholarship Act by the commission in the form of a Door to College Scholarship to an eligible student for educational expenses.
2. Award recipient means an eligible student who has applied for and been approved to receive a Door to College award.
3. Award year means the period beginning on July 1 through the following June 30.
4. Commission means the Coordinating Commission for Postsecondary Education.
5. Educational expenses means student costs for tuition, mandatory fees, other education-related fees, room and board, books, and other costs related to a student's education.
6. Eligible institution means a public or private postsecondary educational institution:
 - (a) Located in Nebraska;
 - (b) Primarily engaged in the instruction of students;
 - (c) Satisfying state statutory requirements relating to the approval and licensure of schools, colleges, and universities and maintaining accreditation by an accrediting organization recognized by the United States Department of Education;
 - (d) Offering courses of instruction in regularly scheduled classes to regularly enrolled undergraduate students who reside in Nebraska and have received a high school diploma or the equivalent; and
 - (e) Which has adopted, and has available for inspection, award refund and repayment policies.
7. Eligible student means an undergraduate student who:
 - (a) Graduated from high school from an accredited education program at a youth rehabilitation and treatment center operated and utilized in compliance with state law or graduated from an approved or accredited public, private, denominational,

or parochial school after being discharged from a youth rehabilitation and treatment center operated and utilized in compliance with state law;

(b) Is enrolled in an eligible postsecondary educational institution;

(c) Has applied for federal financial aid through the Free Application for Federal Student Aid for the applicable award year;

(d) Is a resident student who is domiciled in Nebraska as provided by section 85-502; and

(e) Complies with all other provisions of the Door to College Scholarship Act and any rules and regulations and/or guidelines adopted and promulgated pursuant to the act.

8. Full-time status means enrollment in at least twenty-four semester credit hours, thirty-six quarter credit hours, or nine hundred clock hours per award year.

9. Part-time status means enrollment in at least twelve semester credit hours, eighteen quarter credit hours, or four hundred fifty clock hours per award year.

10. Undergraduate student means an individual who has not earned a first baccalaureate or professional degree and is enrolled in a postsecondary educational program which leads to, or is creditable toward, a first baccalaureate degree, associate degree, certificate, diploma, or the equivalent.

11. Youth Rehabilitation and Treatment Center (YRTC) means a youth rehabilitation and training center operated and utilized in compliance with state law.

IV. START DATE AND APPLICATION TIMELINE

The Door to College Scholarship Program begins July 1, 2024. It is the Commission's intent to develop and release application materials for the 2024-25 award year by April 1, 2024. Applications will be accepted any time during the award year but may not be made retroactive to the end of the enrollment period for which funds are requested; e.g., a student may not apply for a scholarship for the fall term after the term has concluded. Because awards will be made on a rolling basis, the Commission may adjust awards for new applications to remain within appropriation limits; e.g., students applying for a scholarship in January may receive less than the maximum scholarship amount if funds have been depleted.

V. ELIGIBLE INSTITUTIONS

The Door to College Scholarship Program is decentralized, meaning that eligible institutions act as agents on the Commission's behalf. Eligible institutions must submit a participation agreement to the Commission agreeing to provide services at several points in the application and awarding process and during the scholarship recipients college career:

1. During the application and awarding phase, eligible institutions will:

A. Advertise the availability of the Door to College Scholarship and identify potential eligible students through their participation in on- and off-campus programs and partnerships to the extent allowed by law.

B. Receive and process applications for awards under the Door to College Scholarship Act. The application will include certification by the student that the scholarship will be used only for eligible expenses.

C. Determine eligibility of students based on criteria set forth in the act except for verification of YRTC status.

D. Make recommendations to the Commission for awards to eligible students, including but not limited to the name and social security number of each eligible student, within 30 days of receiving an application.

E. Notify award recipients of their awards and apply the awards to their campus charges and/or refund the remainder to the award recipients for the sole purpose of meeting educational expenses.

F. An eligible institution must agree that it will not reduce institutional scholarships, grants, or tuition or fee waivers that a student would otherwise be eligible to receive if such student did not receive a Door to College Scholarship award. For example, a Door to College Scholarship award cannot be used to reduce an institutionally funded promise scholarship.

2. After an award is made, an eligible institution will ensure that an award recipient is provided adequate support and opportunities to meet with an assigned advisor at regular intervals to discuss academic progress and to develop a job-search plan.

3. An eligible institution must agree to provide to the Commission information required to evaluate the Door to College Scholarship Program, including but not limited to enrollment, retention, and graduation information for all award recipients.

VI. STUDENT ELIGIBILITY

Eligible student means an undergraduate student who:

1. Graduated from high school from an accredited education program at a YRTC operated and utilized in compliance with state law or graduated from an approved or accredited public, private, denominational, or parochial school after being discharged from a YRTC operated and utilized in compliance with state law;

2. Authorizes the Nebraska Department of Health and Human Services to verify for the Commission the applicant's name and previous status at a YRTC.

3. Is enrolled in an eligible institution;

4. Has applied for federal financial aid through the Free Application for Federal Student Aid for the applicable award year;
5. Is a resident student who is domiciled in Nebraska as provided by section 85-502;
6. Complies with all other provisions of the Door to College Scholarship Act and any rules and regulations and/or guidelines adopted and promulgated pursuant to the act; and
7. In the case of an eligible student beginning the first year in attendance at an eligible institution, such eligible student has satisfied requirements for admission and has enrolled or indicated an intent to enroll in an eligible institution; or
8. In the case of an eligible student enrolled in an eligible institution following the successful completion of the student's first year in attendance, such eligible student continues to meet the requirements of the Door to College Scholarship Act and has maintained the minimum standards of performance as required by the eligible institution in which the eligible student is enrolled.

VII. APPLICATION PROCESS

1. Applicants must complete the Free Application for Federal Student Aid (FAFSA) and identify the eligible institutions they intend to apply to on the FAFSA.
2. Application must be made annually on a form developed by the Commission and submitted directly to the office designated by the eligible institution an applicant plans to attend.
3. Application forms will be available on the Commission website and directly from eligible institutions no later than April 1 for each subsequent award year.
4. The eligible institutions will receive and process all applications, determine eligibility, and make recommendations to the Commission within 30 days of receiving an application.
5. Within 30 days after receiving recommendations from an eligible institution, the Commission will notify each eligible institution of its approval or disapproval of recommended awards and the total award amount approved for eligible students at the eligible institution.

VIII. AWARDS

The Commission will notify eligible institutions of award amounts, based on institutional recommendations, within 30 days of receiving the recommendations. The maximum annual award for full-time students (24 or more semester credit hours, 36 or more quarter credit hours, or 900 or more contact hours) is \$5,000. Awards for part-time students will be prorated:

Annual Basis	Enrolled Hours	Semester Award	Quarter Award
\$5,000	12 or more	\$2,500	\$1,666.66
\$4,500	11	\$2,250	\$1,500.00

\$4,000	9 or 10	\$2,000	\$1,333.33
\$3,500	8	\$1,750	\$1,166.66
\$3,000	6 or 7	\$1,500	\$1,000.00

In the event award amounts recommended by eligible institutions exceed available appropriations, the Commission will prorate all awards by the percentage required to stay within the available appropriation.

IX. DISBURSEMENT AND REFUNDS

The Commission shall distribute to each eligible institution the total award amount approved for eligible students at such institution. The eligible institution shall act as an agent of the Commission to disburse the awards directly to eligible students during the award year.

If an award recipient discontinues attendance before the end of the award year, enrolls in fewer hours than what was anticipated, or the award is terminated pursuant to section 85-3207, the award recipient shall remit any award balance allowable to the eligible institution in accordance with such institution's withdrawal policy. The institution shall remit such award balance to the commission in accordance with such institution's refund policy.

X. AWARD RECIPIENT RESPONSIBILITIES

Award recipients must agree to:

1. Attend all required courses regularly;
2. Meet with an assigned advisor at regular intervals to discuss academic progress and to develop a job-search plan;
3. Maintain good academic standing at their eligible institution without any disciplinary action by the institution;
4. Use the award only for eligible education expenses, meaning tuition, mandatory fees, other education-related fees, room and board, books, and other costs related to their education.
5. In case of withdrawal, remit any award balance allowable under their eligible institution's withdrawal policy back to their eligible institution.
6. Authorize their eligible institution to release to the Commission educational records necessary to demonstrate compliance with the requirements of the Door to College Scholarship Act, including but not limited to federal financial aid eligibility, enrollment status, credit hours attempted and completed, cumulative credit hours, and graduation status.

XI. STUDENT APPEAL PROCESS

Students who are adversely affected by the actions of the Commission or an eligible postsecondary educational institution in the distribution of funds or granting of awards may appeal the decision.

A. Students shall first make an appeal directly through the eligible postsecondary educational institution's financial aid appeal procedure.

B. Students who desire further consideration of an institutional decision may appeal, in writing, to the Commission within 21 calendar days of the institutional decision. The decision of the Commission shall be binding.

Appendix A: Sample Application

Name
Date of Birth
SSN
Previous DTC award recipient Y/N

High School and Graduation Date

Name of Institution (College or University)
Degree or Certificate Sought
Intended Major

Academic Year

Enrollment Status

Full-time (at least 24 semester credit hours, 36 quarter credit hours, or 900 clock hours per award year)

Part-time (at least 12 semester credit hours, 18 quarter credit hours, or 450 clock hours per award year)

I affirm that by applying for a Door to College Scholarship Program award I am agreeing to the following requirements. I understand that if I receive an award, my award may be terminated if I fail to meet the requirements.

1. File a Free Application for Federal Student Aid;
2. Authorize the Nebraska Department of Health and Human Services to verify for the Commission my name and previous status at a YRTC;
3. Attend all required courses regularly;
4. Meet with an assigned advisor at regular intervals to discuss academic progress and to develop a job-search plan;
5. Maintain good academic standing at my institution without any disciplinary action by the institution;
6. Use the award only for eligible education expenses, meaning tuition, mandatory fees, other education-related fees, room and board, books, and other costs related to my education.
7. In case of withdrawal, remit any award balance allowable under my institution's withdrawal policy back to my institution.
8. Authorize my institution to release to the Commission educational records necessary to demonstrate compliance with the requirements of the Door to College Scholarship Act, including federal financial aid eligibility, enrollment status, credit hours attempted and completed, cumulative credit hours, and graduation status.

Applicant Signature _____ Date _____

For Postsecondary Institution Use Only

Applicant information confirmed

Enrollment status confirmed

Minimum standards of performance met for continuing applicants

Recommended award:

Annual Basis	Enrolled Hours	Semester Award	Quarter Award
\$5,000	12 or more	\$2,500	\$1,666.66
\$4,500	11	\$2,250	\$1,500.00
\$4,000	9 or 10	\$2,000	\$1,333.33
\$3,500	8	\$1,750	\$1,166.66
\$3,000	6 or 7	\$1,500	\$1,000.00

In the event award amounts in applications recommended by eligible institutions exceed available appropriations, the Commission will prorate all awards by the percentage required to stay within the available appropriation.

Authorized Signature _____

Date submitted to the Commission _____

Appendix B: Sample Institutional Statement of Assurance

Statement of Assurance Door to College Scholarship Program

I assure that the below-named institution is eligible to participate in the Door to College Scholarship Program (DTC), will work with the Coordinating Commission for Postsecondary Education (CCPE) to identify students who are eligible for awards under DTC Program, and will act as the CCPE's agent to disburse DTC grant funds directly to the eligible student, pursuant to the Door to College Scholarship Act (Neb. Rev. Stat. § 85-3201 to 85-3211).

I assure the CCPE may review the financial aid recipients' files, including but not limited to those files associated with enrollment and financial aid for the award year specified.

I assure compliance with the rules and regulations and/or guidelines regarding the DTC.

I assure that all DTC award recipients will be provided adequate support and opportunities to meet with an assigned advisor at regular intervals to discuss academic progress and to develop a job-search plan.

I assure all recipients of a DTC award will:

1. have applied for financial assistance by completing the Free Application for Federal Student Aid;
2. be undergraduate students that have not earned a bachelor's, graduate or professional degree;
3. be Nebraska residents as provided in Neb. Rev. Stat § 85-502;
4. meet all requirements listed in the rules and regulations and/or guidelines governing the program;
5. be selected for awards without regard to race, creed, color, national origin, ancestry, age, sex, or handicap.

I further assure that CCPE staff will have access to records to verify applicant information, institutional recommendations, and administration of funds during an on-site audit. Intentional misrepresentation will result in the institution's suspension from the program.

Name (Please print or type)

Institution

Signature

Date

Appendix C: Door to College Scholarship Act

85-3201. Act, how cited.

Sections 85-3201 to 85-3211 shall be known and may be cited as the Door to College Scholarship Act.

85-3202. Terms, defined.

For purposes of the Door to College Scholarship Act:

(1) Award means a grant of money under the act by the commission in the form of a Door to College Scholarship to an eligible student for educational expenses;

(2) Award year means the period beginning on July 1 through the following June 30;

(3) Commission means the Coordinating Commission for Postsecondary Education;

(4) Educational expenses means student costs for tuition, mandatory fees, other education-related fees, room and board, books, and other costs related to a student's education;

(5) Eligible postsecondary educational institution means a public or private postsecondary educational institution:

(a) Located in Nebraska;

(b) Primarily engaged in the instruction of students;

(c) Satisfying state statutory requirements relating to the approval and licensure of schools, colleges, and universities and maintaining accreditation by an accrediting organization recognized by the United States Department of Education;

(d) Offering courses of instruction in regularly scheduled classes to regularly enrolled undergraduate students who reside in Nebraska and have received a high school diploma or the equivalent; and

(e) Which has adopted, and has available for inspection, award refund and repayment policies;

(6) Eligible student means an undergraduate student who:

(a) Graduated from high school from an accredited education program at a youth rehabilitation and treatment center operated and utilized in compliance with state law or graduated from an approved or accredited public, private, denominational, or parochial school within one year after being discharged from a youth rehabilitation and treatment center operated and utilized in compliance with state law;

(b) Is enrolled in an eligible postsecondary educational institution;

(c) Has applied for federal financial aid through the Free Application for Federal Student Aid for the applicable award year;

(d) Is a resident student who is domiciled in Nebraska as provided by section 85-502; and

(e) Complies with all other provisions of the Door to College Scholarship Act and any rules and regulations adopted and promulgated pursuant to the act;

(7) Full-time status means enrollment in at least twenty-four semester credit hours, thirty-six quarter credit hours, or nine hundred clock hours per award year;

(8) Part-time status means enrollment in at least twelve semester credit hours, eighteen quarter credit hours, or four hundred fifty clock hours per award year; and

(9) Undergraduate student means an individual who has not earned a first baccalaureate or professional degree and is enrolled in a postsecondary educational program which leads to, or is creditable toward, a first baccalaureate degree, associate degree, certificate, diploma, or the equivalent.

85-3203. Awards to eligible students.

The commission shall, as provided in the Door to College Scholarship Act, provide for awards to be made directly to eligible students beginning with the 2024-25 school year. An award shall not exceed a maximum of five thousand dollars annually to an eligible student with a full-time status and shall be prorated for eligible students with a part-time status. The commission may adjust the value of awards annually to make awards to all eligible applicants who apply by the application deadline set by the commission.

85-3204. Eligible postsecondary educational institutions; duties; awards; prohibited acts.

(1) Eligible postsecondary educational institutions, acting as agents of the commission, shall:

(a) Receive and process applications for awards under the Door to College Scholarship Act;

(b) Determine eligibility of students based on criteria set forth in the act; and

(c) No later than the application deadline set by the commission, make recommendations to the commission for awards to eligible students, including the name and social security number of each eligible student.

(2) An award under the Door to College Scholarship Act shall not be used by a postsecondary educational institution to reduce institutional scholarships, grants, or tuition or fee waivers that a student would otherwise be eligible to receive if such student did not receive an award under the act.

85-3205. Awards; review; distribute to eligible postsecondary educational institutions.

(1) Within thirty days after receiving recommendations pursuant to section 85-3204, the commission shall review the recommended awards for compliance with the Door to College Scholarship Act and any rules and regulations adopted and promulgated pursuant to the act and notify each eligible postsecondary educational institution of the approval or disapproval of recommended awards.

(2) The commission shall distribute to each eligible postsecondary educational institution the total award amount approved for eligible students at such institution. The eligible postsecondary educational institution shall act as an agent of the commission to disburse the awards directly to eligible students during the award year.

85-3206. Award; conditions.

An award may be granted to an eligible student for attendance at an eligible postsecondary educational institution if:

(1) The eligible student is accepted for enrollment as follows:

(a) In the case of an eligible student beginning the first year in attendance at an eligible postsecondary educational institution, such eligible student has satisfied requirements for admission and has enrolled or indicated an intent to enroll in an eligible postsecondary educational institution; or

(b) In the case of an eligible student enrolled in an eligible postsecondary educational institution following the successful completion of the student's first year in attendance, such eligible student continues to meet the requirements of the Door to College Scholarship Act and has maintained the minimum standards of performance as required by the eligible postsecondary educational institution in which the eligible student is enrolled;

(2) The eligible student receiving such award certifies that the award will be used only for educational expenses; and

(3) The eligible student has complied with the act and any rules and regulations adopted and promulgated pursuant to the act.

85-3207. Award; recipient; requirements; termination.

(1) A recipient of an award shall:

(a) Attend all required courses regularly;

(b) Meet with an assigned advisor at regular intervals to discuss academic progress and to develop a job-search plan; and

(c) Maintain good academic standing at the eligible postsecondary educational institution without any disciplinary action by such institution.

(2) An award may be terminated if such person fails to meet the requirements of this section.

85-3208. Award recipient; discontinue attendance; award termination; remit award balance.

If an award recipient discontinues attendance before the end of the award year or the award is terminated pursuant to section 85-3207, the award recipient shall remit any award balance allowable to the eligible postsecondary educational institution in accordance with such institution's withdrawal policy. The institution shall remit such award balance to the commission in accordance with such institution's refund policy.

85-3209. Commission; powers and duties.

(1) The commission shall:

(a) Supervise the issuance of public information concerning the Door to College Scholarship Act; and

(b) Establish a reasonable and fair appeal procedure for students adversely affected by the actions of the commission or an eligible postsecondary educational institution in the distribution of funds or granting or termination of awards pursuant to the act.

(2) The commission may adopt and promulgate rules and regulations necessary to carry out the act.

85-3210. Act; limitations.

The Door to College Scholarship Act does not grant any authority to the commission to:

(1) Control or influence the policies of any eligible postsecondary educational institution because such institution accepts students who receive awards; or

(2) Require any eligible postsecondary educational institution to enroll any student receiving an award or, once admitted, to permit continued enrollment in such institution by any student receiving an award.

85-3211. Door to College Scholarship Fund; created; use; investment.

The Door to College Scholarship Fund is created. The commission shall administer the fund, which shall consist of amounts transferred from the State Lottery Operation Trust Fund pursuant to section 79-3501 prior to July 1, 2029, as well as any money transferred by the Legislature and gifts, grants, or bequests from any source, including federal, state, public, and private sources. All amounts accruing to the Door to College Scholarship Fund shall be used to carry out the Door to College Scholarship Act. Any money in the

fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.

Source

Laws 2023, LB705, §§ 28 - 38.



Prioritization Process for Capital Construction Budget Requests 2025-2027 Biennium

March 15, 2024 Revision

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
PRIORITIZATION PROCESS FOR CAPITAL CONSTRUCTION BUDGET REQUESTS

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INTRODUCTION

The Coordinating Commission for Postsecondary Education is statutorily responsible to develop from a statewide perspective a unified prioritization of individual capital construction budget requests for which it has recommended approval and submit such prioritization to the Governor and the Legislature for their consideration. In establishing its prioritized list, the Commission may consider and respond to the priority order established by the Board of Regents or the Board of Trustees in their respective capital construction budget requests.

The following pages outline the Commission's process for establishing the sequential order for financing University of Nebraska, Nebraska State College System, and Nebraska College of Technical Agriculture capital construction requests. The process reflects the Major Statewide Facilities Goal in the *Comprehensive Statewide Plan for Postsecondary Education*:

“Nebraskans will advocate a physical environment for each of the state’s postsecondary institutions that supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.”

Individual capital construction budget requests will be considered for this prioritization list only after prior approval of the institution’s governing board and the Commission (as required), and only if the institution is requesting State funding through the biennial budget request process. In addition, the Commission’s capital construction budget recommendations and prioritization will identify any other project eligible for State funding that has been previously approved by the Commission, and for which governing boards are not requesting State funding in their current capital construction budget request.

The prioritization process involves the use of ten weighted criteria. The percentage resulting from these criteria’s cumulative point total establishes the recommended funding order of individual capital construction budget requests. The following outline provides a synopsis of each criterion, including the maximum point total for each. Individual criteria are explained in greater detail within this document.

1. Statewide Facilities Category Ranking

The Commission will determine statewide ranking of broad facilities request categories as part of a continual evaluation of the State's needs.

30 points

2. Sector Initiatives and Priorities

Governing boards may designate initiatives and priorities that promote immediate sector capital construction needs for the coming biennium.

10 points

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| 3. Institutional Strategic and Long-Range Planning | 10 points |
| Governing boards may display the need for individual capital construction requests through institutional strategic and long-range planning. | |
| 4. Immediacy of Need | 10 points |
| Urgency of need for a capital construction request will be considered. | |
| 5. Quality of Facility | 10 points |
| The condition and function of a program or service's facility(s) will be considered in the development of priorities. | |
| 6. Avoid Unnecessary Duplication | 10 points |
| Unnecessary duplication will be evaluated in this process by reviewing the ability to increase access and/or serve a valid need while avoiding unnecessary duplication. | |
| 7. Appropriate Quantity of Space | 5 points |
| An institution can show how a capital construction request provides an appropriate quantity of space for the intended program or service. | |
| 8. Statewide Role and Mission | 5 points |
| Broad statewide role and mission categories will be considered. | |
| 9. Facility Maintenance Expenditures | 5 points |
| Ability of an institution to maintain its existing facilities is considered. | |
| 10. Ongoing Costs | 5 points |
| Potential long-term costs (or savings) associated with a capital construction budget request will be considered. | |

CRITERION NO. 1: STATEWIDE FACILITIES CATEGORY RANKING

Maximum Possible Points: 30 points

Process for Awarding Points:

This criterion ranks the types of facilities request categories based on the Commission view of overall statewide needs. The table that follows lists statewide priorities for broad capital construction categories used in developing capital construction budget requests. The Commission places a high priority on the safety of facility occupants and maintaining the State's existing physical assets.

Facilities Category Rankings		
LB 309 Task Force for Building Renewal Classifications*	All Other Types of Facilities Request Categories	Max. Points
Fire & Life Safety - Class I		30 pts.
Deferred Maintenance - Class I	or Partially-funded Requests	27 pts.
Amer. w/ Disabilities Act - Class I or Energy Conservation - Class I	or	24 pts.
Fire & Life Safety - Class II	Instructional Tech. & Telecom.	21 pts.
	Master Planning/Programming or Infrastructure Repair/Replacement	18 pts.
	Renov./Remdl./Replacement or Infrastructure Expansion	15 pts.
Deferred Maintenance - Class II	or New Construction or Land Acquisition - Program Needs	12 pts.
Energy Conservation - Class II		9 pts.
Amer. w/ Disabilities Act - Class II		6 pts.
	Land Acquisition - Future Expansion	3 pts.

* Definitions of Task Force for Building Renewal classifications are included at the end of this document.

Individual capital construction budget requests that include combinations of two or more of the listed categories will be weighted to attain an average point total. The Commission will

only weight multiple categories in a request when each category comprises a minimum of 5% of the request. The weighting of requests will use square foot comparisons where possible, with an institution's cost estimate used as an alternate method when necessary. For example, if one-third of a renovation request addresses Fire & Life Safety - Class I needs, then the request would receive 10 points (1/3 of 30 pts.) for its fire & life safety component and 12 points (2/3 of 18 pts.) for its renovation component for a total of 22 points. It is the institution's responsibility to inform the Commission of requests that may receive points from two or more categories and to provide supporting information. Possible sources for identifying this information may include the LB 309 Budget Requests, program statements, or institutional capital construction budget request forms.

Partially funded requests will be defined as follows: Individual capital construction requests previously approved by the Commission that have received partial funding (including appropriations from the Legislature and confirmed grants or pledges) for design and/or construction within the past two years. The Commission places a high priority on completing projects to prevent disruptions in programs or services. A high priority is also placed on approved capital construction budget requests with substantial amounts of alternate funding available.

Requests that qualify for the partially funded classification will be weighted based on the percentage of the request that is partially funded to attain an average point total. For example, a new construction request approved by the Commission with 50% of the design or construction funds pledged by a donor would receive half the weighted points for this criterion from the partially funded category and half from the new construction category.

Replacement space will be defined as follows: Replacement of a program or service's existing space with new construction, or relocation and renovation, due to the insufficient quality of its existing space. The request includes removal of the program or service's existing space by demolition or sale. The need for replacement space may be appropriate when it is more economically feasible than renovation. Additional functional issues that are considered in the decision whether to renovate or to replace would include: net-to-gross square footage ratios, actual useable space, floor-to-floor height needs, flexibility of floor plans, utility service needs, etc.

Comments and Possible Future Refinements to the Process:

The Commission will review these broad statewide facilities category rankings at the beginning of each biennial budget cycle. Changes in the postsecondary education environment such as enrollment or budgetary fluctuations, governmental mandates, and technological advances will have a significant impact in establishing the priority needs of the State's public postsecondary institutions.

CRITERION NO. 2: SECTOR INITIATIVES AND PRIORITIES

Maximum Possible Points: 10 points

Process for Awarding Points:

This criterion allows each sector to identify programmatic initiatives related to capital construction budget requests that are a high priority to the institution and the State. The need for a facility cannot be determined solely on how much space an institution requires or the facility's condition. Facilities should also be evaluated based on whether they address strategic initiatives for postsecondary education or respond expeditiously to meet Nebraskans' educational, economic, and societal needs. Evaluation must also be concerned with meeting the qualitative requirements of programs. This criterion allows each sector to identify its immediate or short-term initiatives that relate to capital construction. A sector initiative should result in the identification of clearly focused requirements. It is not intended to identify broad sector role and mission assignments as identified in statutes.

The following table provides the method for distribution of points for each capital request:

Sector Initiatives and Priorities	Max. Points
The request promotes a designated governing board sector initiative or priority	10 pts.

No one request may earn more than the maximum ten points. Governing boards that would like Commission consideration for this criterion should identify sector initiatives in their capital construction budget request to the Governor, Legislature, and Commission. These designations must be limited to no more than three initiatives for the University of Nebraska System and no more than two initiatives for the Nebraska State College System.

Points will not be awarded to or counted against Nebraska College of Technical Agriculture at Curtis (NCTA) requests. Unlike other University campuses, NCTA submits a separate capital construction budget request to the Governor, Legislature, and Commission. NCTA is a small campus that generally submits few requests in its capital construction budget request. By excluding NCTA requests from this criterion, it prevents penalizing any institutional requests.

Governing boards may designate sector initiatives to promote issues they determine are a priority for the coming biennium. The following examples are provided for illustrative purposes only:

- 1) Designating a specific academic program or service offered by one or more institutions within a sector;
- 2) Designating a college or school within an institution or sector;
- 3) Designating a specific research, public service, or support area at one or more institution; or
- 4) Designating system-wide initiatives such as classroom or class laboratory improvements, enhancing instructional technology, or addressing the deferred maintenance backlog on campuses.

Initiatives may be used to enhance specific instructional capabilities, improve economic development for the State, or provide better service to Nebraska residents. The only restriction to be placed on these designations is that they cannot be so broad as to incorporate a sector's role and mission assignment, such as general improvements to instruction, research, or public service.

The Commission will award points to requests containing a sector initiative based on the percentage of space or funding that relates to the designation. For example, if half a renovation request's space is for a college designated as a sector initiative, then that request would receive five points.

The Commission will also award points for governing board priorities of individual capital construction budget requests and Task Force for Building Renewal request categories, as submitted in the governing board's *Capital Construction and Building Renewal Projects Budget Request*. The Commission will award 10 points to the governing board's first priority, 9 points for the second priority, etc. Should governing boards have different priorities for Task Force for Building Renewal request categories, the points awarded will be based on the weighted dollar value of each governing board's request for that category compared to the total Task Force for Building Renewal request for that category. The Commission will only assign points for Class I Task Force for Building Renewal requests.

Comments:

Inclusion of this criterion allows governing boards to inform the Governor, Legislature, and Commission of sector initiatives and priorities involving institutional programs or services that will affect capital construction needs for the coming biennium. This criterion incorporates institutional strategic issues affecting capital construction into the priority process.

CRITERION NO. 3: INSTITUTIONAL STRATEGIC AND LONG-RANGE PLANNING

Maximum Possible Points: 10 points

Process for Awarding Points:

This criterion quantifies the degree to which an individual capital construction budget request supports the institutional Strategic Plan and Comprehensive Facilities Plan. Postsecondary education must take a long-range view of its facilities needs and create a vision of the institution’s direction, mission, array of programs, and physical facilities. The Commission recognizes existing institutional strategic and long-range planning efforts and encourages continued planning by institutions and governing boards. Strategic and long-range planning is one tool that enables institutions to meet such objectives as promoting access to education, improving the economic development potential for Nebraska, and improving our quality of life. Therefore, all capital construction budget requests that conform to existing governing-board-approved plans may receive up to six points as shown in the table below. Additional points may be allocated based on the inclusion of other critical planning elements.

Institutional Long-range Planning	Points
The request is in compliance with governing-board-approved Strategic Plan and Institutional Comprehensive Facilities Plan submitted to the Commission	6 pts.
The governing-board-approved Strategic Plan identifies major external and internal environmental trends, forecasts, and assumptions that affect the capital construction budget request's program or service	2 pts.
A clear link is shown between the program or service's direction and needs in both the Strategic Plan and Institutional Comprehensive Facilities Plan	2 pts.
Sum of points allocated for institutional long-range planning	10 pts.

External and internal environmental trends, forecasts, and assumptions may include such determinates as key social, demographic, educational, economic, and technological issues affecting an institution’s programs and services. Trend data and analysis should go back an appropriate length of time. Forecasts should similarly cover an appropriate length of time to adequately implement strategies in the Institutional Comprehensive Facilities Plan.

An institution's Strategic Plan is the driving force through which its goals are articulated. Any capital construction budget request should not only be justified through the Institutional Comprehensive Facilities Plan but should also be linked to the overall direction that the institution moves toward in the Strategic Plan.

Comments:

Inclusion of this criterion allows for significant participation by the institutions and governing boards in identifying institutional direction.

CRITERION NO. 4: IMMEDIACY OF NEED

Maximum Possible Points: 10 points

Process for Awarding Points:

This criterion quantifies the degree of immediacy of need for individual capital construction budget requests. The number of capital construction budget requests has always exceeded the ability of the Legislature to fund them. Therefore, requests intended to meet existing needs of a program or service versus projected needs will be given priority. Those requests that would have an immediate impact on unmet programmatic or service needs, or designated statewide initiatives will also be given priority.

The following table provides the method for distribution of points for each individual capital construction budget request:

Degree of Need	Points
Primarily meets short-term needs of program or service (<5 years)	8-10 pts.
Primarily meets mid-term needs of program or serv. (≥5 yrs. to 10 yrs.)	4-7 pts.
Prim. meets long-range needs of program or serv. (>10 yrs. to 20 yrs.)	1-3 pts.
Prim. meets needs of program or serv. past long-range needs (>20 yrs.)	0 pts.

This criterion is not intended to discourage proper planning and programming of facilities. The consideration of a program or service's future expansion needs will be recognized when appropriate. Points awarded in this criterion will focus on the primary reason an institution is requesting funding. The Commission recognizes that proper planning of a facility may require long-range expansion space to be incorporated into a request that primarily addresses short-term needs.

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CRITERION NO. 5: QUALITY OF FACILITY

Maximum Possible Points: 10 points

Process for Awarding Points:

This criterion quantifies the degree to which the individual capital construction budget request provides a suitable quality physical environment. The quality of facilities available to a program or service can be measured in two areas:

- 1) By the condition of the primary or secondary structural and facility service systems (5 possible points); and
- 2) The functional layout of the facilities (5 possible points).

The following tables provide the method for distribution of points for each capital request:

Condition of Primary, Secondary and Service Systems	Points
Facility in poor condition (cost of repairs >10% of replacement value)	5 pts.
Facility in fair condition (cost of repairs >5% to 10% of facility replacement value)	3 pts.
Facility in good condition (cost of repairs >0% to 5% of facility replacement value)	1 pt.
Facility in excellent condition (cost of repairs is 0% of facility replacement value)	0 pts.

The condition of existing facilities will be determined based on the following sources:

- 1) A recent (within the last five years) *Facilities Audit Survey*;
- 2) *LB 309 Task Force for Building Renewal Budget Request*; or
- 3) Institutional or Commission staff estimates.

The cost of repairs should not consider alterations in room layout or other remodeling costs.

Functional Layout of Space	Points
Addresses inadequate flexibility or layout of existing space	2.0 pts.
Addresses accessibility deficiencies with existing space	1.0 pt.
Addresses inadequate utility services or infrastructure needs (including instructional technology needs) of program	1.0 pt.
Addresses insufficient fixed or specialized equipment needs of program	0.5 pts.
Addresses environmental problems with existing space (acoustical problems, poor illumination, etc.)	0.5 pts.
Sum of points allocated for functional layout of space	5 pts.

Planning and programming requests will be allocated points based on the perceived quality of the spaces where the program or service is presently located.

Points will not be awarded to or counted against LB 309 Task Force for Building Renewal or land acquisition requests.

CRITERION NO. 6: AVOID UNNECESSARY DUPLICATION

Maximum Possible Points: 10 points

Process for Awarding Points:

Individual capital construction budget requests will receive the maximum points possible for this criterion if the request contains no unnecessary duplication of facilities. This criterion quantifies the degree to which a request increases access or serves valid needs while avoiding unnecessary duplication. The number of points deducted from the maximum allowed will be based on how much space related to a request constitutes unnecessary duplication.

Unnecessary duplication will not substantially increase access and/or serve valid needs. The Commission will consider unnecessary duplication in existing public and/or private facilities in Nebraska, neighboring states, or consortia such as the Midwestern Higher Education Commission Compact, which are reasonably accessible to the institution.

The following table provides the method for distribution of points for each capital request:

Amount of Unnecessary Duplication	Points
Request contains no unnecessary duplication	10 pts.
Request contains > 0% to 2% unnecessary duplication	8 pts.
Request contains > 2% to 5% unnecessary duplication	5 pts.
Request contains > 5% to 10% unnecessary duplication	2 pts.
Request contains >10% to 15% unnecessary duplication	1 pt.
Request contains >15% unnecessary duplication	0 pts.

Comments:

This criterion allows the Commission to approve a generally needed request with a small amount of duplication. Minor amounts of unnecessary duplication are then addressed through this prioritization process.

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CRITERION NO. 7: APPROPRIATE QUANTITY OF SPACE

Maximum Possible Points: 5 points

Process for Awarding Points:

This criterion quantifies the degree to which the individual capital construction budget request effectively accommodates space needs. The quantity of space proposed for a program can be justified by at least one of the following three methods:

- 1) Use of governing-board-adopted and/or externally mandated space or land guidelines;
- 2) Use of utilization reports; or
- 3) By requirements determined by professional planners.

The following table provides the method for distribution of points for each capital request:

Justification for Quantity of Space Needs	Points
Amount of space required for a program is justified by space or land guidelines as applicable	2 pts.
Amount of space required for a program is justified by utilization reports as applicable	2 pts.
Amount of space required for a program is justified by professional planners in the program statement when space or land guidelines do not apply to a particular type of space	1 pt.
Sum of points allocated for quantity of space needs	5 pts.

Space that does not easily conform to space or land guidelines or utilization reporting formats will not adversely affect the number of points allocated to a request. An example of a type of space that would not conform to both qualitative measures would be research laboratory space. Utilization reports for this type of space are not practical since research space is generally not shared. A request that included only research laboratory space would receive five points if it is verified by appropriate space guidelines and professional planners. The Commission will also consider the adaptability of existing space in renovation requests when comparing space guidelines with the amount of space proposed.

Fire & Life Safety, Deferred Maintenance, Code Compliance, and Energy Conservation requests will not be included in this criterion since they do not address an institution's space needs.

CRITERION NO. 8: STATEWIDE ROLE AND MISSION

Maximum Possible Points: 5 points

Process for Awarding Points:

In determining priorities for individual capital construction budget requests, the Commission will consider the relative priorities of role and mission categories from a broad statewide perspective. The priorities are not intended to reflect any individual institution, but the overall role of these areas in meeting the needs of Nebraska residents.

The following table establishes broad statewide priorities for role and mission categories as it is reflected in each capital construction budget request:

Statewide Role and Mission Categories	Points
Undergraduate Instructional Space and Academic Support Space	5 pts.
Graduate or Professional Instructional Space; Student Support Space and Basic or Technology Transfer Research Space	4 pts.
Public Service Space and Applied Research Space	3 pts.
Administrative or Operational Support Space	2 pts.

Requests that include combinations of two or more of the listed categories will be weighted to attain an average point total. The Commission will only weight multiple categories in a request when each category comprises a minimum of 10% of the request. The weighting of requests will use square foot comparisons where possible, with an institution's cost estimate used as an alternate method when necessary. The following examples are provided for each category:

- Undergraduate Instructional Space - Includes classrooms, class laboratories, classroom service, class laboratory service, and faculty offices used to support undergraduate instruction.
- Academic Support Space - Includes space for learning or student assistant centers (includes tutoring services, study skills services, etc.), libraries, academic computing services, museums or galleries, educational media services, academic administration, etc.
- Student Support Space - Includes space for counseling and career guidance services, social and cultural centers, financial aid services, non-self-supporting intercollegiate athletics, student service administration, etc. The following self-supporting functions are excluded: dormitories or residence halls, student unions, student medical services, student auxiliary services (includes child care services, bookstores, etc.), recreational facilities, etc.

- Graduate or Professional Instructional Space - Includes classrooms, class laboratories, classroom service, class laboratory service, and faculty offices used to support graduate or professional instruction.
- Basic or Technology Transfer Research Space - Includes research laboratories, research laboratory service, and offices used to support all “organized research” as specified in the Office of Management and Budget (OMB) 2 CFR, Part 220, including both “sponsored research” (sponsored by federal and non-federal agencies or organizations) and “university research” (institutional research and development separately budgeted by the institution under an internal application of institutional funds).
- Public Service Space - Includes space for direct patient care, community services, cooperative extension services, public broadcasting services, etc.
- Applied Research Space - Includes space for departmental research used for instructional improvement and research that is not separately budgeted by the institution per OMB 2 CFR, Part 220.
- Administrative or Operational Space - Includes space for executive management, administrative computing services, student admissions or records, physical plant administration, facility maintenance services, custodial services, utility services, landscape or grounds services, central stores services, etc.

Comments and Possible Future Refinements to the Process:

A review of the above priorities in the Commission's *Comprehensive Statewide Plan* confirms the Commission's statewide perspective of these role and mission categories.

Existing role and mission statutes for the University of Nebraska lists the following priorities in Neb. Rev. Stat. § 85-942:

“It is recognized that as the state's land grant institution the University of Nebraska is engaged in instruction, research, and public service, and that these three parts of the university's mission are interdependent. However, when viewed in its entirety, the university's first priority will be undergraduate instruction, the university's second priority will be graduate and professional instruction and research, and the university's third priority will be public service.”

Existing role and mission statutes for the Nebraska state colleges lists the following priorities in Neb. Rev. Stat. § 85-951:

“The state colleges, collectively and individually, will have as their first priority the provision of baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs in education. The colleges' second instructional priority will be master's programs in education and other areas authorized by the Legislature. Such colleges' third priority will be the continuation and development of applied research and public service activities. The colleges' fourth priority will be the awarding of the specialist degree in education.”

Similar to the first criterion regarding Statewide Facilities Category Ranking, this criterion should be reviewed on a biennial basis. Commission recommendations may involve statutory revisions.

CRITERION NO. 9: FACILITY MAINTENANCE EXPENDITURES

Maximum Possible Points: 5 points

Process for Awarding Points:

This criterion quantifies the degree to which an institution supports well-maintained facilities using a formula based on dollars expended for facility maintenance as a percentage of the current replacement value (CRV) of an institution's state-owned and operated facilities. Dollars expended will be determined from the mean average of the most recently completed biennium as reported in the institution's biennial *Operating Budget Request* and Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* as follows:

- 1) Program Classification Structure (PCS) program number 707-Physical Plant Operations, sub-program summary number 72-Building Maintenance from each institution's biennial *Operating Budget Request* will be included;
- 2) The portion of PCS program 707, sub-program 76-Major Repairs and Renovations of each institution's biennial *Operating Budget Request* used for facility maintenance as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. Institutions may be requested to identify the amount expended for facility maintenance projects within this sub-program by project and year;
- 3) The portion of departmental or administrative unit funds excluded from PCS sub-program numbers 72 and 76 used for facility maintenance as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. University campuses will report departmental facility maintenance information from accounts 552630 - R&M Building and Other Structure and 553440 - Construction & Maintenance Supplies. Institutions may be requested to identify the amount expended for facility maintenance by administrative unit and year; and
- 4) Plant Fund Transfer Projects that are primarily (over 50%) facility maintenance projects as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. Individual Plant Transfer Fund Projects will be identified in each institution's biennial *Operating Budget Request*. These Plant Fund Transfer Projects must be based on the facility maintenance definition in the Association of Higher Education Facilities Officers (APPA) study, *Facilities Performance Indicators*.

Current replacement value (CRV) of state-owned and operated facilities will be determined from the Statewide Facilities Database and institutional reports. The average CRV at an institution will be determined for the same years from which the maintenance expenditures were taken and will be verified with sector facilities representatives.

An institution's expenditures for facilities maintenance as a percentage of their current replacement value (CRV) of state-owned and operated facilities will be used to determine the number of points awarded. The following table provides the formula for the distribution of points for each capital request:

Facility Maintenance Formula	Points
Institution's facility maintenance expenditures are $\geq 1.00\%$ of CRV	5.0 pts.
Institution's facility maintenance expenditures are $\geq 0.95\%$ to $< 1.00\%$ of CRV	4.5 pts.
Institution's facility maintenance expenditures are $\geq 0.90\%$ to $< 0.95\%$ of CRV	4.0 pts.
Institution's facility maintenance expenditures are $\geq 0.85\%$ to $< 0.90\%$ of CRV	3.5 pts.
Institution's facility maintenance expenditures are $\geq 0.80\%$ to $< 0.85\%$ of CRV	3.0 pts.
Institution's facility maintenance expenditures are $\geq 0.75\%$ to $< 0.80\%$ of CRV	2.5 pts.
Institution's facility maintenance expenditures are $\geq 0.70\%$ to $< 0.75\%$ of CRV	2.0 pts.
Institution's facility maintenance expenditures are $\geq 0.65\%$ to $< 0.70\%$ of CRV	1.5 pts.
Institution's facility maintenance expenditures are $\geq 0.60\%$ to $< 0.65\%$ of CRV	1.0 pt.
Institution's facility maintenance expenditures are $\geq 0.50\%$ to $< 0.60\%$ of CRV	0.5 pts.
Institution's facility maintenance expenditures are $< 0.50\%$ of CRV	0.0 pts.

Institutions that expend more than 2.2% (mid-point of a recommended range) of their total general and cash fund appropriation for facility maintenance, as averaged over the same period, will automatically receive 5 points for this criterion. This is intended to account for a reasonable effort by institutions to maintain their facilities based on available resources.

CRITERION NO. 10: ONGOING COSTS

Maximum Possible Points: 5 points

Process for Awarding Points:

This criterion quantifies the degree to which an individual capital construction budget request will affect ongoing operating and maintenance commitments for State tax funds. The following table provides the method for distribution of points for each capital construction budget request:

Ongoing Costs	Points
Eliminates state funding requirements for facilities operations & maintenance (O&M) costs through use of alternative funding sources or is an LB 309 Energy Conservation - Class I Request	5 pts.
Reduces the level of increased state funding requirements for facilities O&M costs through use of alternative funding sources or is an LB 309 Energy Conservation - Class II Request	4 pts.
Does not increase state funding requirements for facilities O&M costs	3 pts.
Justifiable request for increased state funded facilities O&M costs	2 pts.
Unjustifiable request for increased state funded facilities O&M costs	0 pts.

Comments:

The Commission supports institutional initiatives to limit the incremental increase for state funding for new and renovated facility O&M costs. This criterion's intent is to maintain an awareness of future State funding obligations created by construction of additional institutional space. An incentive is provided to reduce future State funding obligations.

Examples of an unjustifiable request for increased state funded facilities O&M costs would include: 1) A request for state funds that exceeds the Commission's estimate for facilities O&M costs by more than 10 percent, or 2) a request for state funding for facilities O&M costs for a type of space that generally utilizes self-supporting or other non-tax funding sources as outlined in the *Statewide Facilities Plan*.

OTHER PRIORITIZATION CONSIDERATIONS: ESSENTIAL SEQUENCING OF MULTIPLE INDIVIDUAL BUDGET REQUESTS

Comments: Individual capital construction budget requests that require a phasing sequence with other requests in the Commission's prioritized list will be listed in the order required. An example of a phasing requirement would be a utility plant expansion request that would need to be completed before a new facility request could come online due to insufficient existing utilities capacities. If the priorities established by the process stated in this document do not rank requests in the appropriate phasing sequence, then the individual capital construction budget request rankings will be revised accordingly. This will be accomplished by ranking all other requests involved in the phasing sequence behind the initial phase request. If the second phase request has a higher percentage point total, then it will be moved and ranked immediately after the first phase request. This rationale will continue for the third and subsequent phases.

DEFINITIONS:

Task Force for Building Renewal Budget Request Definitions and Classifications

FIRE/LIFE SAFETY: Requests to correct or repair structural, mechanical, or other defects in a building or its components, or utility systems which endanger the lives or health of state employees or the general public. Such requests bring the facilities, components, or utility systems into compliance with current fire safety, life safety, and hazardous materials abatement requirements, and provide a safer structural environment. Requests for funding to provide fire/life-safety improvements are divided into two classes:

Class I Building or utility system changes/modifications which are required to rectify a situation where the health and well-being of the occupants of a building are immediately, directly, and clearly imperiled, or where local, state, or federal code officials have determined certain fire/life-safety improvements are needed immediately in order to ensure the safety of building occupants or users.

Class II Other building changes/modifications which may be necessary to comply with fire/life safety codes and to avoid potential danger to the health and safety of the building occupants.

DEFERRED MAINTENANCE: Requests to repair structural or mechanical defects that would endanger the integrity of a building, utility system or their components or allow the unwanted penetration of a building or system by the outdoor elements. Requests for funding of deferred repair projects are divided into two classes:

Class I Items for immediate action to avoid unwanted penetration of a building by outdoor elements and to avoid costly damage to a building, utility system or their components. If these projects are not addressed, it could very possibly stop a program or a service from being achieved due to a building or utility system failure.

Class II Items of imperative need to correct problems that if neglected will quickly deteriorate further into Class I items or that must be done to provide efficient use of the facility or system.

AMERICANS WITH DISABILITIES ACT (ADA): Requests provide building and program accessibility for disabled and physically challenged individuals and bring a building into compliance with the 2010 ADA Standards for Accessible Design (2010 ADA). Requests should be limited to structural modifications to buildings or other requests normally handled through the

capital construction process. Minor pieces of equipment, computer modifications, and other non-capital items should be included in the operating budget request. Requests for funding to provide accessibility for the disabled and physically challenged are divided into two classes:

Class I Structural changes/modifications which have been clearly found to be necessary to comply with the 2010 ADA Standards for Accessible Design (2010 ADA) or which have been deemed necessary by physically challenged individuals in order to work or gain program access in a facility.

Class II Other structural changes or modifications which may be necessary to comply with Americans with Disabilities Act (ADA) federal law.

ENERGY CONSERVATION: Requests whose primary emphasis is the reduction of energy consumption by a building, utility system or their components. The objectives of the conservation request, along with financing options, should be included in requested projects. Requests for funding of energy conservation projects are divided into two classes:

Class I Items for immediate action to correct deficiencies creating excessive use of energy resources. Projects for which energy conservation measure funding applications have been or are planned to be submitted to the Nebraska Energy Office should be included in this category. Simple payback should be five (5) years or less.

Class II Items which if not addressed will create an additional strain on energy resources and which if accomplished would result in operating expenditure reductions. Simple payback should be five (5) to ten (10) years.

Source: Administrative Services – State Budget Division Budget Instructions, 2019-2021 Biennium.

Coordinating Commission for Postsecondary Education

Subject: 2024 Nebraska Higher Education Progress Report

Committee Recommendation: That the Commission approve the 2024 Nebraska Higher Education Progress Report.

Purpose: Neb. Rev. Stat. § 85-1429 requires that on or before March 15 of each year, the commission submit a report to the legislature that evaluates progress toward attainment of the following priorities identified by the LR 174 Task Force of 2003:

1. Increasing the number of students who enter postsecondary education in Nebraska;
2. Increasing the percentage of students who enroll and successfully complete a degree; and
3. Reducing, eliminating, and then reversing the net out-migration of Nebraskans with high levels of educational attainment.

2024 Nebraska Higher Education Progress Report

To Be Approved by the Commission March 15, 2024

Committee Draft

March 6, 2024



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COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION



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Coordinating Commission for Postsecondary Education
140 N. 8th Street, Suite 300 · P.O. Box 95005 · Lincoln, NE 68509-5005
Phone: (402) 471-2847

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Key Takeaways – 2024 Progress Report

In 2006, the Nebraska Legislature identified education as key to the state's economic future: "Increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification." (Neb. Rev. Stat. § 85-1428) In 2022, the Nebraska Legislature set a goal that 70% of Nebraskans aged 25 to 34 will have a degree, certificate, or credential with value in the workplace by 2030. This report provides detailed analysis of Nebraska's progress toward increasing its educational attainment. The *Comprehensive Statewide Plan for Postsecondary Education*, produced by the Coordinating Commission, includes many of these same metrics within its "Measuring Accomplishments" section.

87.2

Nebraska's 2022-2023 public high school graduation rate. (See Figure 1.1.a.4, page 24.) However, ACT reports that only 19% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework in algebra, biology, English, and social sciences. (See Figure 1.1.b.3 on page 36.)

65.2

The college continuation rate for the 2021-2022 Nebraska public high school graduating class, which has declined from 70.8% in 2011-2012. (See Figure 1.1.c.5, page 55.)

81.1

The percentage of ACE Scholarship recipients from public high schools who have gone on to college. The comparable college continuation rates were 48.5% for low-income public high school graduates who did not receive ACE and 74.5% for non-low-income public high school graduates. (See Figure 1.5.9, page 87.)

44.6

69.6

The six-year completion rates for Nebraska public two-year institutions (44.6%) and four-year public institutions (69.6%), compared to national rates of 43.4% and 67.4%, respectively. (Fall 2017 cohort.) (See Figure 2.3.1, page 115.)

121.5

For every 10,000 working-age (22 to 64) Nebraskans with a bachelor's degree or higher, there was an average annual net *out*-migration of 121.5 people from 2018 to 2022. Put another way, Nebraska experienced a net loss of over 31,000 people with a bachelors degree or higher to other states over the past decade. (See page 129.)

35.7

The percentage of Nebraskans ages 22 to 64 who have a bachelor's degree or higher for the period 2018-2022, according to the American Community Survey. This is up from 32.5% for the period 2013-2017. The percentage of Nebraskans ages 22 to 64 who have some college or an associate's degree is 34.1%, down from 35.5%. (See Figure 3.3, page 126.)

56.5

The percentage of 25- to-34-year-old Nebraskans with a credential with value in the workplace or higher as of 2022. (See Figure 3.1, page 125.)

Key Recommendations – 2024 Progress Report

Among the Commission's statutory duties are to "Encourage initiatives and collaboration between public institutions, public state and local entities, and private state and local entities to increase the contribution of postsecondary education in advancing Nebraska's economy." Among the initiatives and collaboration that may address the shortcomings identified in the *2024 Progress Report* are the following key recommendations.

At the High School Level:

- Increase high school graduation rates. Nebraska's 2022-2023 data reveal that while 89.7% of females graduate in four years, only 84.9% of males do. Disparities are even more pronounced between racial/ethnic groups, with only 73.9% (Native American) to 88.4% (Asian) of minorities earning diplomas in four years. Four-year rates for Hispanic and Black non-Hispanic students have declined since 2016-2017.
- Increase the number of students who take dual and concurrent enrollment courses that grant college credit and make sure opportunities to take such courses are widely available. Faculty availability and financial aid resources must ensure that students are not denied the opportunity to participate as a result of financial resources.
- Increase opportunities for high school students to connect to career pathways of interest to them that lead to employment and additional education, such as through the continuing development of career academies, academic pathways, and internship programs.
- Increase counseling resources to a.) address mental health issues that may slow or prevent high school completion, b.) improve students' awareness of careers, the range of higher education opportunities, and their career pathways, and c.) implement universal FAFSA completion and help students understand financial aid and plan direct pathways to their educational goals.

At the Postsecondary Level:

- Increase the percentage of high school graduates who enroll in college immediately after high school graduation, particularly among low-income Black, Hispanic, Native American, and White males. If all 2023 high school graduates continued to college at the same rate or better than White non-Hispanic, non-low income graduates, over 2,300 additional students would enroll in college by the spring following high school graduation.
- Support and expand efforts, such as Transfer Nebraska and 2+2 agreements, to improve students' knowledge of how credits will transfer among Nebraska colleges and universities, allowing them to plan their path to a degree in the most efficient manner.
- Identify and reach out to adults who started college but did not complete a credential. Completion initiatives include stackable microcredentials and badges that are recognized by employers. Identify resources to achieve success (ex, high speed internet access, rolling course start dates) and pool existing or request new resources to help students complete credentials.

At the State Government Level:

- Continue to support and increase funding for the Nebraska Opportunity Grant program so that more eligible low-income students receive aid. Nebraska must reduce the gap in college enrollment and graduation rates between low-income and non-low-income high school graduates to meet its workforce needs and ensure equity.
- Adequately fund public colleges and universities to maintain affordable tuition and fees, provide adequate student support services and timely course offerings, and ensure a full range of high quality programs connected to Nebraska's statewide and regional economic needs is available.
- Continue the expansion of the Nebraska Career Scholarship Program to attract students to programs leading to occupations identified as high wage, high demand, and high skill in Nebraska and to connect the students to Nebraska employers through internship opportunities.

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Executive Summary

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

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

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

This summary highlights the comparative analysis used to measure and evaluate performance with respect to each priority. Throughout this analysis, the latest available statistics are analyzed in the context of 10-year trends. See pages S20-S22 for recommendations based on the findings of this report. The complete report and its appendices, which are online at ccpe.nebraska.gov/reports, provide a detailed and fully documented analysis.

Overall Progress and Challenges Facing the State

- The research findings in the *2024 Nebraska Higher Education Progress Report* reflect modest annual changes in the state's postsecondary education system. Some changes have very likely been caused by the COVID-19 pandemic, and time will tell if they foretell permanent shifts.
- Progress toward the state's higher-education goals is mixed, and it is not aggressive enough to meet the state's long-term needs and the 70% attainment goal for Nebraskans aged 25 to 34 by 2030.
 - Preliminary estimates indicate that Nebraska's total postsecondary enrollment decreased 2.1% between fall 2012 and fall 2023. Enrollments initially increased during the Great Recession but have generally declined since baseline due to the countercyclical nature of enrollment and unemployment. While Nebraska was not immune to enrollment declines from the COVID-19 pandemic, fall enrollments have increased over the last two years.
 - Since 2012-2013, the number of students graduating from Nebraska's high schools has increased 9.5%. However, the cohort four-year graduation rate has decreased from 88.5% in 2012-2013 to 87.2% in 2022-2023. Additionally, many students take more than four years to graduate from high school, which delays their entry into college or the workforce.
 - Nebraska's college continuation rate for public high school graduates has decreased from 70.8% in 2011-2012 to 65.2% in 2021-2022. Analysis of this data by race/ethnicity, gender, and student income status reveals large gaps in continuation rates for different groups of students.
 - Nebraska has increased the amount of state funds allocated for need-based financial aid, but less than 5 out of 10 eligible students receive a state grant. The Nebraska Opportunity Grant program has aided thousands of students, but more state-funded, need-based aid is needed to enable more of the state's low-income and moderately low-income students to go to college and earn degrees.
 - Since 2012, the overall full-time freshmen retention rate has increased 2.3 percentage points. Meanwhile, the state's overall college graduation rate for public two-year institutions increased 10.0 percentage points while the state's overall college graduation rate for public four-year institutions has increased 0.8 percentage points.
 - Estimates of net migration—priority three—indicate that out-migration of highly educated working-age Nebraskans has not been reduced or eliminated and is worsening.

Priority 1

Increase the number of students who enter postsecondary education in Nebraska

In 2008, Nebraska’s fall enrollment totaled a record number of 131,710 students. Following the Great Recession of 2008, fall 2009 enrollment increased to 140,770 and peaked the next year at 145,893. Since 2010, fall enrollments have steadily declined but remain higher than pre-recession levels. The decline follows national trends.

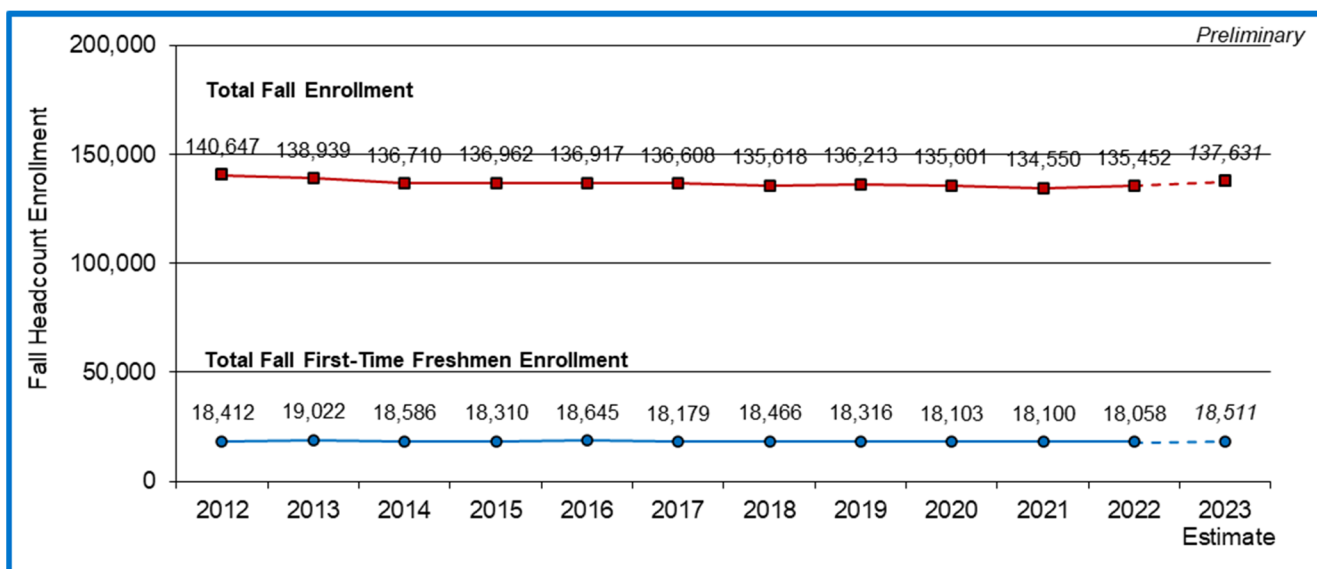
Total fall enrollments

Nebraska’s total postsecondary headcount enrollment decreased from 140,647 in fall 2012 to 135,452 in fall 2022, a decrease of 3.7%. During the same period, first-time freshmen (FTF) enrollment decreased 1.9%, from 18,412 to 18,058. It is estimated that total fall enrollment increased 1.6% between fall 2022 and fall 2023 while FTF enrollment increased 2.5%.

As shown on the next page, between 2012 and 2022, total fall enrollment increased 3.7% at the nonpublic colleges and universities. Meanwhile, fall enrollment declined 2.6% at the University of Nebraska, 1.2% at the state colleges, and 11.4% at the community colleges.

Based on preliminary estimates, between 2022 and 2023, fall enrollment increased 0.1% at the state colleges, 4.6% at the community colleges, and 1.2% at the nonpublic institutions. During this same time, fall enrollment declined an estimated 0.3% at the University of Nebraska.

**Fall Total Headcount Enrollment and First-Time Freshmen Enrollment
Fall 2012 through Fall 2023**



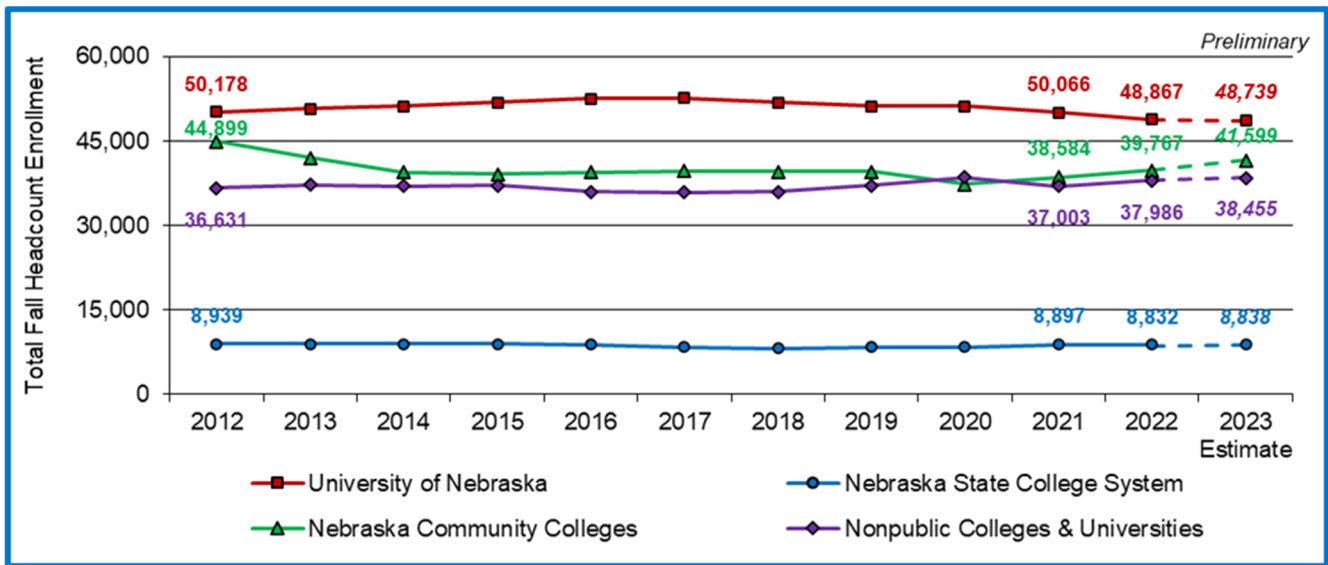
Note. See Figure 1.1 (page 3) and Figure 1.13 (page 15).

Freshmen fall enrollments

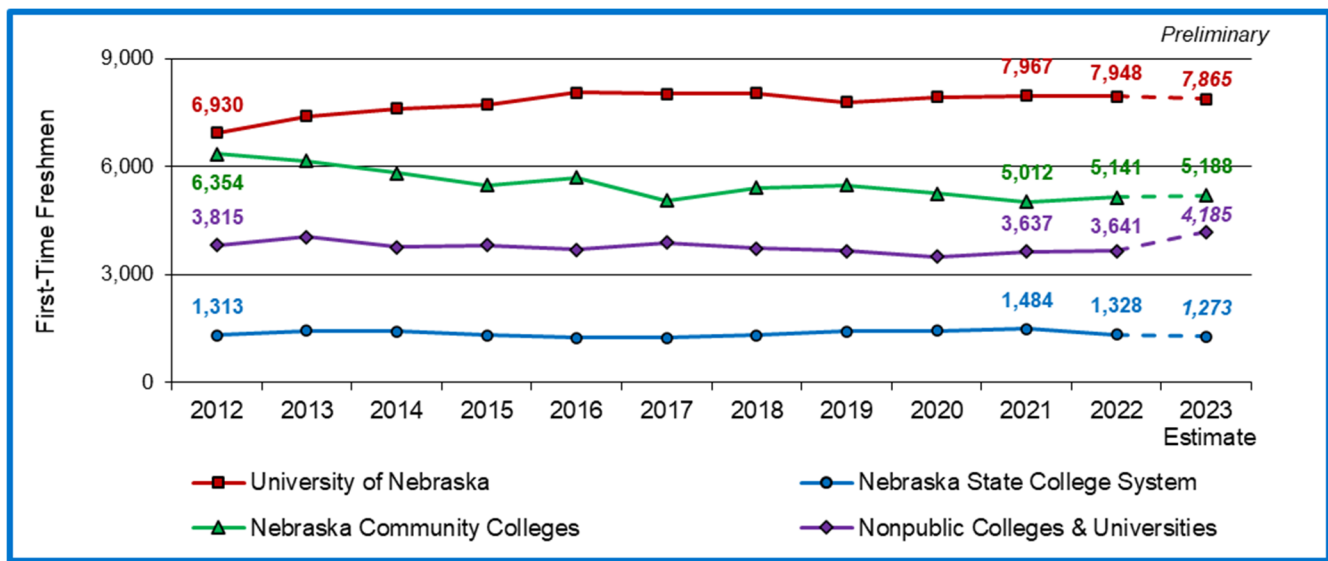
Total enrollment of first-time freshmen (FTF) at the state’s postsecondary institutions decreased 1.9%, from 18,412 in fall 2012 to 18,058 in fall 2022. FTF enrollment increased 14.7% at the University of Nebraska and 1.1% at the state colleges while declining 19.1% at the community colleges and 4.6% at the nonpublic institutions.

It is estimated that fall 2023 statewide FTF enrollment increased 2.5% over 2022, increasing 0.9% at the community colleges and 14.9% at the nonpublic institutions. Meanwhile, FTF enrollments declined an estimated 1.0% at the University of Nebraska and 4.1% at the state colleges.

**Fall Total Headcount Enrollment by Sector
Fall 2012 through Fall 2023**



**First-Time Freshmen Enrollment by Sector
Fall 2012 through Fall 2023**



Note. See Figure 1.2 (page 4) and Figure 1.12 (page 14).

Strategic objectives to increase postsecondary enrollment

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

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

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

Since 2012-2013, the number of students graduating annually from Nebraska high schools increased 9.5%, from 22,641 to 24,790 in 2022-2023. Based on the latest projections, Nebraska

high schools will graduate about 2,100 more students in 2032-2033 than in 2022-2023, an increase of 8.5%.

Shifting high school demographics

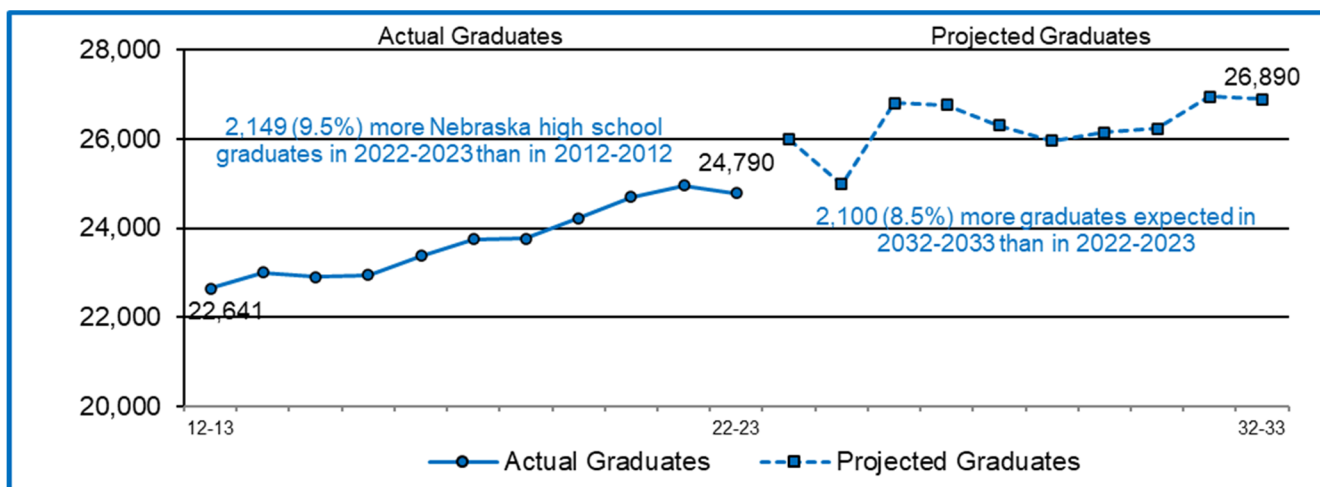
As shown on the next page, the demographic profile of Nebraska’s public high school graduates has changed considerably over the last decade and is forecast to continue to change over the next decade.

Since 2012-2013, the percentages of students who are White non-Hispanic, Native American, or Black non-Hispanic have declined while the percentages of students from the other three racial/ethnic groups have increased. The overwhelming shift has been the increase in the number of Hispanic graduates.

Furthermore, Hispanic students are projected to account for 21.6% of Nebraska’s public high school graduates by 2032-2033, compared to 18.8% in 2022-2023. Asian/Pacific Islanders and graduates that are two or more races are also projected to account for a larger percentage of Nebraska’s public high school graduates in 2032-2033.

However, White non-Hispanics and Native Americans are projected to account for a smaller percentage of Nebraska’s public high school graduates in 2032-2033.

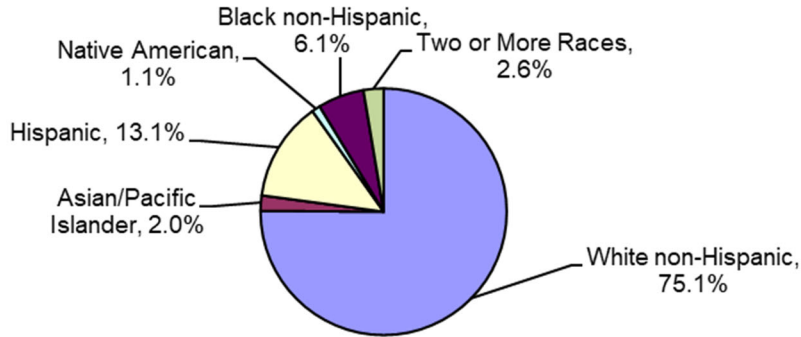
Actual and Projected Number of Nebraska High School Graduates 2012-2013 through 2032-2033



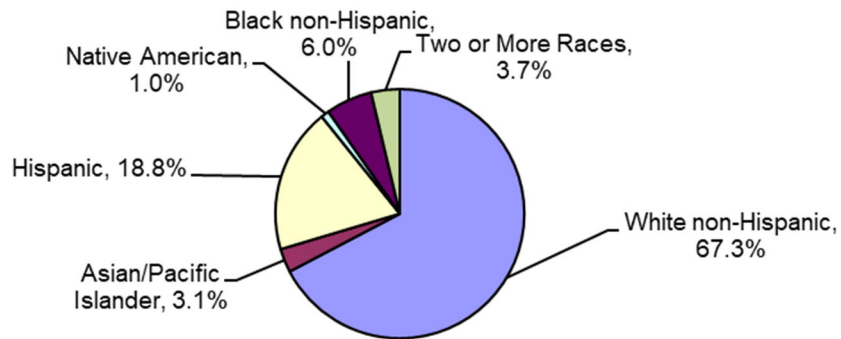
Note. The gap in the above line graph separates actual from projected graduates. See Figure 1.1.a.1 (page 19) and Figure 1.1.a.2 (page 21).

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

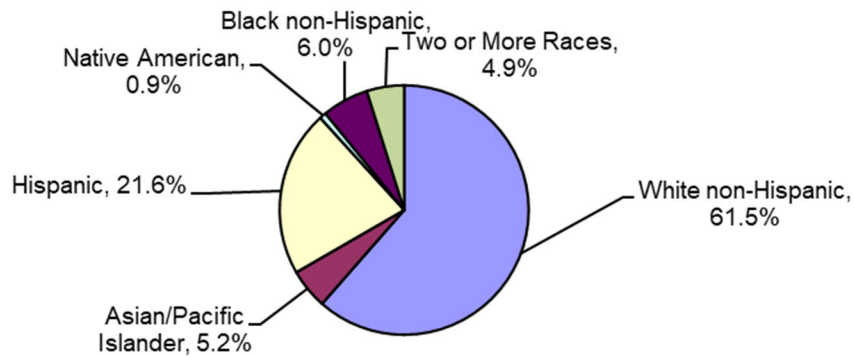
Actual Percentages of Graduates: 2012-2013



Actual Percentages of Graduates: 2022-2023



Projected Percentages of Graduates: 2032-2033



Note. See Figure 1.1.a.3 (page 22).

Public high school graduation rates

Nebraska’s overall public high school cohort four-year graduation rate for 2022-2023 was 87.2%, down from 88.5% in 2012-2013. (See Figure 1.1.a.4 on page 24.)

In 2019-2020 (the latest year for which national data is available), Nebraska’s cohort four-year graduation rate was ranked 22nd highest in the nation. (See Figure 1.1.a.5 on page 25.)

The cohort four-year graduation rates for females were higher than the rates for males from 2012-2013 to 2022-2023. In 2012-2013, the graduation rate for females was 90.9%, compared to 86.3% for males. By 2022-2023, the graduation rate for males decreased to 84.9% while the rate for females decreased to 89.7%. (See Figure 1.1.a.6 on page 26.)

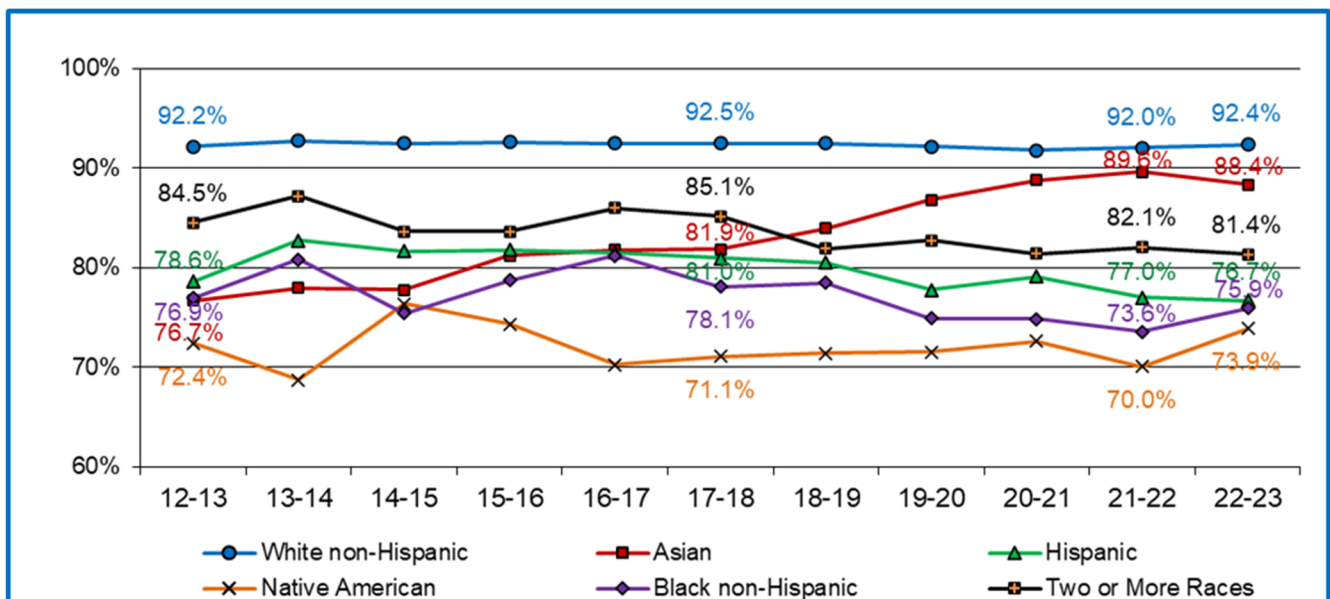
As shown below, between 2012-2013 and 2022-2023, cohort four-year graduation rates decreased 1.9 percentage points for Hispanics, 1.0 percentage point for Black non-Hispanics, and 3.1 percentage points for multiracial individuals. During this same time, cohort four-year graduation rates increased for 0.2 percentage points for White non-Hispanics, 11.7 percentage point for Asians, and 1.5 percentage points for Native Americans.

Cohort four-year graduation rates also vary considerably by free or reduced-priced lunch (FRL) eligibility. Students eligible for FRL are less likely to graduate from high school in four years. For 2022-2023, there was a 14.0 percentage point difference in on-time graduation rates between FRL (79.1%) and non-FRL students (93.1%). Between 2012-2013 and 2022-2023, the cohort four-year graduation rate increased 0.4 percentage points for students not eligible for FRL but decreased 1.8 percentage points for students eligible for FRL. (See Figure 1.1.a.8 on page 28.)

For some students, particularly males, minorities, and those eligible for FRL, it takes longer than four years to graduate from high school. Extending cohort graduation rates out to six years increases the overall public high school graduation rates by about two to three percentage points and helps to narrow the gaps between graduation rates for various racial/ethnic groups. (See Figure 1.1.a.9 on page 31 and Table A3.1 on page 155.)

Nebraska’s overall public high school graduation rate has decreased slightly over the decade, and disparities still exist for various groups of students. Consequently, Nebraska needs to continue to strengthen efforts to reduce and eliminate these disparities.

Nebraska Public High School Cohort Four-Year Graduation Rates by Race/Ethnicity 2012-2013 through 2022-2023



Note. See Figure 1.1.a.7 (page 27).

Preparation for college

Beginning with the graduating class of 2018, all Nebraska students take the ACT test in the cohort minus one year. ACT estimates that 96% of the 2023 graduating class took the ACT Assessment.

The average ACT composite score for Nebraska high school students was 19.2 in 2023, compared to 21.5 in 2013. Nebraska’s 2023 ACT composite score was lower than the 2023 national average of 19.5. (See Figure 1.1.b.1 on page 34.)

Using ACT college readiness standards, data for the class of 2023 suggest that only 19% of Nebraska’s ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework: algebra, biology, English, and social science. (See Figure 1.1.b.3 on page 36.)

Approximately 19% of males and 18% of females met all four college readiness benchmarks. (See Figure 1.1.b.5 on page 38.)

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

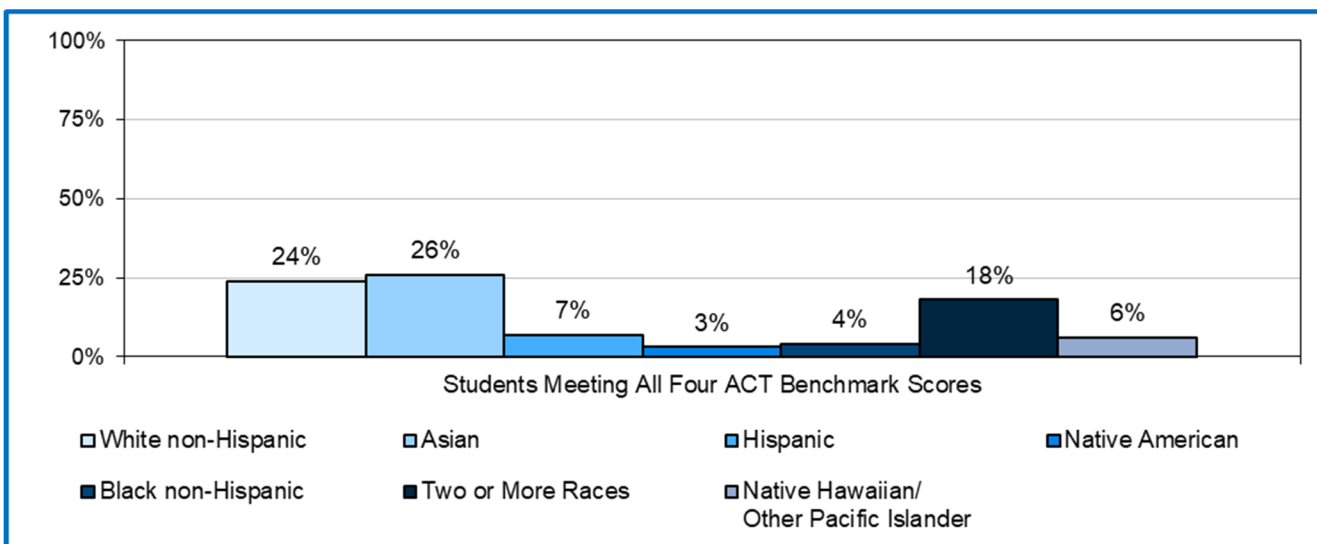
Public high school college continuation rates based on National Student Clearinghouse data

One approach to calculating Nebraska’s college-going rate is to annually use data obtained from the National Student Clearinghouse (NSC) in cooperation with the Nebraska Department of Education (NDE). An advantage of this approach is that college-going rates can be calculated every year and compared by student income level, gender, and race/ethnicity.

Data from the NDE matched with the NSC show that overall, only 65.2% of 2021-2022 Nebraska public high school graduates continued onto college within one year of high school graduation, a decline of 5.6 percentage points since 2011-2012 and the lowest rate during the reporting period. For 2021-2022, 69.7% of female graduates continued on to college, a decline of 6.0 percentage points since 2011-2012. Meanwhile, 60.7% of male graduates continued on to college, a decline of 5.1 percentage points since 2011-2012. (See Figure 1.1.c.7 on page 57.)

As the charts on the following two pages 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.

Percentages of 2023 ACT-Tested Nebraska High School Students Who Met or Exceeded ACT College Readiness Scores by Race/Ethnicity



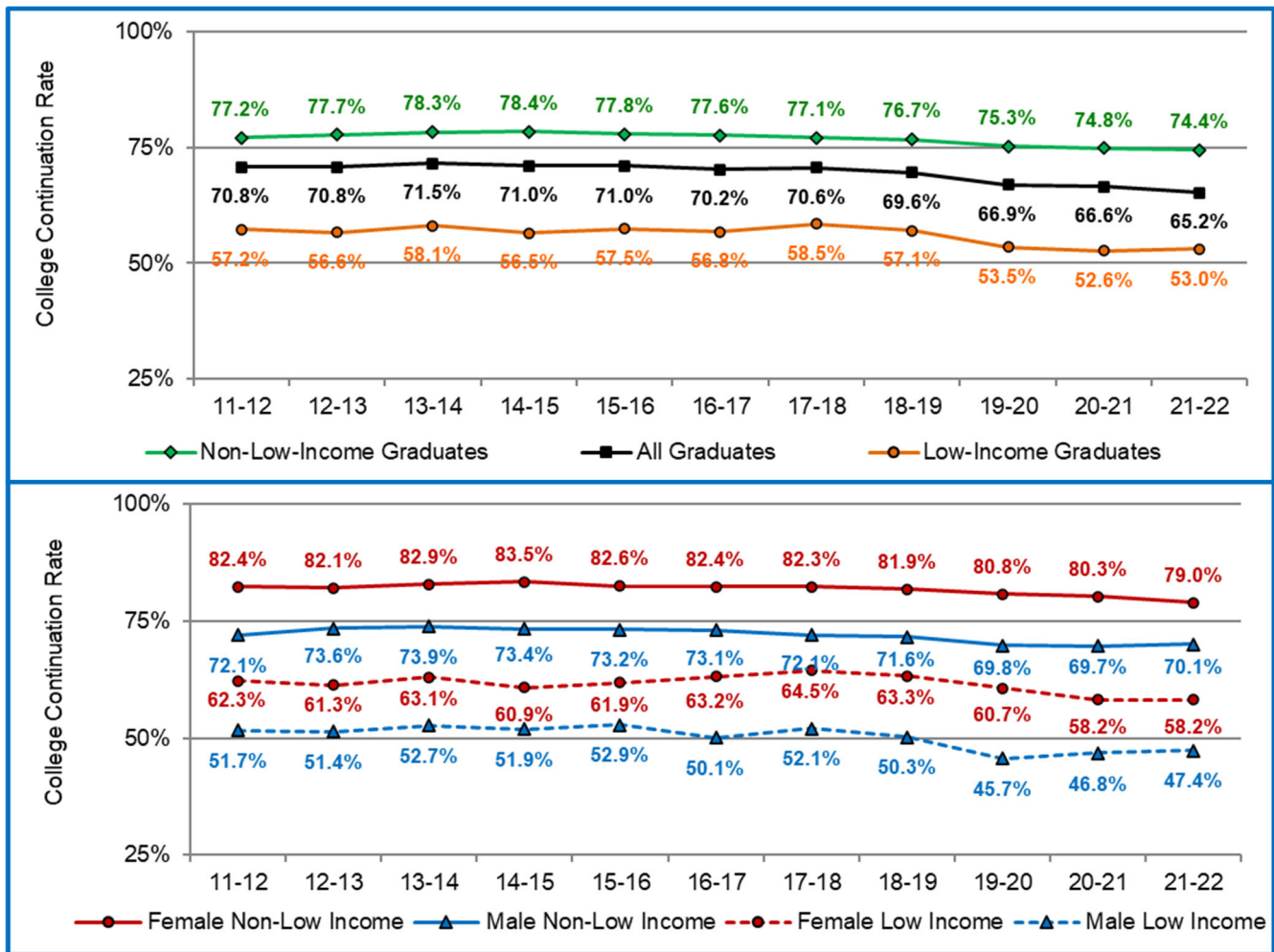
Note. Figure 1.1.b.7 (page 40).

However, female public high school graduates have consistently higher college-going rates than their male classmates, and the lowest college-going rates are for male public high school graduates from low-income households.

Among graduates in 2021-2022, the highest college continuation rate among these 24 subgroups was for non-low-income, White non-Hispanic, female graduates (80.8%), while the lowest college continuation rate was for low-income, multiracial, male graduates (40.7%).

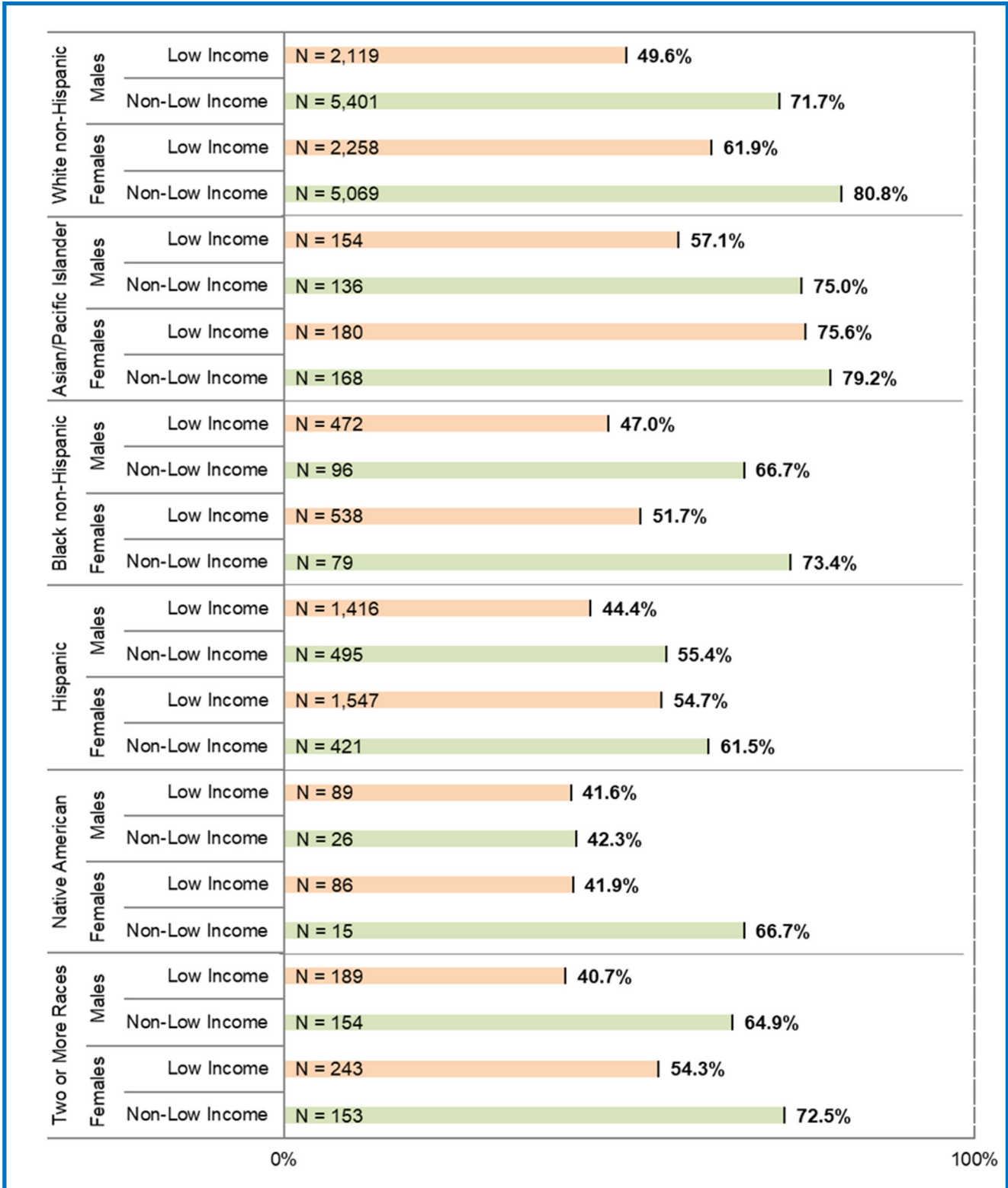
College continuation data is also available by race/ethnicity. Segmenting college continuation rates by race/ethnicity, gender, and student income status results in college continuation rates for 24 subgroups.

College Continuation Rates for Nebraska Public High School Graduates Based on NSC Data 2011-2012 through 2021-2022



Note. See Figure 1.1.c.6 (page 56) and Figure 1.1.c.8 (page 58).

**College Continuation Rates for Nebraska Public High School Graduates Based on NSC Data
By Race/Ethnicity, Gender, and Student Income Status: 2021-2022**



Note. See Part B of Figure 1.1.c.9 (page 60).

Net-migration of Nebraska and non-Nebraska first-time freshmen within 12 months of high school graduation

Using IPEDS data collected every other year, the Commission monitors the enrollment and residency of first-time freshmen. This data can be used to calculate the in-migration of non-Nebraska, non-foreign students who enrolled at Nebraska colleges as well as the out-migration of Nebraska residents who enrolled at out-of-state institutions.

As shown in the table below, more first-time freshmen came to Nebraska to attend college within 12 months of high school graduation than left Nebraska to go to school out of state. Notably, out-migration of Nebraska’s first-time freshmen increased 28.9% between fall 2020 and fall 2022 while in-migration decreased 2.2%. Further analyses reveal that 46.0% of the increase in out-migration is attributable to out-migration to Iowa.

First-time freshmen enrollments by gender

Based on IPEDS data collected annually, more female first-time freshmen have enrolled at Nebraska’s postsecondary institutions than male first-time freshmen. Since 2012, women have accounted for 52.0% (fall 2022) to 53.9% (fall 2020) of first-time freshmen enrollments. (See Figure 1.4.1 on page 71.)

First-time freshmen enrollments by race/ethnicity

As shown on the following page, first-time freshmen enrollments are becoming more racially/ethnically diverse. In fall 2012, White non-Hispanics accounted for 78.9% of first-time freshmen enrollments while minorities accounted for 21.1%. Of the first-time freshmen enrolled in fall 2022, 71.4% were White non-Hispanics, while 28.6% were minorities.

Higher numbers of Asians/Pacific Islanders, Hispanics, and multiracial students were enrolled

Net Migration of First-Time Freshmen Who Attended Postsecondary Institutions Within 12 Months of High School Graduation Fall 2012 through Fall 2022

Student Residency and Where They Attended College	Fall 2012	Fall 2014	Fall 2016	Fall 2018	Fall 2020	Fall 2022	Δ Since Fall 2012	
							N	%
<u>In-Migration</u> Non-Nebraska, Non-Foreign Students Enrolled at Nebraska Colleges and Universities	2,826	3,294	3,621	3,772	3,602	3,521	695	24.6%
<u>Out-Migration</u> Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,800	2,692	2,725	2,752	2,650	3,416	616	22.0%
Net Migration	26	602	896	1,020	952	105		

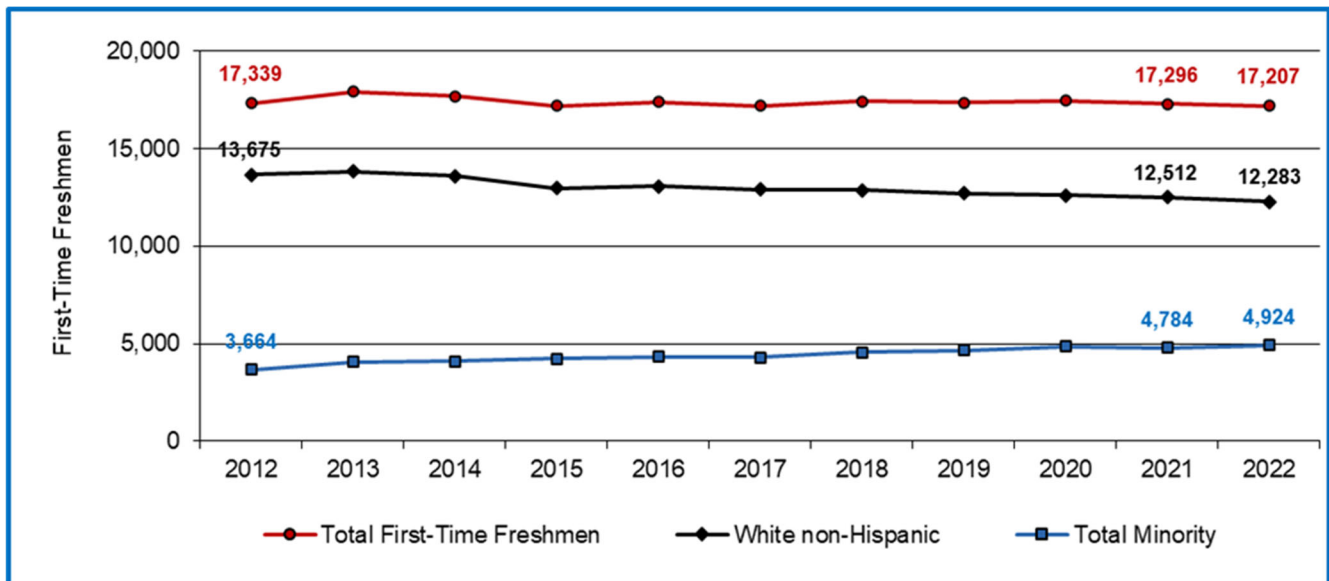
Note. Includes full-time and part-time students. Does not include students with foreign residency, reported unknown states of residence, or students for whom no residence information was reported. Does not include fall 2022 migration data for Texas State Technical College. (see Table 1.3.2 for more information). Δ = change. See Table 1.3.2 (page 70).

in college in fall 2022 than in fall 2012. Meanwhile, the numbers of White non-Hispanic, Native American, and Black non-Hispanic first-time freshmen decreased since fall 2012.

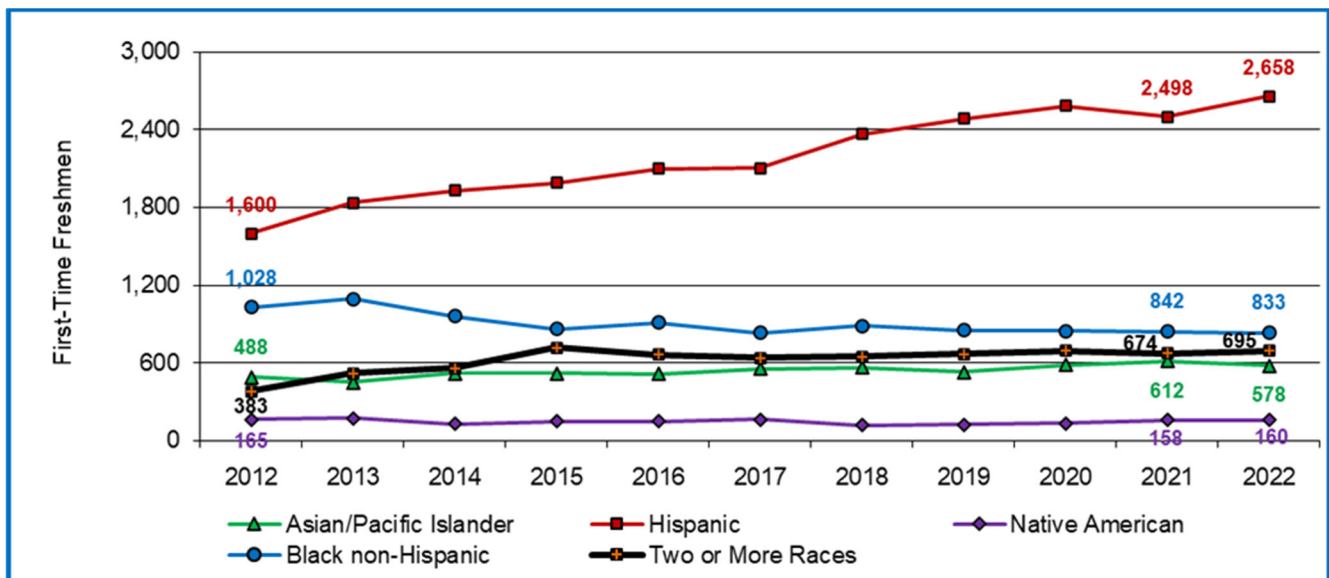
The net effect of these changes is that there were 1,260 more minority students attending Nebraska colleges as first-time freshmen in fall

2022 than in fall 2012, an increase of 34.4%. (Hispanic enrollments accounted for 84.0% of this increase.) In comparison, there were 1,392 fewer White non-Hispanic first-time freshmen in fall 2022 than in fall 2012, a decrease of 10.2%.

**Numbers of White Non-Hispanic and Minority First-Time Freshmen
Fall 2012 through Fall 2022**



**Numbers of Minority Students Enrolled as First-Time Freshmen
Fall 2011 through Fall 2021**



Note. See Figure 1.4.2 and Figure 1.4.3 (page 72).

The importance of state-funded financial aid

Over the last decade, Nebraska has made progress toward the goal of improving access to higher education by increasing the amount of state funds allocated for need-based financial aid. However, additional financial aid is needed to enable more of Nebraska’s low-income and moderately low-income students to go to college, stay enrolled, and complete degrees. In addition, more high school seniors need encouragement to complete the Free Application for Federal Student Aid (FAFSA). Currently, only about half of Nebraska high school seniors complete the FAFSA. Beginning with the 2024-2025 school year, Nebraska public high school students must complete the FAFSA prior to graduating from high school.

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

Including state and lottery funds, total dollars available for the NOG program increased from \$15,222,984 in 2012-2013 to \$23,948,302 in 2022-2023. Meanwhile, the number of low-income students served by the NOG program decreased 16.3%, from 15,757 in 2012-2013 to 13,183 in 2022-2023, and the average award increased 88.3%, from \$964 to \$1,815. (See Figure 1.5.3 and Figure 1.5.4 on pages 80 and 81.)

The success of the ACE Scholarship Program

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

Using state and federal funds, appropriations for ACE scholarships increased from \$880,000 in 2012-2013 to \$1,500,000 in 2022-2023. For 2023-2024, \$1,500,000 of state funds is appropriated for ACE scholarships.

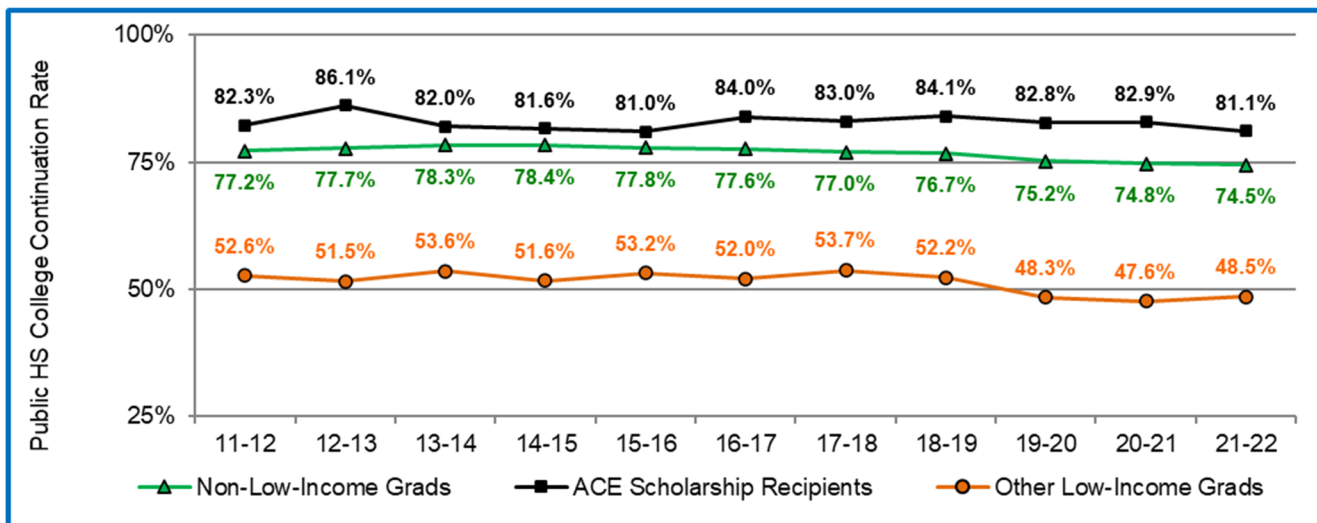
In 2012-2013, 1,705 Nebraska high school students took 11,877 credit hours of college coursework paid for by their ACE scholarships. With increased funding, 2,635 low-income Nebraska high school students were able to take 18,574 credit hours of college coursework in 2022-2023. (See Figure 1.5.7 on page 84.)

College continuation rates of ACE Scholarship recipients

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

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

College Continuation Rates for Public High School Seniors who Received ACE Scholarships Compared to the College Continuation Rates of Other Public High School Graduates 2011-2012 through 2021-2022



Note. See Figure 1.5.9 (page 87).

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 have improved within most sectors of higher education in Nebraska, although there are significant racial/ethnic disparities in graduation rates across the sectors of higher education.¹

In cross-state comparisons, analysis of records at the National Student Clearinghouse provides evidence that notable percentages of students who start college at Nebraska's postsecondary institutions transfer to other schools where they persist in their studies and earn degrees or certificates. This study also reveals that students who attend college part time are far less likely to

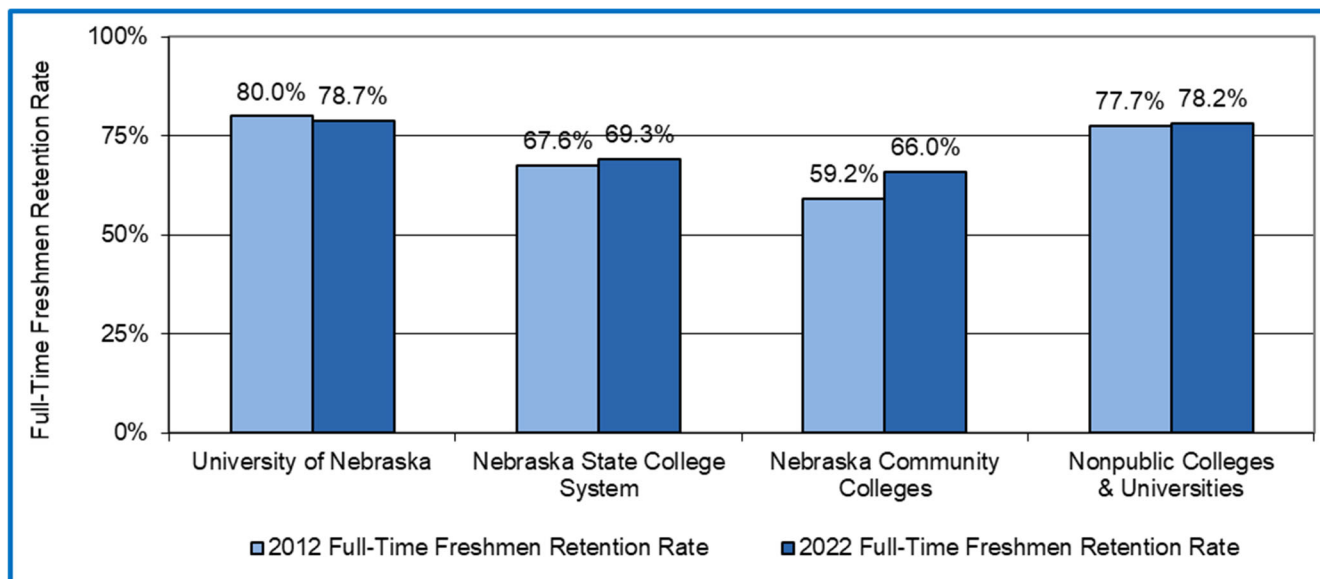
complete degree or certificate programs than students who attend college full time.

Freshmen retention rates

Nebraska's full-time freshmen retention rate increased from 72.6% in fall 2012 to 74.9% in fall 2022. As shown in the chart below, full-time freshmen retention rates for the state colleges, the community colleges, and the nonpublic institutions were higher in fall 2022 than they were in fall 2012. For the University of Nebraska, the full-time retention rate was lower in fall 2022 than in fall 2012.

Retention rates for full-time students in fall 2022 varied between sectors, ranging from 66.0% at the community colleges to 78.2% at the nonpublic colleges and universities.

**Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector
Fall 2022 Compared to Fall 2012**



Note. See Figure 2.1.1 (page 91).

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

Full-time and part-time retention rates compared

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

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

Nebraska’s retention rates for 2022 were lower than corresponding national rates for four-year public institutions. Nebraska’s full-time retention rate was 77.2% and its part-time retention rate was 34.6% (compared to 81.1% and 52.5% nationally).

For two-year public institutions, Nebraska’s full-time retention rate was 66.2% (compared to 62.7% nationally). Meanwhile, Nebraska’s part-time retention rate for two-year public institutions was 43.1% (compared to 43.2% nationally). (See Figure 2.1.3 through Figure 2.1.6 on pages 94-97.)

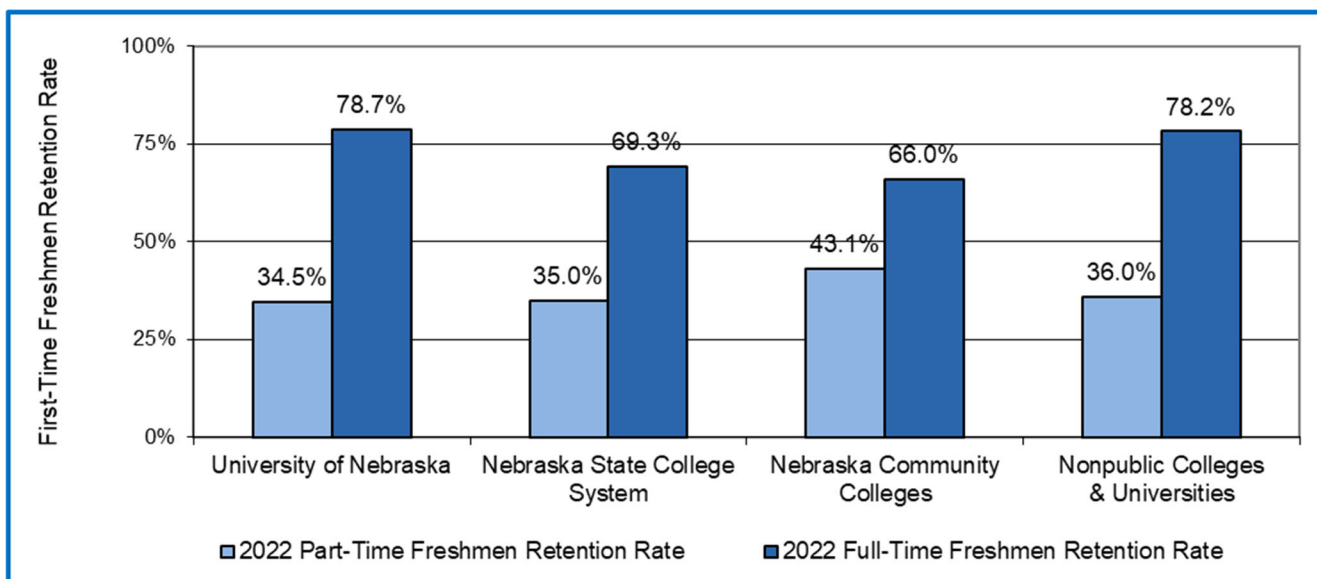
College graduation rates based on IPEDS data

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

Based on IPEDS data, the statewide graduation rate for Nebraska’s public four-year institutions increased from 56.8% in 2011-2012 to 57.6% in 2021-2022. Meanwhile, the statewide graduation rate for Nebraska’s public two-year institutions increased from 27.7% in 2011-2012 to 37.7% in 2021-2022. (See Figure 2.2.1 on page 99.)

As shown on the following page, in 2021-2022, sector graduation rates ranged from 37.6% at Nebraska’s community colleges to 63.6% at the nonpublic institutions. The lower graduation rates at the community colleges are due in part to the number of students who begin their studies at a community college and transfer to another institution. In 2021-2022, Nebraska’s six community colleges had an overall transfer rate of 15.0%. (See Figure 2.2.13 on page 110.)

Fall 2022 Full-Time and Part-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector



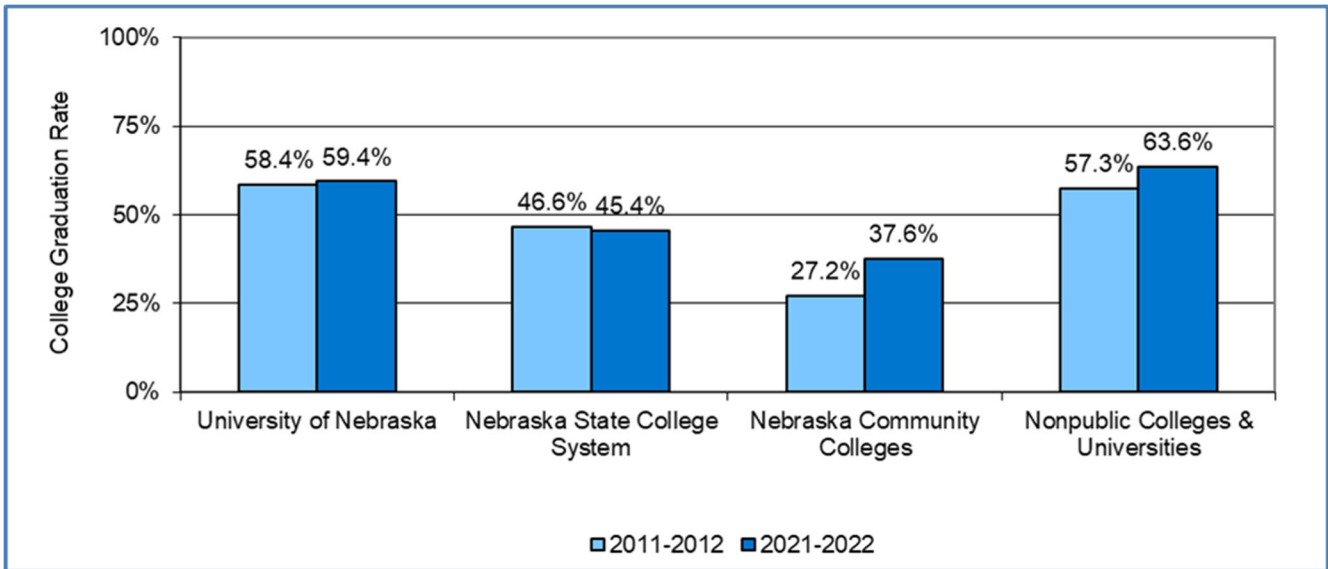
Note. See Figure 2.1.1 (page 91) and Figure 2.1.2 (page 92).

Gender disparities in graduation rates

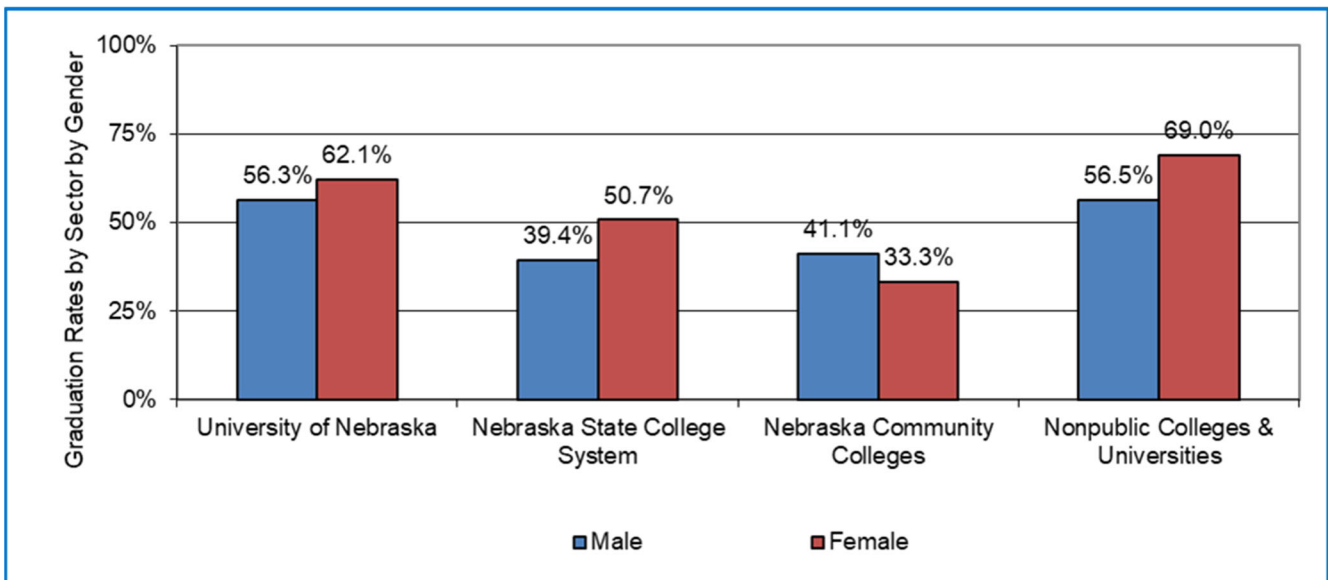
Segmenting college graduation rates by sector and gender results in graduation rates for eight subgroups. Between 2011-2012 and 2021-2022, graduation rates increased for six out of eight of these subgroups. Graduation rates at the state college decreased for both males and females during this time period. (See Figure 2.2.3 through Figure 2.2.6 on pages 101-103.)

As shown in the chart on the bottom of this page, in 2021-2022, females had higher graduation rates than males at the University of Nebraska, the state colleges, and the nonpublic institutions. Meanwhile, graduation rates for males were higher than for females at the community colleges.

Graduation Rates within 150% of Normal Time for Nebraska Postsecondary Institutions by Sector 2021-2022 Compared to 2011-2012



2021-2022 Graduation Rates within 150% of Normal Time by Sector and by Gender



Note. 150% of expected time is equivalent to six years for a bachelor's degree and three years for an associate's degree. See Figure 2.2.2 (page 100), and Figure 2.2.3 through Figure 2.2.6 (pages 101-103).

Racial/ethnic disparities in graduation rates

Segmenting college graduation rates by sector and race/ethnicity results in graduation rates for 24 subgroups. As shown in the chart below, these rates vary quite dramatically.

At the University of Nebraska, 2021-2022 graduation rates ranged from 38.5% for Black non-Hispanics to 63.4% for Asian/Pacific Islanders. (See Figure 2.2.7 on page 104.)

At the state colleges, 2021-2022 graduation rates ranged from 21.4% for Black non-Hispanics to 51.2% for White non-Hispanics. (See Figure 2.2.8 on page 104.)

At the community colleges, 2021-2022 graduation rates ranged from 11.6% for Black non-Hispanics to 43.0% for White non-Hispanics. (See Figure 2.2.9 on page 105.)

Meanwhile, 2021-2022 graduation rates at the nonpublic institutions ranged from 16.1% for Native Americans to 68.7% for White non-Hispanics. (See Figure 2.2.10 on page 105.)

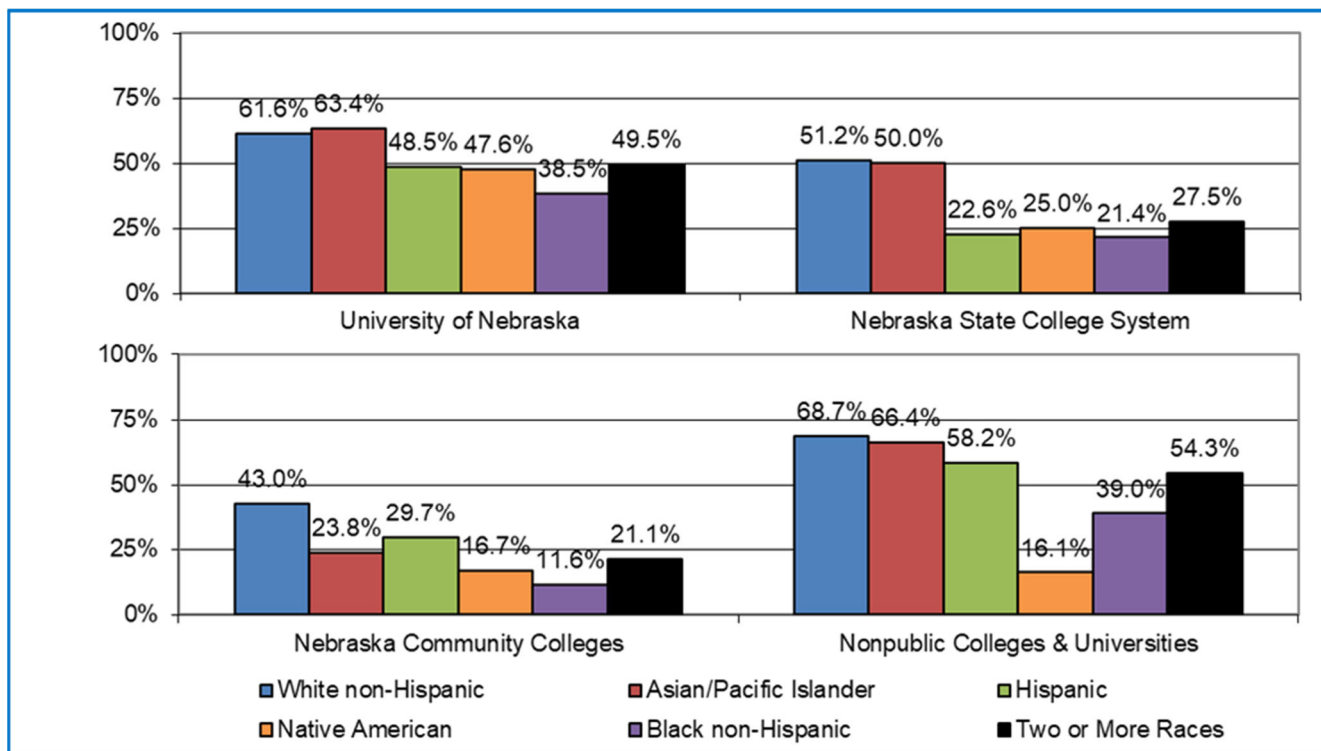
College graduation rates by financial aid received

IPEDS college graduation rates are also reported for Pell Grant recipients, Direct Subsidized Loan recipients that did not receive Pell Grants, and students that did not receive Pell Grants or Direct Subsidized Loans. Pell Grants and Direct Subsidized Loans are awarded to students who have demonstrated financial need, and they serve as a proxy for low-income students.

The 2021-2022 graduation rate for Pell Grant recipients at two-year public institutions was 33.2% while the graduation rate for Direct Subsidized Loan recipients was 39.5%. Students at two-year public institutions who did not receive these grants or loans had an overall graduation rate of 41.8%. (See Table 2.2.1 on page 106.)

The 2021-2022 graduation rate for Pell Grant recipients at four-year public institutions was 47.0% while the graduation rate for Direct Subsidized Loan recipients was 55.5%. Students at four-year public institutions who did not receive these grants or loans had an overall graduation rate of 64.9%. (See Table 2.2.2 on page 107.)

2021-2022 Graduation Rates within 150% of Normal Time by Sector and by Race/Ethnicity



Note. See Figure 2.2.7 through Figure 2.2.10 (pages 104-105).

Nebraska graduation rates compared to those of other states

Nebraska’s 2021-2022 graduation rate for four-year public institutions was 57.6%, compared to 59.1% nationally. For two-year public institutions, Nebraska’s graduation rate was 37.7%, compared to 30.2% nationally. (See Figure 2.2.11 and Figure 2.2.12 on pages 108 - 109.)

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 2017, analyzed by state as well as for the United States as a whole.

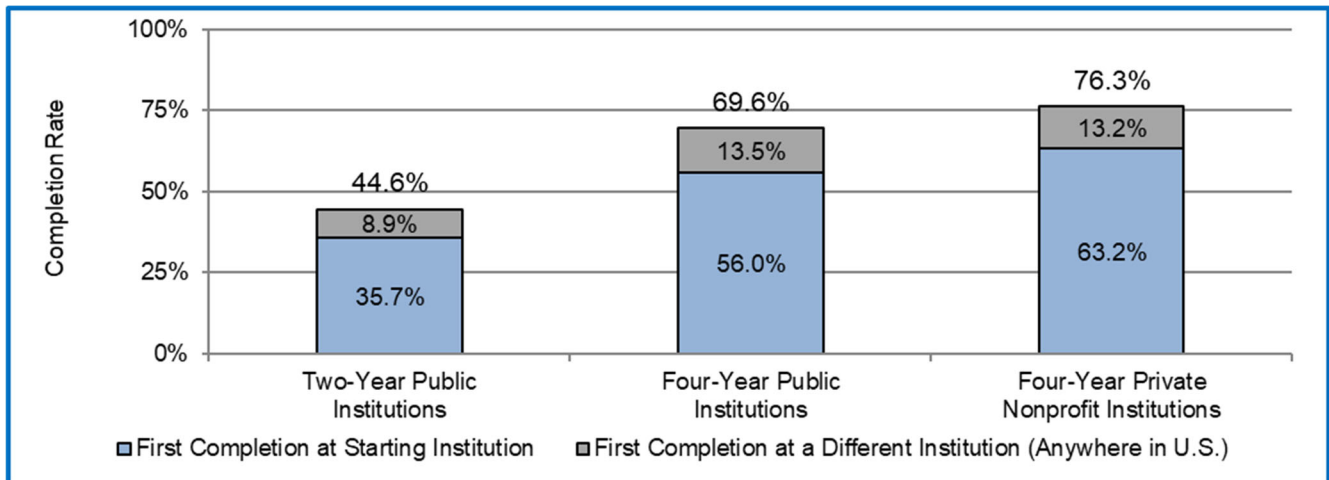
For the study, students were classified by the state of the institution where they first started college and by type of institution. Based on Clearinghouse enrollment and completion records, comparable six-year completion and persistence rates were calculated for the students who started college at (a)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

universities, and (c) four-year private nonprofit institutions. Additionally, completion and persistence rates were calculated by enrollment intensity (full time, part time, mixed enrollment) and by age group.

As shown below, completion rates for starting institutions ranged from 35.7% at Nebraska’s two-year public institutions to 63.2% at the state’s four-year private nonprofit institutions. However, approximately 9% to 14% of students actually received their first completion at an institution in the United States *other* than their starting institution, no matter the sector of first enrollment. The total completion rate was 44.6% for students who started at Nebraska’s two-year public institutions, 69.6% for those who started at the state’s four-year public institutions, and 76.3% for students who began their studies at Nebraska’s four-year private nonprofit institutions.

This study also revealed that students who are able to attend college full time—exclusively or at least sometime during the course of their studies—are generally much more likely to earn degrees or certificates and less likely to drop out of college than students who go to college only part time. (See Figure 2.3.5 on page 118.)

Six-Year Total Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2017)



Note. See Figure 2.3.1 through Figure 2.3.3 (pages 115-116.)

Priority 3

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

The U.S. Census Bureau collects data annually through the American Community Survey (ACS) to estimate net migration by education level. Because the ACS estimates for Nebraska are based on very small sample sizes, the migration estimates for 22- to 64-year-olds developed from ACS data can vary dramatically from one year to another. To reduce this limitation, five-year ACS PUMS files are used for calculating the net out-migration of Nebraskans with high levels of educational attainment. To provide context to the migration estimates, educational attainment of 22- to 64-year-olds is also discussed.

An important recent addition to the *Progress Report* is the inclusion of Nebraska’s educational attainment goal set by the 107th Legislature, Second Session, in LR 335. It is the goal of the State of Nebraska that at least 70% of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030. To analyze progress towards this goal, this section begins with credential attainment data from the Lumina Foundation.

Credential Attainment for 25- to 34-Year-Olds

As of 2022, 56.5% of Nebraskans aged 25 to 34 have obtained a credential or higher. (See Figure 3.1 on page 125.)

Educational Attainment for 22- to 64-Year-Olds

Between 2013-2017 and 2018-2022, Nebraska’s estimated population of 22- to 64-year-olds

increased 1.5%. As shown below by education level, Nebraska’s estimated population of 22- to 64-year-olds decreased 1.8 percentage points for high school graduates or below, decreased 1.4 percentage points for those with some college or an associate’s degree, and increased 3.2 percentage points for those with a bachelor’s degree or higher. While educational attainment is increasing for the United States as a whole, Nebraska’s attainment has consistently been higher. However, attainment for the nation is increasing at a higher rate than Nebraska, and large attainment gaps remain.

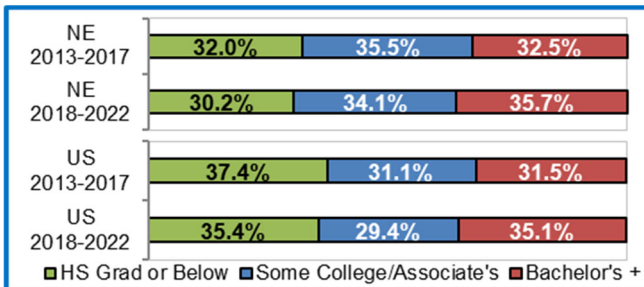
Migration Estimates for 22- to 64-Year-Olds

Between 2013-2017, Nebraska had an average annual net out-migration of 1,687 working-age adults with a bachelor’s degree or higher. Worse, between 2018-2022, Nebraska had an average annual net out-migration of 4,555 working-age adults with a bachelor’s degree or higher. Combining these estimates, Nebraska had a total net out-migration of 31,210 highly educated, working-age adults over the last decade. (See Figure 3.5 on page 128.)

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

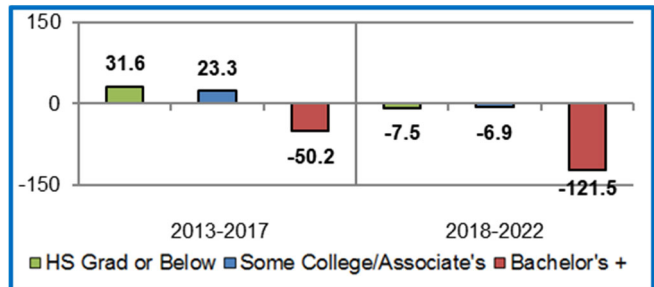
As shown below, for every 10,000 people in Nebraska with a bachelor’s degree or higher, there was an average annual net out-migration of 121.5 people for 2018-2022, compared to an average annual net out-migration of 50.2 people for 2013-2017.

Nebraska Educational Attainment of 22- to 64-Year Olds



Note. See Figure 3.3 (page 126).

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



Note. See page 129.

2024 Progress Report Conclusion

Achieving State Goals by Addressing the Attainment Gaps

In 2006, the Nebraska Legislature stated that increasing the number of Nebraskans with high levels of educational attainment is essential to support Nebraska's economic expansion and diversification. In 2022, the Nebraska Legislature adopted LR 335, which set a state educational attainment goal that 70% of Nebraskans aged 25 to 34 will have a degree, certificate, or credential with value in the workforce by 2030. The goal was also adopted by the University of Nebraska, the Nebraska State College System, Nebraska's community colleges, the State Board of Education, and the Coordinating Commission, which incorporated it into the *Comprehensive Statewide Plan for Postsecondary Education*.

Educational attainment for 25- to 34-year-olds in Nebraska is currently 56.5% including credentials below the associate's degree, compared to 56.3% nationally. While Nebraska's educational attainment continues to exceed the national average, other states are advancing faster toward their own goals and may soon catch up with or surpass Nebraska.

The *2024 Progress Report* concludes that progress is being made and educational

attainment is increasing, but it also demonstrates leaks in the education "pipeline" and disparities. A consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that educational attainment varies greatly across gender and racial/ethnic groups. As of 2018-2022, 32.4% of males aged 22 to 64 have a bachelor's degree or higher. This is an increase since the prior five-year period (from 29.7%); however, it is still well below the bachelor's or higher attainment rate for females (39.2%). (See Table A13.2 on page 322.)

Even more striking are the attainment gaps between racial/ethnic groups. Only 12.1% of Native Americans aged 22 to 64 have a bachelor's or higher, compared to Asian/Pacific Islanders with 48.3%. Importantly, for all racial/ethnic groups, except for the category "Other," Nebraska's bachelor's or higher attainment rates are lower than the corresponding national rates for both five-year periods analyzed. (See Table A13.3 on pages 323 and 324.)

Nebraska cannot reach its 70% goal without closing these gaps.

2024 Progress Report Recommendations

Among the Commission’s statutory duties are to “Encourage initiatives and collaboration between public institutions, public state and local entities, and private state and local entities to increase the contribution of postsecondary education in advancing Nebraska’s economy.” The findings evidenced in the *2024 Progress Report* indicate that more work needs to be done to prepare and persuade Nebraskans to enroll in college and successfully complete degrees. Patterns that emerged around the COVID-19 pandemic continue to affect students, schools, colleges, and universities, but particularly low-income and historically marginalized students. Among the initiatives and collaboration that may address the ongoing shortcomings identified in the *2024 Progress Report* and the lingering effects of the COVID-19 pandemic are the following recommendations.

At the High School Level:

- Increase the percentage of students who stay in school and earn diplomas. Nebraska’s 2019-2020 public high school cohort four-year graduation rate was only the 22nd best in the nation (87.5%), and disparities continue to be seen. Nebraska’s 2022-2023 data reveal that while 89.7% of females graduate in four years, only 84.9% of males do. Disparities are even more pronounced between racial/ethnic groups, with 73.9% (Native American) to 88.4% (Asian) of minorities earning diplomas in four years compared to 92.4% of White students. Four-year high school graduation rates for Hispanic and Black non-Hispanic students have declined since 2016-2017.
- Increase the percentage of students who are prepared academically for college. According to ACT, only 19% of Nebraska’s ACT-tested high school graduates are sufficiently prepared to succeed in college. School districts and community colleges should continue to support and develop programs like the Nebraska Math Readiness Project, which identifies students who are unlikely to be ready for college math while still in high school and addresses deficiencies during the students’ senior year, saving them time, money, and financial aid eligibility when they enroll in college.
- Increase the number of students who take dual and concurrent enrollment courses that grant college credit and make sure opportunities to take such courses are widely available. This will require that districts have the resources and information to partner with postsecondary institutions, that interested high school teachers have the opportunity and incentives to meet faculty qualification standards, and that students are not denied the opportunity to participate as a result of financial resources.
- For male, historically underrepresented, and low-income students especially, creative and holistic approaches are needed to increase:
 - The percentage who are prepared for college academically
 - The number who take dual enrollment courses
 - High school graduation rates
 - College-going rates
- Increase opportunities for high school students to connect to career pathways of interest to them that lead to employment and additional education, such as through the continuing development of career academies, academic pathways, and internship programs. Consider innovative partnership models, such as the Pathways to Tomorrow consortium in northeastern Nebraska, to address the unique needs of rural school districts.
- Increase high school counselor/advising resources to a.) address mental health issues that may slow or prevent high school completion, b.) improve students’ awareness of careers and the range of higher education opportunities and their associated career pathways, and c.) implement new universal FAFSA completion and help students understand financial aid opportunities and plan the most direct pathway to their educational goals.

At the Postsecondary Level:

- Increase the percentage of high school graduates who go on to college, particularly among low-income Black, Hispanic, Native American, and White males. If all 2023 on-time high school graduates continued to college at the same rate or better than White non-Hispanic, non-low income graduates, over 2,300 additional students would enroll in college by the spring following high school graduation.
- Encourage as many students as possible to enroll full time and not delay enrollment. About 65.2% of Nebraska’s on-time public high school graduates go on to college within a year of high school graduation. National Student Clearinghouse research shows that those who attend college full-time are much more likely to earn degrees than those who attend part-time.
- Increase efforts to improve retention and persistence rates, such as implementing effective alternatives to developmental education, greater use of guided pathways, maximizing the use of integrated planning and advising systems to keep students on track to earn degrees quickly, and addressing student mental health needs. Full-time retention rates vary by sector, ranging from 66.0% at the community colleges to 78.7% at the University of Nebraska campuses.
- Support and expand efforts, such as Transfer Nebraska and 2+2 agreements, to improve students’ knowledge of how credits will transfer among Nebraska colleges and universities, allowing them to plan their path to a degree in the most efficient manner. Transfer agreements should capitalize on the growth of dual credit, maximize transferability of AAS degrees, and allow students to complete an associate’s degree and enter a four-year institution with junior status.
- Make formal connections to communities outside of/in addition to Omaha and Lincoln for mentorships and internships, such as the cooperative education partnerships between Wayne State College and Norfolk and Grand Island.
- Nebraska has a high proportion of adults who started college but did not complete a credential. Identify and reach out to those adults with completion initiatives, including stackable microcredentials and badges that are recognized by employers. Identify which resources may be necessary to achieve success—including high-speed internet access and rolling course start dates—and pool existing or request new resources to help these students complete credentials.
- Reach out to adults who have basic education needs and enroll them in programs that provide adult basic education and workforce preparation, such as the Integrated Education and Training Program at Metro CC.
- Continue to build out and publicize the capabilities of the Nebraska Statewide Workforce and Educational Reporting System (NSWERS) to study the P-16 education pipeline, including employment trajectories of recent graduates, so that strategies to reduce brain-drain can be developed and implemented in a targeted fashion.

At the State Government Level:

- Monitor and work toward the statewide attainment goal that 70% of 25- to 34-year-old Nebraskans will have a degree or short-term credential by 2030. The attainment goal creates a “North Star” to guide state leaders, civic organizations, business organizations, foundations, school districts, and colleges and universities. Closing achievement gaps in an expedited fashion must be integral to the goal.
- Adequately fund public colleges and universities to maintain affordable tuition and fees, provide adequate student support services and timely course offerings, and ensure that a full range of high quality programs connected to Nebraska’s statewide and regional economic needs is available.

-
- Continue to support and increase funding for the Nebraska Opportunity Grant program so that more eligible students receive aid. Nebraska ranks 31st in the amount of state-funded, need-based grant dollars per undergraduate FTE. Currently, only about 46% of students eligible for a NOG grant receive one, and the average award is only \$1,815. Nebraska must reduce the gap in college enrollment and graduation rates between low-income and non-low-income high school graduates to meet its workforce needs and ensure equity.
 - Set a statewide goal for dual credit participation and ensure that funding is available to institutions and students to make it achievable. In addition to subsidies to community colleges to reduce dual credit tuition, this will require enough funding for the ACE program so that scholarships are sufficient to allow all academically qualified low-income students to participate in dual enrollment courses.
 - Provide resources to ensure that the new FAFSA completion high school graduation requirement can be implemented successfully.
 - Consider implementing a direct admissions program with Nebraska postsecondary institutions, whereby high school students are notified by institutions that they meet admission requirements before they apply. Direct admissions has been pioneered in Idaho, where it has led to significant enrollment increases in in-state institutions, and is being adopted in many states.
 - Consider new programs, such as Tennessee Reconnect and Missouri's Fast Track Workforce Incentive Grant, that are aimed at adults without degrees or credentials. The Tennessee and Missouri programs have had great success in attracting adult students into or back into college to earn degrees and credentials with demonstrated value in the workforce.
 - Ensure that high-speed broadband is available to all Nebraska families at an affordable cost so that all Nebraskans can access educational opportunities online.
 - Continue the expansion of the Nebraska Career Scholarship Program, first funded in fiscal year 2021, to attract students to programs leading to occupations identified as high wage, high demand, and high skill in Nebraska and to connect the students to Nebraska employers through internship opportunities.
 - Consider tax incentives for graduates with student loan debt who remain in or come to Nebraska to work and/or employers who assist employees with student loan payments. Alternatively, create or expand loan forgiveness programs or retention bonuses for targeted high-need occupations.

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

University of Nebraska

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

Nebraska State College System

Chadron State College
Peru State College
Wayne State College

Nebraska Community Colleges

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

Nonpublic College & Universities

Bellevue University
Bryan College of Health Sciences
Capitol Beauty School
CHI Health School of Radiologic Technology
Clarkson College
College of Hair Design-Downtown
College of Hair Design-East Campus
College of Saint Mary
Concordia University-Nebraska
Creighton University
Doane University
Entourage Institute of Beauty and Esthetics
Fullen School of Hair Design (No longer an IPEDS reporting institution Fall 2016)
Grace University (Closed Fall 2018)
Hastings College
ITT Technical Institute-Omaha (Closed Fall 2016)
Joseph's College Cosmetology
La'James International College (Closed Fall 2020)

Nonpublic Colleges & Universities (Continued)

Little Priest Tribal College
Midland University
Myotherapy Institute
National American University-Bellevue (Closed Fall 2019)
Nebraska Christian College of Hope
International University (Closed Fall 2020)
Nebraska Indian Community College
Nebraska Methodist College of Nursing & Allied Health
Nebraska Wesleyan University
Omaha School of Massage and Healthcare of Herzing University (Closed Fall 2018)
Purdue University Global-Lincoln (No longer an IPEDS reporting institution Fall 2019, Closed Fall 2023)
Purdue University Global-Omaha (Closed Fall 2019)
Regional West Medical Center School of Radiologic Technology (No longer an IPEDS reporting institution Fall 2016)
Stephanie Moss Academy
Summit Christian College
The Creative Center (Closed Fall 2021)
Union Adventist University
Universal College of Healing Arts
University of Phoenix-Omaha Campus (Closed Fall 2015)
Vatterott College-Spring Valley (Closed Fall 2015)
York University

Note. See page 132 for a detailed listing of institutional changes that have occurred during the reporting period.

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2024 Nebraska Higher Education Progress Report

Introduction

The *2024 Nebraska Higher Education Progress Report* is the eighteenth 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 subsection (3) of LB 962 (2006), now Neb. Rev. Stat. § 85-1428, which states:

The Legislature finds that:

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

The *2024 Nebraska Higher Education Progress Report* provides legislators and other state policy makers with a detailed comparative analysis to monitor progress toward the three key priorities listed above. Throughout this report, the latest available statistics are analyzed in the context of 10-year trends. These comparisons evidence the extent to which Nebraska’s postsecondary education system is making progress toward achieving the key priorities and corresponding strategic objectives recommended by the LR 174 Task Force.

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

¹ Neb. Rev. Stat. § 85-1429 requires the Coordinating Commission for Postsecondary Education to provide, on or before March 15 of each year, a report that evaluates progress toward the achievement of the priorities listed in § 85-1428.

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

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

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

In addition to the public colleges and universities, private not-for-profit, private for-profit, out-of-state public, and federally-funded tribal colleges submit data to IPEDS and are categorized as Nonpublic Colleges and Universities. Several institutions in this sector no longer report to IPEDS due to school closings and institutional changes. See page 132 for more details.

The *2024 Progress Report* provides an update of every section of the 2023 report—from an analysis of the pool of Nebraska high school graduates preparing for college to the migration of educated working-age adults to and from the state—provided that updated information is available to report. Copies of previous Progress Reports are available on the Coordinating Commission’s website: ccpe.nebraska.gov/reports. However, due to data corrections and additions to the Commission’s database that have been made since the previous reports were published, **the 2024 Progress Report supersedes all previous editions.**

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

Section 1

Increasing Postsecondary Enrollment

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

The first priority recommended by the 2003 LR 174 Task Force was to increase the number of students who enter postsecondary education in Nebraska. To monitor progress toward achieving this goal, this section compares the latest available total student unduplicated headcounts and enrollments of first-time freshmen to fall 2012 within the context of 10-year trends and estimated 11-year trends.

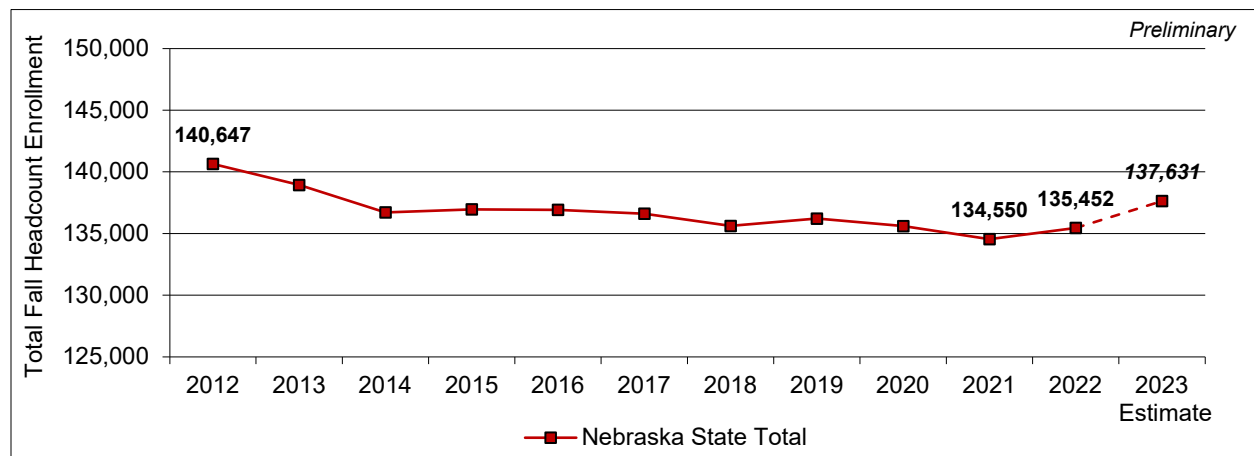
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 2012 through fall 2022. Enrollments for fall 2023 are preliminary, based on estimates that institutions reported directly to the Coordinating Commission for Postsecondary Education.

Nebraska Total Fall Headcount Enrollment

- Total headcount—the count of all students taking courses for credit—at Nebraska’s postsecondary institutions decreased from 140,647 in fall 2012 to 135,452 in fall 2022, for a 10-year decrease of 3.7%, as shown in [Figure 1.1](#). It is estimated that enrollment increased 1.6% between fall 2022 and fall 2023. In the context of estimated 11-year trends, total fall enrollment decreased 2.1% between 2012 and 2023.
- In 2008, Nebraska’s fall enrollment totaled a record number of 131,710 students. Following the Great Recession of 2008, fall 2009 enrollment increased to 140,770 and peaked the next year at 145,893. Since 2010, fall enrollments have steadily declined but remain higher than pre-recession levels. Since this report generally examines 10- and 11-year trends, it is important to remember the impact of the recession on baseline calculations.

Figure 1.1

**Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions
Fall 2012 through Fall 2023**



Note. See [Table A1.1](#) in [Appendix 1](#) for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

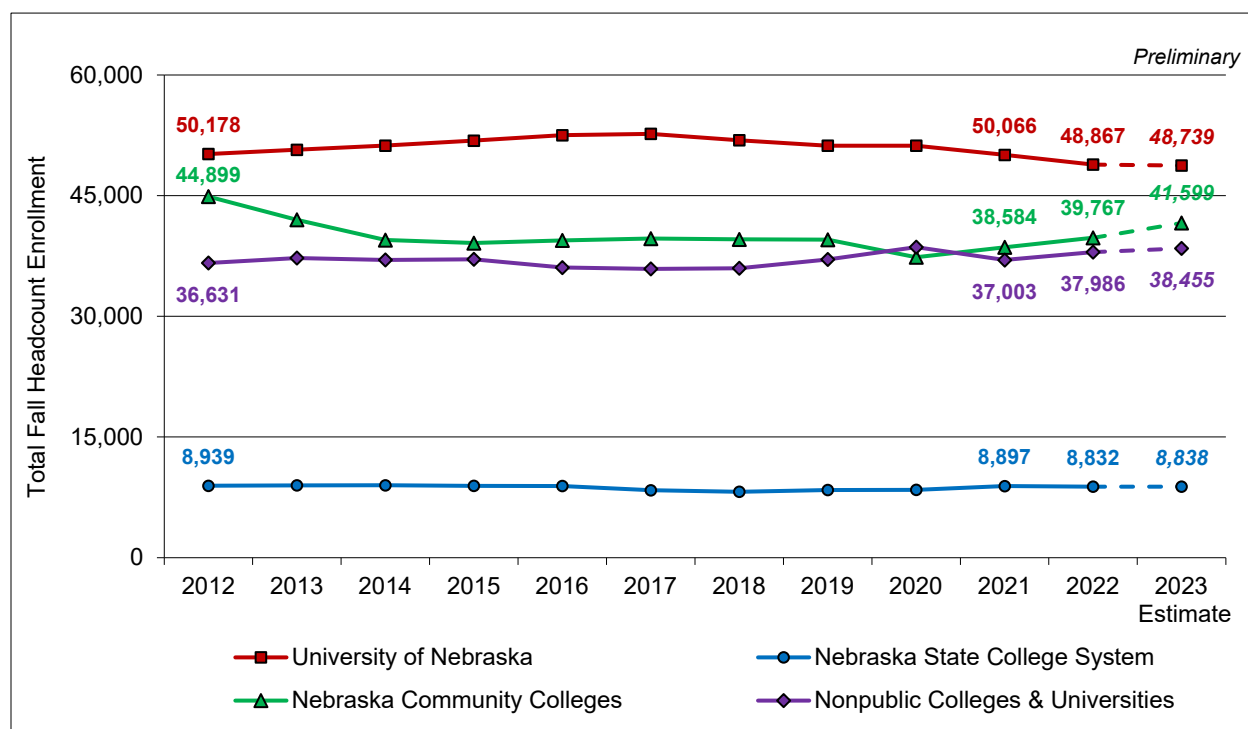
Nebraska Total Fall Headcount Enrollment by Sector

- 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 nonpublic institutions contributed positively to the state’s increased enrollment since 2012. However, based on preliminary data for fall 2023, enrollments at the University of Nebraska, the state colleges, and the community colleges declined between fall 2012 and fall 2023.
- By sector, Nebraska’s postsecondary enrollment has changed as follows:

Sector	1-Year Change 2021 to 2022	Est. 1-Year Change 2022 to 2023	10-Year Change 2012 to 2022	Est. 11-Year Change 2012 to 2023
University of Nebraska	-2.4%	-0.3%	-2.6%	-2.9%
Nebraska State College System	-0.7%	0.1%	-1.2%	-1.1%
Nebraska Community Colleges	3.1%	4.6%	-11.4%	-7.3%
Nonpublic Colleges & Universities	2.7%	1.2%	3.7%	5.0%
Total Nebraska	0.7%	1.6%	-3.7%	-2.1%

Figure 1.2

Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector
Fall 2012 through Fall 2023



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

Nebraska Public Colleges and Universities: Fall Enrollment by Institution

Within all sectors, changes in enrollment vary from one institution to another. The charts in this section show the enrollment trends of the institutions in each public sector from fall 2012 to fall 2023.

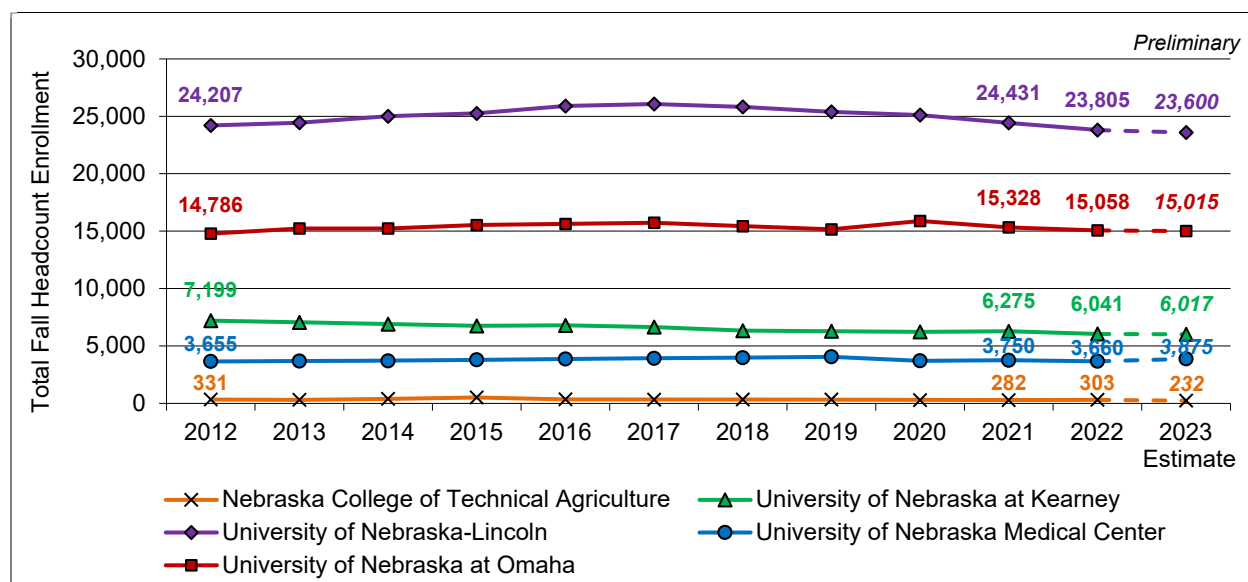
University of Nebraska

- From fall 2012 to fall 2023, fall enrollment decreased an estimated 2.9% at the University of Nebraska. While the Nebraska College of Technical Agriculture, the University of Nebraska at Kearney, and the University of Nebraska-Lincoln experienced decreases during this 11-year period, fall enrollments increased at the University of Nebraska Medical Center and the University of Nebraska at Omaha.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2012 and fall 2023, at the institutions constituting the University of Nebraska:

Institution	1-Year Change 2021 to 2022	Est. 1-Year Change 2022 to 2023	10-Year Change 2012 to 2022	Est. 11-Year Change 2012 to 2023
Neb. College of Technical Agriculture	7.4%	-23.4%	-8.5%	-29.9%
University of Nebraska at Kearney	-3.7%	-0.4%	-16.1%	-16.4%
University of Nebraska-Lincoln	-2.6%	-0.9%	-1.7%	-2.5%
University of Neb. Medical Center	-2.4%	5.9%	0.1%	6.0%
University of Nebraska at Omaha	-1.8%	-0.3%	1.8%	1.5%

Figure 1.3

Fall Headcount Enrollment at the University of Nebraska by Institution
Fall 2012 through Fall 2023



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

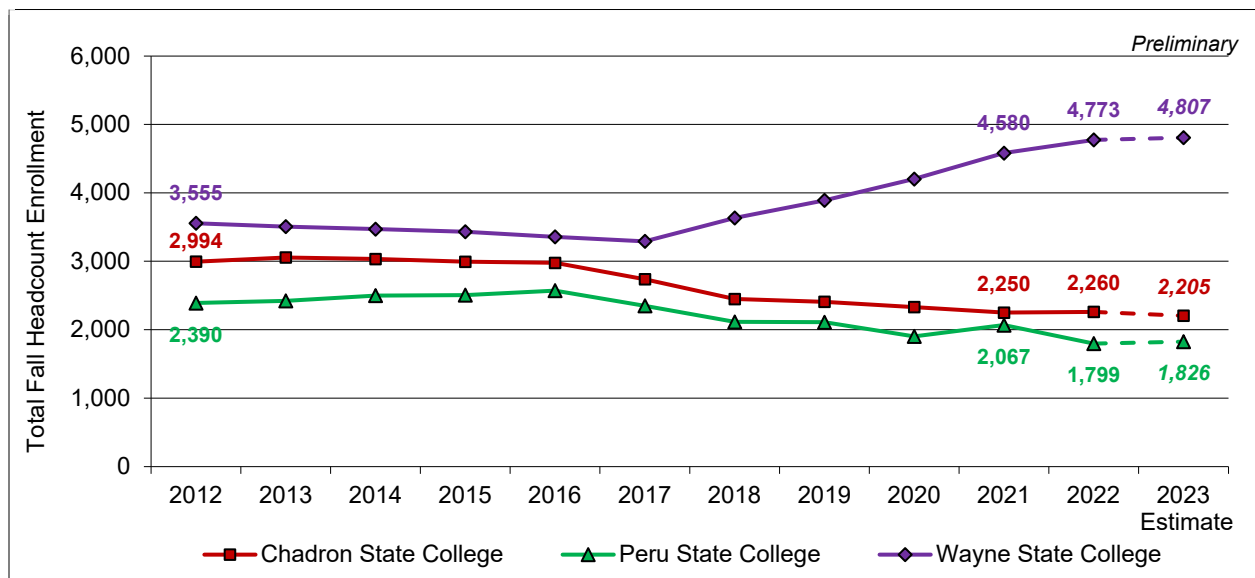
Nebraska State College System

- From fall 2012 to fall 2023, fall enrollment decreased an estimated 1.1% within the Nebraska State College System. While Wayne State College experienced a 35.2% increase during this 11-year period, Chadron State College and Peru State College experienced decreases of 26.4% and 23.6%, respectively.
- Notably, since fall 2016, Wayne State College increased an estimated 43.2% while Chadron State College and Peru State College reported decreases of 25.9% and 29.0%, respectively.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2012 and fall 2023, at the institutions constituting the Nebraska State College System:

Institution	1-Year Change 2021 to 2022	Est. 1-Year Change 2022 to 2023	10-Year Change 2012 to 2022	Est. 11-Year Change 2012 to 2023
Chadron State College	0.4%	-2.4%	-24.5%	-26.4%
Peru State College	-13.0%	1.5%	-24.7%	-23.6%
Wayne State College	4.2%	0.7%	34.3%	35.2%

Figure 1.4

Fall Headcount Enrollment at Nebraska State College System by Institution
Fall 2012 through Fall 2023



Note. See [Table A1.2](#) in [Appendix 1](#) for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

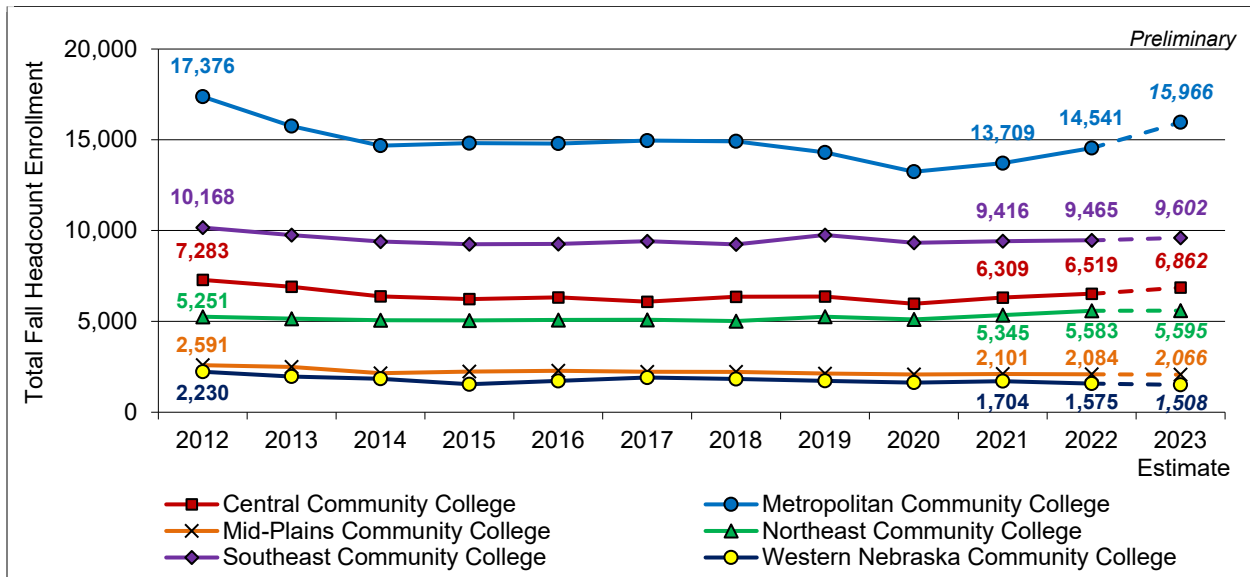
Nebraska Community Colleges

- From fall 2012 to fall 2023, total fall enrollment decreased an estimated 7.3% at the community colleges. While Northeast Community College increased 6.6% during this 11-year period, all other community colleges experienced decreases, ranging from a decrease of 5.6% at Southeast Community College to a decrease of 32.4% at Western Nebraska Community College.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2012 and fall 2023, at Nebraska's six community colleges:

Institution	1-Year Change 2021 to 2022	Est. 1-Year Change 2022 to 2023	10-Year Change 2012 to 2022	Est. 11-Year Change 2012 to 2023
Central Community College	3.3%	5.3%	-10.5%	-5.8%
Metropolitan Community College	6.1%	9.8%	-16.3%	-8.1%
Mid-Plains Community College	-0.8%	-0.9%	-19.6%	-20.3%
Northeast Community College	4.5%	0.2%	6.3%	6.6%
Southeast Community College	0.5%	1.4%	-6.9%	-5.6%
Western Neb. Community College	-7.6%	-4.3%	-29.4%	-32.4%

Figure 1.5

Fall Headcount Enrollment at Nebraska Community Colleges by Institution
Fall 2012 through Fall 2023



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

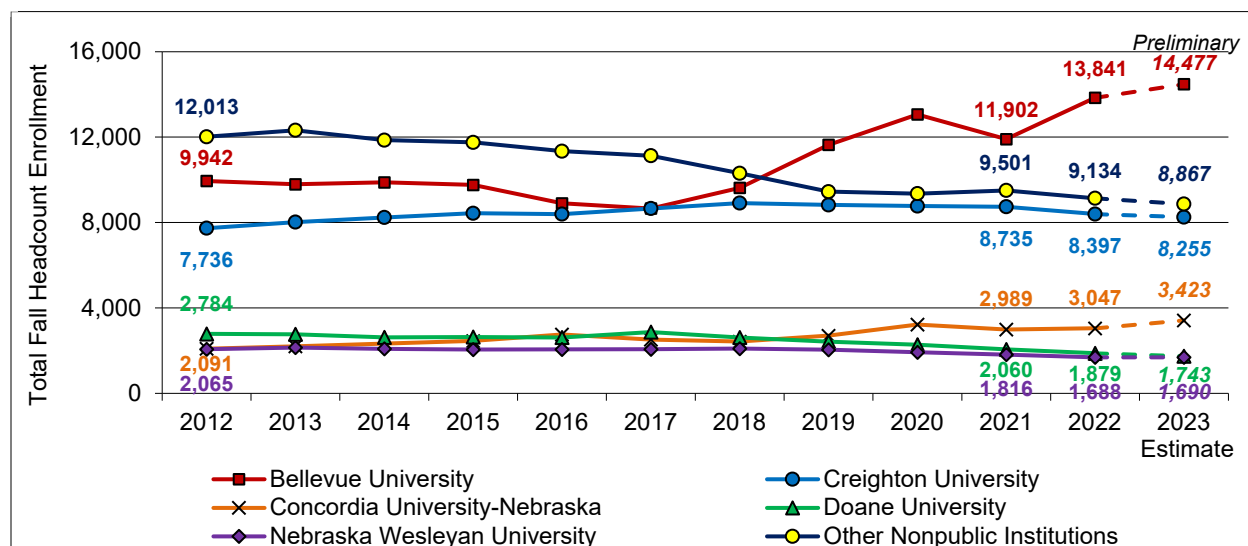
Nebraska Nonpublic Colleges and Universities: Fall Enrollment

- From fall 2012 to fall 2023, total fall enrollment increased an estimated 5.0% at Nebraska’s nonpublic colleges and universities.
- The following five nonpublic institutions are estimated to have enrolled the highest number of students within the nonpublic sector in fall 2023: Bellevue University, Creighton University, Concordia University-Nebraska, Doane University, and Nebraska Wesleyan University.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2012 and fall 2023, at Nebraska’s nonpublic institutions. (See [Table A1.2](#) in [Appendix 1](#) for more information on fall enrollments at Nebraska’s nonpublic institutions.)

Institution	1-Year Change 2021 to 2022	Est. 1-Year Change 2022 to 2023	10-Year Change 2012 to 2022	Est. 11-Year Change 2012 to 2023
Bellevue University	16.3%	4.6%	39.2%	45.6%
Creighton University	-3.9%	-1.7%	8.5%	6.7%
Concordia University-Nebraska	1.9%	12.3%	45.7%	63.7%
Doane University	-8.8%	-7.2%	-32.5%	-37.4%
Nebraska Wesleyan University	-7.0%	0.1%	-18.3%	-18.2%
Other Nonpublic Institutions	-3.9%	-2.9%	-24.0%	-26.2%

Figure 1.6

Fall Headcount Enrollment at Nebraska Nonpublic Colleges and Universities
Fall 2012 through Fall 2023



Note. See [Table A1.2](#) in [Appendix 1](#) for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

Nebraska Fall Headcount Enrollment Summary by Sector

- As shown in [Table 1.1](#), the net effect of the changes in enrollment that occurred between fall 2012 and fall 2023 is that enrollments at the community colleges accounted for a lower percentage of Nebraska’s total postsecondary enrollment in fall 2023 than they did in fall 2012 while enrollments at the nonpublic institutions accounted for a higher percentage total fall enrollment.

Table 1.1 Nebraska Total Fall Headcount Enrollment by Sector 2012 and 2023				
Enrollment Sector	Fall 2012		<i>Estimated Fall 2023</i>	
	Enrollment	% of Enrollment	<i>Enrollment</i>	<i>% of Enrollment</i>
University of Nebraska	50,178	35.7%	<i>48,739</i>	<i>35.4%</i>
Nebraska State College System	8,939	6.4%	<i>8,838</i>	<i>6.4%</i>
Nebraska Community Colleges	44,899	31.9%	<i>41,599</i>	<i>30.2%</i>
Nonpublic Colleges & Universities	36,631	26.0%	<i>38,455</i>	<i>27.9%</i>
Total Nebraska Postsecondary Headcount Enrollment	140,647	100.0%	<i>137,631</i>	<i>100.0%</i>
Data sources: For 2012 data, National Center for Education Statistics, IPEDS fall 2012 survey. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.				

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

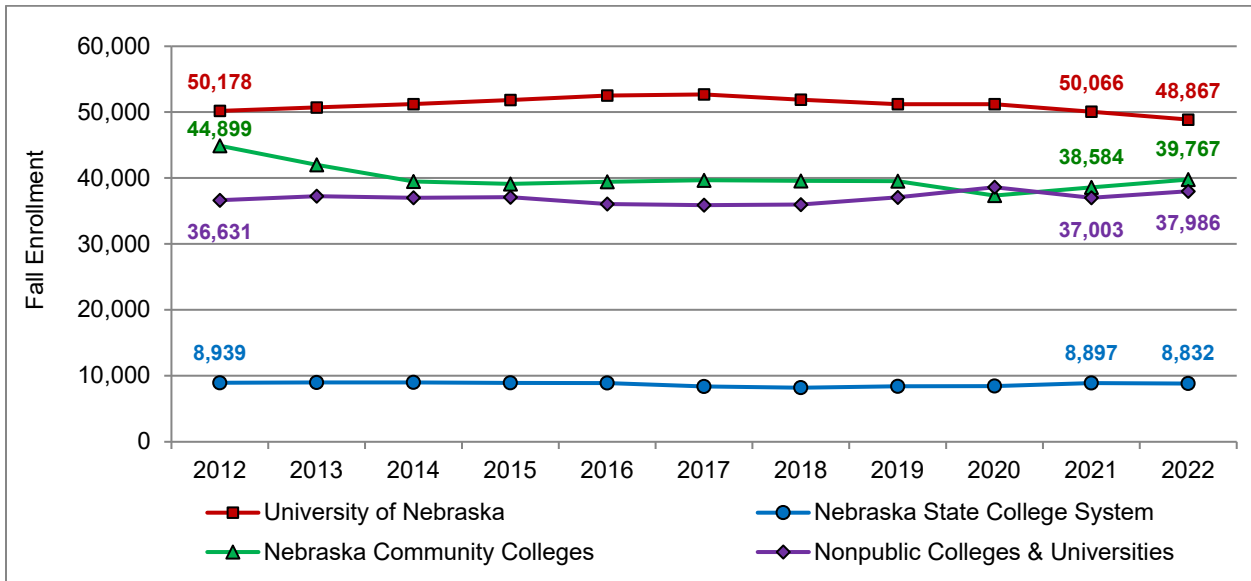
Fall headcount enrollment is the best available indicator of enrollment trends across all of the sectors of postsecondary education in Nebraska because it is reported by and can be analyzed by race/ethnicity, gender, enrollment status (part-time/full-time), level of study (undergraduate/ graduate), and distance enrollment status. However, fall enrollment totals provide only a snapshot of the number of students at an institution on a specific date during the fall of the academic year. As a result, fall enrollment totals do not include students who enrolled later in the fall or who were enrolled in college only during the spring or summer of the academic year.

Nebraska's postsecondary institutions also report 12-month unduplicated headcounts to the National Center for Education Statistics (NCES). Also referred to as 12-month enrollment, a 12-month unduplicated headcount is the total number of students who were enrolled at an institution at any time during the academic year. Each student is counted only once per academic year. For example, if a student was enrolled in the fall and spring semester at Wayne State College, that student would be counted only once for the entire academic year. The advantage of this count is that it captures students who were enrolled any time during the year. In this way, 12-month enrollment is designed to capture the total number of students an institution serves throughout the academic year.

For some institutions, fall enrollment is about the same or only slightly lower than the school's 12-month unduplicated headcount. However, for other institutions, fall enrollment is considerably lower than the total number of students the school serves over the course of an academic year. This is particularly true for Nebraska's community colleges, where the percentage of students enrolled in the fall is about 53.1% to 70.4% of the students served over the course of an academic year. The following analysis compares fall and 12-month unduplicated headcounts for Nebraska's five sectors of higher education.

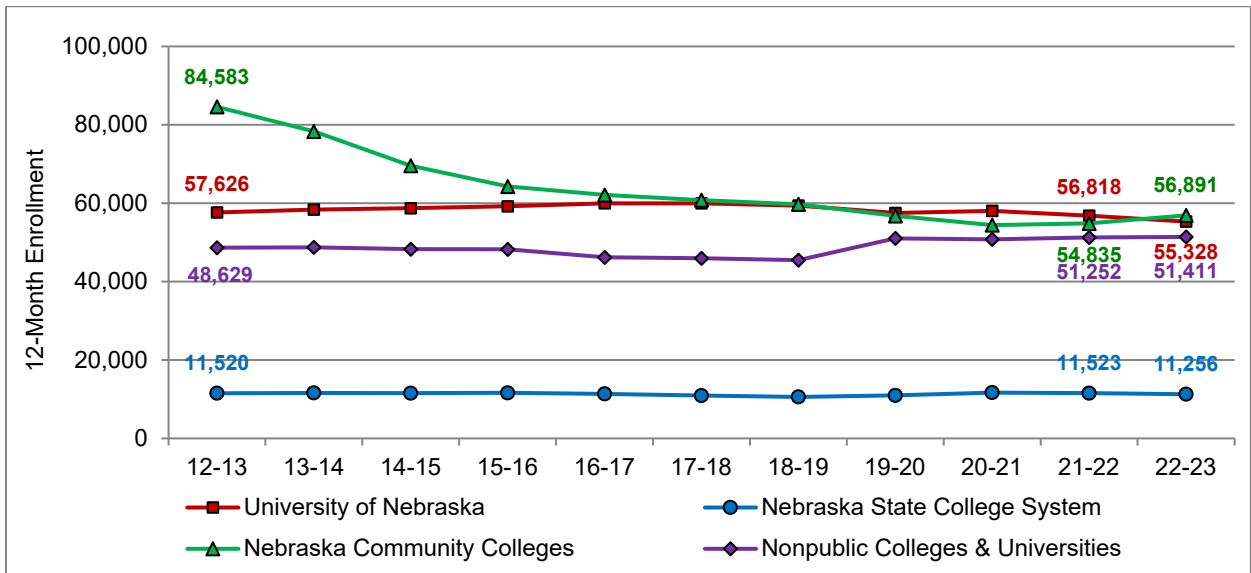
- Figure 1.8 shows total fall enrollment by sector from fall 2012 through fall 2022, the latest period for which official data are available from the NCES. Figure 1.9 shows the comparable 12-month enrollments reported to the NCES for the 2012-2013 academic year through the 2022-2023 academic year.
- The fall and 12-month enrollments shown in Figure 1.8 and Figure 1.9 are both valid measures for determining whether sector enrollments are generally increasing, decreasing, or staying about the same. However, the two headcounts provide different information about sector enrollments.
- Based on the fall enrollments charted in Figure 1.8, the University of Nebraska enrolls a higher number of students than Nebraska's six community colleges. In fall 2022, for example, the University of Nebraska enrolled 48,867 students compared to enrollment of 39,767 students at the community colleges.
- The 12-month enrollments summarized in Figure 1.9 show that while Nebraska's community colleges enrolled more students in 2022-2023 than the University of Nebraska. In 2022-2023, the University of Nebraska served 55,328 students over the course of the academic year, the community colleges served 56,891 students.

Figure 1.8
Fall Headcount Enrollment
at Nebraska Postsecondary Institutions by Sector
Fall 2012 through Fall 2022



Note. See Table A1.1 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys.

Figure 1.9
12-Month Unduplicated Headcount
at Nebraska Postsecondary Institutions by Sector
2012-2013 Academic Year through 2022-2023 Academic Year

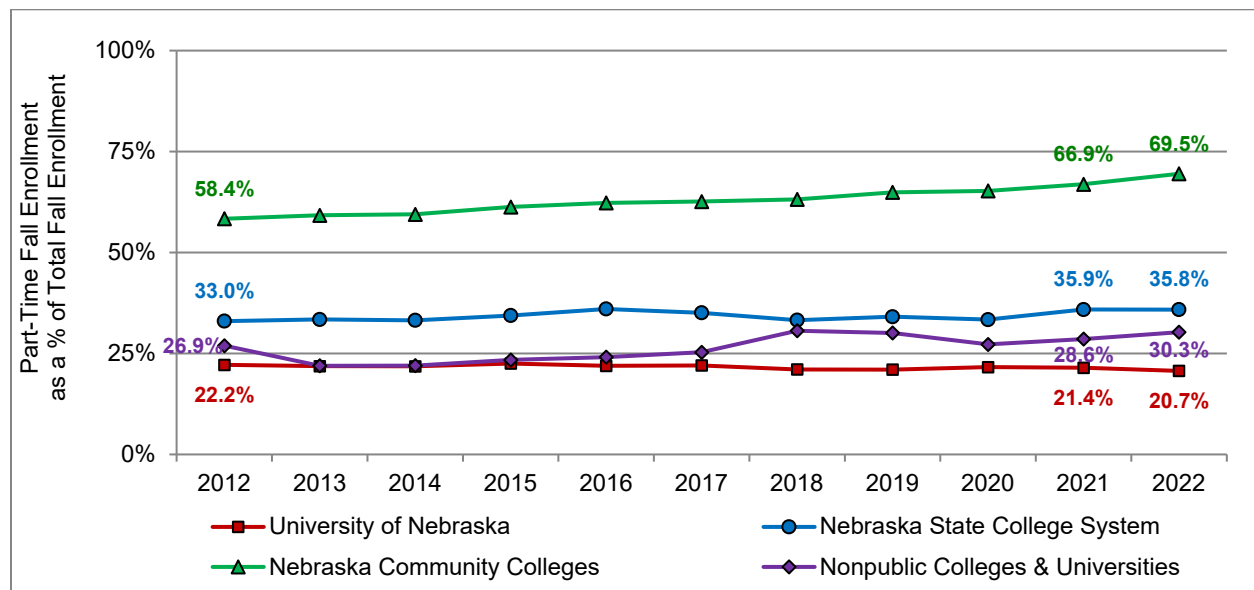


Note. See Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2013 through 2023 surveys.

- The historically higher 12-month headcount of the community colleges reflects the fact that these colleges serve many students who take courses only one semester or quarter of the academic year. Furthermore, the community colleges enroll more part-time students than the University of Nebraska, Nebraska state colleges, and nonpublic colleges and universities. As shown in [Figure 1.10](#), part-time students accounted for 69.5% of total fall enrollment at the community colleges in fall 2022. In comparison, part-time students accounted for 20.7% of the University of Nebraska’s fall 2022 enrollment, 30.3% of the fall enrollment at the nonpublic institutions, and 35.8% at the state colleges.²

Figure 1.10

Part-Time Fall Enrollment as a Percentage of Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector Fall 2012 through Fall 2022



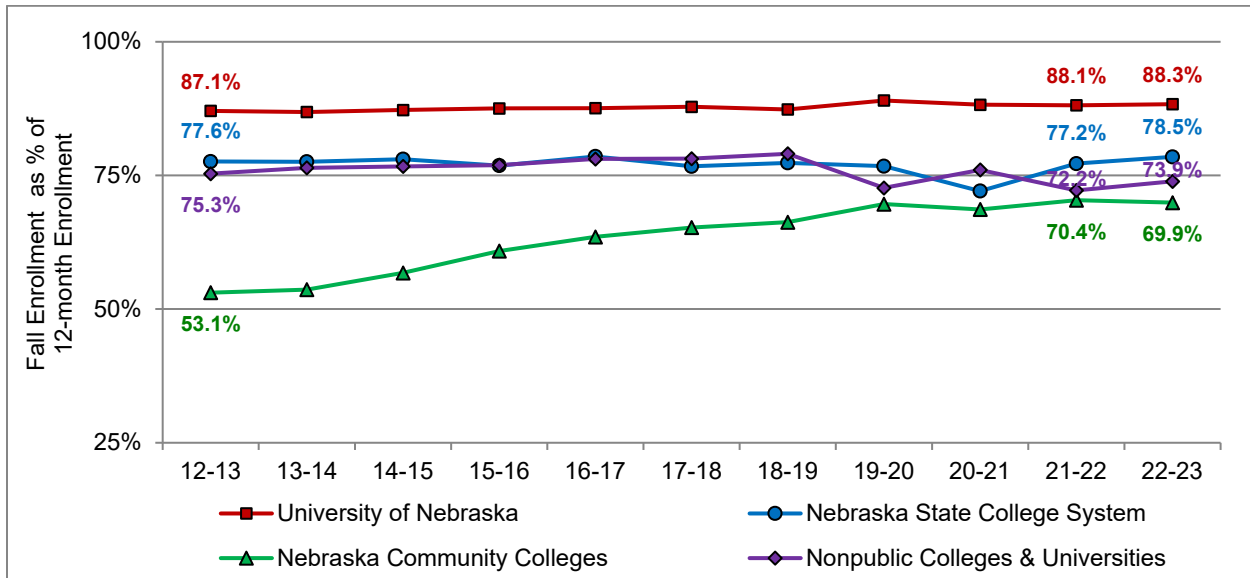
Note. For more information, see the *2023 Factual Look at Higher Education in Nebraska – Enrollment* on the Commission’s website at ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys.

- [Figure 1.11](#) shows fall enrollment as a percentage of 12-month enrollment as a means of directly comparing these two headcounts. As shown in this chart, fall enrollment in 2022 accounted for 88.3% of 12-month enrollment during the 2022-2023 academic year at the University of Nebraska. Meanwhile, fall enrollments accounted for 78.5%, 73.9% and 69.6% of the students served annually by the state colleges, nonpublic institutions, and community colleges, respectively.
- The Commission will continue to use fall unduplicated headcounts as the primary measure of the number of students enrolled at colleges and universities in Nebraska. However, fall headcount enrollments should be interpreted with the understanding that there are many more students who are served by Nebraska’s postsecondary education system over the course of any given academic year, and this is especially true in the case of the state’s community colleges and nonpublic institutions.

² The NCES does not ask institutions to report 12-month unduplicated headcounts by full-time/part-time enrollment status for both undergraduate and graduate students. Consequently, the historical numbers and percentages of students who attend any institution on a part-time basis are available only for fall headcount enrollments. Beginning with academic year 2019-20, the NCES collects 12-month headcounts by full-time/part-time status; however, this data is only collected for undergraduate students.

Figure 1.11

Fall Headcount Enrollment as a Percentage of 12-Month Unduplicated Headcount at Nebraska Postsecondary Institutions by Sector 2012-2013 Academic Year through 2022-2023 Academic Year



Note. See Table A1.1 and Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 through 2023 surveys.

First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions

First-time freshmen enrollments are indicators of the general direction undergraduate enrollments are headed as well as general measures of the numbers of high school graduates who go on to college in Nebraska. Consequently, this section compares fall 2012 enrollments of first-time freshmen to estimated first-time freshmen enrollment in fall 2023. Enrollments for fall 2023 are preliminary, based on estimates that institutions report directly to the Coordinating Commission for Postsecondary Education.

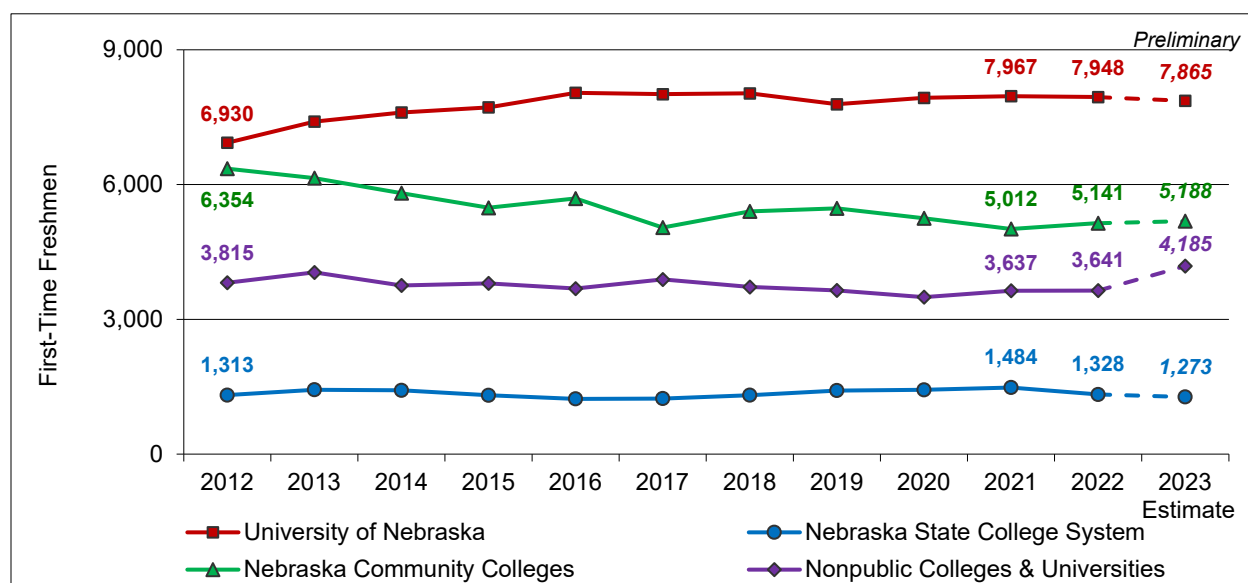
Total Enrollment of First-Time Freshmen by Sector

- As shown in [Figure 1.12](#), the University of Nebraska has enrolled more first-time freshmen than any other sector since fall 2012.
- Following are the most recent one-year changes in first-time freshmen enrollments, as well as the total changes in first-time freshmen enrollments, between fall 2012 and fall 2023:

Sector	1-Year Change 2021 to 2022	Est. 1-Year Change 2022 to 2023	10-Year Change 2012 to 2022	Est. 11-Year Change 2012 to 2023
University of Nebraska	-0.2%	-1.0%	14.7%	13.5%
Nebraska State College System	-10.5%	-4.1%	1.1%	-3.0%
Nebraska Community Colleges	2.6%	0.9%	-19.1%	-18.4%
Nonpublic Colleges & Universities	0.1%	14.9%	-4.6%	9.7%
Total Nebraska	-0.2%	2.5%	-1.9%	0.5%

Figure 1.12

**Total First-Time Freshmen Enrollment by Sector
Fall 2012 through Fall 2023**

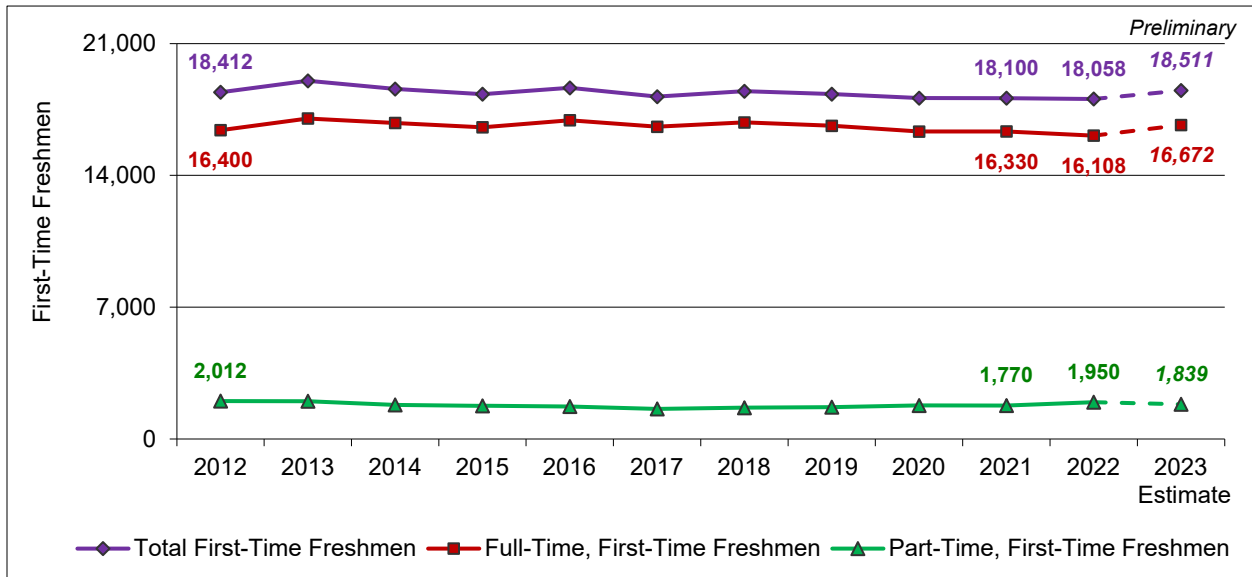


Note. See [Part C of Table A1.4 in Appendix 1](#) for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

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

- As shown in [Figure 1.13](#), total enrollment of first-time freshmen at Nebraska’s postsecondary institutions increased an estimated 0.5% between fall 2012 and fall 2023.
- Full-time first-time freshmen accounted for an estimated 90.1% of the first-time freshmen attending postsecondary institutions in Nebraska in fall 2023, up from 89.1% in fall 2012.
- Full-time first-time freshmen enrollment increased an estimated 1.7% over the 11-year period between fall 2012 and fall 2023. Meanwhile, part-time first-time freshmen enrollment decreased an estimated 8.6% over the 11-year period.
- Analyzing the actual changes in fall enrollment between 2012 and 2022 reveals that Nebraska’s total first-time freshmen enrollment decreased 1.9%. Full-time first-time freshmen enrollment decreased 1.8% while part-time first-time freshmen enrollment decreased 3.1%.

Figure 1.13
Total First-Time Freshmen Enrollment by Full- and Part-Time Student Status
Fall 2012 through Fall 2023



Note. See [Table A1.4](#) in [Appendix 1](#) for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

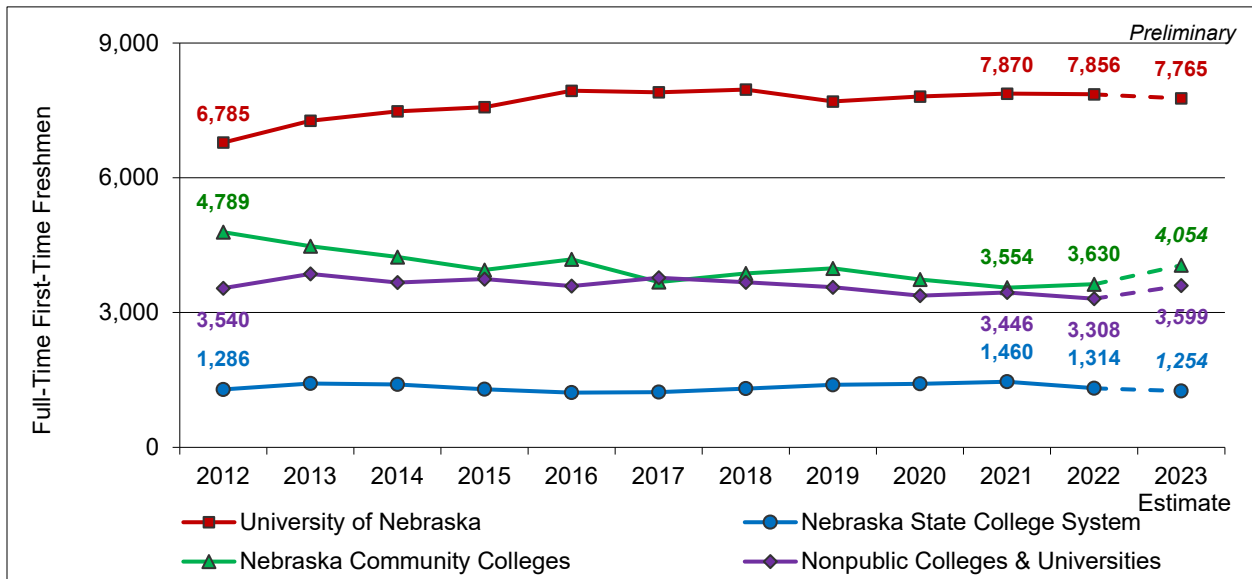
Enrollment of Full- and Part-Time, First-Time Freshmen by Sector

- From fall 2012 to fall 2023, full-time first-time freshmen enrollment increased an estimated 1.7%. As illustrated in [Figure 1.14](#), full-time first-time freshmen enrollments varied by sector.
- Following are the most recent one-year changes in full-time first-time freshmen enrollments, as well as the total changes in full-time first-time freshmen enrollments, between fall 2012 and fall 2023:

Sector	1-Year Change 2021 to 2022	Est. 1-Year Change 2022 to 2023	10-Year Change 2012 to 2022	Est. 11-Year Change 2012 to 2023
University of Nebraska	-0.2%	-1.2%	15.8%	14.4%
Nebraska State College System	-10.0%	-4.6%	2.2%	-2.5%
Nebraska Community Colleges	2.1%	11.7%	-24.2%	-15.3%
Nonpublic Colleges & Universities	-4.0%	8.8%	-6.6%	1.7%
Total Nebraska Full-Time First-Time	-1.4%	3.5%	-1.8%	1.7%

Figure 1.14

**Total Full-Time, First-Time Freshmen Enrollment by Sector
Fall 2012 through Fall 2023**

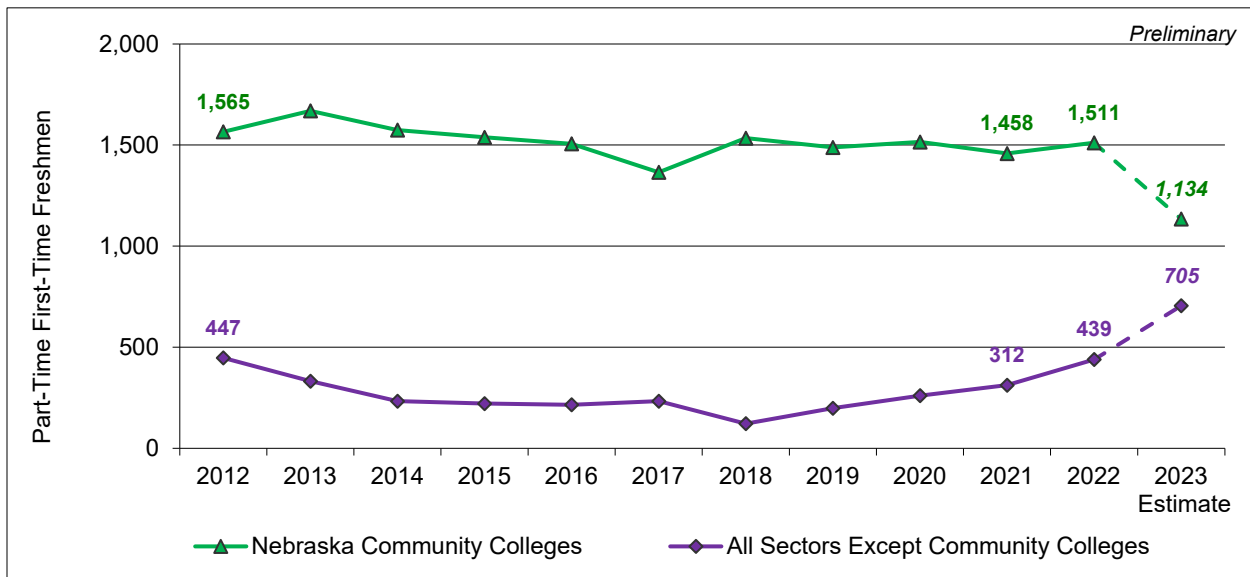


Note. See [Part A of Table A1.4 in Appendix 1](#) for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

- As shown in [Figure 1.15](#), Nebraska’s community colleges account for the majority of first-time freshmen who attend school part-time (77.8% of the state total in fall 2012 and an estimated 61.7% in fall 2023).
- From fall 2012 to fall 2023, part-time first-time freshmen enrollment decreased an estimated 8.6%.

- Enrollment of part-time first-time freshmen at Nebraska’s community colleges decreased an estimated 25.0% from fall 2022 to fall 2023, resulting in an estimated 11-year decrease of 27.5%.
- Between fall 2022 and fall 2023, Metropolitan Community College reported an estimated decrease of 70.1% for part-time first-time freshmen (from 556 to 166). The institution has verified their data and believes the reason for this decrease may be because of their Guided Pathways implementation, with more students opting to enroll full time rather than part time. (Metro’s full-time first-time enrollment increased an estimated 54.4% during this same time, from 561 to 866 students.)
- The number of part-time first-time freshmen enrolled at other types of institutions increased an estimated 60.6% from fall 2022 to fall 2023, resulting in an estimated increase of 57.7% over the 11-year period.
- Between fall 2022 and fall 2023, Nebraska Indian Community College reported an estimated increase of 1,391.7% for part-time first-time freshmen (from 12 to 179). The institution did not provide a reason for this increase.

Figure 1.15
Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2012 through Fall 2023



Note. See Part B of Table A1.4 in Appendix 1 for supporting data. Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.

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.

1.1.a High School Graduation Rates

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

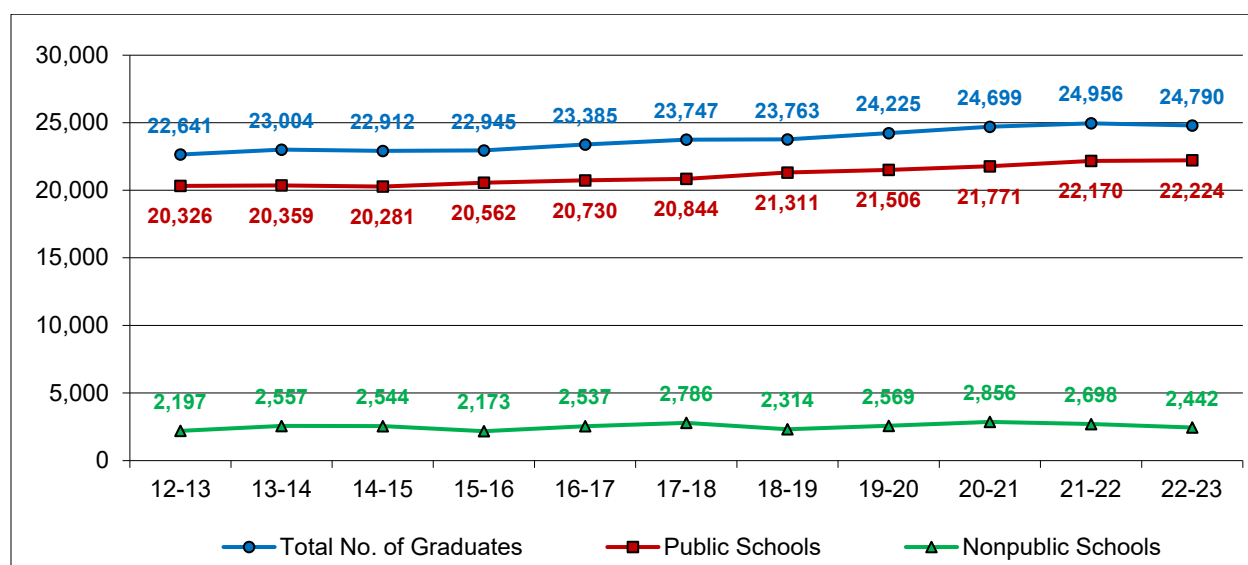
One strategic approach to increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state’s high schools. In other words, increase Nebraska’s high school graduation rate and, in the process, increase the pool of high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

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

- As shown in [Figure 1.1.a.1](#), 24,790 students graduated from Nebraska high schools in 2022-2023, an increase of 9.5% (2,149 students) since 2012-2013.
- The number of students who graduated from Nebraska high schools decreased 0.7% (166 students) between 2021-2022 and 2022-2023.
- Between 2012-2013 and 2022-2023, the number of public high school graduates increased 9.3% to 22,224, while the number graduating from nonpublic (private) high schools increased 11.2% to 2,442.
- Notably, between 2021-2022 and 2022-2023, the number of public high school graduates increased 0.2% (54 students) while the number of nonpublic high school graduates decreased 9.5% (256 students).

Figure 1.1.a.1

**Numbers of Nebraska Public and Nonpublic High School Graduates
2012-2013 through 2022-2023**



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. The total number of graduates includes graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. See [Table A2.1](#) in [Appendix 2](#) for supporting data. Data source: Nebraska Department of Education, January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), December 2018 (2017-18 data), December 2019 (2018-19 data), December 2020 (2019-20 data), February 2022 (2020-21 data), January 2023 (2021-22 data), and December 2023 (2022-23 data).

- As shown in [Table 1.1.a.1](#), since 2012-2013, about 9 out of 10 Nebraska high school graduates have received their diplomas from public schools.

Type of School	2012-2013		2021-2022		2022-2023	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	20,326	90.2%	22,170	89.2%	22,224	90.1%
Nonpublic	2,197	9.8%	2,698	10.8%	2,442	9.9%
Subtotal	22,523	100.0%	24,868	100.0%	24,666	100.0%
ESU & SO	118		88		124	
State Total	22,641		24,956		24,790	

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. ESU = Educational service units; SO = State-operated schools. Data source: Nebraska Department of Education, January 2014 (2012-13 data), January 2023 (2021-22 data), and December 2023 (2022-23 data).

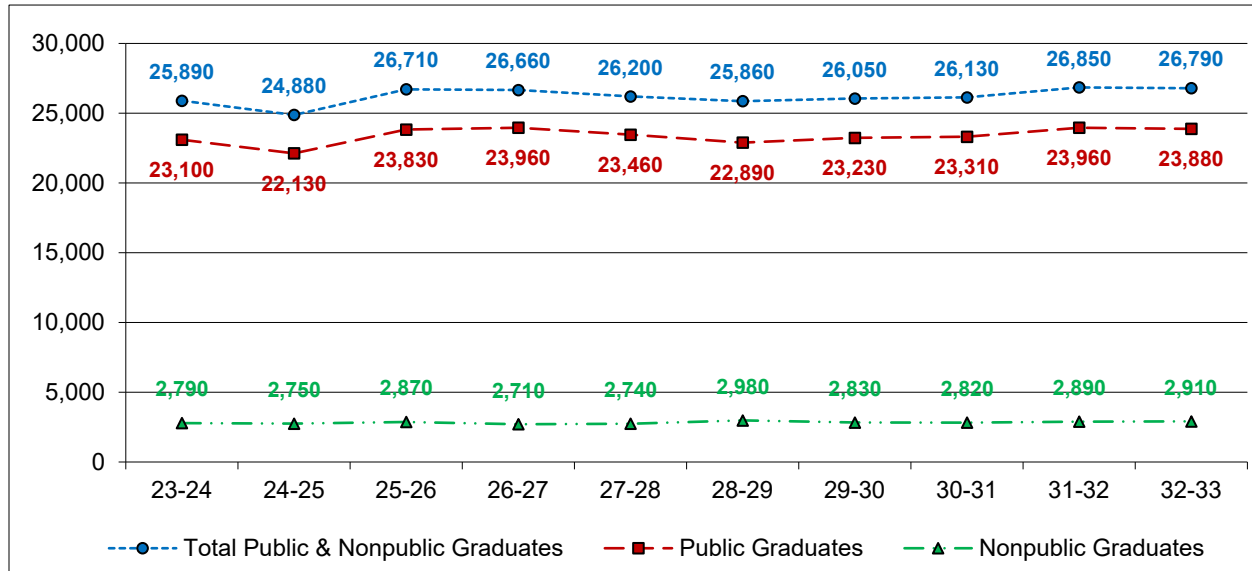
Projected Trends in the Number of Nebraska High School Graduates³

- As shown in [Figure 1.1.a.2](#), 26,790 students are forecast to graduate from Nebraska public and nonpublic high schools in 2032-2033. In addition, an estimated 100 students are projected to graduate from educational service units and state-operated schools, resulting in a total projected increase of 8.5% (2,100 students) over the next decade.
- Public schools are projected to account for 89% to 90% of Nebraska’s high school graduates through the 2032-2033 school year.
- The numbers of graduates from Nebraska’s public high schools are projected to increase 3.9% between 2022-2023 and 2023-2024 and then increase 3.4% from 2023-2024 to 2032-2033.
- The numbers of graduates from the state’s nonpublic (private) high schools are projected to increase 14.3% from 2022-2023 to 2023-2024 and then increase 4.3% from 2023-2024 to 2032-2033.
- The latest projections of high school graduates were released during the COVID-19 pandemic and do not account for the impact of the pandemic on enrollments and graduations.

³ Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*. See [Table A2.2](#) in [Appendix 2](#) for supporting data. For 2022-2023, the actual number of public school graduates (22,224) was 2.1% lower than WICHE predicted (22,700).

Figure 1.1.a.2

**Projected Numbers of Graduates from Nebraska Public and Nonpublic High Schools
2023-2024 through 2032-2033**



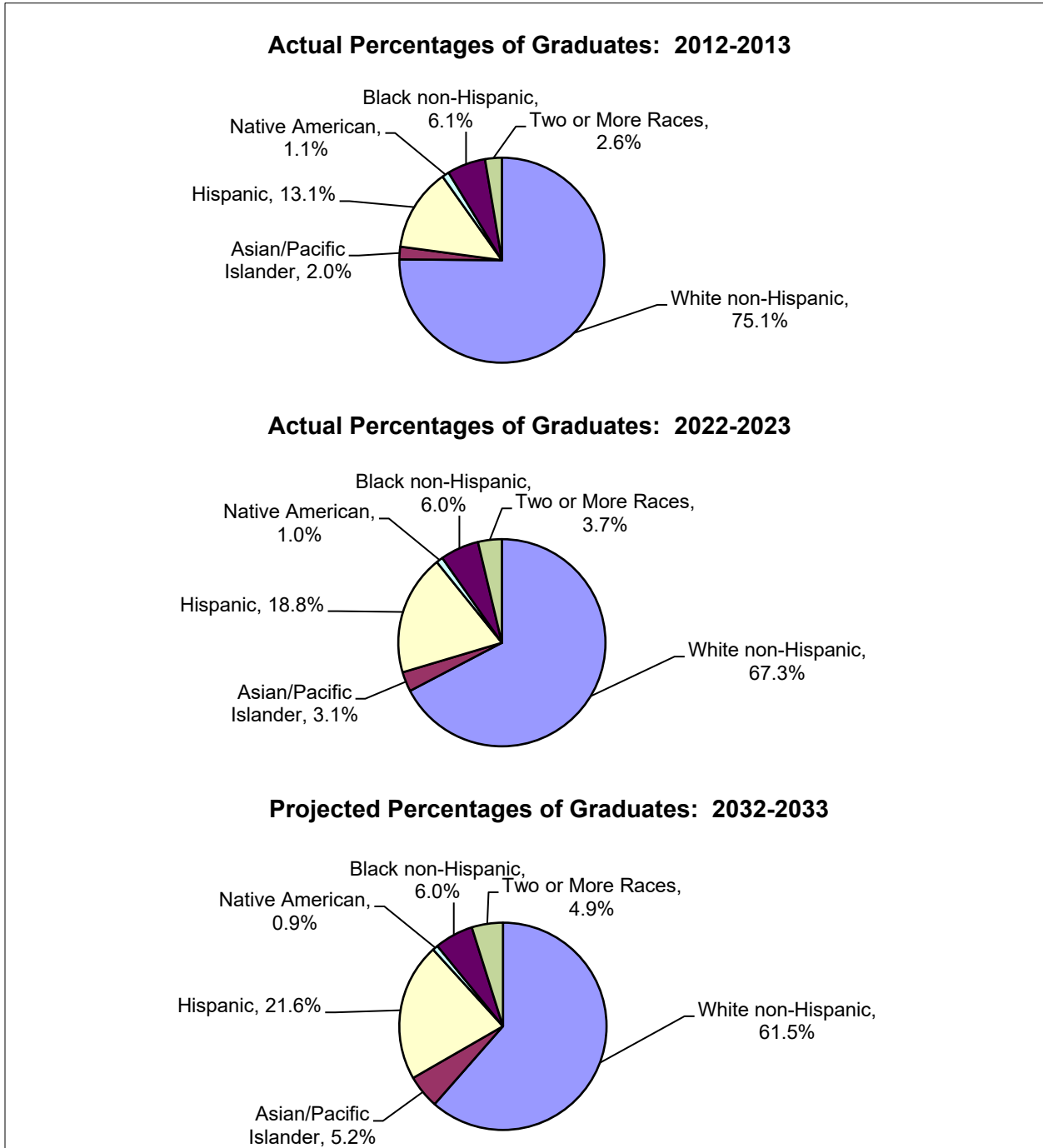
Note. Projections above do not include graduates of educational service units or state-operated schools. An estimated 100 students per year are projected to graduate from these schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See Table A2.2 in Appendix 2 for supporting data. Data source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*.

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

- As illustrated in Figure 1.1.a.3, White non-Hispanic students and Native American students are projected to account for lower percentages of the state’s public high school graduates in 2032-2033 than they did in 2022-2023.
- Actual changes in the racial/ethnic distribution of Nebraska’s public high school graduates over the decade have generally been in the direction of the projected trend. Between 2012-2013 and 2022-2023, the number of public high school graduates in each of the major racial/ethnic groups changed as follows:
 - White non-Hispanics decreased 2.0% (from 15,268 to 14,962 graduates)
 - Asian/Pacific Islanders increased 67.6% (from 408 to 684 graduates)
 - Hispanics increased 57.5% (from 2,654 to 4,179 graduates)
 - Native Americans increased 2.6% (from 227 to 233 graduates)
 - Black non-Hispanics increased 8.6% (from 1,233 to 1,339 graduates)
 - Two or more races increased 54.3% (from 536 to 827 graduates)

Figure 1.1.a.3

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



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Actual counts and projections do not include graduates of educational service units or state-operated schools. See [Table A2.3](#) in [Appendix 2](#) for supporting data. Data sources: Nebraska Department of Education, December 2014, and December 2024 (actual number of graduates). Projection data obtained from Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*.

Nebraska Public High School Graduation Rates

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

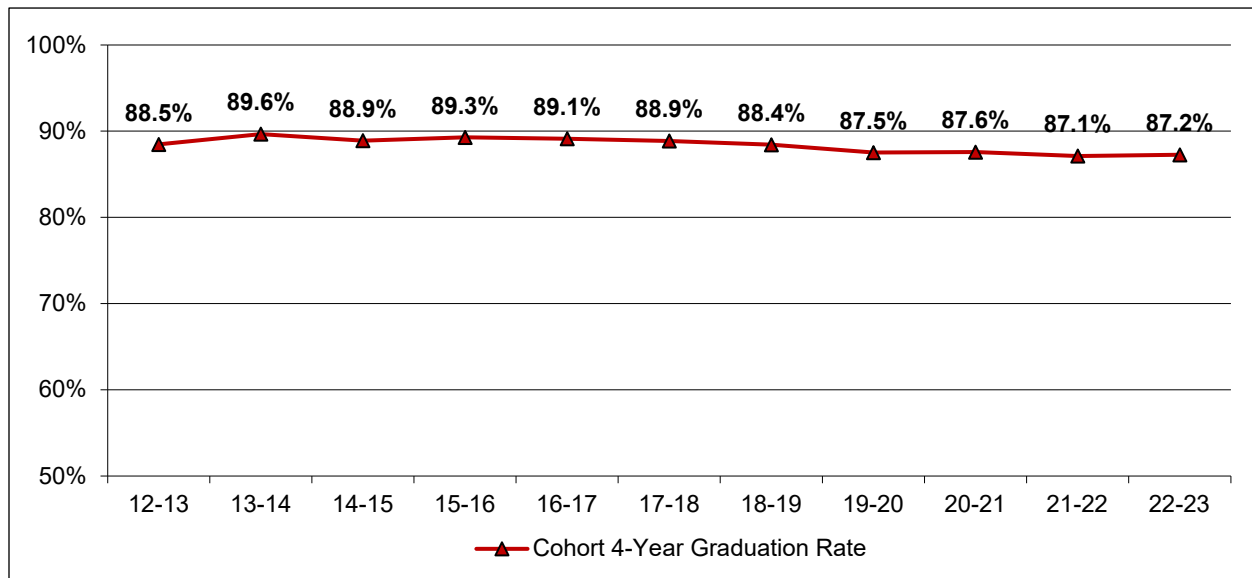
- Prior to the 2010-2011 school year, the Nebraska Department of Education used the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.
- With the 2010-2011 school year, the Nebraska Department of Education began using the **cohort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

Cohort Four-Year High School Graduation Rates

- Currently, data are not available to calculate a cohort four-year graduation rate for the nonpublic (private) high schools in Nebraska. Consequently, a statewide cohort four-year graduation rate for all public and nonpublic schools in Nebraska is not available.
- As shown in Figure 1.1.a.4, the **cohort four-year graduation rate for Nebraska's public schools was 88.5% in 2013 (2012-2013) and 87.2% in 2023 (2022-2023)**, or 1.3 percentage points lower than the cohort rate for 2013. Since 2022, the cohort graduation rate increased 0.1 points.

Figure 1.1.a.4

**Nebraska Public High School Cohort Four-Year Graduation Rates
2012-2013 through 2022-2023**



Note. See Table A3.1 in Appendix 3 for additional data. Data source: Nebraska Department of Education, December 2023.

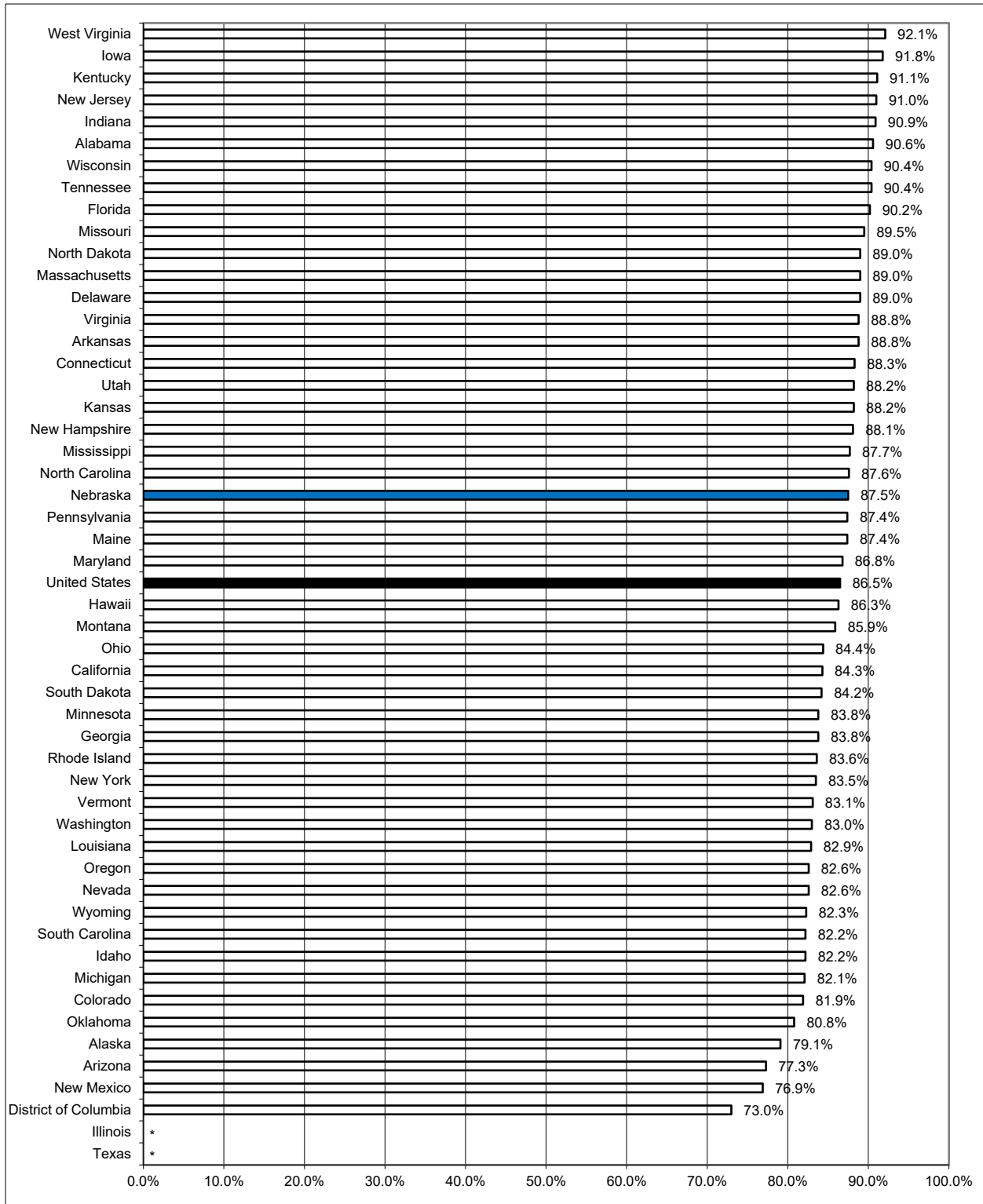
Public High School Graduation Rates by State

National public high school graduation data for the 2020-2021 through 2022-2023 cohorts has not yet been released by the National Center for Education Statistics. The latest available data are for the 2019-2020 cohort. [Figure 1.1.a.5](#) shows the state-to-state comparisons of the cohort four-year graduation rates calculated for the 2019-2020 cohort.

- As shown in [Figure 1.1.a.5](#), Nebraska’s 2019-2020 cohort four-year graduation rate was the 22nd highest among the rates reported by 48 states and the District of Columbia.⁴

⁴ Data for Illinois were suppressed due to concerns with data quality. Data for Texas were not submitted by the National Center for Education Statistics’ due date.

Figure 1.1.a.5
By State: 2019-2020 Public High School
Cohort Four-Year Graduation Rates



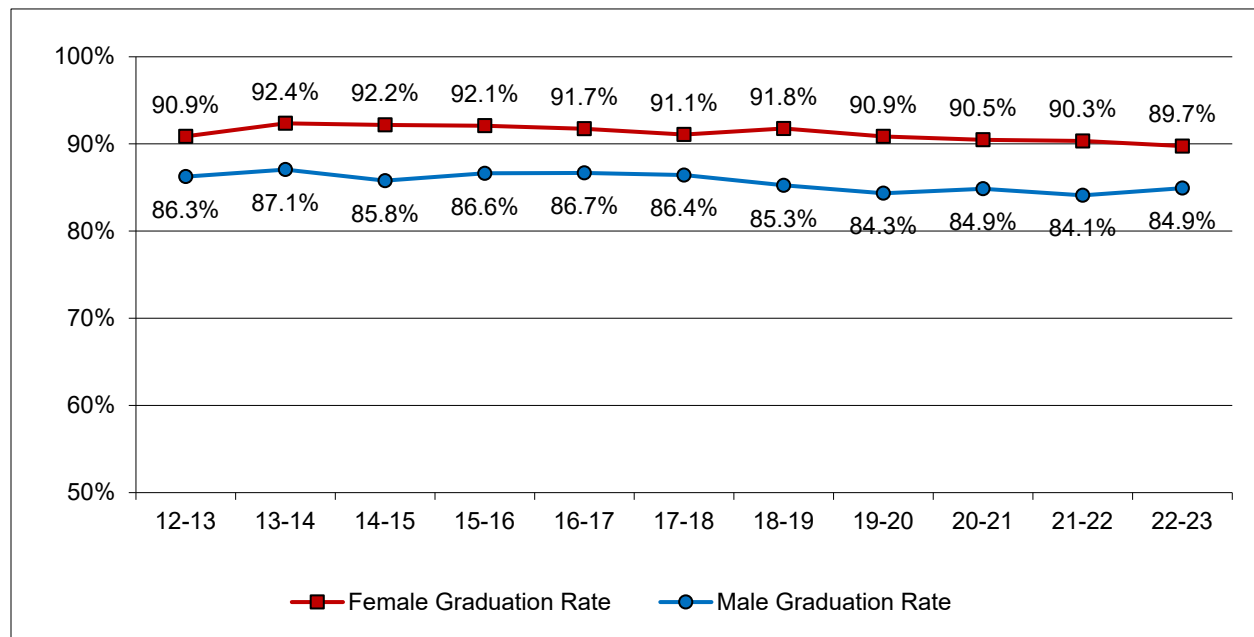
Note. Data for Illinois were suppressed due to concerns with data quality. Data for Texas were not submitted by the National Center for Education Statistics' due date. Data source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data*, school year 2019-20.

Nebraska Public High School Graduation Rates by Gender

An analysis of the high school graduation rate data obtained from the Nebraska Department of Education reveals that females continue to have higher graduation rates than males who attend Nebraska’s public high schools.

- As evidenced in [Figure 1.1.a.6](#), the cohort four-year graduation rates for females were higher than the rates for males from 2012-2013 to 2022-2023. The gap between males and females was 4.6 percentage points in 2012-2013 and 4.8 percentage points in 2022-2023.
- **The cohort graduation rate for females in 2022-2023 was 89.7%**, 1.2 percentage points lower than the rate for 2012-2013. **The cohort graduation rate for males in 2022-2023 was 84.9%**, 1.4 percentage points lower than the rate for 2012-2013.

Figure 1.1.a.6
By Gender: Nebraska Public High School
Cohort Four-Year Graduation Rates
2012-2013 through 2022-2023



Note. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, December 2023.

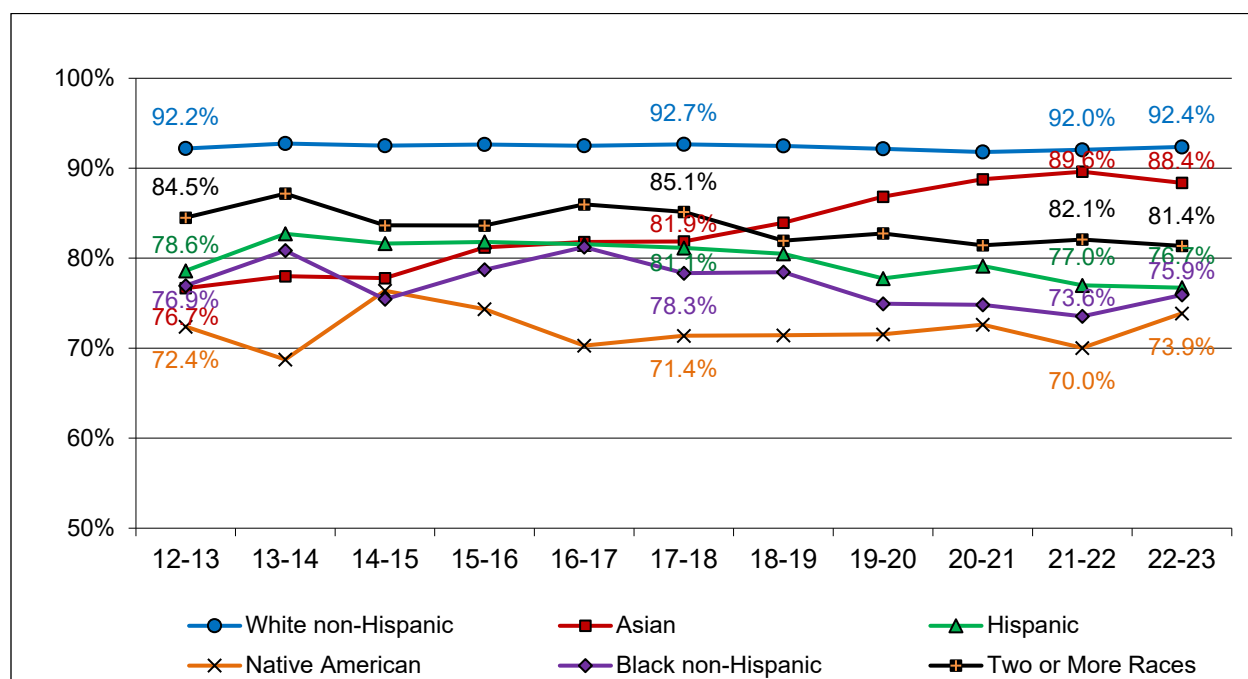
Nebraska Public High School Graduation Rates by Race/Ethnicity

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

- Between 2012-2013 and 2022-2023, the cohort four-year graduation rate decreased 3.1 percentage points for multiracial individuals, 1.9 percentage points for Hispanics, and 1.0 percentage point for Black non-Hispanics. During this time, cohort four-year graduation rates increased 11.7 percentage points for Asians, 1.5 percentage points for Native Americans, and 0.2 percentage points for White non-Hispanics.
- Since 2021-2022, cohort four-year graduation rates fell 1.2 percentage points for Asians, 0.7 percentage points for multiracial students, and 0.3 percentage points for Hispanics. Graduation rates increased 3.9 percentage points for Native Americans, 2.3 percentage points for Black non-Hispanics, and 0.4 percentage points for White non-Hispanics.

Figure 1.1.a.7

By Race/Ethnicity: Nebraska Public High School Cohort Four-Year Graduation Rates 2012-2013 through 2022-2023



Note. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, December 2023.

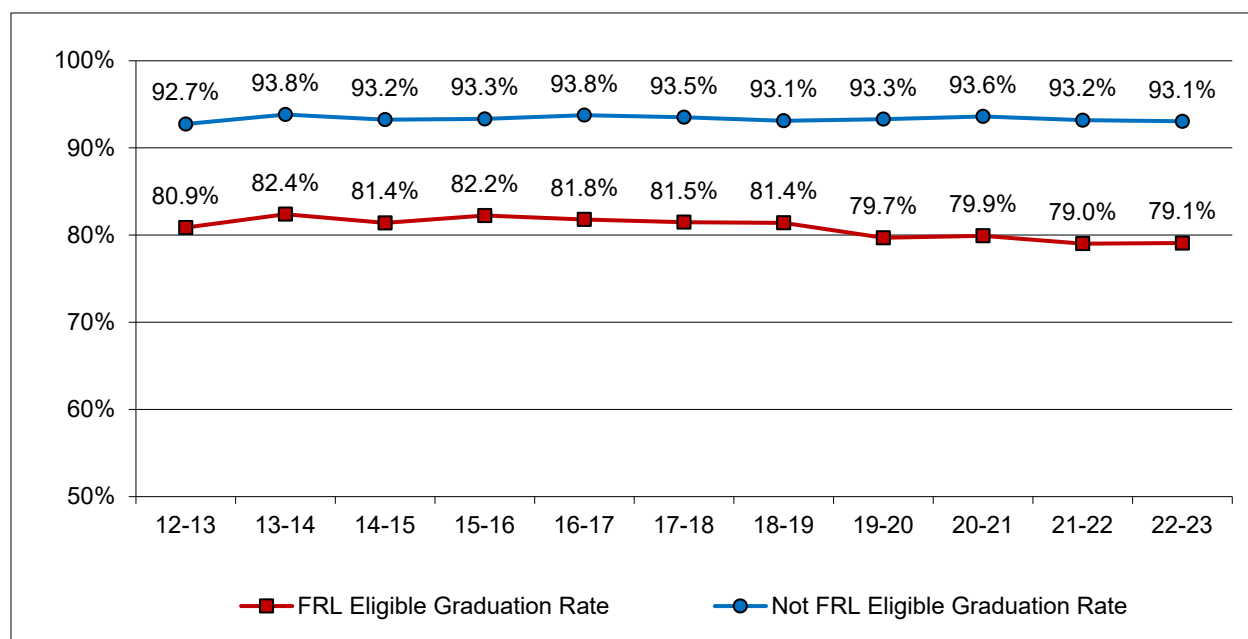
Nebraska Public High School Graduation Rates by Free or Reduced-Priced Lunch Eligibility

As illustrated in [Figure 1.1.a.8](#), high school graduation rates vary considerably by free or reduced-priced lunch (FRL) eligibility.

- Students eligible for FRL are less likely to graduate from high school in four years. For the 2022-2023 cohort, there was a 14.0 percentage point difference in on-time graduation rates between FRL and non-FRL students.
- Between 2012-2013 and 2022-2023, the cohort four-year graduation rate increased 0.4 percentage points for students not eligible for FRL. Meanwhile, the cohort four-year graduate rate decreased 1.8 percentage points for students eligible for FRL.

Figure 1.1.a.8

By Free or Reduced-Priced Lunch Eligibility: Nebraska Public High School Cohort Four-Year Graduation Rates 2012-2013 through 2022-2023



Note. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, December 2023.

District-Level Analysis of Graduation Rates

The distribution of the 2022-2023 cohort four-year graduation rates for Nebraska’s 249 public school districts is shown in Table 1.1.a.2.

- 71 (28.5%) of Nebraska’s public school districts had cohort four-year graduation rates of 100%, and 207 districts (83.1%) had graduation rates equal to or higher than the statewide rate in 2022-2023.
- 42 (16.9%) districts had graduation rates that were lower than the statewide rate for public schools in 2022-2023, 10 of which (4.0%) had rates of less than 75.0%.
- The three districts with the largest number of cohort graduates were Omaha Public Schools with a graduation rate of 70.5% (2,707 graduates), Lincoln Public Schools with a graduation rate of 82.4% (2,615 graduates), and Millard Public Schools with a graduation rate of 92.1% (1,649 graduates).

Table 1.1.a.2 Distribution of the Cohort Four-Year High School Graduation Rates for Nebraska <u>Public</u> High School Districts 2022-2023			
Cohort Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	Cumulative % of School Districts
100.00%	71	28.5%	28.5%
97.00% - 99.99%	22	8.8%	37.3%
94.00% - 96.99%	40	16.1%	53.4%
91.00% - 93.99%	41	16.5%	69.9%
87.25% - 90.99%	33	13.3%	83.1%
87.25% Nebraska Public High School Rate			
85.00% - 87.24%	14	5.6%	88.8%
75.00% - 84.99%	18	7.2%	96.0%
Less than 75.00%	10	4.0%	100.0%
All Public Districts	249		
Data source: Nebraska Department of Education, December 2023.			

Nebraska Public High School Cohort Extended Graduation Rates

Figure 1.1.a.9 shows extended five- and six-year graduation rates for the 2020-2021 cohort (Part A) and extended five-year graduation rates for the 2021-2022 cohort (Part B).

- As evidenced in Part A of Figure 1.1.a.9, the 2020-2021 cohort **six-year** graduation rate for Nebraska's public school was 90%, two percentage points higher than the cohort four-year graduation rate.
- As shown in Part B of Figure 1.1.a.9, the overall **five-year** graduation rate for the 2021-2022 cohort was 89%, two percentage points higher than the cohort four-year graduation rate.

Extended Graduation Rates by Gender

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

- For the 2020-2021 cohort, the four-year graduation rate was 85% for males and 90% for females, a gap of five percentage points. Extending the graduation rate out to six years reveals the gap remained at five percentage points (88% for males and 93% for females).
- For the 2021-2022 cohort, the five-year graduation rate was 92% for females (up from 90% for four years) and 87% for males (up from 84% for four years).

Extended Graduation Rates by Race/Ethnicity

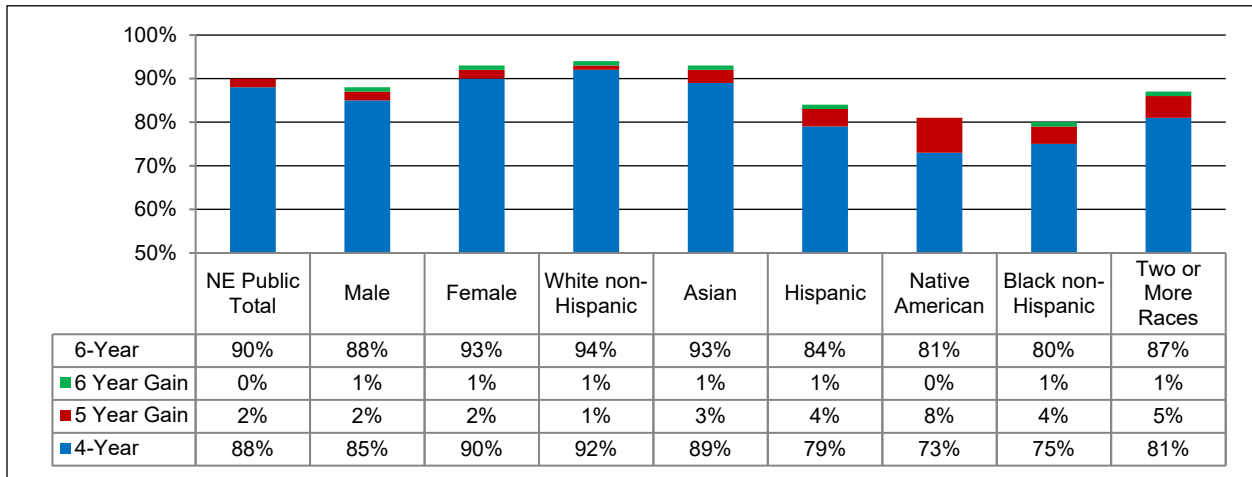
Extending cohort graduation rates to five and six years narrows the gaps between graduation rates for various racial/ethnic groups.

- The 2020-2021 cohort graduation rates for Native Americans increased eight percentage points when extended from four to six years, while the cohort graduation rate for White non-Hispanics increased two percentage points when extended from four to six years.
- For the 2021-2022 cohort, the graduation rates for Black non-Hispanics increased five percentage points when extended from four to five years, while the cohort graduation rate for White non-Hispanics, Asians, and multiracial students increased two percentage points.

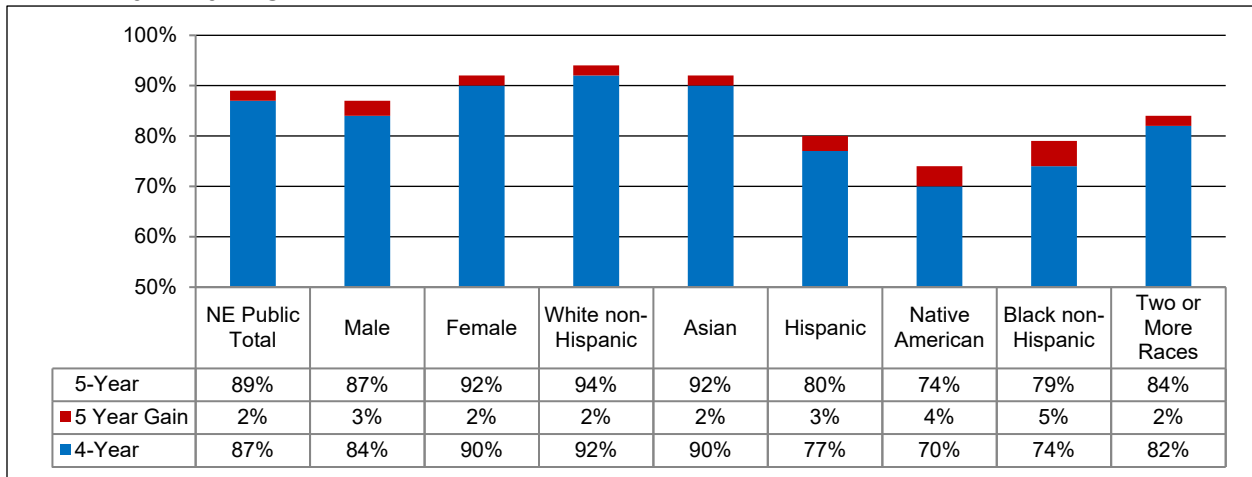
Figure 1.1.a.9

By Gender and By Race/Ethnicity: Nebraska Public High School Cohort Extended Graduation Rates for 2020-2021 and 2021-2022

Part A: 2020-2021 Cohort



Part B: 2021-2022 Cohort



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. See Table A3.1 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, 2022-2023 Data Downloads, Cohort Graduation Data.

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1.1.b Preparation for College

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

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

Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). As shown in the following section, this change has affected participation rates so that all students graduating from Nebraska high schools have theoretically taken the ACT test.⁵ However, due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. ACT estimates that 86% of the 2021 graduating class, 94% of the 2022 graduating class, and 96% of the 2023 graduating class took the ACT Assessment.

Since the ACT test is the predominant college entrance exam available to measure the extent to which Nebraska students are prepared for academic coursework beyond high school, this section focuses exclusively on the ACT test.⁶

Nebraska ACT Assessment Scores

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

- As shown in [Figure 1.1.b.1](#), the average ACT composite score for Nebraska high school students in the graduating class of 2023 was 19.2, down from 21.5 in 2013. Nebraska’s 2023 average ACT composite score was 0.3 points lower than the national average of 19.5.
- There are two known reasons for the recent fluctuations in the average ACT composite score.
 - First, beginning with the graduating class of 2018, all students take the ACT test in their cohort minus one year. The precise effects of this change on ACT scores are unknown; however, it is reasonable to postulate that students who normally would not have taken the ACT test unless required would perform lower than students who planned to take the ACT test.
 - Second, due to the COVID-19 pandemic and extensive school closures, Nebraska received a waiver from the U.S. Department of Education for 2019-2020 assessments, and Governor Ricketts signed an Executive Order waiving certain accountability and

⁵ A potential exception to 100% testing of graduates would be out-of-state students that transferred into Nebraska’s schools after their cohort minus one year.

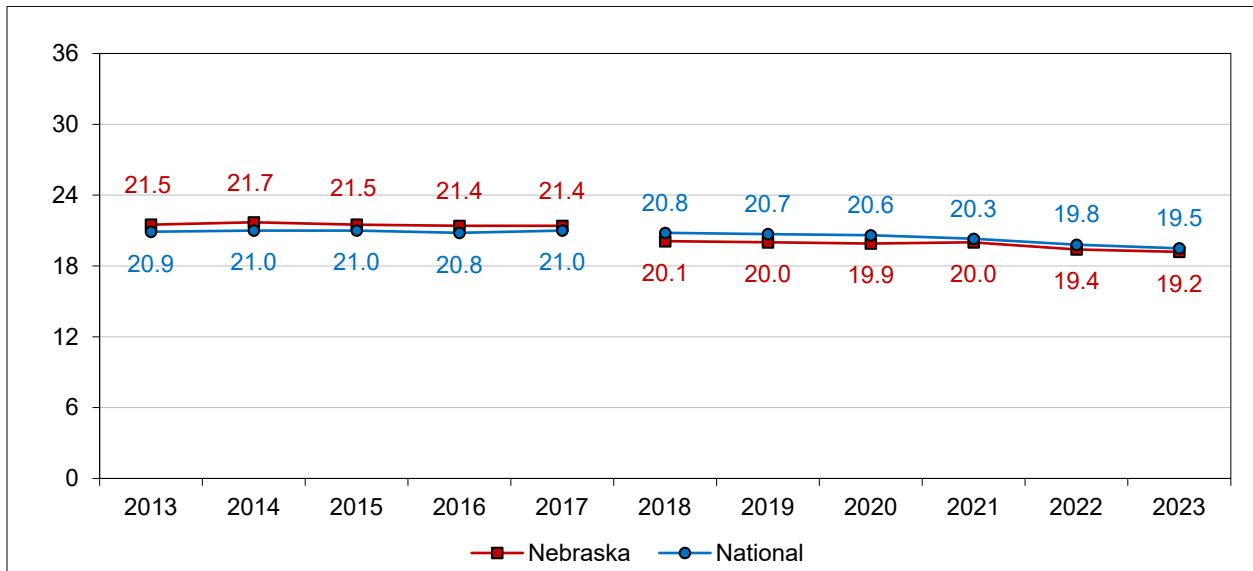
⁶ In 2023, only 1.3% of Nebraska high school graduates took the SAT Test.

assessment requirements. Therefore, for the graduating class of 2021, the requirement to take the ACT test during their junior year was waived. In addition, the Nebraska Department of Education reported that although the requirement was not waived for the graduating class of 2022, not all graduates took the assessment. ACT estimates that 86% of the 2021 graduating class and 94% of the 2022 graduating class took the ACT Assessment. For the 2023 graduating class, ACT estimates that 96% took the assessment.

- Nationally, an estimated 37% of students in the high school graduating class of 2023 took the ACT Assessment. Nebraska had the third highest average composite score among the 15 states where an estimated 90% or more of the 2023 high school graduates took the ACT Assessment.

Figure 1.1.b.1

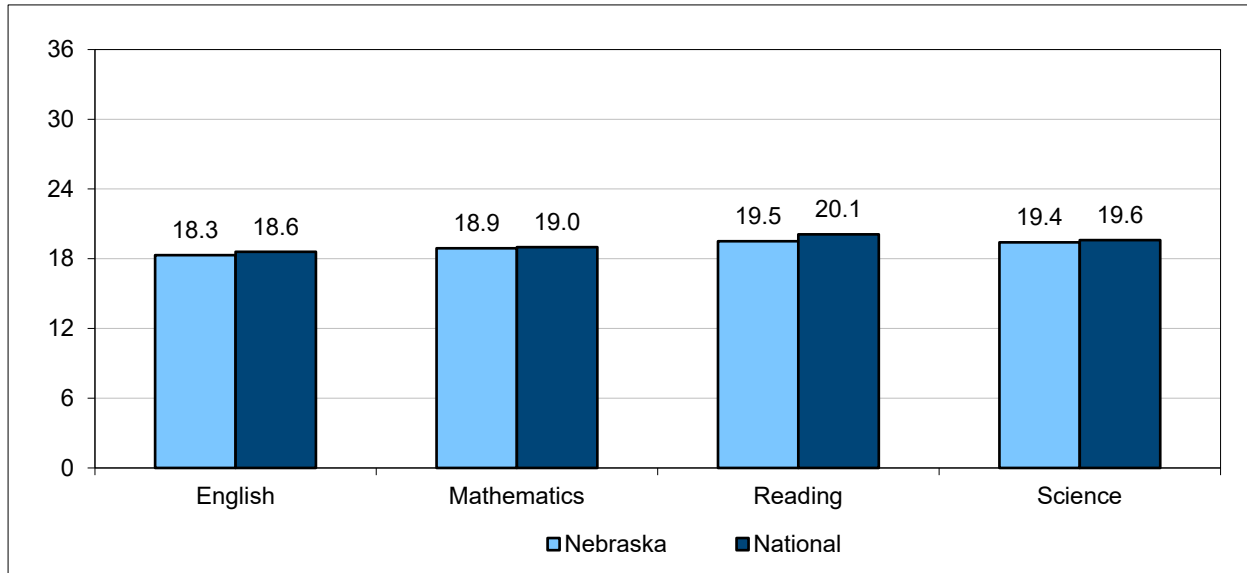
Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2013 through 2023



Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2013 through 2023.

- As shown in [Figure 1.1.b.2](#), Nebraska students in the 2023 graduating class scored below the national average on each of the subject-area tests that constitute the ACT Assessment.

Figure 1.1.b.2
Comparison of National and Nebraska Average ACT Composite Scores
in English, Reading, Mathematics, and Science
for the High School Graduating Class of 2023



Data source: ACT, *High School Profile Report - Nebraska, 2023*.

ACT College Readiness Benchmark Scores

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

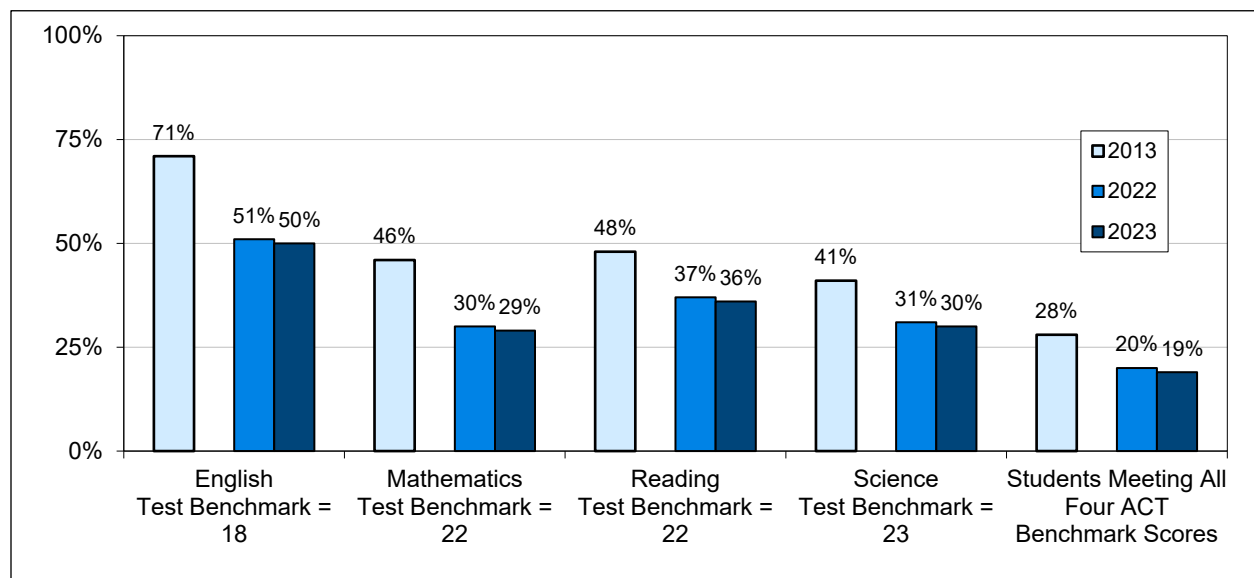
<u>College Course or Area</u>	<u>ACT Subject-Area Test</u>	<u>College Readiness Benchmark Score</u>
English Composition	English	18
Social Science	Reading	22
Algebra	Mathematics	22
Biology	Science	23

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

- Based on the data summarized in [Figure 1.1.b.3](#), 50% of the ACT-tested Nebraska high school graduating class of 2023 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, 29% met or exceeded the mathematics benchmark score of 22 for college algebra; 36% met or exceeded the benchmark score of 22 on the reading test; and 30% met or exceeded the science benchmark score of 23 for biology.
- Between 2013 and 2023, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, mathematics, reading, and science tests decreased 21, 17, 12, and 11 percentage points, respectively.
- The percentages of students meeting or exceeding ACT benchmark scores have been trending downward since 2013, and large declines have occurred since Nebraska started testing all students in the cohort minus one year. Between 2017 and 2023, the percentage of Nebraska students who met or exceeded ACT College Readiness Benchmarks for English, mathematics, reading, and science decreased 17, 13, 14, and 11 percentage points, respectively. (See [Table A4.1](#) in [Appendix 4](#) for more detail.)
- **Only 19% of Nebraska’s high school graduates in the class of 2023 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.** This is nine percentage points lower than in 2013.

Figure 1.1.b.3

Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks that Indicate Sufficient Preparation for College-Level Courses Nebraska High School Graduating Classes: 2022 and 2023 Compared to 2013

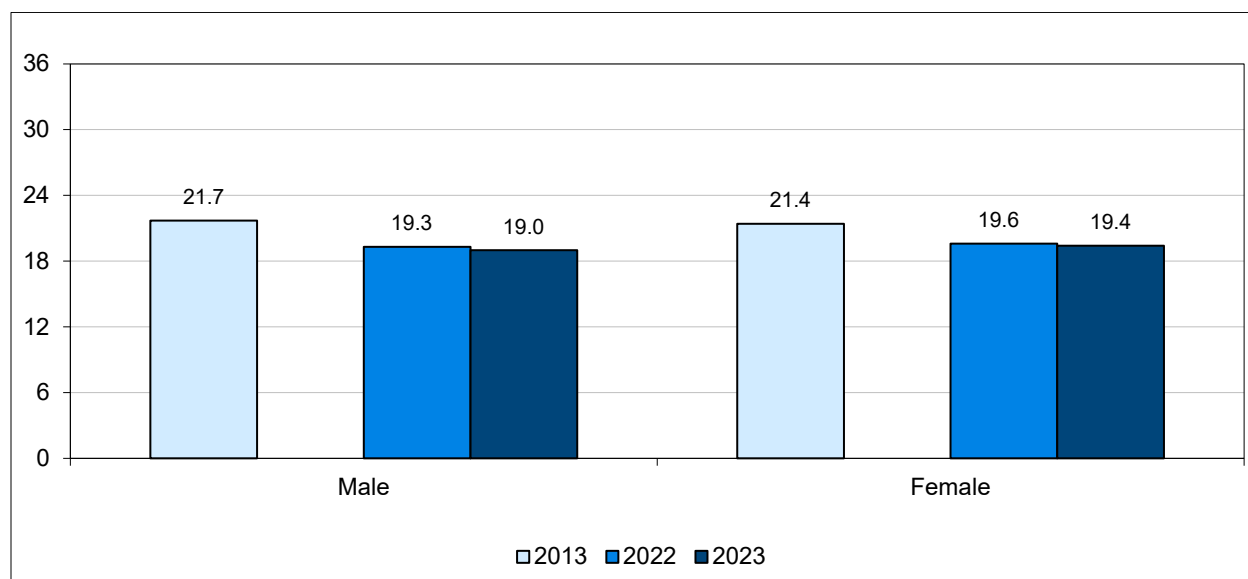


Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. See [Table A4.1](#) in [Appendix 4](#) for supporting data. Data source: ACT, *High School Profile Report - Nebraska*, 2013, 2022, and 2023.

ACT Composite Scores and College Readiness Percentages by Gender

- As shown in [Figure 1.1.b.4](#), average ACT composite scores vary slightly by gender.
- In 2013, the average composite score for male students was slightly higher than the score for female students. This trend continued through the graduating class of 2017. When Nebraska instituted the Nebraska Student-Centered Assessment System (NSCAS ACT) with the 2018 graduating class, the trend changed and the average scores for female students have consistently been slightly higher than the average scores for male students.
- Between 2022 and 2023, average composite scores decreased for male and female students.

Figure 1.1.b.4
Nebraska Average ACT Composite Scores by Gender
2022 and 2023 Compared to 2013

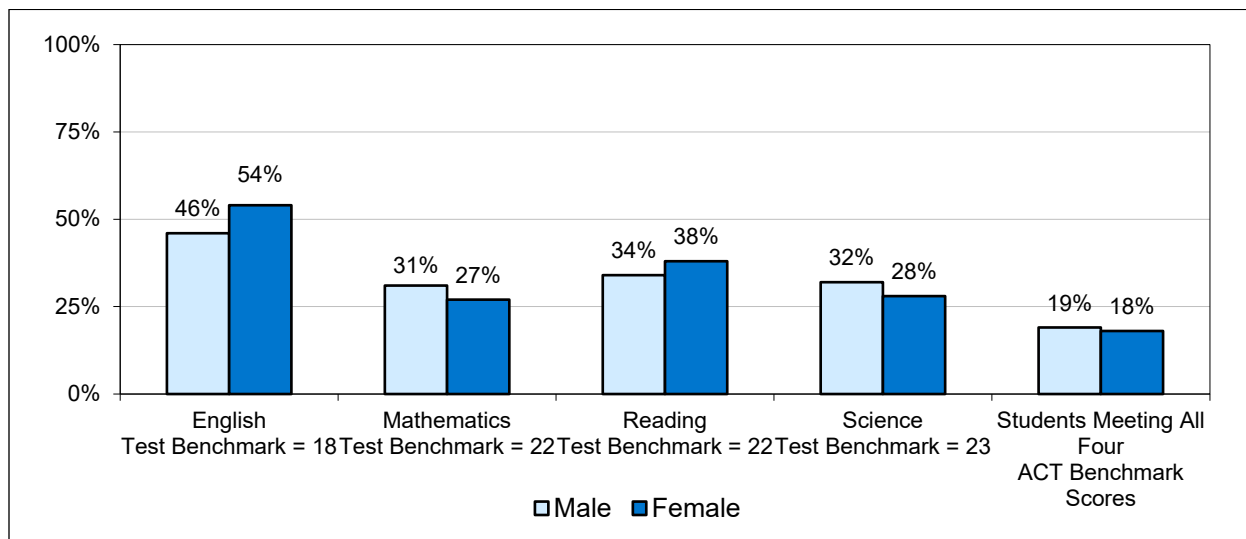


Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2013, 2022, and 2023.

- Based on the data for the graduating class of 2023 summarized in [Figure 1.1.b.5](#), the percentage of students who met or exceeded benchmark scores varies by subject matter and by gender. While a higher percentage of male graduates are sufficiently prepared for college-level coursework in mathematics and science compared to female graduates, female graduates are more likely than male graduates to be sufficiently prepared for college-level coursework in English and reading.
- Overall, 19% of males and 18% of females met or exceeded the benchmarks for all four subject-matter tests in 2023.

Figure 1.1.b.5

Percentages of ACT-Tested High School Students in the Graduating Class of 2023 Who Met or Exceeded ACT College Readiness Benchmark Scores that Indicate Sufficient Preparation for College-Level Courses by Gender



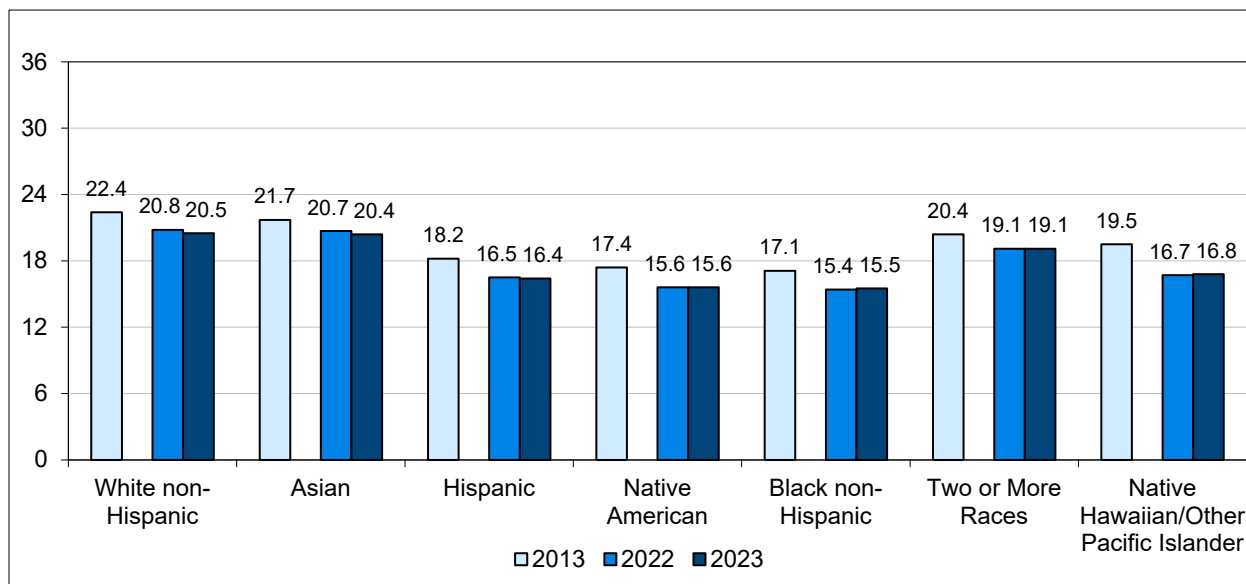
Note. Data source: ACT, *High School Profile Report - Nebraska, 2023*.

ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

- As shown in [Figure 1.1.b.6](#), average ACT composite scores vary by race/ethnicity.
- The average composite scores for Hispanics, Native Americans, Black non-Hispanics, and Native Hawaiian/Other Pacific Islanders who graduated from Nebraska high schools in 2013, 2022, and 2023 were generally lower than the average composite scores of their White non-Hispanic, Asian, and multi-racial classmates.
- Between 2022 and 2023, average composite scores decreased for White non-Hispanics, Asians, and Hispanics.
- It is unknown how much of the composites score changes were attributable to the variability of the percentage of graduates who took the ACT test.

Figure 1.1.b.6

**Nebraska Average ACT Composite Scores by Race/Ethnicity
2022 and 2023 Compared to 2013**

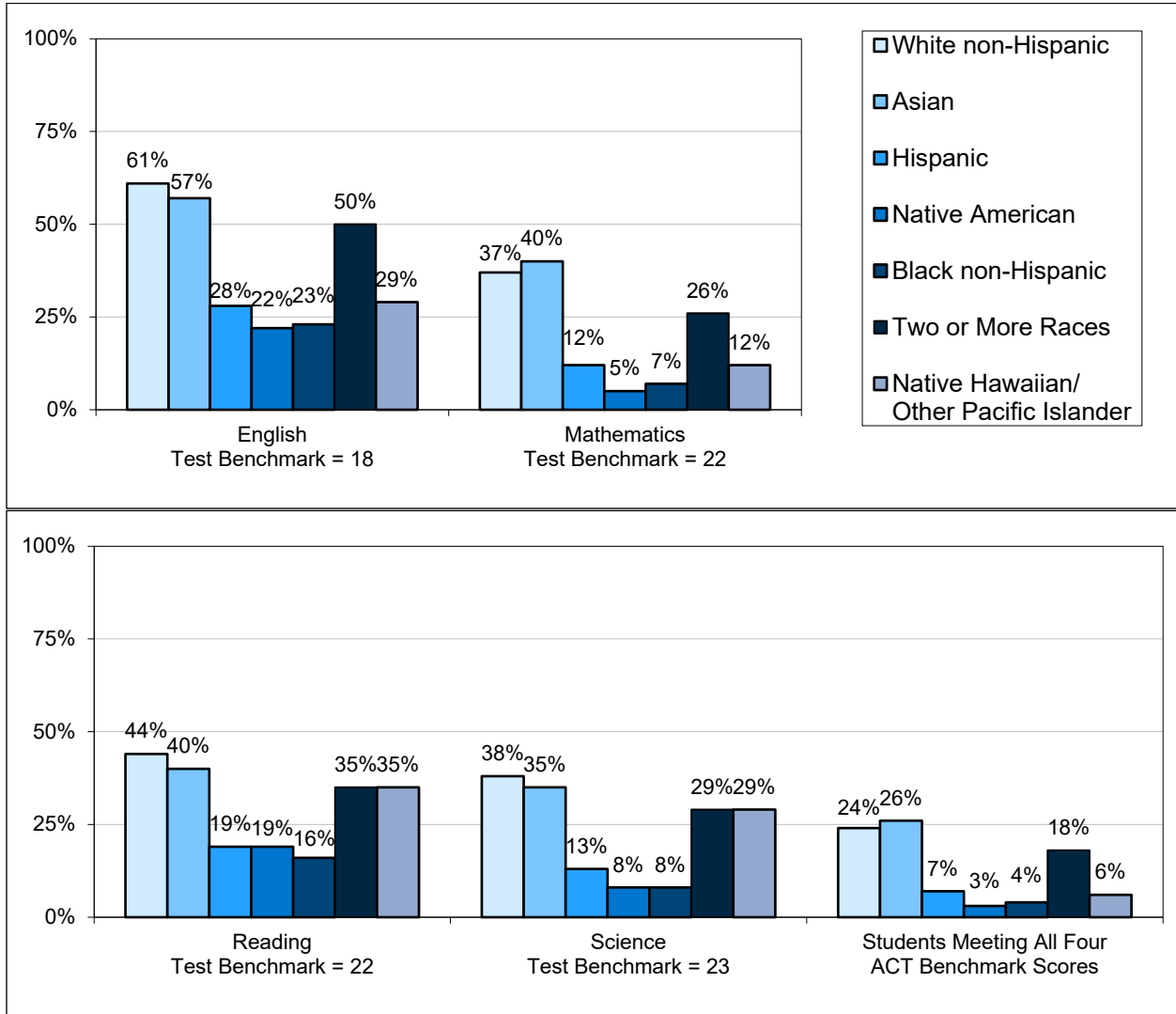


Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2013, 2022, and 2023.

- Based on the data for the graduating class of 2023 summarized in [Figure 1.1.b.7](#), lower percentages of Hispanic, Native American, Black non-Hispanic, multiracial, and Native Hawaiian/Other Pacific Islander graduates are sufficiently prepared for college-level coursework compared to their White non-Hispanic and Asian classmates.
- For example, only 26% of multiracial students in the class of 2023 met or exceeded the ACT College Readiness Benchmark Score in mathematics, compared to 37% of White non-Hispanic students and 40% of Asian students. More dramatically, only 12% of Hispanics, 12% of Native Hawaiian/Other Pacific Islanders, 7% of Black non-Hispanics, and 5% of Native Americans met or exceeded the benchmark score in mathematics.
- However, the percentage of students who met or exceeded benchmark scores varied by subject matter. For example, Native Hawaiian/Other Pacific Islander students tended to have higher scores in English, reading, and science compared to mathematics.
- Overall, 26% of Asians and 24% of White non-Hispanics met or exceeded the benchmarks for all four subject-matter tests in 2023, while only 18% of multiracial students, 7% of Hispanics, 6% of Native Hawaiian/Other Pacific Islanders, 4% of Black non-Hispanics, and 3% of Native Americans met or exceeded the benchmarks for all four subject-matter tests.

Figure 1.1.b.7

Percentages of ACT-Tested High School Students in the Graduating Class of 2023 Who Met or Exceeded ACT College Readiness Benchmark Scores that Indicate Sufficient Preparation for College-Level Courses by Race/Ethnicity



Note. Data source: ACT, *High School Profile Report - Nebraska, 2023*.

The Importance of the ACT-Recommended High School Core Curriculum

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

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

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

- Research conducted by ACT, Inc. has repeatedly confirmed that students who complete the high school core generally score higher on the ACT Assessment and are more likely to progress successfully through postsecondary education programs than students who do not complete the recommended core courses.
- Furthermore, research conducted by ACT, Inc. indicates that students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college than students who take the minimum core. This research indicates that students whose coursework beyond the core includes advanced courses in mathematics, such as trigonometry or calculus, as well as courses in biology, chemistry, and physics, are the likeliest of all high school students to be ready for college-level coursework.⁷

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.

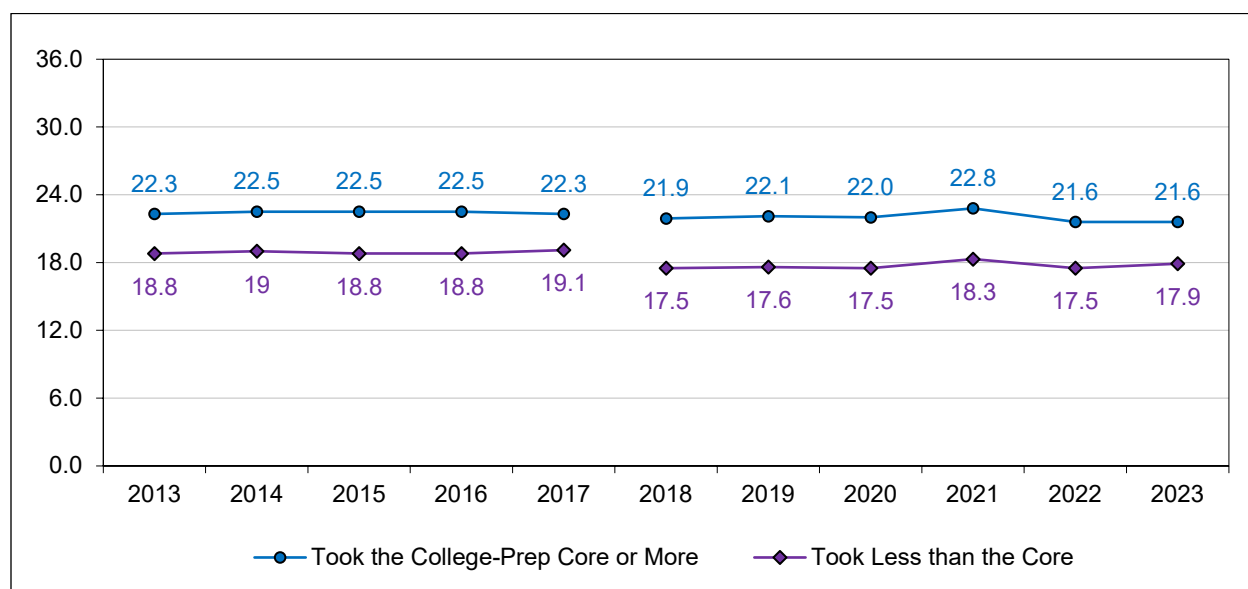
⁷ *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success*, ACT, Inc., 2010.

Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum⁸

- As shown in [Figure 1.1.b.8](#), 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 2023, those who took the core or more had an average composite score of 21.6 compared to an average score of 17.9 for the students who reported that they took courses that did not meet the minimum core requirements.
- The average ACT composite score for the students who took the core or more was 0.7 points lower in 2023 than it was in 2013 while the average score for students who took less than the core was 0.9 points lower in 2023 than it was in 2013.

Figure 1.1.b.8

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2013 through 2023



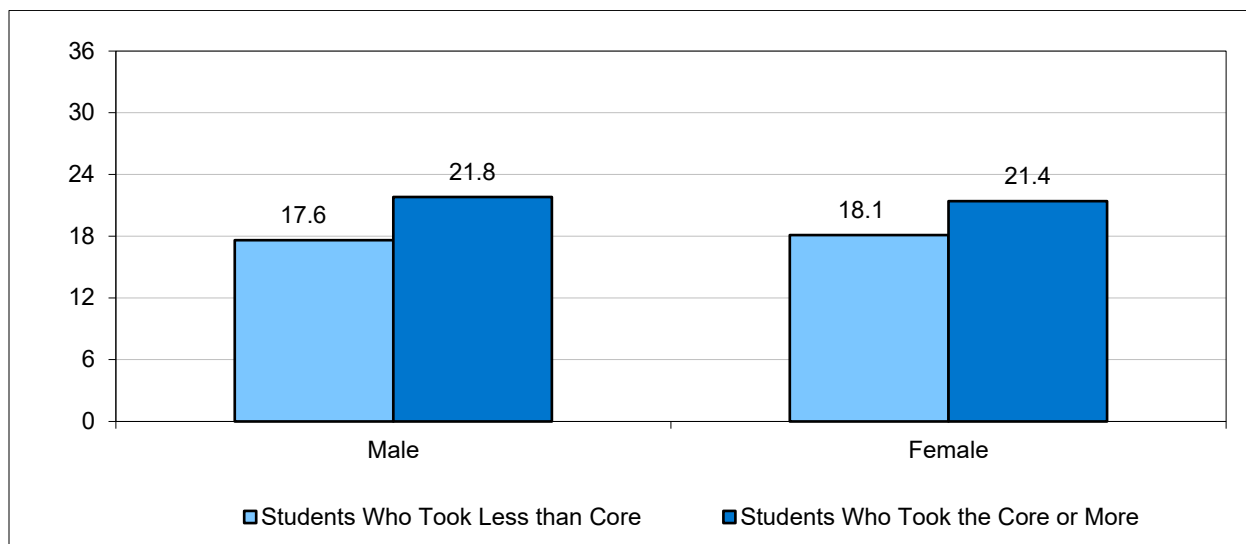
Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2013 through 2023.

⁸ *Note:* Beginning with the 2014-2015 school year, Nebraska school districts are required to adopt and implement graduation requirements that include meeting standards similar to those represented by the core, college-preparatory high school curriculum advocated by ACT, Inc. Prior to adoption of the new statewide standards, Nebraska high school graduation requirements were set by each school district individually and may or may not have included “the core” as defined by ACT, Inc. Data source: Nebraska Department of Education, *Rule 10, Regulations and Procedures for the Accreditation of Schools* (pages 5-6), August 1, 2015.

- Regardless of score variations, the data summarized in [Figure 1.1.b.8](#) provide strong evidence that taking the college-preparatory curriculum continues to have a positive effect on ACT composite scores and improves a student’s chances for achieving academic success in college-level courses.
- **Taking “the core or more” helps students regardless of gender or race/ethnicity.** As shown in [Figure 1.1.b.9](#), the average ACT composite scores were higher for male and female students in the graduating class of 2023 who took the college-preparatory core or more. Within each of the racial/ethnic groups, the average ACT composite score was higher for the students 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.9

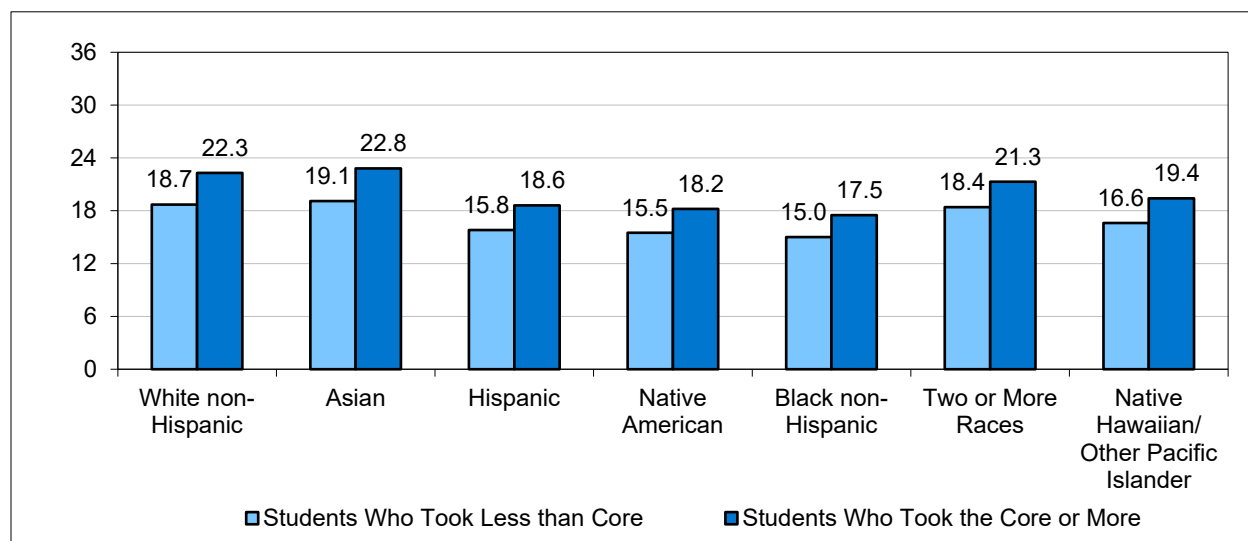
Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Gender for the High School Graduating Class of 2023



Note. Data source: ACT, *High School Profile Report - Nebraska, 2023*.

Figure 1.1.b.10

Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Race/Ethnicity for the High School Graduating Class of 2023



Note. Data source: ACT, *High School Profile Report - Nebraska, 2023*.

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

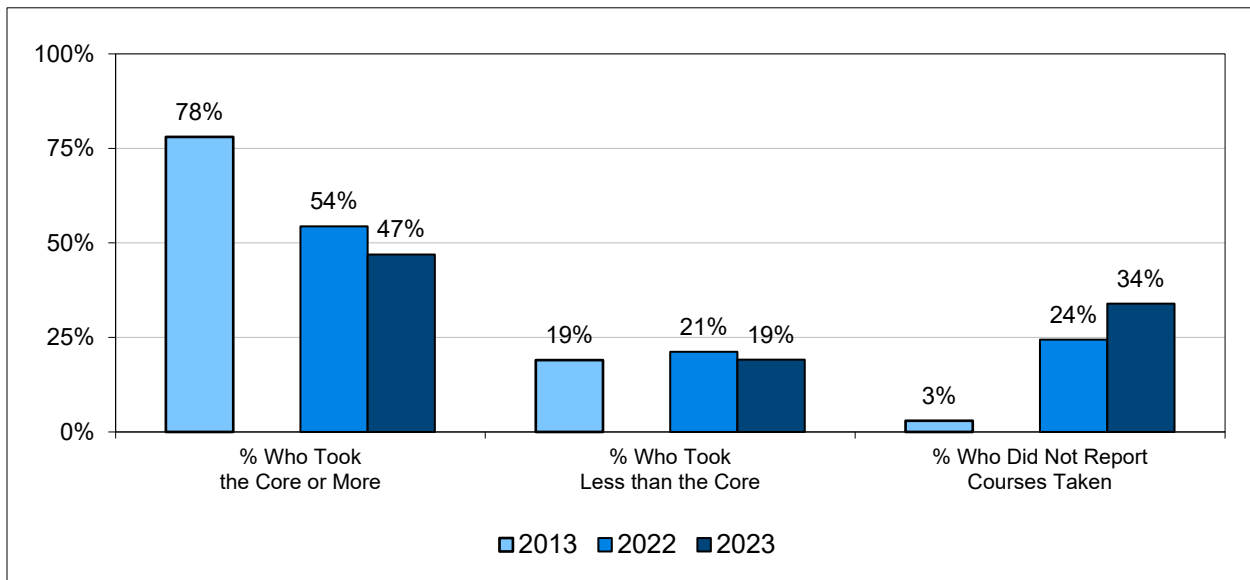
As mentioned earlier in this section, the students themselves report the courses they have taken and plan to take before they graduate from high school when they register for the ACT Assessment. Self-reporting may make the data less accurate and/or less reliable. The percentage of ACT-tested students who reported the courses they took or planned to take in high school was 97% in 2013, 76% in 2022, and 66% in 2023.⁹

- At baseline in 2013, only 522 students did not report the courses they had taken (3% of test takers). By 2018, this increased to 3,107 students (13% of test takers) and has since increased dramatically, up to 8,337 students (34% of test takers) in 2023.
- The increase in non-response has continued to trend upward since 2018 as the state moved to using the NSCAS ACT. (See [Table A4.2](#) in [Appendix 4](#) for more details.)
- A direct comparison of 2022 and 2023 percentages indicates that the percentage of high school students who reported they took the core or more decreased 7 percentage points over the last year. As shown in [Figure 1.1.b.11](#), the percentage of students who reported that they took the core or more was 31 percentage points lower in 2023 than in 2013.

⁹ The high school graduating class of 2018 was the first class that had all Nebraska juniors take the ACT test. Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment.

Figure 1.1.b.11

Percentages of Nebraska's ACT-Tested Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core 2022 and 2023 Compared to 2013

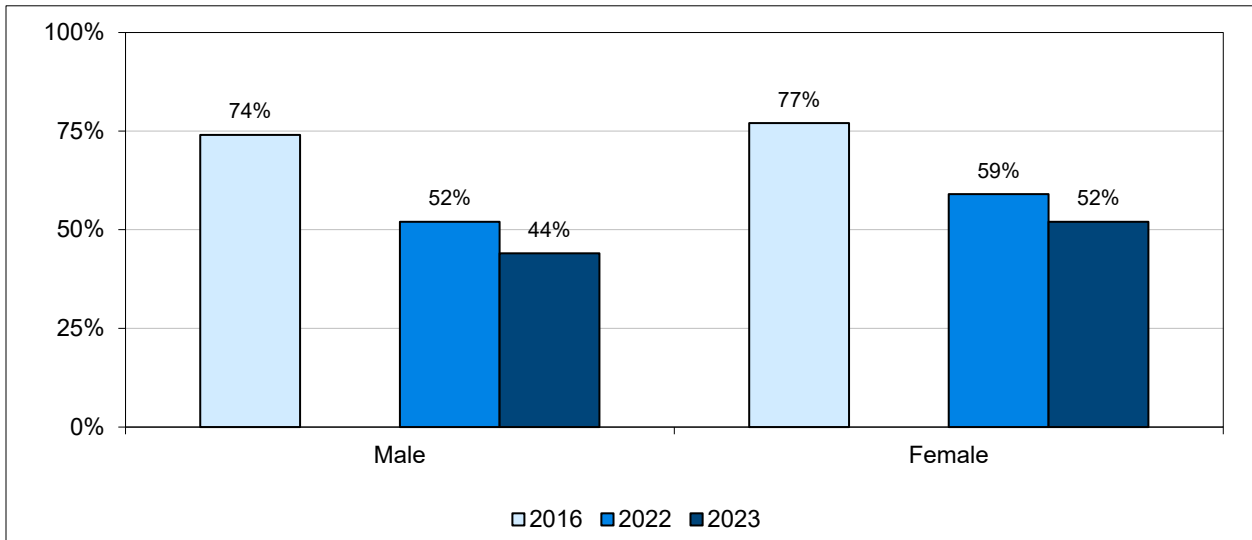


Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. See [Table A4.2](#) in [Appendix 4](#) for supporting data. Data source: ACT, *High School Profile Report - Nebraska*, 2013, 2022, and 2023.

- [Figure 1.1.b.12](#) shows that for both male and female students, there has been a large decrease since 2016 in the percentage of the ACT-tested students who have reported taking the core or more in high school. (Data by gender is unavailable prior to the graduating class of 2016.)
- Similarly, [Figure 1.1.b.13](#) shows that for all major racial/ethnic groups, there has been a dramatic decrease since 2013 in the percentage of the ACT-tested students who have reported taking the core or more in high school.

Figure 1.1.b.12

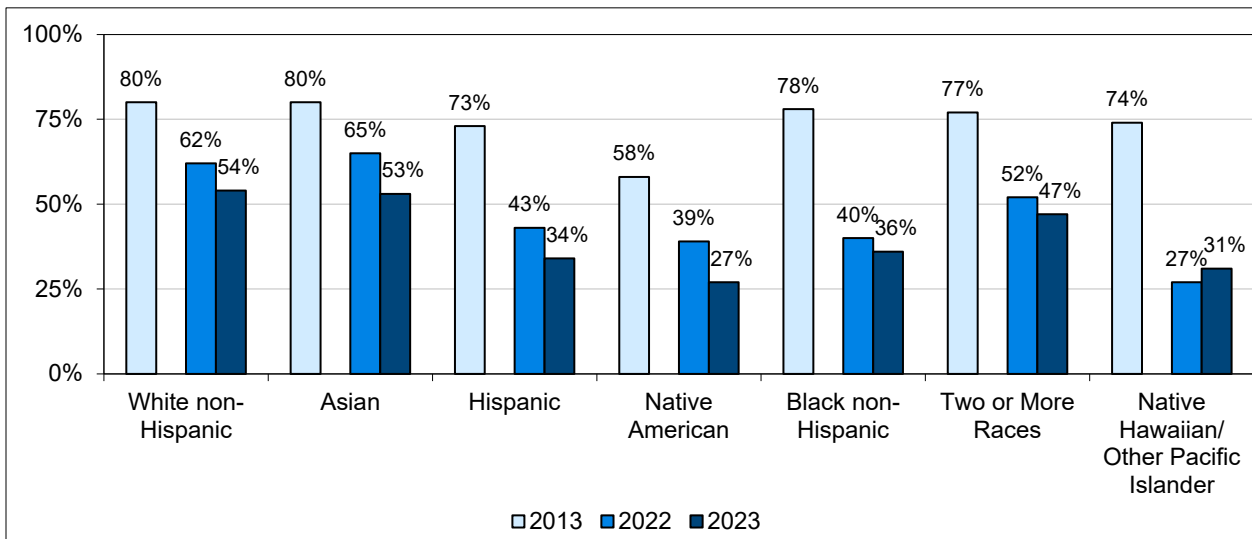
Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Gender 2022 and 2023 Compared to 2016



Note. Data is unavailable prior to the 2016 graduating class. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2016, 2022, and 2023.

Figure 1.1.b.13

Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Race/Ethnicity 2022 and 2023 Compared to 2013



Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2013, 2022, and 2023.

1.1.c College Continuation Rates

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

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

Introduction: Two Measures of Nebraska's College Continuation Rates

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

College Continuation Rates Based on IPEDS Data

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

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

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

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

The latest available IPEDS data were reported by institutions for first-time freshmen who started college in fall 2022, providing a basis for estimating the college continuation rate for

students who graduated from Nebraska high schools during the 2020-2021 school year. In this section, the estimated college continuation rates are analyzed for fall 2012 through fall 2022.

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 3,600 colleges and universities. These institutions enroll an estimated 97.4% of the college students in the United States that attend Title IV, degree-granting institutions.¹⁰

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

The college continuation rates for students who graduated from Nebraska's public high schools during the 2011-2012 through 2021-2022 school years are summarized at the end of this section.

¹⁰ Data source: National Student Clearinghouse Research Center, [Participating Enrollment Reporting Institutions](#), retrieved February 13, 2024.

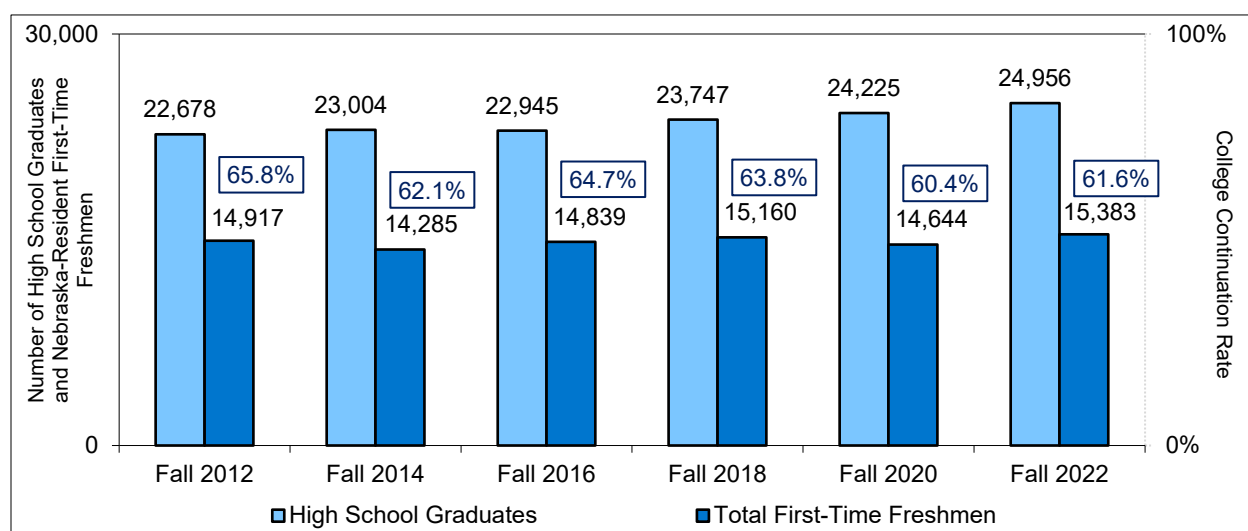
Nebraska Statewide College Continuation Rates Based on IPEDS Data

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

- As illustrated in [Figure 1.1.c.1](#), the estimated college continuation rate for Nebraska students who graduated in the high school class of 2022 and attended college in fall 2022 was 61.6%, a decrease of 4.2 percentage points from the 65.8% continuation rate in fall 2012. Between fall 2020 and fall 2022, the college continuation rate increased 1.2 percentage points.

Figure 1.1.c.1

College Continuation Rate for Nebraska High School Graduates Who Attended Postsecondary Institutions in the Fall Term Following High School Graduation Fall 2012 through Fall 2022



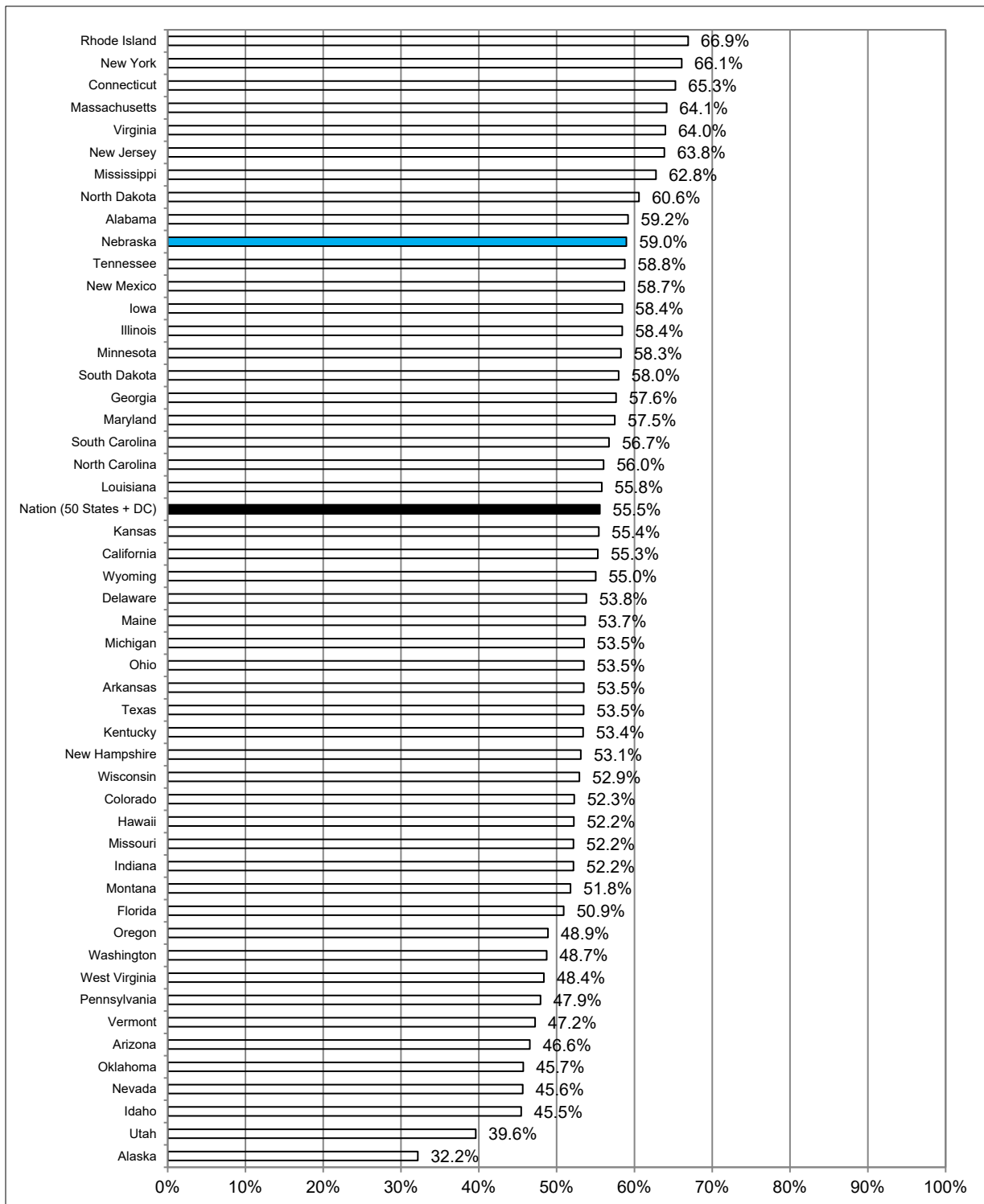
Note. Includes full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. See [Table A5.1](#) in [Appendix 5](#) for supporting data. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with college continuation data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 403 Nebraska first-time freshmen attended TSTC in fall 2022 within 12 months of high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC did not report any Nebraska students attending within 12 months of high school graduation. Therefore, the Commission has overridden TSTC's fall 2022 enrollments to zero Nebraska students. Data sources: Nebraska Department of Education, December 2013, January 2015, December 2016, December 2018, December 2020, and January 2023, and the National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

State-by-State College Continuation Rates

The most recent national study of college continuation rates includes students who attended postsecondary institutions in the United States as first-time freshmen in the 2022 fall term after graduating from high school during the 2021-2022 school year. National high school graduation data for the 2021-2022 school year has not been released by the National Center for Education Statistics. In place of this information, projections of 2021-2022 high school graduates were used to calculate fall 2022 college continuation rates by state presented in [Figure 1.1.c.2](#). While the national college continuation rate data presented in this edition of the

Figure 1.1.c.2

College Continuation Rates for High School Graduates Who Attended Postsecondary Institutions in the United States in the Fall Term Following High School Graduation: Fall 2022



Note. Data includes only Title IV participating, degree-granting institutions. Nebraska's calculation does not include fall 2022 data for Texas State Technical College (see Figure 1.1.c.1 for more information). Data sources: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2020, and the National Center for Education Statistics, IPEDS fall 2022 survey. College continuation rates obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2023.

Progress Report is directly comparable to the data presented in the most recent editions of the *Progress Report*, it is not comparable to rates included in editions prior to 2019.

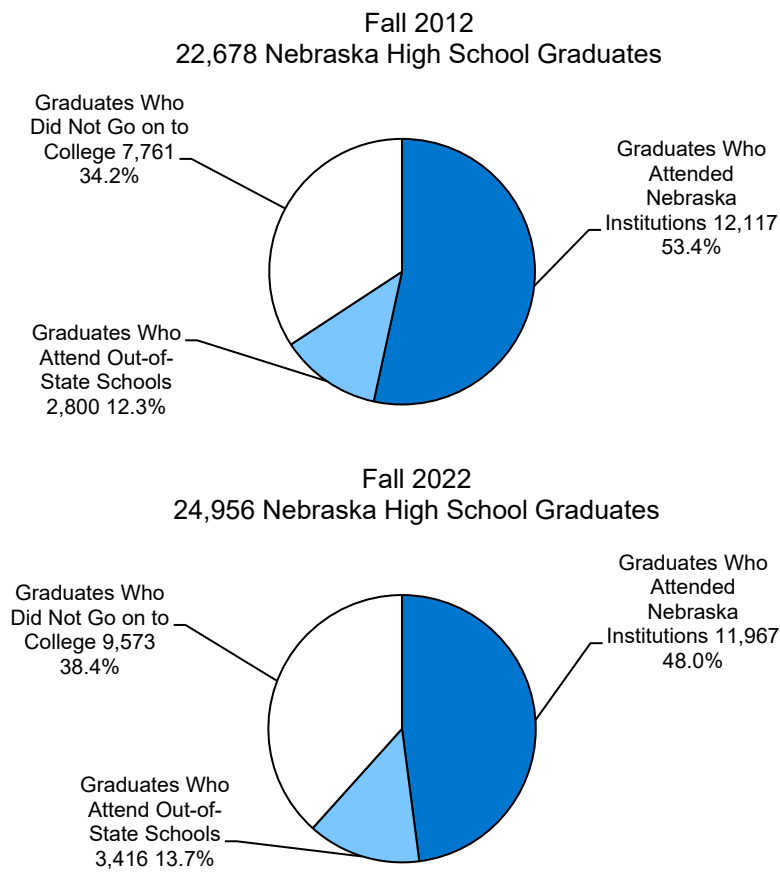
- As shown in [Figure 1.1.c.2](#), Nebraska's fall 2022 estimated college continuation rate of 59.0% was the 10th highest in the nation and 3.5 percentage points above the national rate.
- Between fall 2020 and fall 2022, the national college continuation rate increased from 54.7% to 55.5% while Nebraska's college continuation rate decreased from 59.2% to 59.0%.
- The discrepancy between the college continuation rates in [Figure 1.1.c.1](#) and [Figure 1.1.c.2](#) is because they use slightly different methodologies. [Figure 1.1.c.1](#) uses *actual* high school graduation data directly from the Nebraska Department of Education and compares it to first-time freshmen counts from IPEDS. Because the National Center for Education Statistics has not released high school graduation counts by state, [Figure 1.1.c.2](#) uses *projections* of high school graduates and compares that data to first-time freshmen counts from IPEDS. The projections were made prior to the COVID-19 pandemic and thus should be interpreted with care. Additionally, college continuation rates presented in [Figure 1.1.c.2](#) are restricted to Title IV participating, degree-granting institutions.

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

- The statewide college continuation rate for Nebraska high school graduates can be partitioned into two rates:
 - In-state college continuation rate: the percentage of Nebraska high school graduates who attended postsecondary institutions in Nebraska in the fall term following high school graduation.
 - Out-of-state college continuation rate: the percentage of Nebraska high school graduates who continued on to college at out-of-state institutions in the fall term following high school graduation.
- As illustrated in [Figure 1.1.c.3](#), the Commission estimates Nebraska's in-state college continuation rate was 48.0% for the state's 2021-2022 high school graduates who attended college. This is a decrease of 5.4 percentage points since fall 2012.
- Meanwhile, the out-of-state college continuation rate increased, from 12.3% of the high school graduating class of 2011-2012 to 13.7% of Nebraska high graduates in 2021-2022.
 - Between fall 2020 and fall 2022, the out-of-state college continuation rate increased from 10.9% to 13.7% (from 2,650 to 3,416). (See [Table A5.2](#) in [Appendix 5](#).) Further analyses reveal that nearly half of the increase in the number of first-time students attending college out of state was attributable to enrollments at Iowa colleges.

Figure 1.1.c.3

In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates Who Attended Postsecondary Institutions and the Percentage Who Did Not Go on to College in the Fall Term Following High School Graduation Fall 2022 Compared to Fall 2012



Note. Includes full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. Percentages do not always add to 100.0% due to rounding. Does not include fall 2022 data for Texas State Technical College (see [Figure 1.1.c.1](#) for more information). See [Table A5.2](#) in [Appendix 5](#) for supporting data. Date sources: Nebraska Department of Education, December 2013, and January 2023, and the National Center for Education Statistics, IPEDS fall 2012 and 2022 surveys.

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

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

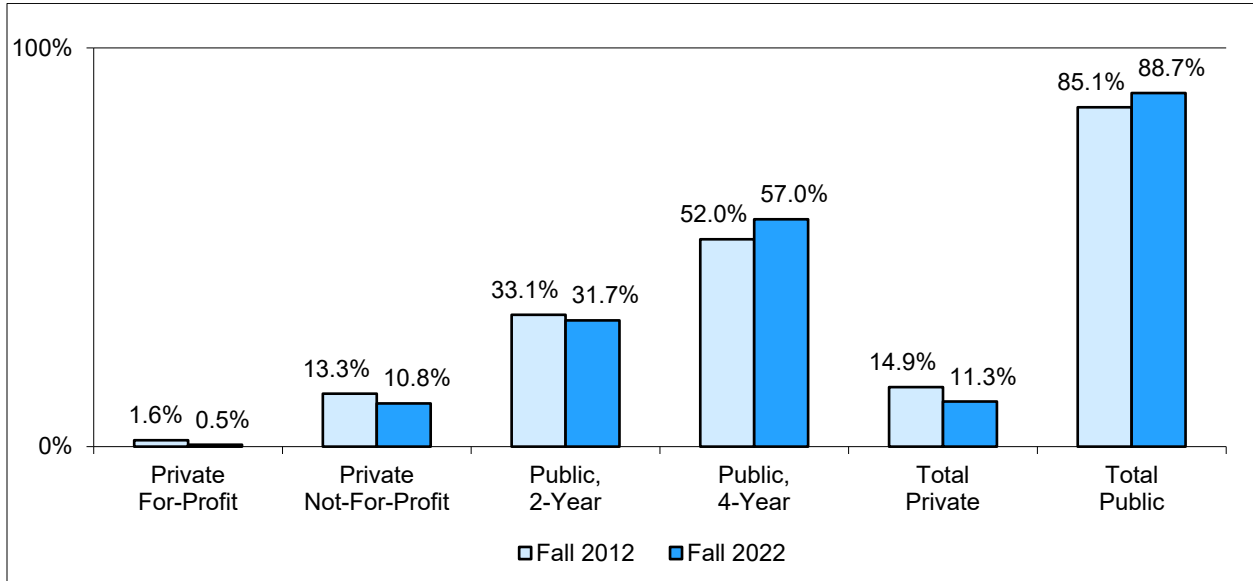
- [Part A](#) of [Figure 1.1.c.4](#) shows that 88.7% of the fall 2022 first-time freshmen who stayed in state attended Nebraska’s public colleges or universities, compared to 11.3% who went to Nebraska’s private for-profit or not-for-profit institutions.

- In contrast, [Part B](#) of [Figure 1.1.c.4](#) reveals that 67.0% of the fall 2022 first-time freshmen who went out of state attended public institutions, while 33.0% went to private institutions.

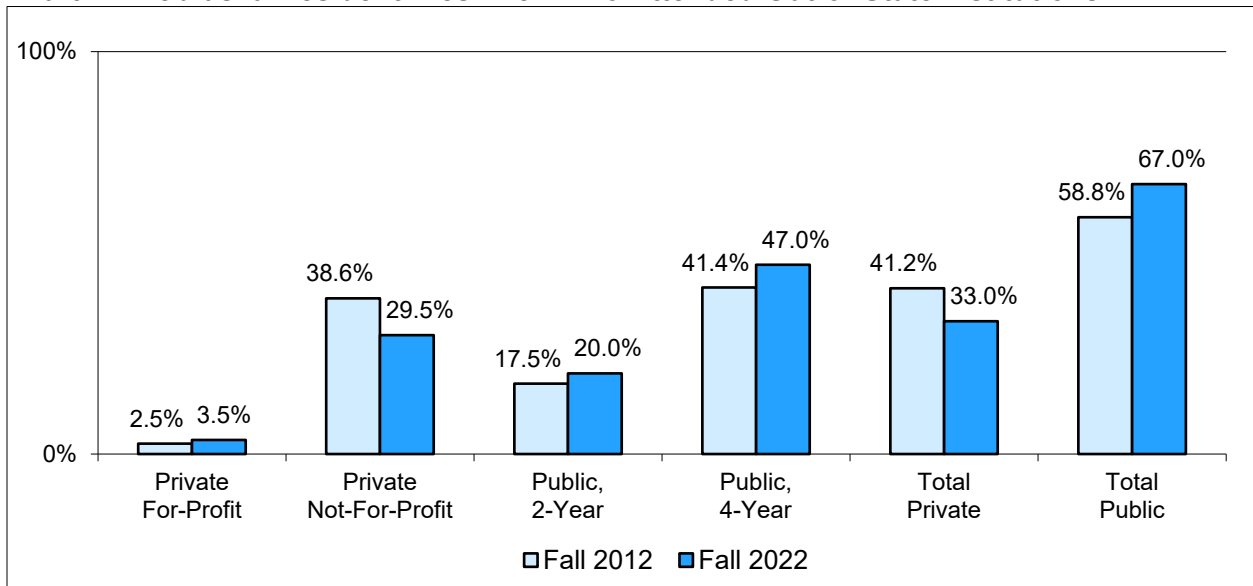
Figure 1.1.c.4

Percentages of First-Time Freshmen with Nebraska Residency Who Attended Nebraska and Out-of-State Postsecondary Institutions in the Fall Term Following High School Graduation Fall 2022 Compared to Fall 2012

Part A: Nebraska-Resident Freshmen Who Attended Nebraska Institutions



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



Note. Includes full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. See [Table A5.3](#) in [Appendix 5](#) for supporting data. Does not include fall 2022 data for Texas State Technical College (see [Figure 1.1.c.1](#) for more information). Date source: National Center for Education Statistics, IPEDS fall 2012 and 2022 surveys.

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

As discussed in the introduction to this section, the Coordinating Commission works with the Nebraska Department of Education (NDE) to estimate the college continuation rates for students who graduated from Nebraska’s public high schools.

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

Using student records from the NDE, the Commission calculates the number of students in each graduating class that continue on to college within a year of high school graduation, based on enrollment records obtained from the Clearinghouse. Estimated college continuation rates are provided for public high school students who earned regular diplomas between 2011-2012 and 2021-2022.¹¹

Additionally, the Commission calculates college continuation rates by race/ethnicity, gender, and student income status, for all public high school students who earned regular diplomas.

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

- Effective with the 2021-2022 cohort, students are classified as low income if they are eligible for FRL *or* if they graduate from a school that participates in the Community Eligibility Provision (CEP). Created by the Healthy, Hunger-Free Kids Act of 2010, the CEP is a meal service option for high-poverty schools that provides access to free school meals to all students. The Act was phased in for three years and became available nationwide in 2014-2015.
- In 2014-2015, less than 10 Nebraska students graduated from public high schools that participated in the CEP. By 2020-2021, 228 students graduated from schools that participated in the CEP. Participation increased dramatically for the 2021-2022 cohort, when a total of 2,964 students graduated from schools that participated in the CEP. (The overwhelming reason for this increase was the addition of Omaha’s public high schools.)¹²

Non-low-income students are students who are not approved for free or reduced-price school lunches.

The non-low-income students in this study include at least some students who lived in low-income households but who did not apply for free or reduced-price school lunches. Conversely,

¹¹ The Commission also estimates the college continuation rates for each of the public high schools in Nebraska that award regular high school diplomas. A data dashboard and downloadable Excel workbook are available on the Commission’s website, ccpe.nebraska.gov/college-continuation-rates.

¹² For more information, visit the Nebraska Department of Education, Community Eligibility Provision website: <https://www.education.ne.gov/ns/forms-resources/national-school-lunch-program/community-eligibility-provision-cep/>

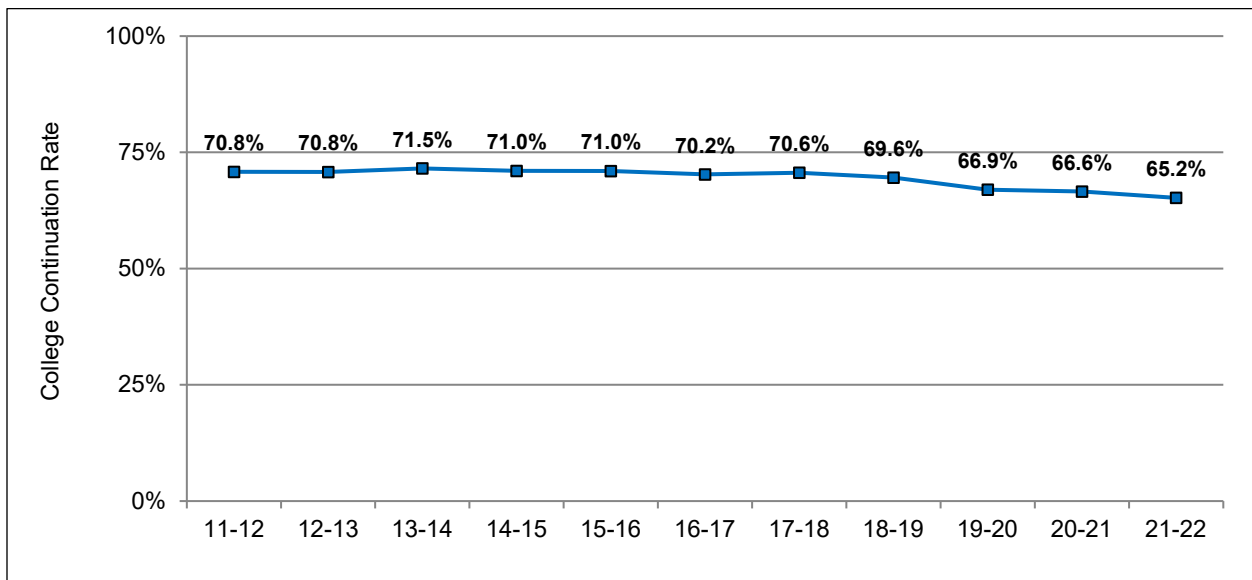
the low-income students in this study include at least some students who graduated from schools that participate in the CEP but were from non-low-income households.

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

Statewide Public High School College Continuation Rate

- As shown in [Figure 1.1.c.5](#), the estimated statewide public high school college continuation rate was 65.2% for the graduating class of 2021-2022, down from 70.8% for the students who graduated in 2011-2012. Notably, the college continuation rate for 2021-2022 was the lowest of the reporting period.
- The statewide rates reported in [Figure 1.1.c.5](#) are based on Clearinghouse data and are higher than the Nebraska statewide college continuation rates based on IPEDS data. This is primarily because students who enrolled in the spring, but not in the fall, are included in National Student Clearinghouse enrollment records.

**Figure 1.1.c.5
College Continuation Rates for Nebraska Public High School Graduates
2011-2012 through 2021-2022**



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

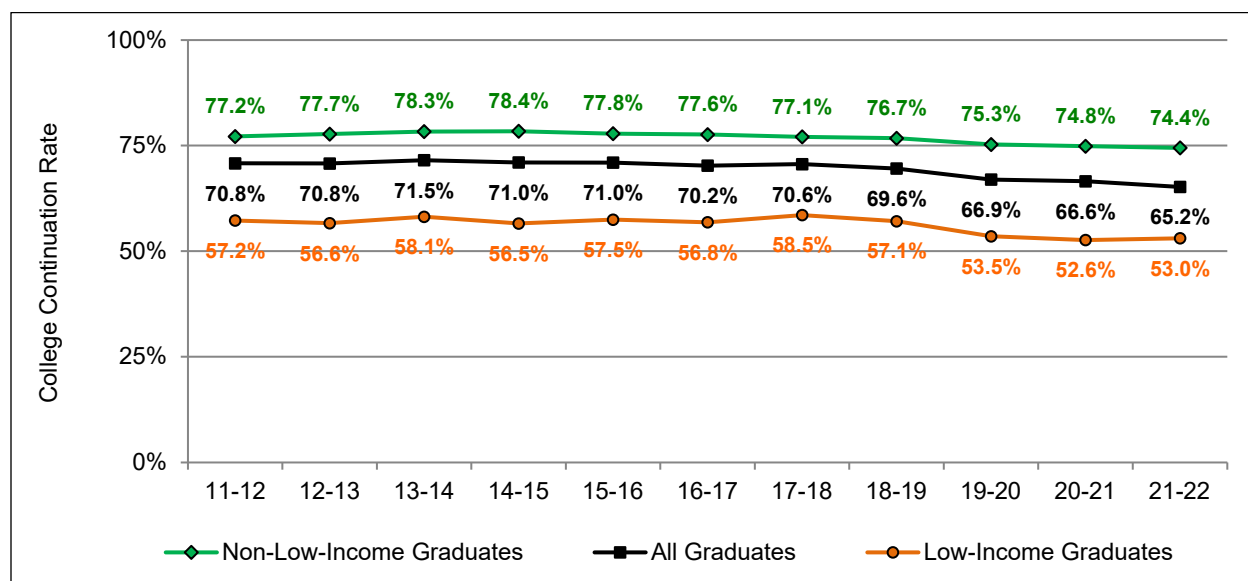
College Continuation Rates for Public High School Graduates by Income Status

- Students from low-income households accounted for 43.2% of the Nebraska public high school graduates in 2021-2022, up from 31.9% in 2011-2012.
- As shown in [Figure 1.1.c.6](#), the college continuation rate for low-income graduates was considerably lower than the college continuation rate for non-low-income graduates for the classes of 2011-2012 through 2021-2022.

- The college-going rate for low-income students decreased 4.2 percentage points, from 57.2% in 2011-2012 to 53.0% in 2021-2022. In comparison, the college continuation rate for students from non-low-income households decreased 2.8 percentage points, from 77.2% in 2011-2012 to 74.4% in 2021-2022.
- Notably, over the three years, the college-going rate for low-income students decreased 4.1 percentage points while the rate for non-low-income students decreased 2.3 percentage points.

Figure 1.1.c.6

College Continuation Rates for Nebraska Public High School Graduates by Student Income Status: 2011-2012 through 2021-2022



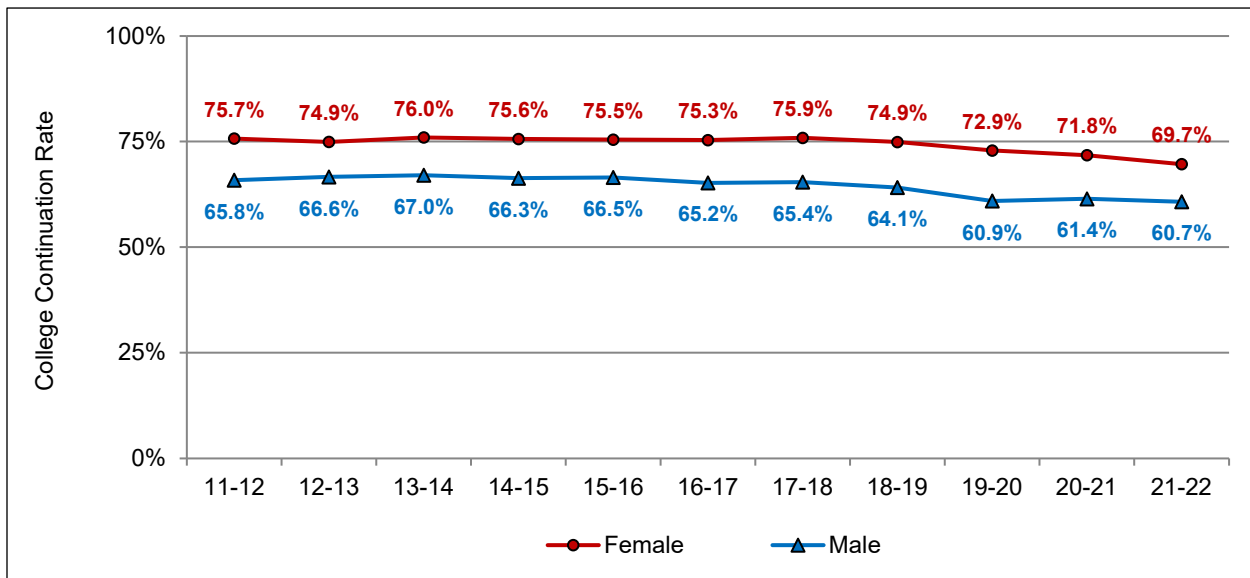
Note. See [Table A5.4](#) in [Appendix 5](#) for supporting data. Data sources: National Student Clearinghouse (college continuation data); and Nebraska Department of Education (public high school graduate data).

College Continuation Rates for Public High School Graduates by Gender

- Male and female students each accounted for about half of the graduates of Nebraska's public high schools from 2011-2012 through 2021-2022.
- As shown in [Figure 1.1.c.7](#), the college continuation rate for female students in each of these graduating classes was considerably higher than the college continuation rate for their male classmates.
- While the college-going rate for females decreased from 75.7% in 2011-2012 to 69.7% in 2021-2022 (6.0 percentage points), the college-going rate for males decreased from 65.8% in 2011-2012 to 60.7% in 2021-2022 (5.1 percentage points).
- Over the last three years, the college-going rate for females decreased 5.2 percentage points while the rate for males decreased 3.4 percentage points.
- The difference between the college-going rates of male and female graduates decreased from 9.9 percentage points in 2011-2012 to 9.0 percentage points in 2021-2022.

Figure 1.1.c.7

College Continuation Rates for Nebraska Public High School Graduates by Gender: 2011-2012 through 2021-2022



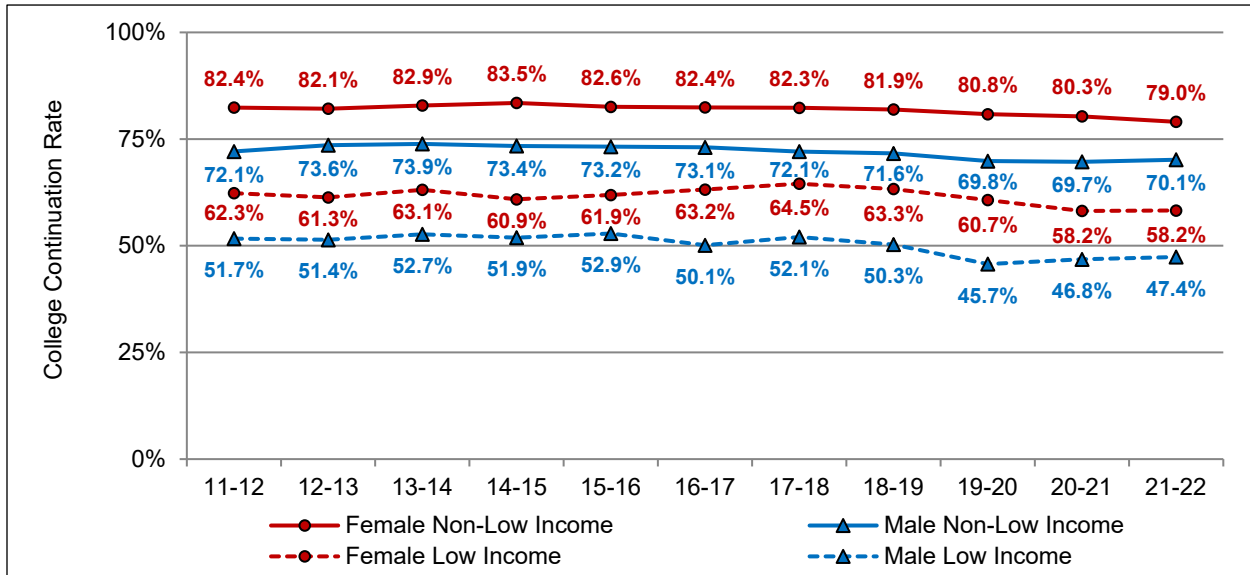
Note. See Table A5.4 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data); and Nebraska Department of Education (public high school graduate data).

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

- As shown in [Figure 1.1.c.8](#), the college continuation rate for female graduates was higher than the rate for male graduates among both the low-income and non-low-income students who graduated between 2011-2012 and 2021-2022.
 - Among low-income graduates in 2011-2012, 62.3% of females continued on to college, compared to 51.7% of males. Among low-income graduates in 2021-2022, 58.2% of females continued on to college, compared to only 47.4% of males.
 - Among non-low-income graduates in 2011-2012, 82.4% of females went to college, compared to 72.1% of males. Among non-low-income graduates in 2021-2022, 79.0% of females continued on to college, compared to 70.1% of males.
- Between 2018-2019 and 2021-2022, college-going rates decreased for all four subgroups.
- Directly comparing the students in the two income categories in [Figure 1.1.c.8](#) clearly shows the college continuation rates for low-income students have been considerably lower than the comparable rates for graduates from non-low-income households, regardless of gender.
- However, the lowest college continuation rates revealed by this research were for male high school graduates from low-income households.

Figure 1.1.c.8

College Continuation Rates for Nebraska Public High School Graduates by Gender and Student Income Status: 2011-2012 through 2021-2022



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

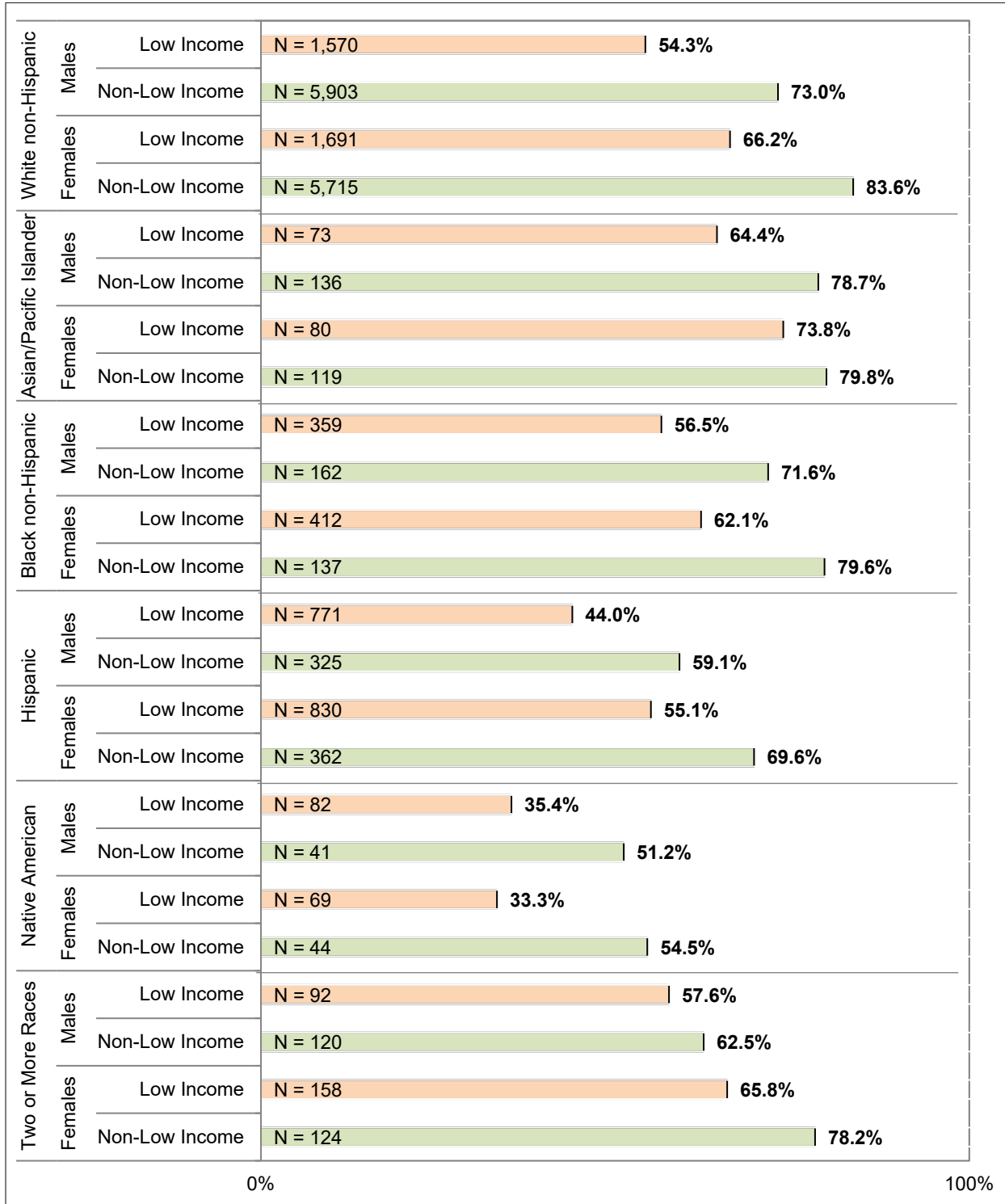
College Continuation Rates for Public High School Graduates by Race/Ethnicity, Gender, and Income Status

- As shown in [Figure 1.1.c.9](#), segmenting college continuation rates by race/ethnicity, gender, and student income status results in college continuation rates for 24 subgroups.
- Among graduates in 2011-2012, the highest college continuation rate among these 24 subgroups was for non-low-income, White non-Hispanic, female graduates (83.6%). Meanwhile, the lowest college continuation rate among these 24 subgroups was for low-income, Native American, female graduates (33.3%).
- Among graduates in 2021-2022, the highest college continuation rate among these 24 subgroups was for non-low-income, White non-Hispanic, female graduates (80.8%). Meanwhile, the lowest college continuation rate among these 24 subgroups was for low-income, multiracial, male graduates (40.7%).
- In 2011-2012, college continuation rates by race/ethnicity ranged from 41.1% for Native Americans to 75.5% for Asian/Pacific Islanders. Similarly, in 2021-2022, rates ranged from 43.5% for Native Americans to 71.9% for Asian/Pacific Islanders. (See [Table A5.4](#) in [Appendix 5](#) for supporting data.)
- Between 2011-2012 and 2021-2022, the number of White non-Hispanic high school graduates decreased 0.2% while the number of minority high school graduates increased 48.1%. Unless efforts are focused to increase college continuation rates for minority students, Nebraska’s college continuation rate will likely continue to decrease as the state becomes more racially/ethnically diverse.
- College continuation rates by gender, student income status, and race/ethnicity can be found in [Table A5.4](#) in [Appendix 5](#).

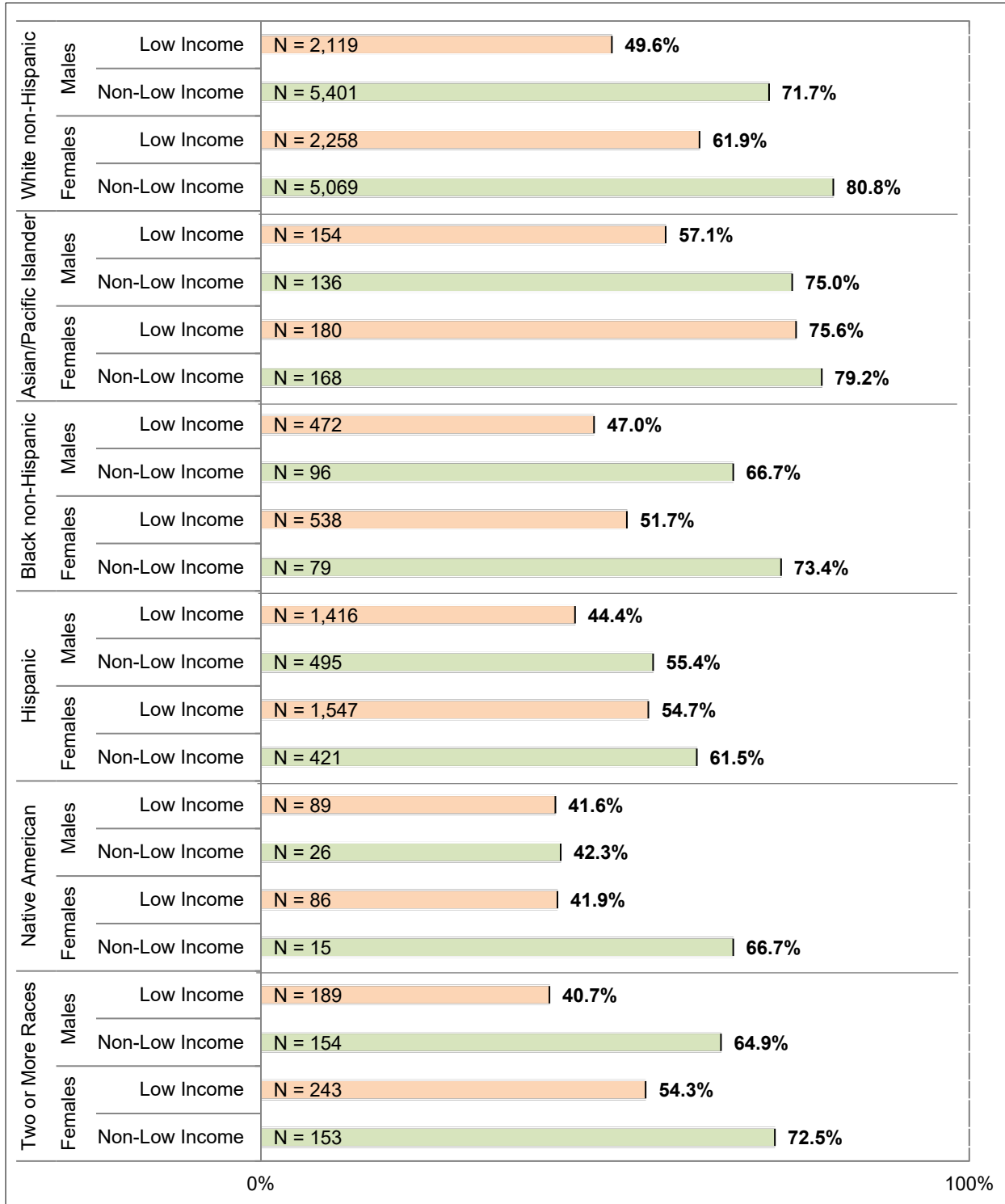
Figure 1.1.c.9

**College Continuation Rates for Nebraska Public High School Graduates
by Race/Ethnicity, Gender, and Student Income Status:
2021-2022 Compared to 2011-2012**

Part A: 2011-2012 Cohort



Part B: 2021-2022 Cohort



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

1.2 Nebraska High School Graduates Who Go to College in Nebraska

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

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

The data required to monitor the proportion of recent Nebraska high school graduates who go to colleges and universities in Nebraska or other states are collected every two years through the Integrated Postsecondary Education Data System's (IPEDS) Fall Enrollment survey maintained by the National Center of Education Statistics in the U.S. Department of Education. The latest available data are for fall 2022.

The best available estimate of the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska is the number of students with Nebraska residency who enroll at Nebraska postsecondary institutions as first-time freshmen within a year of graduating from high school, compared directly to the number who go out of state to college. Consequently, this section provides a detailed analysis of the numbers and percentages of Nebraska high school graduates who attended Nebraska and out-of-state postsecondary institutions as first-time freshmen within 12 months of graduating from high school between fall 2012 and fall 2022.¹³

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

¹³ For the purposes of IPEDS reporting, first-time freshmen are defined to be degree/certificate-seeking students. Students taking courses for credit but not seeking degrees are not included in first-time freshmen cohorts.

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

- Between fall 2012 and fall 2022, 466 more Nebraska-resident, first-time freshmen attended postsecondary institutions within one year of high school graduation. During the same period, 1,078 fewer Nebraska-resident first-time freshmen enrolled in college more than a year after they graduated from high school, as shown in [Table 1.2.1](#). As a result, the net total enrollment of Nebraska-resident, first-time freshmen at postsecondary institutions decreased 3.4% (612 students) since fall 2012.

**Table 1.2.1
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
Classified by Length of Time Since High School Graduation
Fall 2012 through Fall 2022**

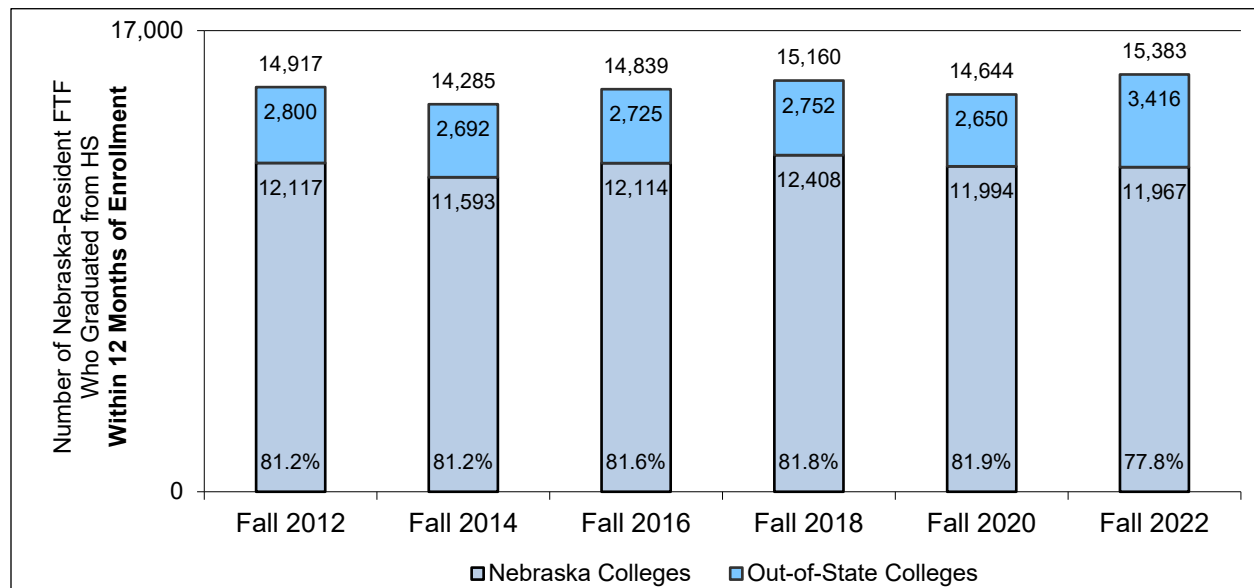
Length of Time Since High School Graduation	Fall 2012		Fall 2014		Fall 2016		Fall 2018	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	14,917	83.2%	14,285	81.5%	14,839	86.6%	15,160	89.0%
Graduated More than 12 Months Prior to College Enrollment	3,002	16.8%	3,238	18.5%	2,302	13.4%	1,879	11.0%
Total	17,919	100.0%	17,523	100.0%	17,141	100.0%	17,039	100.0%
Length of Time Since High School Graduation	Fall 2020		Fall 2022				Δ Since Fall 2012	
	N	%	N	%			N	%
Graduated During the 12 Months Prior to College Enrollment	14,644	86.9%	15,383	88.9%			466	3.1%
Graduated More than 12 Months Prior to College Enrollment	2,212	13.1%	1,924	11.1%			-1,078	-35.9%
Total	16,856	100.0%	17,307	100.0%			-612	-3.4%

Note. Includes full-time and part-time students. Δ = change. Nebraska’s Coordinating Commission for Postsecondary Education discovered an error with migration data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 540 Nebraska first-time freshmen attended TSTC in fall 2022 (403 within 12 months of high school graduation and 137 more than 12 months after high school graduation). Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC report only one Nebraska student attended TSTC. Therefore, the Commission has overridden TSTC’s fall 2022 migration to zero Nebraska students. See [Table A6.1](#) and [Table A6.3](#) in [Appendix 6](#) for supporting data. Data sources: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

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

- The net increase between fall 2012 and fall 2022 of 466 students who continued on to college within 12 months of high school graduation, shown in [Table 1.2.1](#), is attributable to an increase of 616 Nebraska-resident, first-time freshmen who enrolled at *out-of-state* institutions within 12 months of high school graduation and a decrease of 150 students who pursued their postsecondary education at institutions *in Nebraska*.
- Overall, the percent of Nebraska-resident, first-time freshmen who choose to begin college in Nebraska has remained relatively stable since fall 2012, though it declined slightly in 2022. As illustrated in [Figure 1.2.1](#), 77.8% of Nebraska-resident, first-time freshmen started college in Nebraska in fall 2022, compared to 81.2% in fall 2012.

Figure 1.2.1
Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions Within 12 Months of Graduation from High School
Fall 2012 through Fall 2022

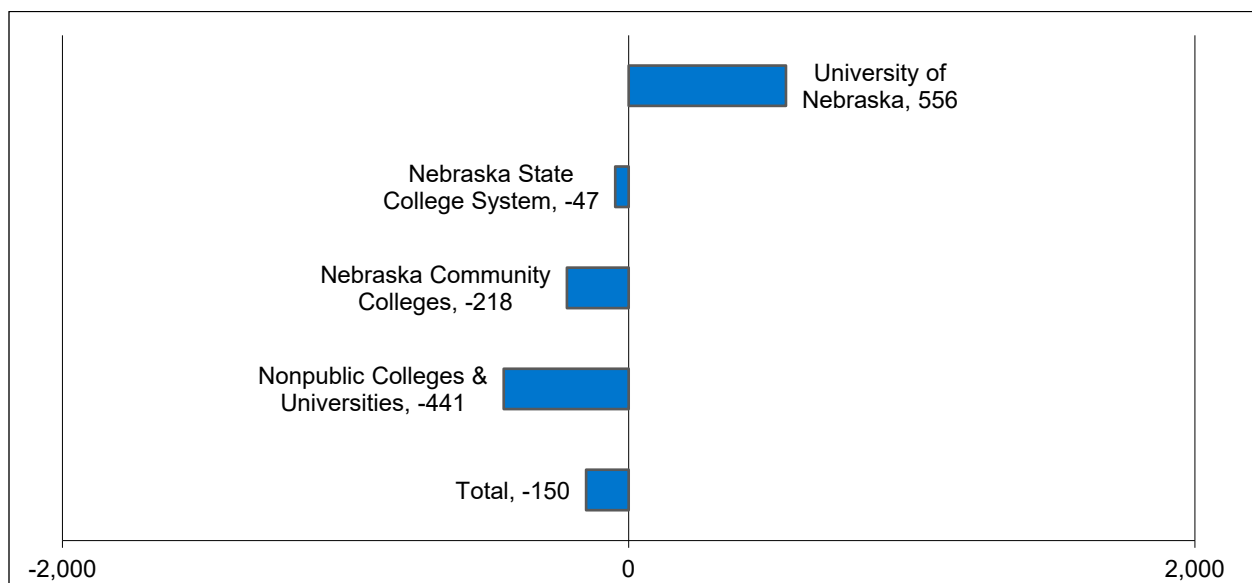


Note. Includes full-time and part-time students. FTF = first-time freshmen. Does not include fall 2022 migration data for Texas State Technical College (see [Table 1.2.1](#) for more information). See [Table A6.1](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

- As illustrated in [Figure 1.2.2](#), from fall 2012 to fall 2022, only one of the four higher education sectors reported increases in the number of Nebraska-resident, first-time freshmen who enrolled in college less than a year after high school graduation.
 - The University of Nebraska reported a total increase of 10.2%.
 - Nebraska’s state colleges, community colleges, and nonpublic colleges and universities reported decreases of 5.1%, 5.6%, and 24.2%, respectively.
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska postsecondary institutions within 12 months of high school graduation decreased 1.2%, from 12,117 in fall 2012 to 11,967 in fall 2022.
- See [Table A6.2](#) in [Appendix 2](#) for supporting data.

Figure 1.2.2

**Changes in the Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of Graduation from High School
Fall 2022 Compared to Fall 2012**



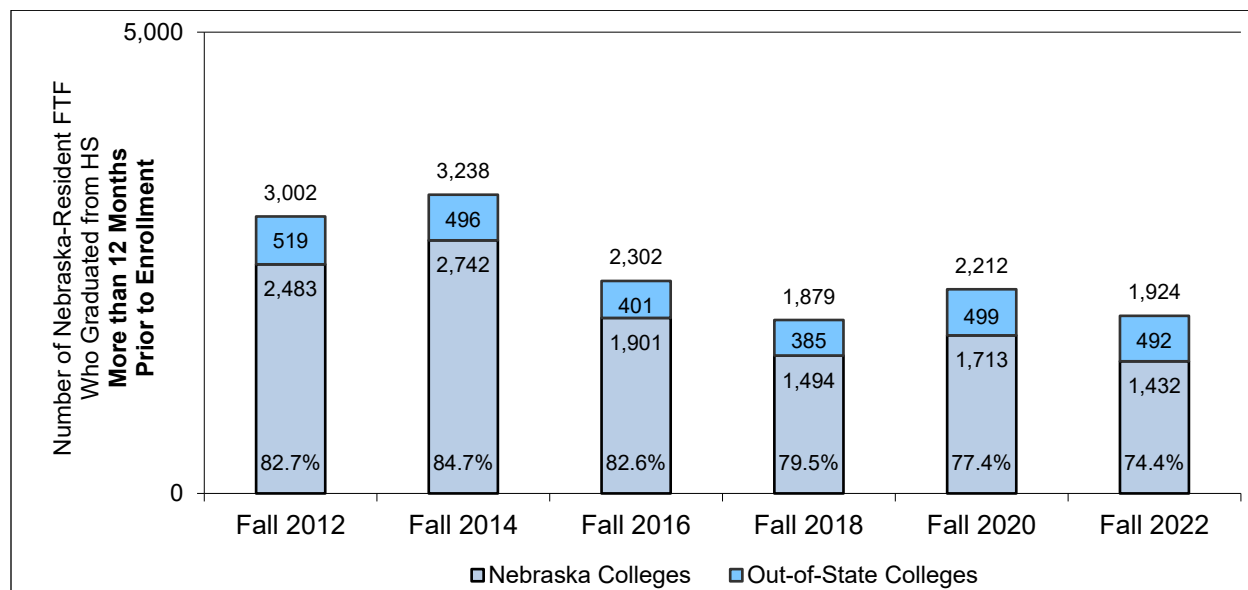
Note. Includes full-time and part-time students. See [Table A6.2](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

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

- Between fall 2012 and fall 2022, there was a decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at postsecondary institutions in Nebraska more than a year after they graduated from high school.
- As illustrated in Figure 1.2.3, 1,051 fewer first-time freshmen attended Nebraska colleges in fall 2022 than in fall 2012, a decrease of 42.3%.
- Additionally, between 2012 and 2022, 27 fewer first-time freshmen from Nebraska went to out-of-state colleges more than a year after graduating from high school, a 5.2% decrease.
- As shown in Figure 1.2.3, the net effect of these changes in enrollment was that a lower percentage of the students who graduated from high school more than a year before college enrollment attended Nebraska postsecondary institutions in fall 2022 than in fall 2012, while a higher percentage chose to go out of state. Specifically, 74.4% attended Nebraska colleges in 2022, compared to 82.7% in 2012.
- Total enrollment of first-time freshmen at out-of-state and in-state schools decreased 35.9% (1,078 students) from 3,002 in fall 2012 to 1,924 in fall 2022. (See Table A6.3 in Appendix 6 for supporting data.)

Figure 1.2.3

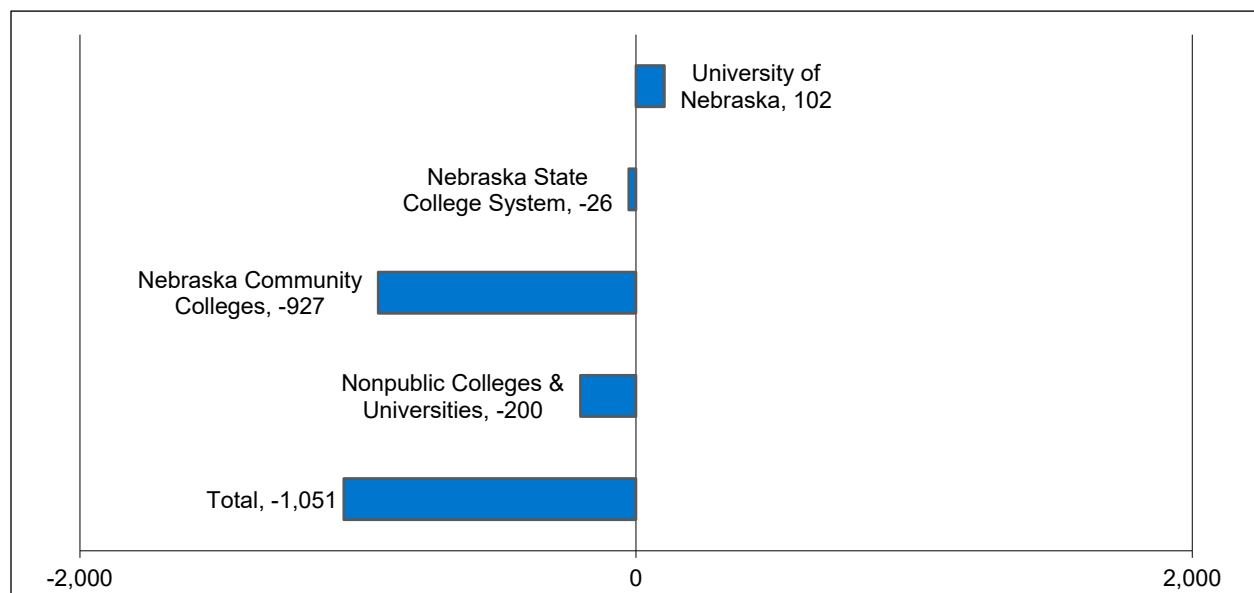
Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions More than 12 Months After Graduation from High School Fall 2012 through Fall 2022



Note. Includes full-time and part-time students. FTF = first-time freshmen. HS = high school. Does not include fall 2022 migration data for Texas State Technical College (see Table 1.2.1 for more information). See Table A6.3 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

- As illustrated in [Figure 1.2.4](#), from fall 2012 to fall 2022, the University of Nebraska was the only sector to report an increase (75.0%) in the number of Nebraska-resident, first-time freshmen who enrolled in college more than a year after high school graduation.
 - The state colleges, community colleges, and nonpublic institutions reported decreases of 44.1%, 48.6%, and 52.6%, respectively.
 - In terms of the number of students enrolled, Nebraska’s community colleges experienced the largest decline between fall 2012 and fall 2022, enrolling 927 fewer first-time freshmen.
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska postsecondary institutions more than a year after high school graduation decreased 42.3%, from 2,483 in fall 2012 to 1,432 in fall 2022. This decrease of 1,051 students is mostly attributable to reduced enrollments at Nebraska’s community colleges and nonpublic institutions.
- See [Table A6.4](#) in [Appendix 6](#) for supporting data and a summary of enrollment changes by sector.

Figure 1.2.4
Changes in the Numbers of Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months After Graduation from High School
Fall 2022 Compared to Fall 2012



Note. Includes full-time and part-time students. See [Table A6.4](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

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

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

The 2003 LR 174 Higher Education Task Force recommended that Nebraska’s colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and 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.

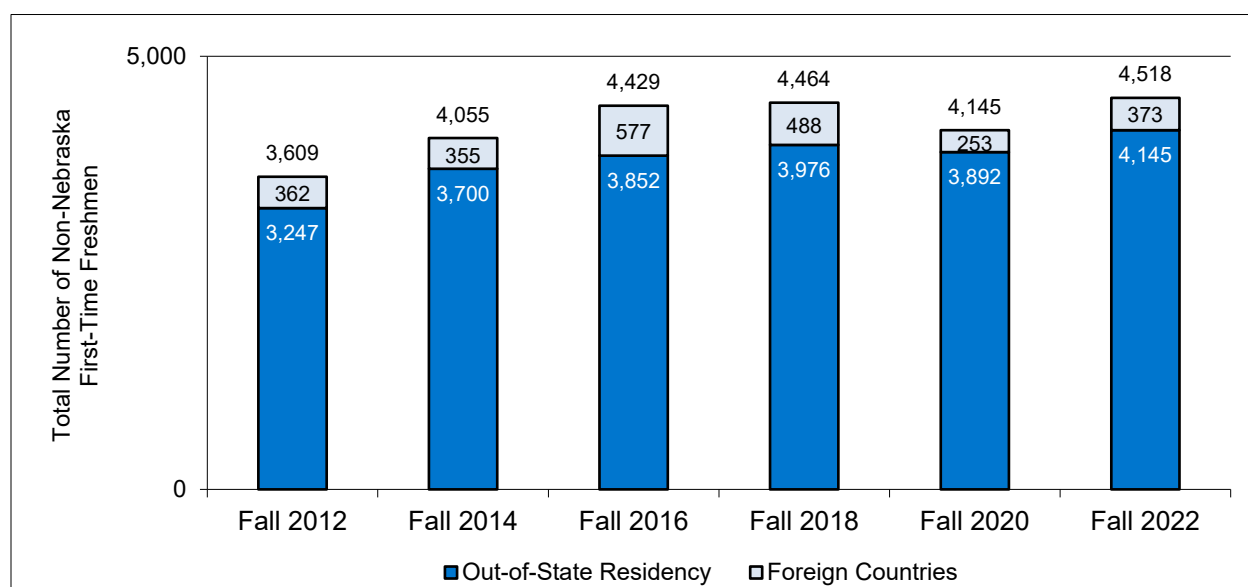
In this section, the latest available data, which are for fall 2022, are compared to the data for fall 2012, fall 2014, fall 2016, fall 2018, and fall 2020. Emphasis is primarily on the comparison of the findings for fall 2022 to those for fall 2012.

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

- As shown in [Figure 1.3.1](#), Nebraska’s postsecondary institutions attracted 909, or 25.2%, more non-Nebraska, first-time freshmen in fall 2022 than in fall 2012.
- While the number of first-time freshmen with out-of-state residency increased 27.7%, the number of first-time freshmen from foreign countries increased 3.0%. Notably, between fall 2020 and fall 2022, the number of first-time freshmen from foreign countries increased 47.4%. However, it remains 23.6% lower than fall 2018.

Figure 1.3.1

Total Number of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Fall 2012 through Fall 2022



Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.5](#) and [Table 6.6](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

- The University of Nebraska-Lincoln enrolled 1,250 (27.7%) of the non-Nebraska, first-time freshmen in fall 2022, up from 863 in fall 2012. Creighton University enrolled 795 (17.6%) of the non-Nebraska, first-time freshmen in fall 2022, up from 729 in fall 2012. Together, these two institutions accounted for 45.3% of non-Nebraska, first-time freshmen enrolled at Nebraska’s postsecondary institutions in fall 2022. (See Table A6.8 in Appendix 6 for supporting data on total non-Nebraska, first-time freshmen by institution.)
- As shown in Table 1.3.1, the total enrollment of out-of-state and foreign first-time freshmen at Nebraska’s postsecondary institutions increased by 909 students, or 25.2%, between fall 2012 and fall 2022.

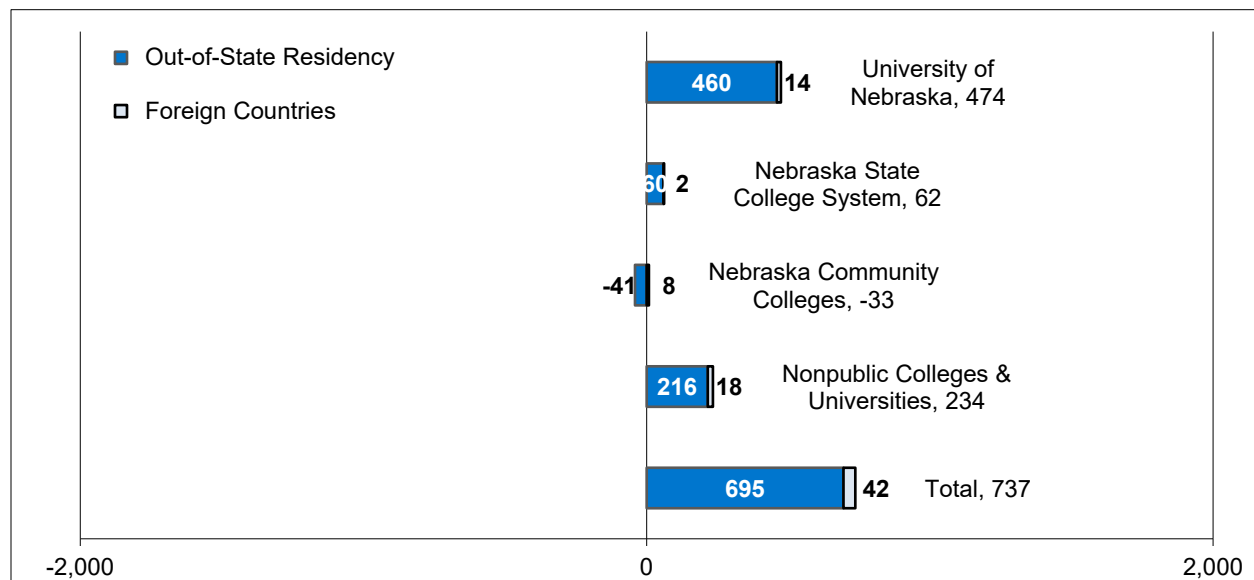
Table 1.3.1
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Classified by Length of Time Since High School Graduation
Fall 2012 through Fall 2022

Length of Time Since High School Graduation	Fall 2012		Fall 2014		Fall 2016		Fall 2018	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	2,981	82.6%	3,488	86.0%	3,957	89.3%	4,064	91.0%
Graduated More than 12 Months Prior to College Enrollment	628	17.4%	567	14.0%	472	10.7%	400	9.0%
Total	3,609	100.0%	4,055	100.0%	4,429	100.0%	4,464	100.0%
Length of Time Since High School Graduation	Fall 2020		Fall 2022			Δ Since Fall 2012		
	N	%	N	%		N	%	
Graduated During the 12 Months Prior to College Enrollment	3,754	90.6%	3,718	82.3%		737	24.7%	
Graduated More than 12 Months Prior to College Enrollment	391	9.4%	800	17.7%		172	27.4%	
Total	4,145	100.0%	4,518	100.0%		909	25.2%	

Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. Δ = change. See Table A6.5 and Table A6.6 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

- As shown in [Figure 1.3.2](#), 64.3% of the net increase of 737 students who started college within 12 months of high school graduation is attributable to the increased number of non-Nebraskans who attended the University of Nebraska.
- The Nebraska State College System and Nebraska’s nonpublic institutions also experienced gains in the number of non-Nebraskans that they attracted.
- While the number of first-time freshmen with out-of-state residency increased 24.6%, the number of first-time freshmen from foreign countries increased 27.1%. As shown in [Table A6.5](#) in [Appendix 6](#), the University of Nebraska enrolled the largest percentage of first-time freshmen from foreign countries (54.3%), while Nebraska’s nonpublic colleges enrolled the largest percentage of first-time freshmen with out-of-state residency (43.2%).
- See [Table A6.6](#) in [Appendix 6](#) for information on the enrollment of non-Nebraskan first-time freshmen who enrolled at Nebraska colleges more than a year after high school graduation.
- [Table A6.7](#) in [Appendix 6](#) provides detailed listings *by institution* of the numbers of first-time freshmen with Nebraska, out-of-state, and foreign residencies who were enrolled at Nebraska’s colleges and universities *within 12 months of high school graduation* from fall 2012 through fall 2022.

Figure 1.3.2
Changes in the Numbers of Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of Graduation from High School
Fall 2022 Compared to Fall 2012



Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.5](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

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

Data summarized in the preceding sections can be used to calculate the net migration of first-time freshmen who attended postsecondary institutions within one year of high school graduation. Students with foreign residency are excluded from the calculation of net migration.¹⁴

- As shown in [Table 1.3.2](#), in fall 2012, fall 2014, fall 2016, fall 2018, fall 2020, and fall 2022, more first-time freshmen *came to Nebraska* to attend college within 12 months of high school graduation than *left Nebraska* to go to school out of state.
- Notably, out-migration of Nebraska’s first-time freshmen increased 28.9% between fall 2020 and fall 2022 while in-migration decreased 2.2%. Further analyses reveal that 46.0% of the increase in out-migration is attributable to out-migration to Iowa. Specifically, Nebraska first-time freshmen at Iowa Western Community College nearly tripled, increasing from 155 to 434 students.

Table 1.3.2 Net Migration of First-Time Freshmen Who Attended Postsecondary Institutions <u>Within 12 Months of High School Graduation</u> Fall 2012 through Fall 2022								
Student Residency and Where They Attended College	Fall 2012	Fall 2014	Fall 2016	Fall 2018	Fall 2020	Fall 2022	Δ Since Fall 2012	
							N	%
<u>In-Migration</u> Non-Nebraska, Non-Foreign Students Enrolled at Nebraska Colleges and Universities	2,826	3,294	3,621	3,772	3,602	3,521	695	24.6%
<u>Out-Migration</u> Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,800	2,692	2,725	2,752	2,650	3,416	616	22.0%
Net Migration	26	602	896	1,020	952	105		
<p><i>Note.</i> Includes full-time and part-time students. Does not include students with foreign residency, reported unknown states of residence, or students for whom no residence information was reported. Δ = change. Nebraska’s Coordinating Commission for Postsecondary Education discovered an error with migration data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 403 Nebraska first-time freshmen attended TSTC in fall 2022 within 12 months of high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC did not report any Nebraska students attending within 12 months of high school graduation. Therefore, the Commission has overridden TSTC’s fall 2022 migration to zero Nebraska students. See Table A6.1 and Table A6.5 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.</p>								

¹⁴ While IPEDS data captures the in-migration of first-time freshmen from foreign countries, it does not capture the out-migration of first-time freshmen with Nebraska residency that enrolled in college in foreign countries.

1.4 Enrollment of First-Time Freshmen by Gender and by Race/Ethnicity

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

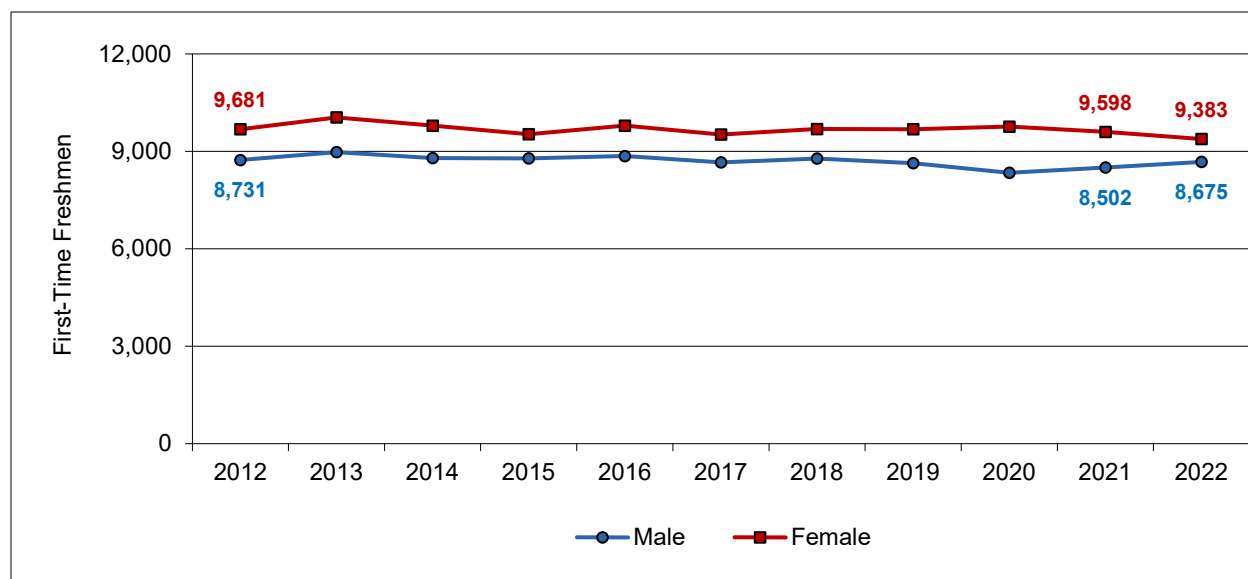
Increasing the number and percentage of students who have been underrepresented in Nebraska’s higher education system is another recommended approach to increasing the state’s postsecondary enrollment. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2012 in the number of students by gender and by race/ethnicity who have been enrolled as *first-time freshmen* at Nebraska colleges, and (2) the extent to which each gender and each racial/ethnic group was represented in the state’s postsecondary education system in fall 2022, the latest period for which data are available. (Estimated enrollments for fall 2023 are not available by gender or by race/ethnicity; therefore, enrollments by race/ethnicity for fall 2023 will be reported in the *2025 Progress Report*.)

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

- As shown in [Figure 1.4.1](#), more female first-time freshmen have enrolled at Nebraska’s postsecondary institutions than male first-time freshmen. Since 2012 women have accounted for 52.0% (fall 2022) to 53.9% (fall 2020) of first-time freshmen enrollments.
- Since fall 2012, male first-time freshmen enrollments declined 0.6% while female first-time freshmen enrollments declined 3.1%.

Figure 1.4.1

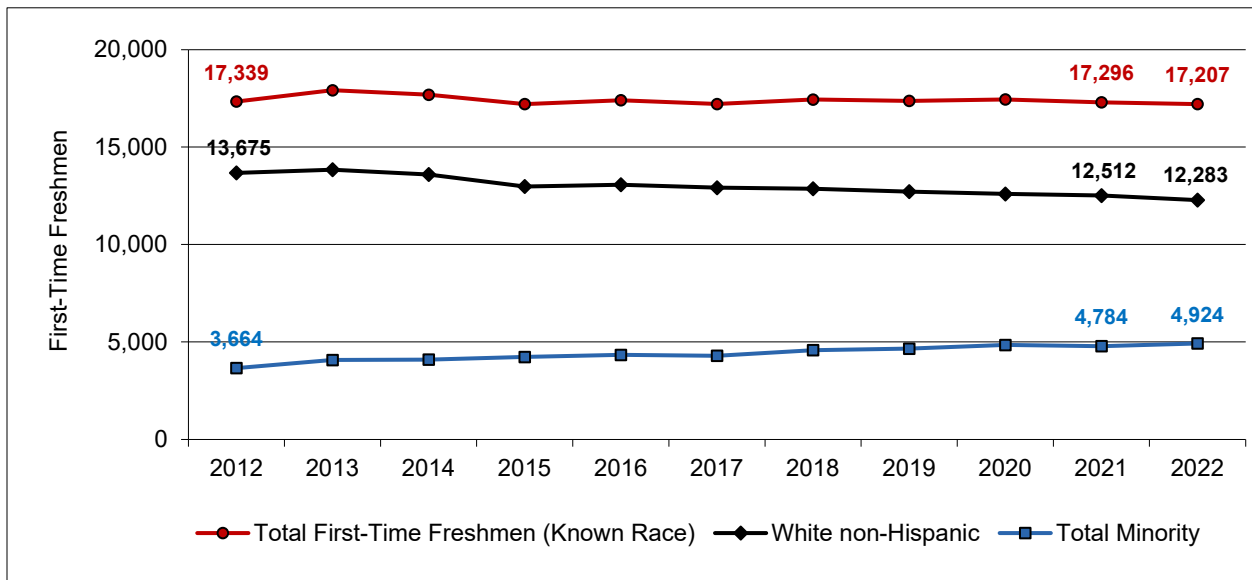
**First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions by Gender
Fall 2012 through Fall 2022**



Note. Counts include full-time and part-time students. See [Table A7.1](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys.

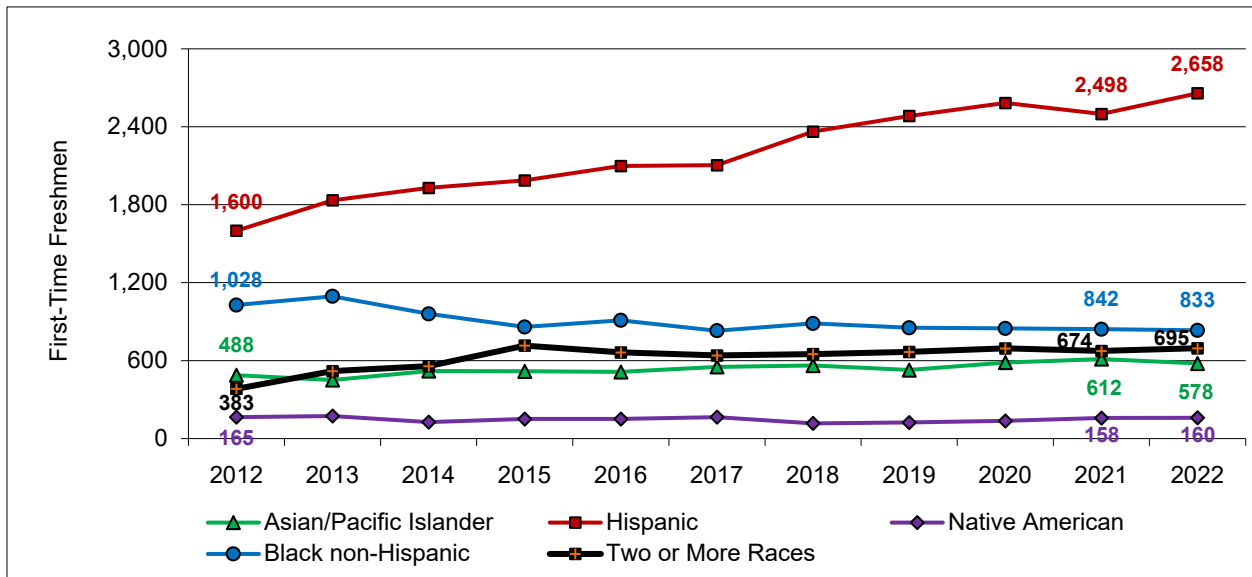
- As shown in [Figure 1.4.2](#), 17,207 first-time freshmen of known race/ethnicity were enrolled at Nebraska’s postsecondary institutions in fall 2022, a 0.8% decrease from the 17,339 first-time freshmen of known race/ethnicity enrolled in fall 2012.

Figure 1.4.2
Numbers of White Non-Hispanic and Minority First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2012 through Fall 2022



Note. Counts include full-time and part-time students. Counts do not include U.S. Nonresidents or students of unknown race/ethnicity. See Table A7.1 in Appendix 7 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys.

Figure 1.4.3
Numbers of Minority Students Enrolled as First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2012 through Fall 2022



Note. Includes full-time and part-time students. See Table A7.1 in Appendix 7 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys.

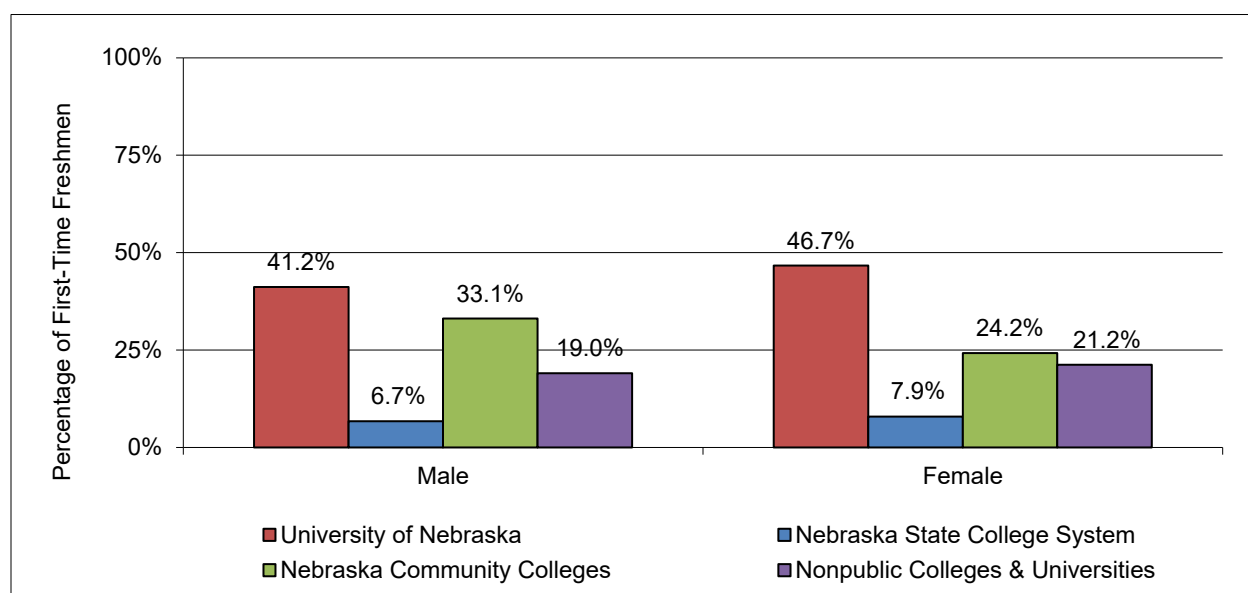
- In fall 2012, White non-Hispanics accounted for 78.9% of the first-time freshmen, while minorities accounted for 21.1%. Of the first-time freshmen enrolled in fall 2022, 71.4% were White non-Hispanics, while 28.6% were minorities.¹⁵
- As shown in [Figure 1.4.3](#), higher numbers of Asians/Pacific Islanders, Hispanics, and multiracial students were enrolled in college in fall 2022 than in fall 2012. However, the numbers of Black non-Hispanic and Native-American first-time freshmen decreased since fall 2012.
- The net effect of these changes is that there were **1,260 more minority students** attending Nebraska colleges as first-time freshmen in fall 2022 than in fall 2012, an increase of 34.4%. In comparison, there were **1,392 fewer White non-Hispanic** first-time freshmen in fall 2022 than in fall 2012, a decrease of 10.2%.

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

Another approach to analyzing the representation of gender and racial/ethnic groups is to examine the percentage of students in each group who attend each of the institutional sectors within Nebraska’s postsecondary education system.

- [Figure 1.4.4](#) shows the percentages, by sector, of male and female first-time freshmen who attended institutions within Nebraska’s postsecondary education system in fall 2022.
- As evidenced in [Figure 1.4.4](#), both male and female students most frequently enrolled as first-time freshmen at the University of Nebraska. However, male first-time freshmen were much more likely to enroll at the community colleges than female first-time freshmen.

Figure 1.4.4
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Gender and by Sector
Fall 2022

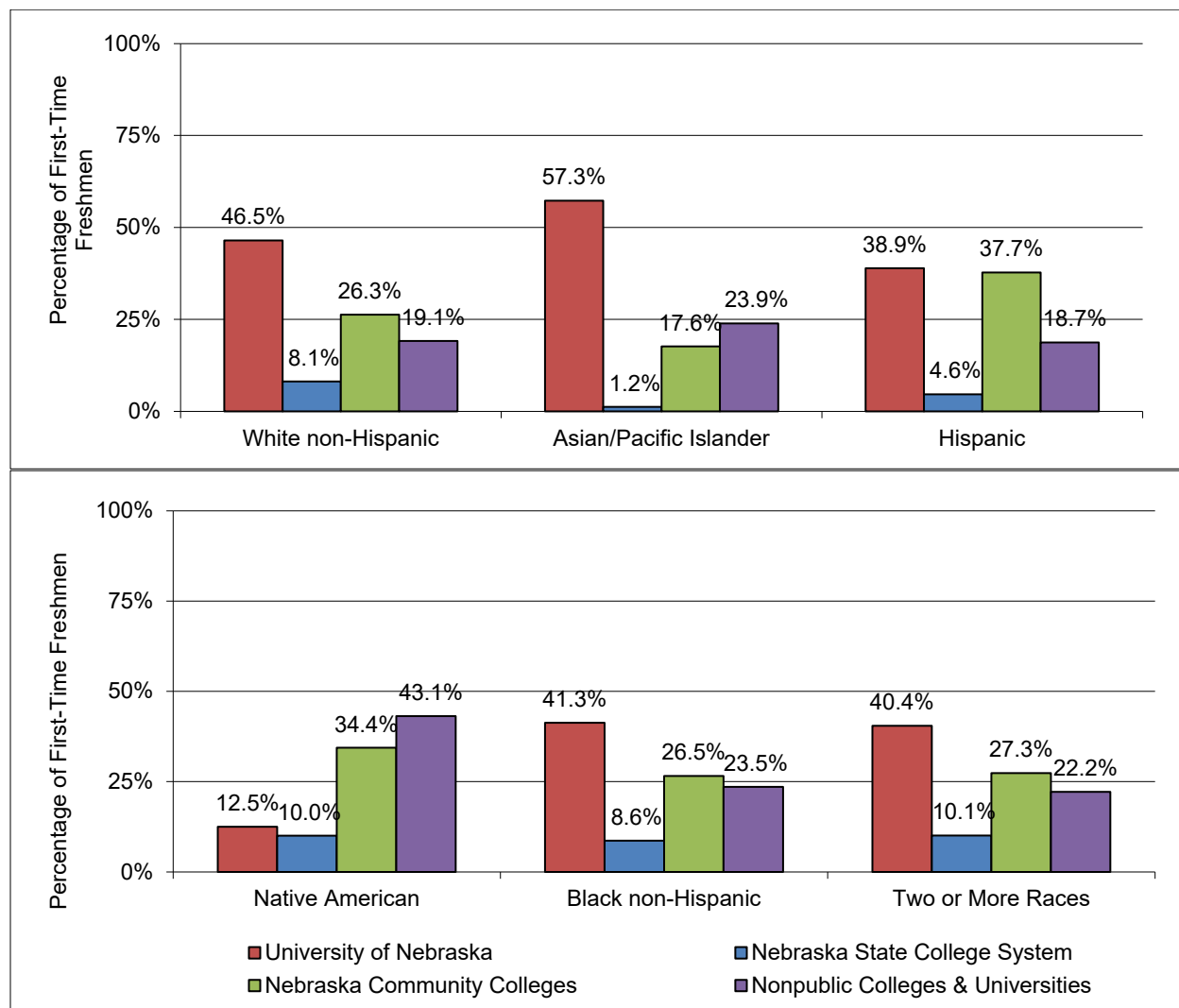


Note. Counts include full-time and part-time students. See [Table A7.2](#) in [Appendix 7](#) for fall 2012 through fall 2022 data. Data source: National Center for Education Statistics, IPEDS fall 2022 survey.

¹⁵ Minority students are defined as students from the following race/ethnicity categories: Asian/Pacific Islander, Black non-Hispanic, Hispanic, Native American, and two or more races.

- [Figure 1.4.5](#) shows the percentages of the first-time freshmen in each of the six major racial/ethnic groups who attended, by sector, institutions within Nebraska’s postsecondary education system in fall 2022.
- As evidenced in [Figure 1.4.5](#), White non-Hispanics, Asian/Pacific Islanders, Hispanics, Black non-Hispanics, and multiracial students most frequently enrolled as first-time freshmen at the University of Nebraska. Native American first-time freshmen were most likely to enroll at the nonpublic colleges and universities.
- As shown in [Table A7.3](#) in [Appendix 7](#), 52 (32.5%) of the 160 Native Americans who were first-time freshmen in fall 2022 attended Little Priest Tribal College (27) or Nebraska Indian Community College (25).

Figure 1.4.5
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Race/Ethnicity and by Sector
Fall 2022

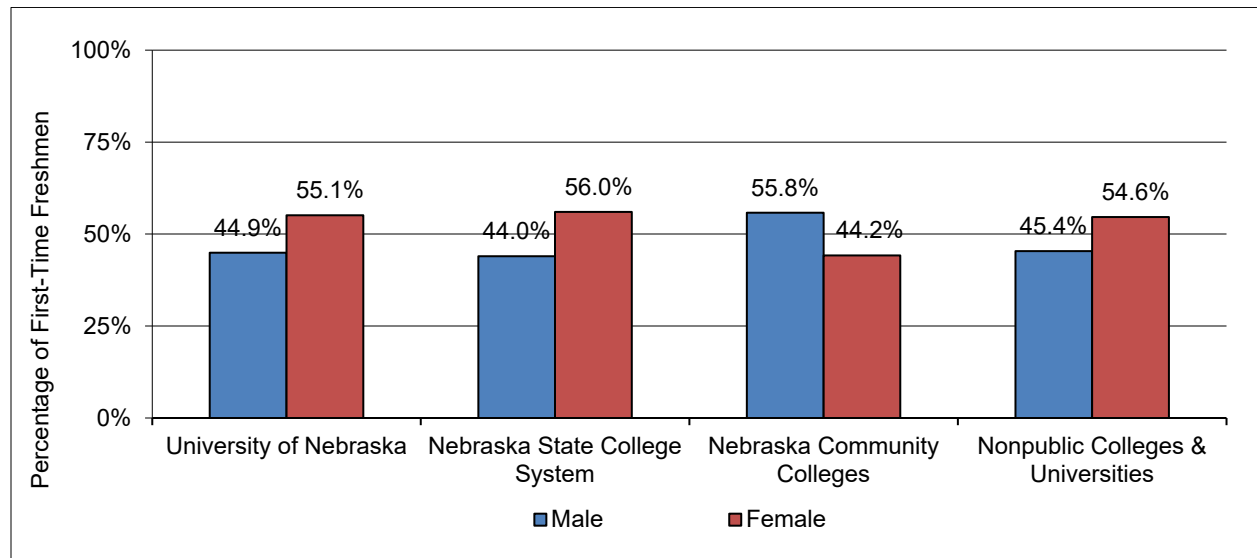


Note. Counts include full-time and part-time students. Counts do not include U.S. Nonresidents or students of unknown race/ethnicity. The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are included under nonpublic colleges and universities. See [Table A7.3](#) in [Appendix 7](#) for fall 2012 through fall 2022 data. Data source: National Center for Education Statistics, IPEDS fall 2022 survey.

Representation of Gender and Racial/Ethnic Groups by Sector

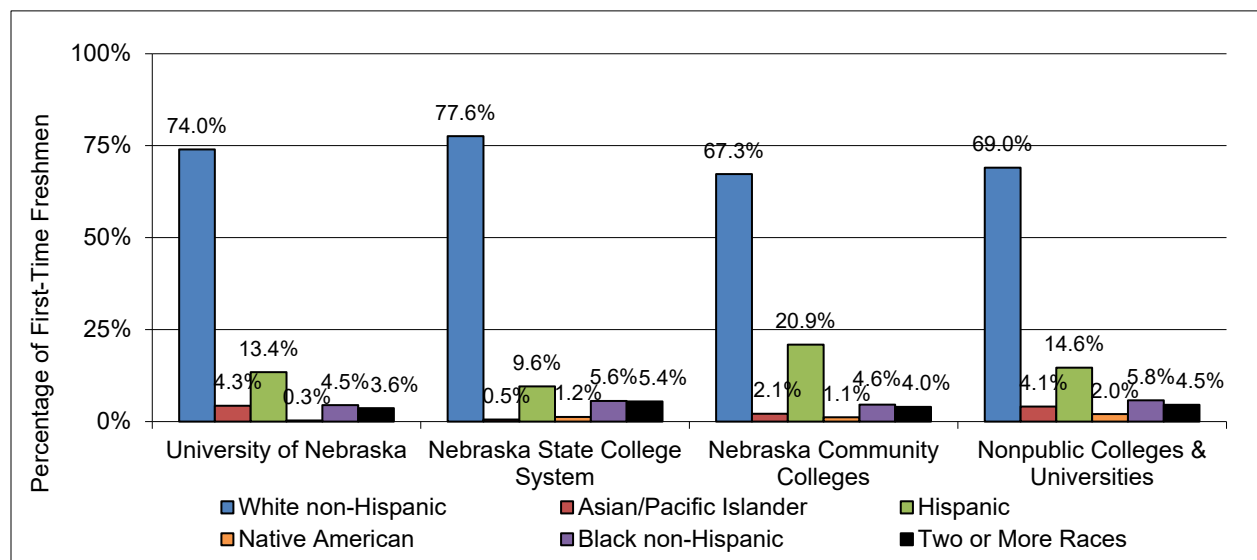
Representation of each gender and racial/ethnic group varied across the sectors of higher education, as shown in [Figure 1.4.6](#) and [Figure 1.4.7](#).

Figure 1.4.6
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
By Sector and by Gender
Fall 2022



Note. Includes full-time and part-time students. See [Table A7.4](#) in [Appendix 7](#) for fall 2012 through fall 2022 data. Data source: National Center for Education Statistics, IPEDS fall 2022 survey.

Figure 1.4.7
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
By Sector and by Race/Ethnicity
Fall 2022



Note. Includes full-time and part-time students. Does not include U.S. Nonresidents or students of unknown race/ethnicity. See [Table A7.5](#) in [Appendix 7](#) for fall 2012 through fall 2022 data. Data source: National Center for Education Statistics, IPEDS fall 2022 survey.

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1.5 Financial Aid

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

The 2003 LR 174 Higher Education Task Force recommended increasing need-based financial aid as a means of improving access to higher education for Nebraskans with limited financial resources. Since 2003, Nebraska has increased the amount of state funds allocated for need-based financial aid, thereby making progress toward the goal of improving access to higher education within the state.¹⁶ However, it still ranks among the lowest states for state-funded, need-based aid provided to students.

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

Number of Nebraska High School Seniors Filing the FAFSA

The first step in gaining access to federal and state student financial aid – and often need-based institutional financial aid as well – is filing the Free Application for Student Financial Aid, commonly known as the FAFSA. Unfortunately, many potential college students never make it past this first step, either not applying at all or not completing the FAFSA despite the efforts of high school counselors, college financial aid officers, and organizations like EducationQuest, Avenue Scholars, and College Possible that help students complete the FAFSA. The National College Access Network (NCAN), a national organization devoted to advocating for college affordability, particularly the federal Pell Grant program, estimates that 2023 Nebraska high school graduates missed out on over \$23.0 million in federal Pell grants by not filing the FAFSA.¹⁷ Without that aid, most of those high school graduates could not enroll in college.

As [Figure 1.5.1](#) indicates, Nebraska ranked 29th in FAFSA completions for high school seniors in the class of 2023. Leading states typically have made FAFSA completion a high school graduation requirement, tie FAFSA completion to “free college,” or have extensive state aid programs. Nebraska currently has none of those incentives to completion, but it does have the extensive outreach of EducationQuest and the CCPE’s FAFSA Completion Project, which uses information from the federal Department of Education to allow high school counselors to see which of their students have started and completed a FAFSA, allowing them to target assistance and encouragement. Beginning with the 2024-2025 school year, Nebraska public high school students must complete the FAFSA prior to graduating from high school.¹⁸

Like most states, Nebraska has suffered a decline in FAFSA completions by high school seniors in recent years, which corresponds to a decline in college going among recent high school graduates. FAFSA completion and college continuation among low-income students nationwide have been heavily impacted by COVID-19, as distance education has been difficult

¹⁶ For more information on tuition, fees, and financial aid, see the *2022 Tuition, Fees, and College Affordability Report*, available on the Commission’s website at ccpe.nebraska.gov/reports.

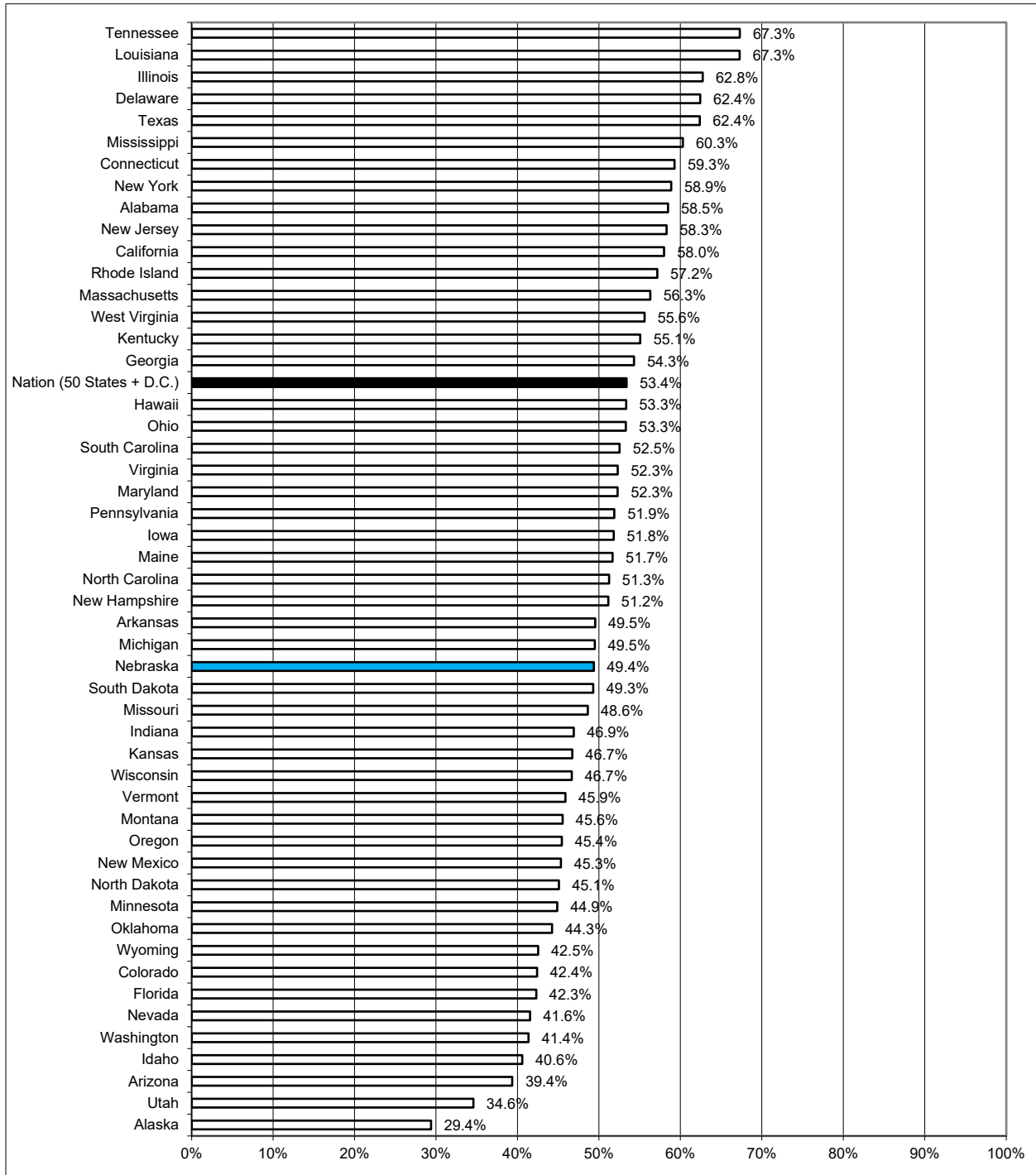
¹⁷ *NCAN Report: In 2023, High School Seniors Left Over \$4 Billion on the Table in Pell Grants*, January 11, 2024, <https://www.ncan.org/news/662266/NCAN-Report-In-2023-High-School-Seniors-Left-Over-4-Billion-on-the-Table-in-Pell-Grants.htm>.

¹⁸ See Neb. Rev. Stat. § 79-729 (3) for exemptions to the FAFSA completion requirement, available at <https://nebraskalegislature.gov/laws/statutes.php?statute=79-729>.

for low-income students without good access to technology at home and counselors are less able to assist students with college planning and FAFSA completion. [Figure 1.5.2](#) shows the decline for Nebraska, neighboring states, and the best and worst performing states in FAFSA completion.

Figure 1.5.1

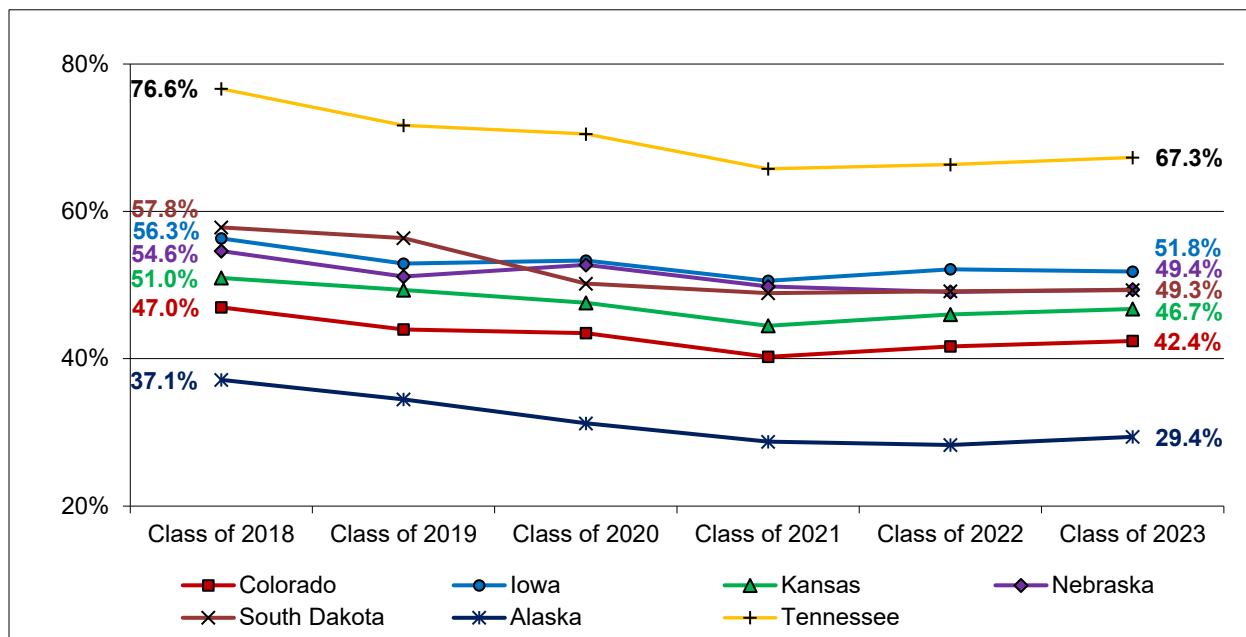
**Free Application for Federal Student Aid (FAFSA) Completion Rates by State
High School Seniors in the Class of 2023**



Note. Includes students who completed the FAFSA between October 1, 2022, and June 30, 2023. Includes students from public and private high schools. See [Table A8.1](#) in [Appendix 8](#) for more information. Data source: National College Attainment Network, FAFSA Completion, February 2024.

Figure 1.5.2

**Free Application for Federal Student Aid (FAFSA) Completion Rates
Nebraska Compared to Other States
High School Seniors in the Class of 2018 through the Class of 2023**



Note. Graph includes trend data for Nebraska, surrounding states, and the lowest (Alaska) and highest (Tennessee) performing states for the most recent year. Includes students who completed the FAFSA between October 1 and June 30 for each high school class. Includes students from public and private high schools. See [Table A8.1 in Appendix 8](#) for more information. Data source: National College Attainment Network, FAFSA Completion, January 2022, February 2023, and February 2024.

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

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

As the following discussion illustrates, Nebraska has significantly increased the amount of funding available for state grants to college students. However, the amount of available funding for financial aid continues to be insufficient to meet the needs of an increasing number of students who are eligible to receive state assistance. As a result, only 5 out of 10 students who are eligible for state-funded financial aid receive state grants.

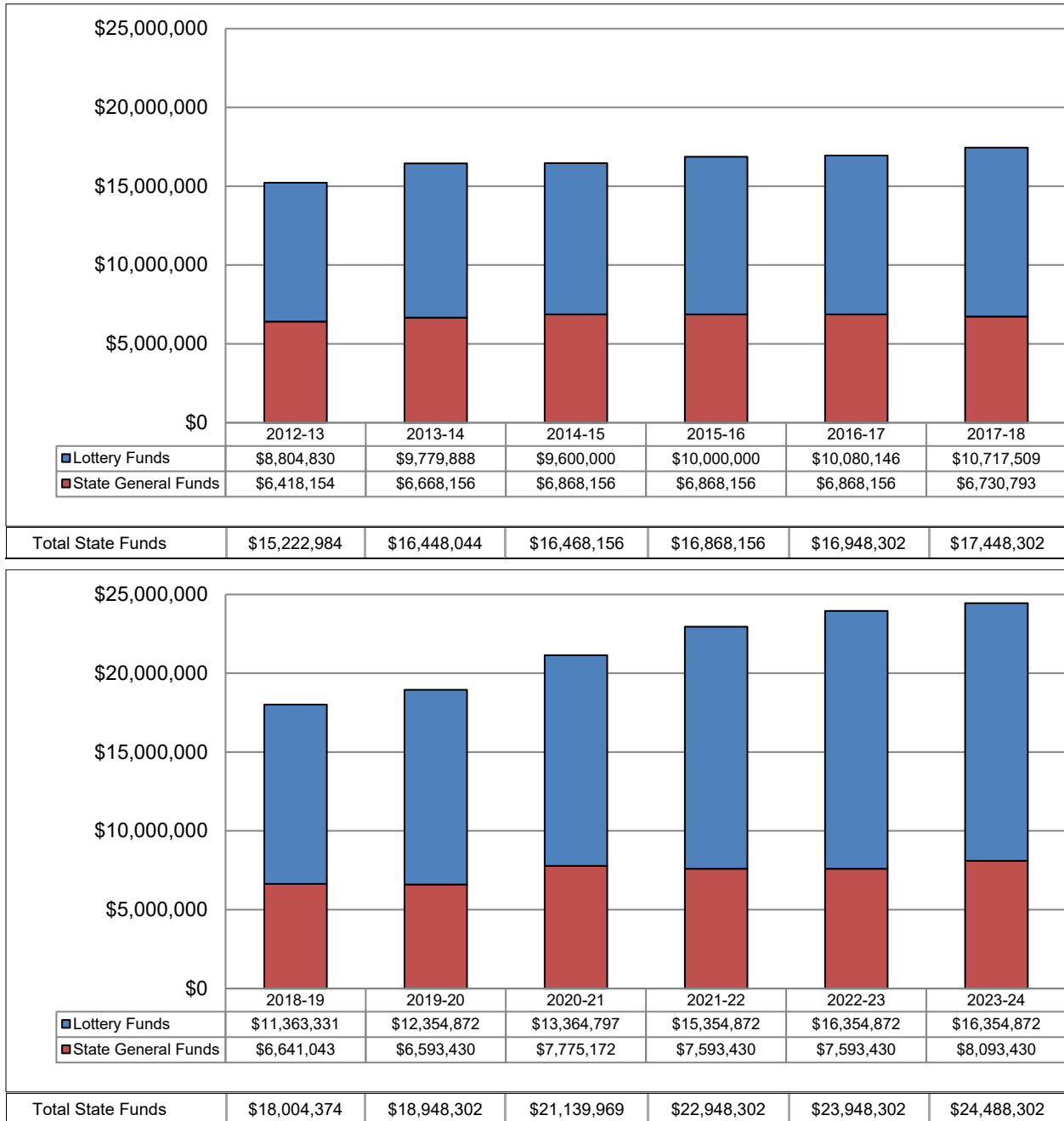
Figure 1.5.3 illustrates how the amount of available funding for state grants has significantly increased since 2012-2013. For the 2012-2013 academic year, the state allocated \$15,222,984 for grant aid to students attending public and private institutions in Nebraska. For 2022-2023, the state allocated \$23,948,302 to assist students from low-income families attend higher education institutions in Nebraska, an increase of 57.3%. For the 2023-2024 academic year, the amount of available state funding for grant aid increased to \$24,448,302, or 2.1% above the amount allocated for 2022-2023. As a result, available state funding for state grants

¹⁹ For more information on the Nebraska Opportunity Grant, see the *Nebraska Opportunity Grant 2022-23 Year-End Report*, available on the Commission’s website at cpe.nebraska.gov/reports.

awarded in 2023-2024 is 60.6% higher than the state appropriated for student financial aid in 2012-2013.

Between 2012-2013 and 2023-2024, allocation of lottery funds for state grants increased 85.7%, from \$8,804,830 in 2012-2013 to \$16,354,872 in 2023-2024. Over the same period, appropriations for state grants from the state’s General Fund increased 26.1%, from \$6,418,154 to \$8,093,430.

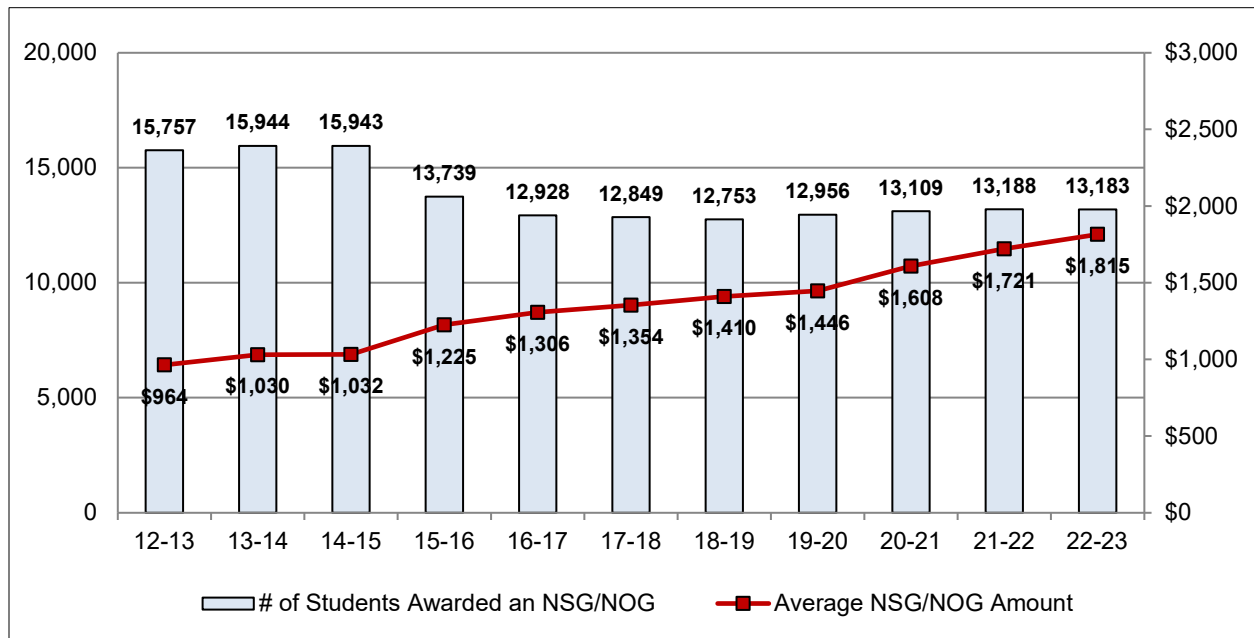
**Figure 1.5.3
Sources and Amounts of Available Funding
for the Nebraska Opportunity Grant Program
2012-2013 through 2023-2024**



Data sources: Nebraska’s Coordinating Commission for Postsecondary Education, *2022 Tuition, Fees, and College Affordability Report*, supplemented with CCPE records, December 2023.

Between 2012-2013 and 2022-2023, as shown in [Figure 1.5.4](#), the number of students who received state grants decreased 16.3%, from 15,757 to 13,183, and the average awarded grant increased 88.3%, from \$964 to \$1,815.²⁰

Figure 1.5.4
Number of Students Who Received
Nebraska Opportunity Grants (NOGs) and the Average Grant Awarded
2012-2013 through 2022-2023



Data source: Nebraska’s Coordinating Commission for Postsecondary Education, *Nebraska Opportunity Grant Year-End Report*, 2013 through 2023.

Unfortunately, as shown in [Figure 1.5.5](#), many students who are eligible for state grants do not receive them. In 2022-2023, for example, 13,183 students received state grants. However, based upon expenditure reports submitted to the Commission by each institution, it is estimated that an additional 15,177 students qualified for state grants but did not receive them due to insufficient available funding.

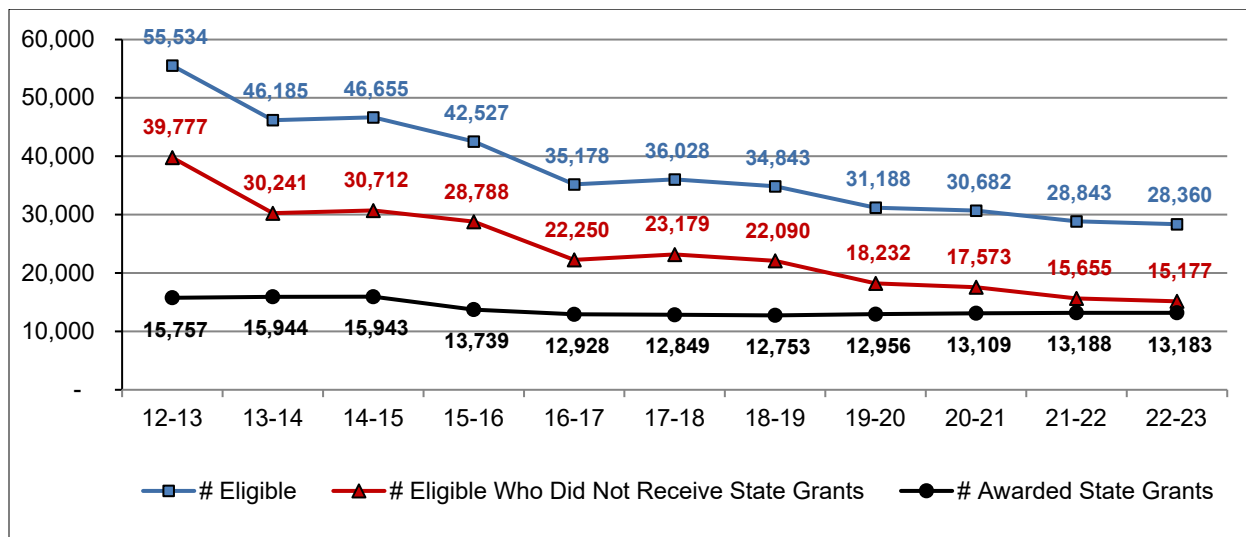
Furthermore, while the percentage of eligible students who receive state grants has increased, it remains low. In 2012-2013, only 28.4% of the students who were eligible for state grants received them. In 2022-2023, 46.5% of the eligible students received state grants.

See [Table A8.2](#) and [Table A8.3](#) in [Appendix 8](#) for supporting data and for additional information about the numbers and amounts of Nebraska state grants awarded by sector.

²⁰ The maximum award a student could receive was 50% of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student. In 2012-2013, the maximum award was \$3,781. For 2022-2023, the maximum award was \$4,795.

Figure 1.5.5

Number of Students Eligible to Receive Nebraska Opportunity Grants Compared to the Number of Students Awarded a Nebraska Opportunity Grant 2012-2013 through 2022-2023



Data source: Nebraska’s Coordinating Commission for Postsecondary Education, *Nebraska Opportunity Grant Year-End Report*, 2013 through 2023.

Other Evidence of Unmet Need for Financial Aid

Although state funding of financial aid has increased significantly since 2012-2013, there is a substantial amount of unmet financial need in Nebraska, including the need not met by state grants. The Commission estimates the annual unmet financial need of all Nebraskans who are eligible for Pell Grants by subtracting the total amount of financial aid, excluding work-study or Direct Parent PLUS (parent loan for undergraduate students), from the total cost of attending Nebraska colleges and universities for all Pell-Grant-eligible students.²¹ Using this formula, which includes subsidized and unsubsidized loans as financial aid, the Commission estimates the unmet need of Nebraskans was over \$220 million in 2012-2013 and nearly \$169 million in 2022-2023.²²

Another indicator of the difficulty in meeting the financial needs of students is the percentage of family income needed to pay for full-time enrollment at public two- and four-year institutions. For details, see pages 18 and 19 of the Commission’s *2022 Tuition, Fees, and College Affordability Report*.

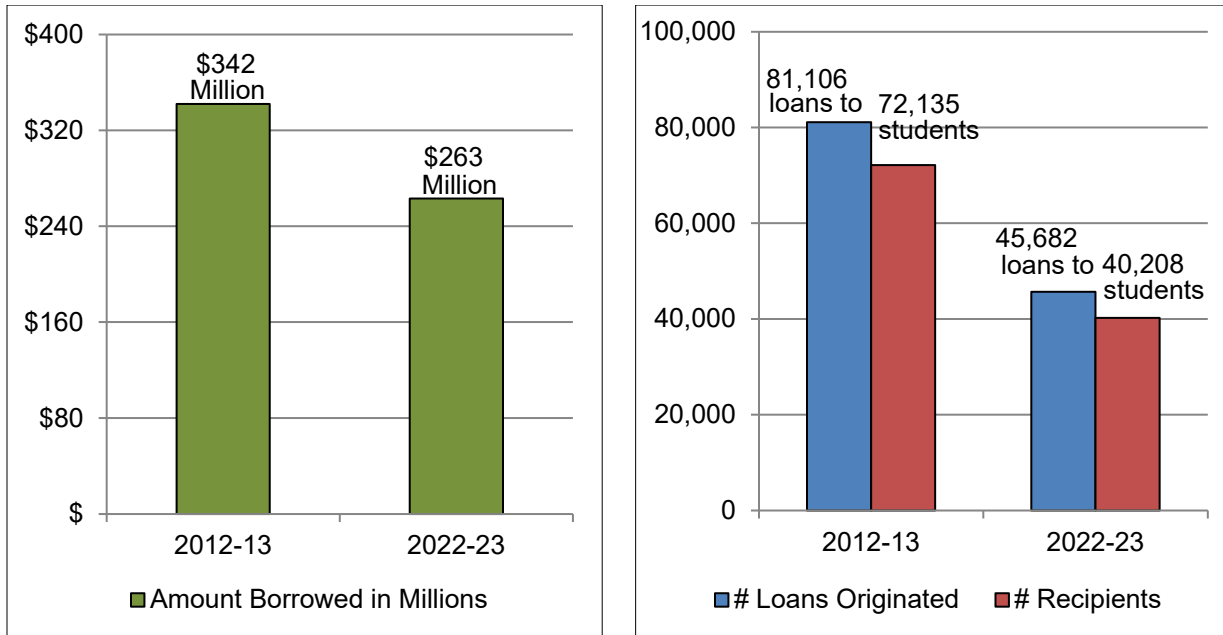
As illustrated in [Figure 1.5.6](#), the amount students borrowed to attend Nebraska’s public postsecondary institutions declined 23.1%, from \$341,955,094 in 2012-2013 to \$263,109,957 in 2022-2023.²³ The number of loan recipients decreased 44.3%, from 72,135 in 2012-2013 to 40,208 in 2022-2023, while the number of originated loans decreased 43.7%, from 81,106 in 2012-2013 to 45,682 in 2022-2023.

²¹ Cost of attendance includes tuition and mandatory fees, room and board, and books and supplies.

²² For details regarding these estimates, see the Commission’s *2022 Tuition, Fees, and College Affordability Report*, available on the Commission’s website at ccpe.nebraska.gov/reports.

²³ Originated loans, including fees.

Figure 1.5.6
Level of Student Borrowing to Attend Nebraska’s Public Colleges and Universities
2022-2023 Compared to 2012-2013



Note. Includes undergraduate and graduate loans. Data source: U.S. Department of Education Federal Student Aid, Title IV Program Volume Reports, 2023.

Need-Based Financial Aid

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

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

Since Nebraska’s state grant program has been the primary source of state-funded, need-based financial aid for Nebraska residents who are attending postsecondary institutions within the state, the preceding analysis in this section focuses primarily on the changes in the funding of Nebraska’s state grant program that occurred between 2012-2013 and 2022-2023. The last part of this section focuses on the growth of the Access College Early (ACE) Scholarship Program and the college continuation rates of ACE scholarship recipients.

Access College Early (ACE) Scholarship Program

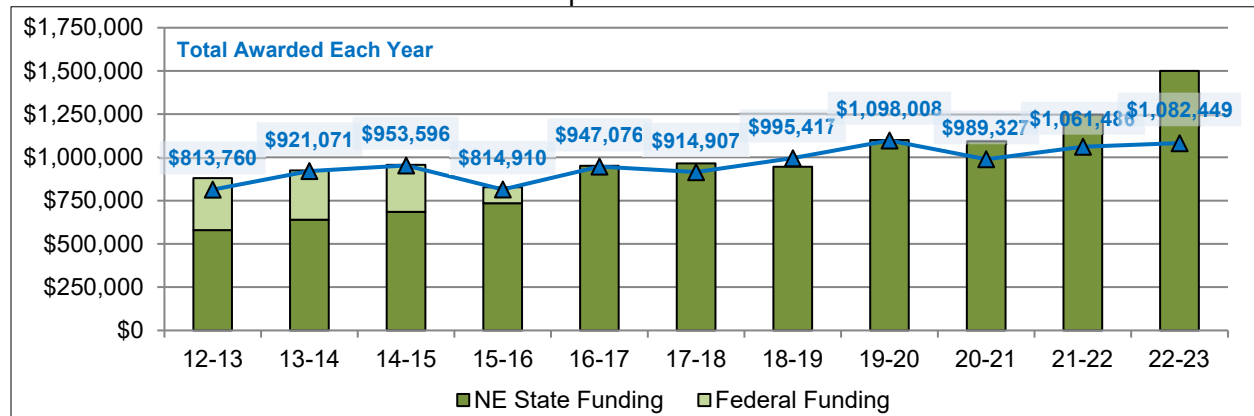
Started in fall 2007, the Access College Early (ACE) Scholarship Program awards scholarships to eligible low-income Nebraska high school students who take courses for credit from postsecondary institutions while the students are in high school. These courses are typically dual enrollment courses, which are offered for both high school and college credit, but some are college courses offered only for college credit.²⁴ Figure 1.5.7 illustrates the growth of the ACE Scholarship Program.

- In 2012-2013, 3,445 ACE scholarships totaling \$813,760 were awarded to 1,705 Nebraska high school students from 210 high schools. These students registered for 11,877 credit hours at 15 Nebraska colleges and universities.

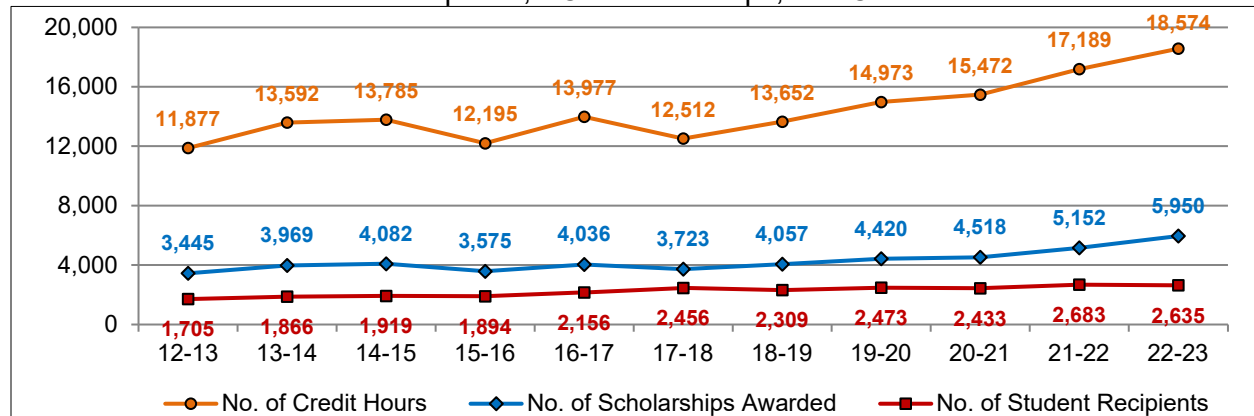
Figure 1.5.7

Growth of the Nebraska Access College Early (ACE) Scholarship Program 2012-2013 through 2022-2023

Part A: Sources and Amount of Scholarships Awarded



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



Note. The number of scholarships awarded to a student is limited each year based on available funding and an estimated number of students who will be applying. For 2022-2023, due to the available funding and reduction in charges at the community colleges, there was no limit to the number of scholarships available per student. See Table A8.4 in Appendix 8 for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, December 2023.

²⁴ For more information on the Access College Early Scholarship, see the *Access College Early Scholarship 2022-23 Year-End Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

- In 2022-2023, 5,950 ACE scholarships totaling \$1,082,449 were awarded to 2,635 Nebraska high school students from 214 high schools. These students registered for 18,574 credit hours at 18 Nebraska colleges and universities. A total of \$1,500,000 is appropriated for ACE scholarships for 2023-2024.

College Continuation Rates of ACE Scholarship Recipients

Since 2009, the Coordinating Commission has conducted research to determine how many of the public high school seniors who receive ACE scholarships continue on to college compared to other low-income and non-low-income graduates of Nebraska's public high schools.

For this research, a college continuation rate is defined as the percentage of public high school graduates who were enrolled in college within one year of their high school graduation. For example, for the public high school seniors who received ACE scholarships during 2021-2022, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2022, and May 31, 2023.²⁵ Throughout this summary, the terms college continuation rate and college-going rate are used interchangeably.

Using student records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse (NSC), the Commission calculates the college continuation rates by gender for the public high school seniors who were ACE scholarship recipients.

The Commission then compares the college continuation rates for the seniors who received ACE scholarships while attending public high schools to the college continuation rates for other low-income and non-low-income graduates of Nebraska's public high schools.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Effective with the 2021-2022 cohort, students are also classified as low income if they graduate from a school that participates in the Community Eligibility Provision (CEP).

Non-low-income students are students who are not approved for free or reduced-price school lunches.²⁶

Since the Commission relies on college enrollment records from the NSC, students who continue on to college at non-NSC-reporting institutions are classified as not continuing on to college. As a result, college continuation rates reported here are underestimated to some degree. (See Section 1.1.c of this report for further information on college continuation rates.)

Students who were home-schooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students by income status.

²⁵ While May 31st of the year following high school graduation is the cut-off date for college continuation rates in this section, the actual date may be slightly earlier, depending on when the Nebraska Department of Education submits data to the National Student Clearinghouse. See Table A8.5.a through Table A8.6.f in Appendix 8 for more information.

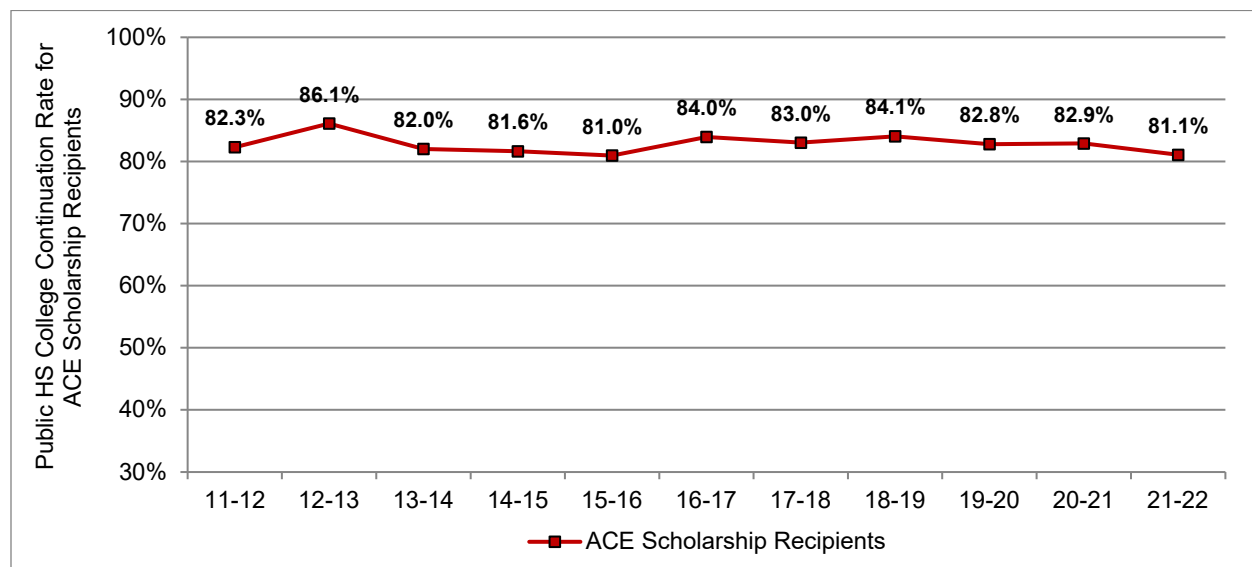
²⁶ The non-low-income students include students in low-income households that have not applied for free or reduced-price school lunches. Conversely, the low-income students in this study include at least some students who graduated from schools that participate in the CEP but were from non-low-income households.

College Continuation Rates for Public High School Graduates Who Received ACE Scholarships

- As shown in [Section 1.1.c](#), [Figure 1.1.c.5](#), the college continuation rate for Nebraska public high school graduates has decreased from 70.8% for the 2011-2012 graduating class to 65.2% for the 2021-2022 graduating class.
- As shown in [Figure 1.5.8](#), the college continuation rate for *all public high school graduates* who received ACE scholarships during their senior year has varied by year.
- Since 2011-2012, the college-going rate for ACE scholarship recipients decreased from 82.3% to 81.1% for 2021-2022 graduates.

Figure 1.5.8

College Continuation Rates for All Public High School Graduates Who Received Access College Early (ACE) Scholarships 2011-2012 through 2021-2022

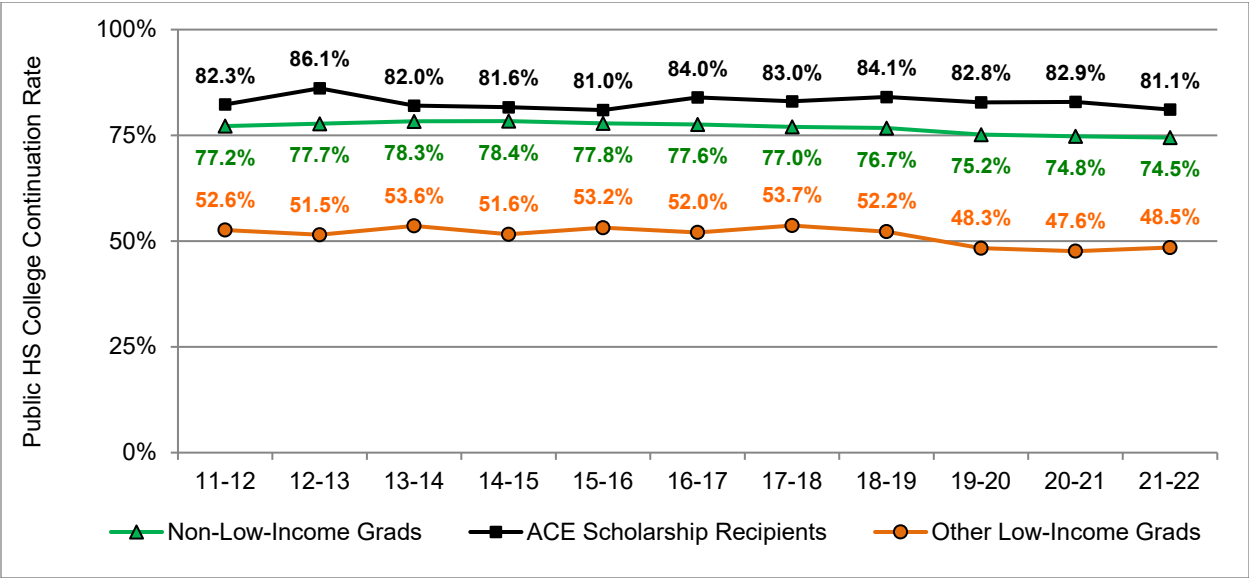


Note. See [Tables A8.5.a](#), [A8.5.b](#), [A8.5.c](#), [A8.5.d](#), [A8.5.e](#), [A8.6.a](#), [A8.6.b](#), [A8.6.c](#), [A8.6.d](#), [A8.6.e](#), and [A8.6.f](#) in [Appendix 8](#) for supporting data. Data sources: Nebraska’s Coordinating Commission for Postsecondary Education (ACE recipient data), October 2023; National Student Clearinghouse (college continuation data), October 2023.

College Continuation Rates by Household Income

- As shown in [Figure 1.5.9](#), college continuation rates of ACE scholarship recipients have been higher than the rates for non-low-income graduates of the state’s public high schools.
- College continuation rates for ACE scholarship recipients were significantly higher than the college-going rates for other low-income students who graduated from Nebraska’s public high schools between 2011-2012 and 2021-2022.
- The college continuation rate decreased 1.8 percentage points for ACE scholarship recipients between 2020-2021 and 2021-2022. Meanwhile, the college continuation rate for other low-income graduates increased 0.9 percentage points.
- Since 2011-2012, the college continuation rate decreased 1.2 percentage points for ACE scholarship recipients and 4.1 percentage points for other low-income graduates.

Figure 1.5.9
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: 2011-2012 through 2021-2022



Note. See Tables A8.5.a, A8.5.b, A8.5.c, A8.5.d, A8.5.e, A8.6.a, A8.6.b, A8.6.c, A8.6.d, A8.6.e, and A8.6.f in [Appendix 8](#) for supporting data. Data sources: Nebraska’s Coordinating Commission for Postsecondary Education (ACE recipient data), October 2023; National Student Clearinghouse (college continuation data), October 2023; and Nebraska Department of Education, October 2023 (public high school graduate data).

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Section 2

Increasing College Retention and Graduation Rates

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

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

To monitor the extent to which the first and second strategic objectives are being achieved, this section focuses primarily on freshmen retention rates and college graduation rates that are based on data collected through the Integrated Postsecondary Education Data System (IPEDS), maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. In addition, the Coordinating Commission analyzes the transfer rates based on IPEDS data for Nebraska's six community colleges.

Retention rate: The rate at which students persist in their educational program at an institution. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Graduation rate: The total number of completers within 150% of normal time divided by the adjusted cohort. Graduation rates are only available historically for full-time, first-time freshmen.

Transfer-out rate: Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort. Transfer-out rates are only available for full-time, first-time freshmen. Note that IPEDS data are not available to determine if transfer students persist in their studies and graduate from the institutions to which they transfer. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

Cohorts for retention rates, graduation rates, and transfer rates are adjusted for allowable exclusions.²⁷

The NCES is the best available source of data for monitoring the retention and graduation rates of institutions on an annual basis and over time, either by institution or by sector. However, the retention and graduation rates that are calculated using data collected through IPEDS have historically been for first-time freshmen who continue their studies at the same institution where they started college. This type of student represents a decreasing

²⁷ For the Graduation Rates, Outcome Measures, and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Beginning with 2016 retention data, the freshmen cohort is adjusted by adding inclusions to the adjusted freshmen cohort. See Explanatory Note A9.1 in Appendix 9 for more information about freshmen retention rate calculations.

percentage of postsecondary students. Consequently, a statewide analysis of retention and graduation rates based on IPEDS data does not provide any information about the persistence or graduation rates of a significant number of Nebraska college students who transfer to other institutions to continue their studies, including students who start college in the academic transfer programs offered by Nebraska's community colleges and then transfer to four-year schools to earn bachelor's degrees.

Another limitation of the currently available transfer data is that not all institutions are required to report the number of full-time, first-time freshmen who transfer to other schools. As a result, it is impossible to compute a statewide transfer rate that is comparable to Nebraska's statewide graduation rate. However, beginning with the 2010-2011 academic year, all six of Nebraska's community colleges have reported the number of students in their full-time, first-time freshmen cohorts who transferred to other schools. Resulting transfer rates for these schools are reported at the end of Section 2.2 on college graduation and transfer rates based on IPEDS data.²⁸

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

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

²⁸ The recent addition of the Outcome Measures Survey to IPEDS addresses some of the shortcomings of the Graduation Rate Survey mentioned above. The Outcome Measures Survey includes transfer student cohorts as well as first-time student cohorts, both types of students further disaggregated into full-time, part-time, and Pell Grant recipients. The Commission intends to incorporate the new information into the *Progress Report* over time. Data from the Outcome Measures Survey is presented in the Commission's *Comprehensive Plan* annual metrics report, *Measuring Accomplishments*, at ccpe.nebraska.gov/reports.

2.1 Freshmen Retention Rates (Based on IPEDS Data)

Increase the percentage of students who persist beyond their first year(s) of enrollment.

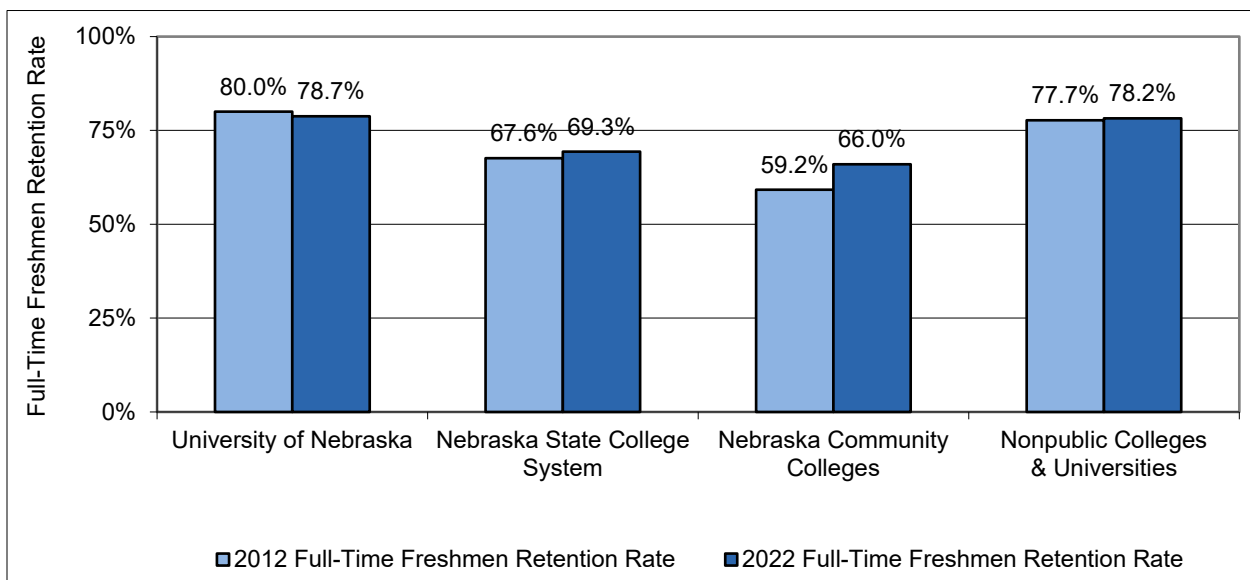
The following analysis of freshmen retention rates is based on data reported by Nebraska institutions to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The NCES defines a retention rate as the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Separate retention rates are reported by institutions for their full-time and part-time students.

The latest available data are for fall 2022. Retention rates for fall 2023 will not be available until mid-2024 and will be reported in the *2025 Progress Report*. Consequently, the following analysis focuses on how fall 2022 retention rates compare to fall 2012 rates.

Full-Time Freshmen Retention Rates by Sector

Figure 2.1.1 shows that full-time freshmen retention rates for the Nebraska State College System, the community colleges, and the nonpublic institutions were higher in fall 2022 than they were in fall 2012. Meanwhile, the full-time retention rate for the University of Nebraska was lower in fall 2022 than in fall 2012.

Figure 2.1.1
Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2022 Compared to Fall 2012



Note. See [Table A9.1](#) and [Table A9.4](#) in [Appendix 9](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

- The net effect of these changes in sector rates was that the overall full-time retention rate for all institutions in Nebraska increased 2.3 percentage points, from 72.6% in fall 2012 to 74.9% in fall 2022.
- See [Table A9.1](#) in [Appendix 9](#) for data related to the calculated sector and state retention rates for full-time freshmen. See [Table A9.4](#) in [Appendix 9](#) for the full-time retention rates by institution for fall 2012 and fall 2022.

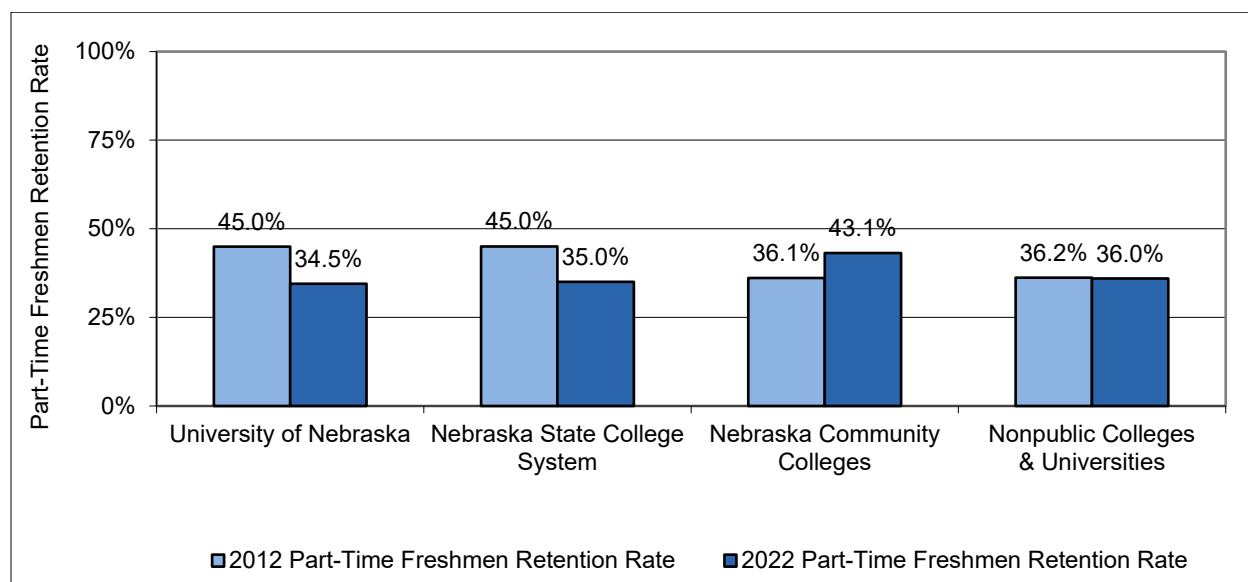
Part-Time Freshmen Retention Rates by Sector

As shown in [Figure 2.1.2](#), part-time retention rates for all sectors decreased between fall 2012 and fall 2022 except for the community colleges.

- The net effect of these changes in sector rates was that the overall part-time retention rate for all institutions in Nebraska increased 4.7 percentage points, from 36.8% in fall 2012 to 41.5% in fall 2022.
- Regardless of sector, retention rates for part-time students are much lower than comparable rates for full-time students.
- Compared to Nebraska’s community colleges, the other sectors of higher education in Nebraska consistently report small numbers of part-time, first-time freshmen. See [Table A9.2](#) in [Appendix 9](#) for more information.

Figure 2.1.2

**Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2022 Compared to Fall 2012**



Note. See [Table A9.2](#) and [Table A9.5](#) in [Appendix 9](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

Nebraska Freshmen Retention Rates Compared to Those of Other States

The charts in this section show the fall 2022 overall freshmen retention rates for full-time and part-time freshmen enrolled at Nebraska's public four-year institutions and Nebraska's public two-year institutions, compared to the retention rates for other states and the nation. (See Table A9.3 in Appendix 9 for supporting data.)

Retention Rates for Public Four-Year Institutions

Figure 2.1.3 and Figure 2.1.4 reveal that the fall 2022 retention rates for full-time and part-time freshmen enrolled at Nebraska's public four-year institutions were below the corresponding national averages.

- As shown in Figure 2.1.3, the overall full-time retention rate for Nebraska's public four-year institutions—University of Nebraska at Kearney, University of Nebraska-Lincoln, University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 77.2% in fall 2022, compared to an 81.1% retention rate for the nation.
- Nebraska's fall 2022 full-time retention rate for public four-year institutions was the 35th highest in the nation.
- As shown in Figure 2.1.4, the overall part-time retention rate for Nebraska's public four-year institutions was 34.6% in fall 2022, compared to the national average of 52.5%.
- Nebraska's fall 2022 part-time retention rate for public four-year institutions was the 43rd highest in the nation.

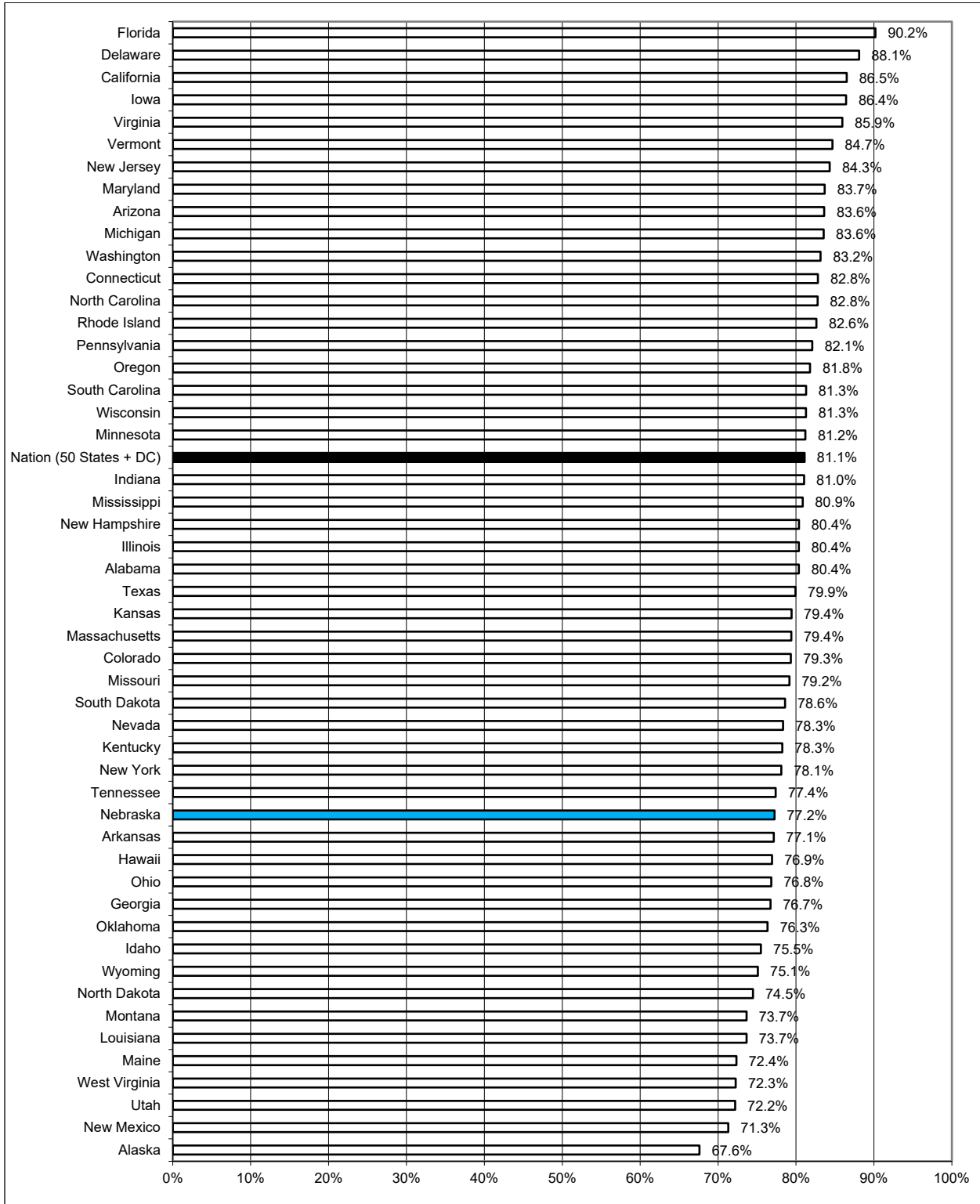
Retention Rates for Public Two-Year Institutions

Figure 2.1.5 and Figure 2.1.6 compare the overall full-time and part-time freshmen retention rates for Nebraska's public two-year institutions—Nebraska College of Technical Agriculture and Nebraska's six community colleges—to the state and national rates for all two-year public colleges.

- As shown in Figure 2.1.5, the overall full-time retention rate for Nebraska's public two-year institutions was 66.2% in fall 2022, compared to a 62.7% retention rate for the nation.
- Nebraska's fall 2022 full-time retention rate for the community colleges was the 7th highest in the nation.
- As shown in Figure 2.1.6, the overall part-time retention rate for Nebraska's public two-year institutions was 43.1% in fall 2022, compared to the national average of 43.2%.
- Nebraska's fall 2022 part-time retention rate for the community colleges was the 20th highest in the nation.

Figure 2.1.3

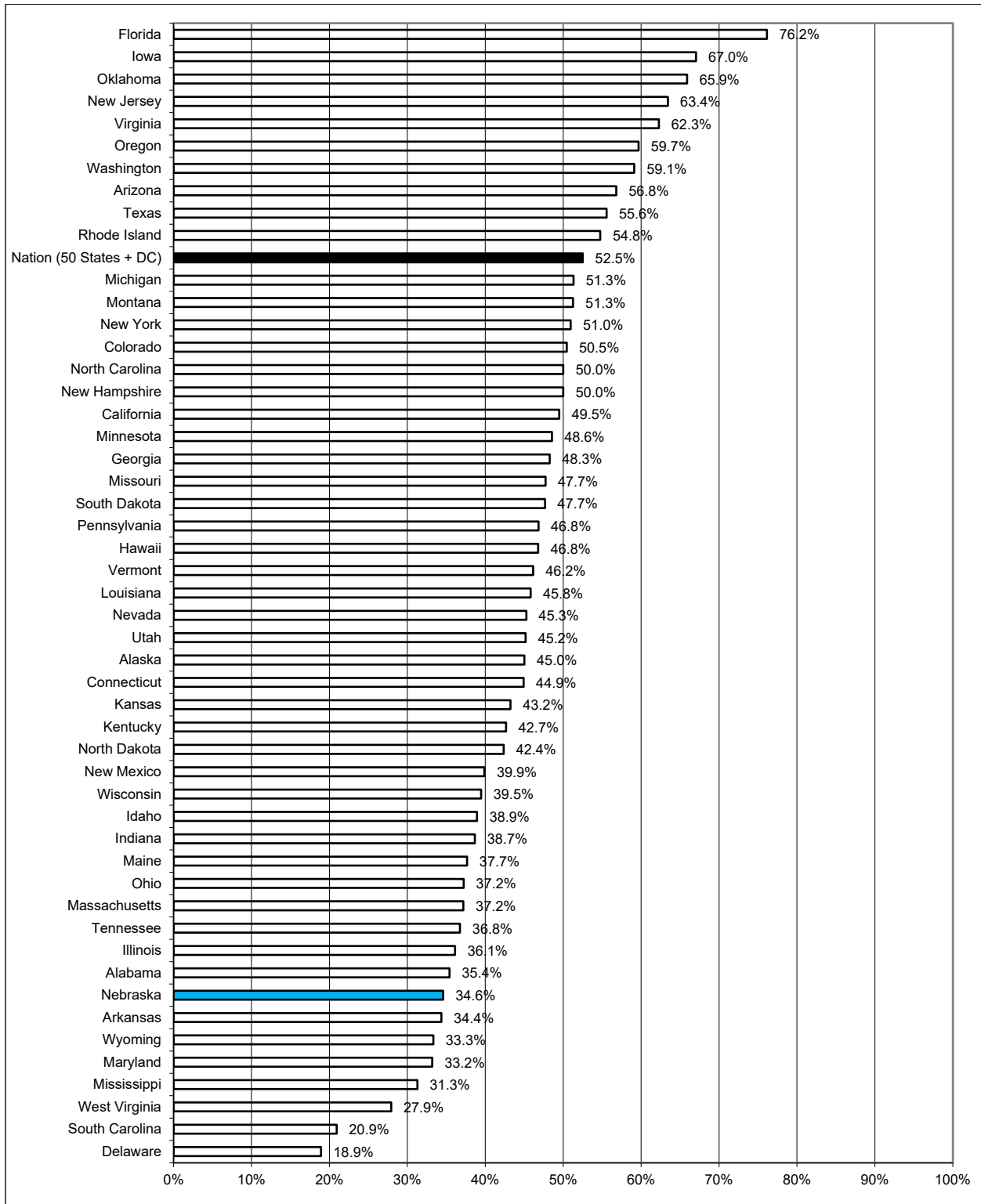
2022 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS fall 2022 survey.

Figure 2.1.4

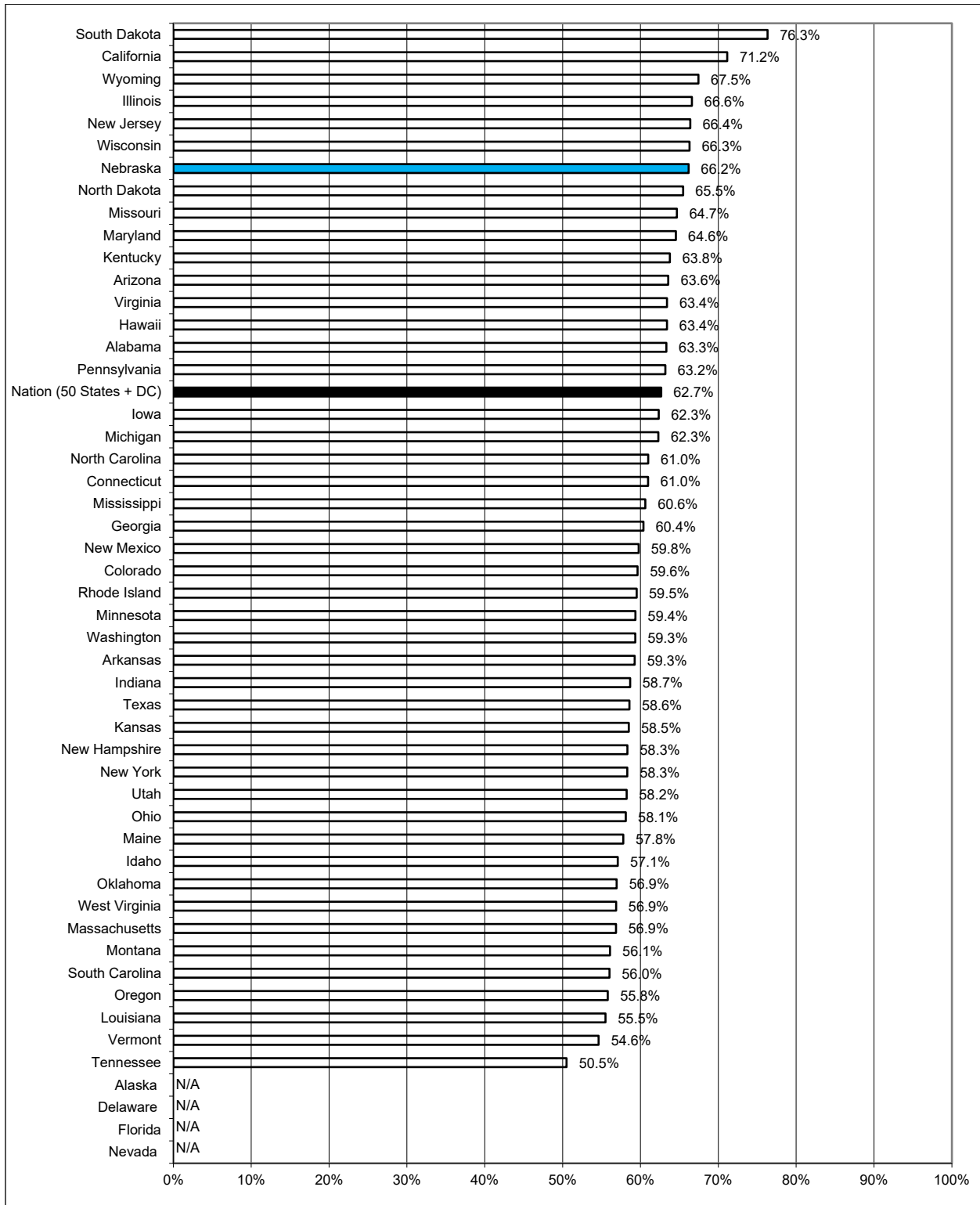
2022 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS fall 2022 survey.

Figure 2.1.5

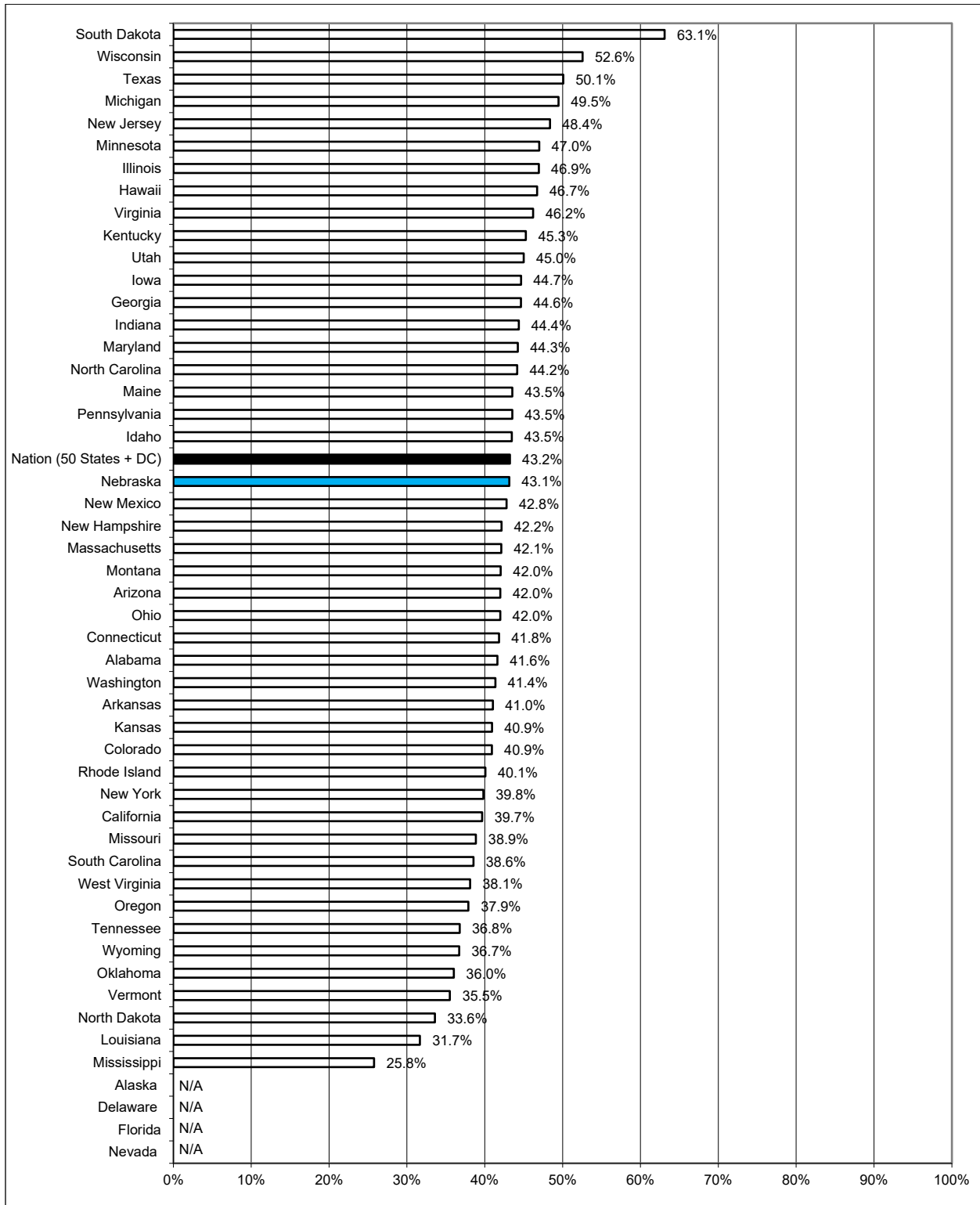
2022 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS fall 2022 survey.

Figure 2.1.6

2022 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS fall 2022 survey.

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2.2 College Graduation and Transfer Rates within 150% of Normal Time (Based on IPEDS Data)

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

The college graduation rates reported in this section are based on data collected by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The latest available data are for undergraduates who completed degree programs during the 2021-2022 academic year. Completion data for students who finished their degree programs in 2022-2023 will not be available for analysis until mid-2024. Consequently, the following analysis focuses on how 2021-2022 graduation rates for Nebraska institutions compare to 2011-2012 rates. **Throughout this analysis, the terms “completion rate” and “graduation rate” are used interchangeably.**

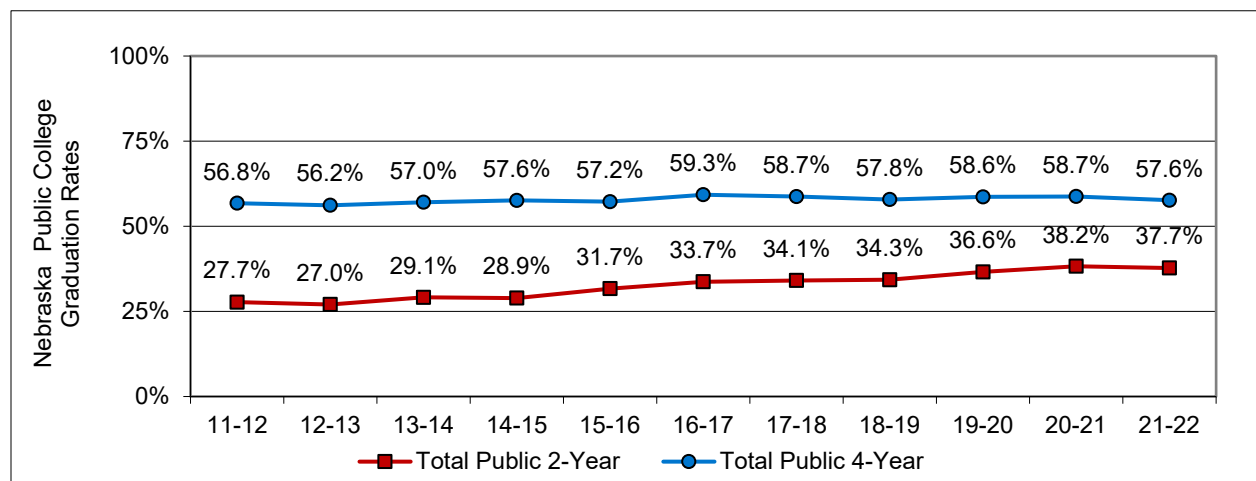
Based on the same cohorts as graduation rates, the 2021-2022 transfer rates for Nebraska’s six community colleges are presented at the end of this section. Presenting these rates provides an important supplement to the graduation rates reported for these institutions.

Generally, baccalaureate graduation and transfer rates are based on a six-year time frame, while rates for associate degrees are based on three years. In all cases, rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See Explanatory Note A10.1 in Appendix 10 and Explanatory Note A11.1 in Appendix 11 for further information on how completion and transfer rates are calculated.

College Graduation Rates within 150% of Normal Time for Nebraska Public Postsecondary Institutions

- As shown in Figure 2.2.1 the statewide graduation rate for Nebraska’s public four-year postsecondary institutions increased from 56.8% in 2011-2012 to 57.6% in 2021-2022. Meanwhile, the statewide graduation rate for Nebraska’s public two-year institutions increased from 27.7% in 2011-2012 to 37.7% in 2021-2022.

Figure 2.2.1
Graduation Rates within 150% of Normal Time
for Nebraska Public Postsecondary Institutions
2011-2012 through 2021-2022



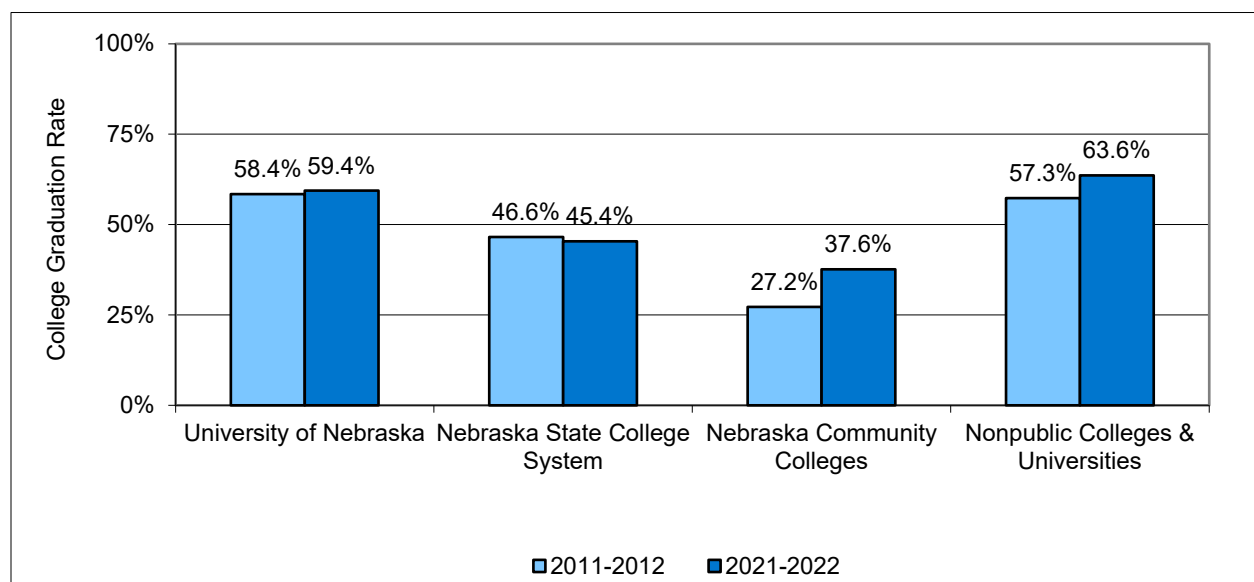
Note. See Table A10.1 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 through 2022 surveys.

College Graduation Rates within 150% of Normal Time by Sector and by Institution

- Completion rates by sector varied noticeably, as shown in [Figure 2.2.2](#).
- The overall graduation rate for the University of Nebraska system increased from 58.4% in 2011-2012 to 59.4% in 2021-2022. The highest graduation rate within this sector in 2021-2022 was at the University of Nebraska–Lincoln (64.9%) while the lowest rate was at the Nebraska College of Technical Agriculture (42.7%).
- The overall graduation rate for the Nebraska State College System decreased from 46.6% in 2011-2012 to 45.4% in 2021-2022. The highest graduation rate within this sector in 2021-2022 was at Wayne State College (51.2%) while the lowest rate was at Peru State College (33.9%).
- The overall graduation rate for Nebraska’s community colleges increased from 27.2% in 2011-2012 to 37.6% in 2021-2022. The highest graduation rate within this sector in 2021-2022 was at Northeast Community College (50.7%) while the lowest rate was at Metropolitan Community College (25.3%).
- Within the nonpublic sector, the graduation rate increased from 57.3% in 2011-2012 to 63.6% in 2021-2022. The highest graduation rate in the nonpublic sector in 2021-2022 was at Universal College of Healing Arts (100.0%). Meanwhile, Nebraska Indian Community College reported the lowest graduation rate (0.0%). For some institutions, the cohorts are very small and graduation rates should be interpreted with caution. For example, while the 2021-2022 graduation rate for Universal College of Healing Arts was 100.0%, the cohort consisted of only one student. See [Table A10.4](#) in [Appendix 10](#) for more information.

Figure 2.2.2

**Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector
2021-2022 Compared to 2011-2012**



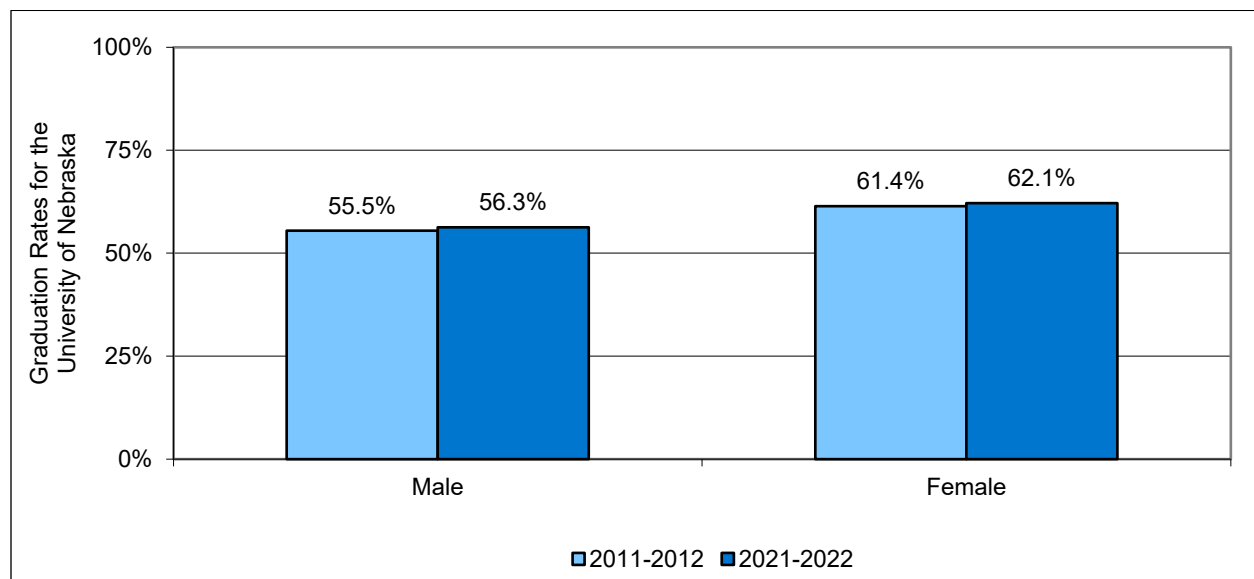
Note. See [Table A10.2](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

- Within all of the sectors, some schools showed significant changes in their completion rates. Consequently, the sector completion rates shown in [Figure 2.2.2](#) should not be interpreted as an indicator of the performance of any particular school.
- See [Table A10.3](#) for the 2011-2012 and 2021-2022 completion rates by institution and by sector. See [Table A10.4](#) in [Appendix 10](#) for the data used to calculate the graduation rates by institution and by sector for 2011-2012 through 2021-2022.

College Graduation Rates within 150% of Normal Time by Sector and by Gender

- The following charts show how the graduation rates by gender varied and changed between 2011-2012 and 2021-2022 within each sector of higher education in Nebraska.
- Segmenting college graduation rates by sector and by gender results in graduation rates for eight subgroups.
- As shown in [Figure 2.2.3](#), graduation rates at the University of Nebraska increased for both male and female students. However, graduation rates were higher for female students than male students.

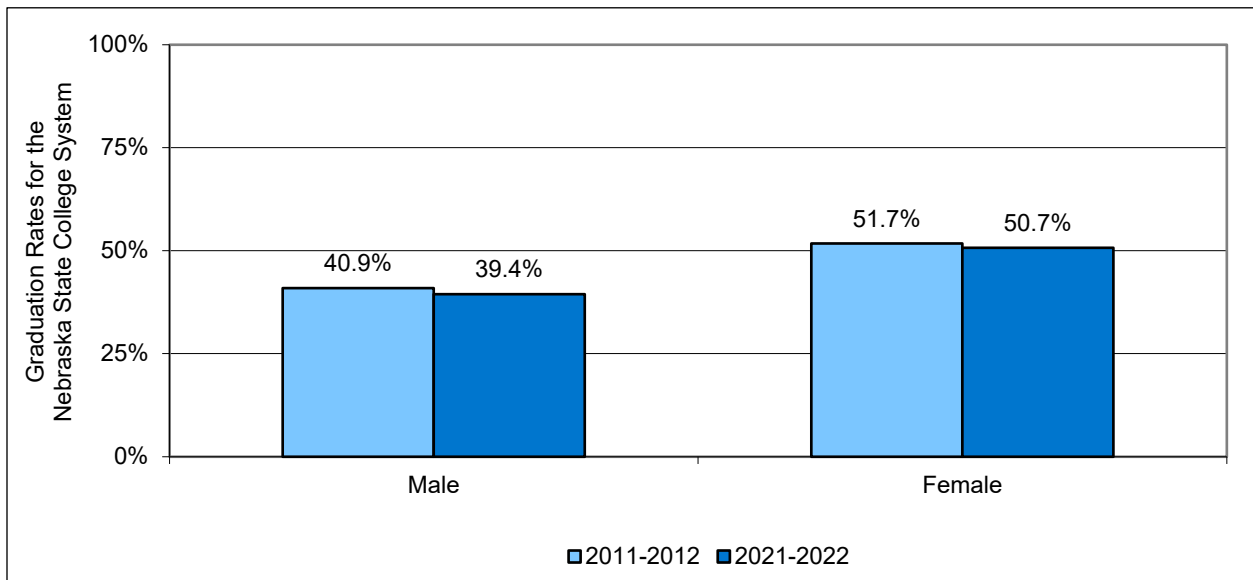
Figure 2.2.3
Graduation Rates within 150% of Normal Time
for the University of Nebraska by Gender
2021-2022 Compared to 2011-2012



Note. See [Table A10.5](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

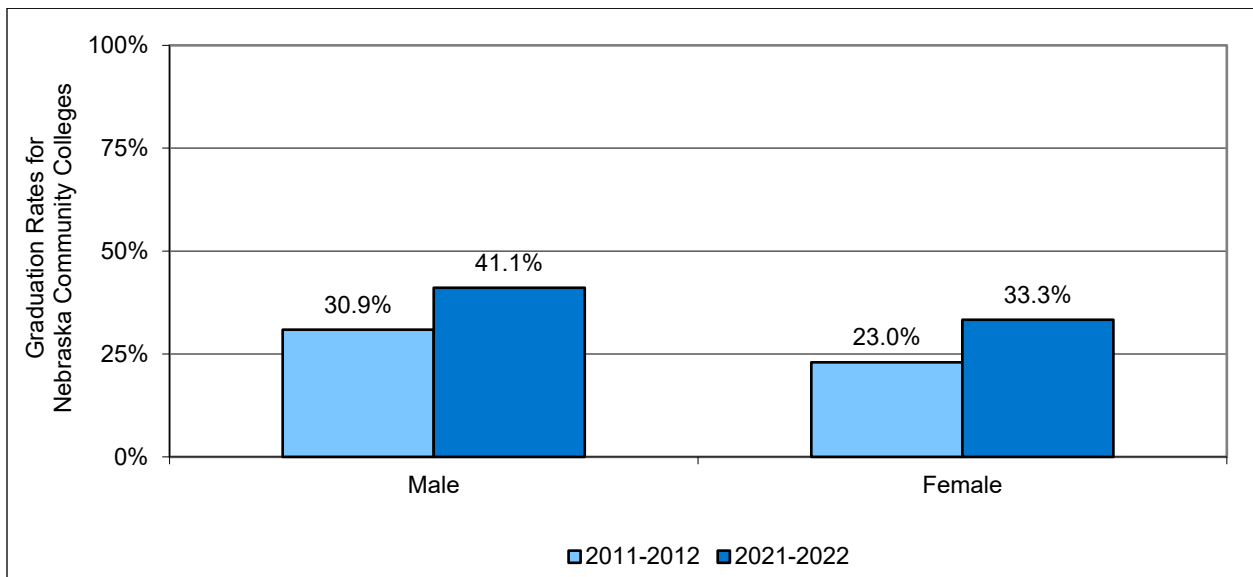
- At the state colleges, graduation rates decreased for both male and female students (see [Figure 2.2.4](#)). Graduation rates were higher for female students than male students.
- As shown in [Figure 2.2.5](#), graduation rates at Nebraska’s community colleges increased for both male and female students. This was the only sector that reported higher graduation rates for male students than female students.

Figure 2.2.4
Graduation Rates within 150% of Normal Time
for the Nebraska State College System by Gender
2021-2022 Compared to 2011-2012



Note. See [Table A10.5](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

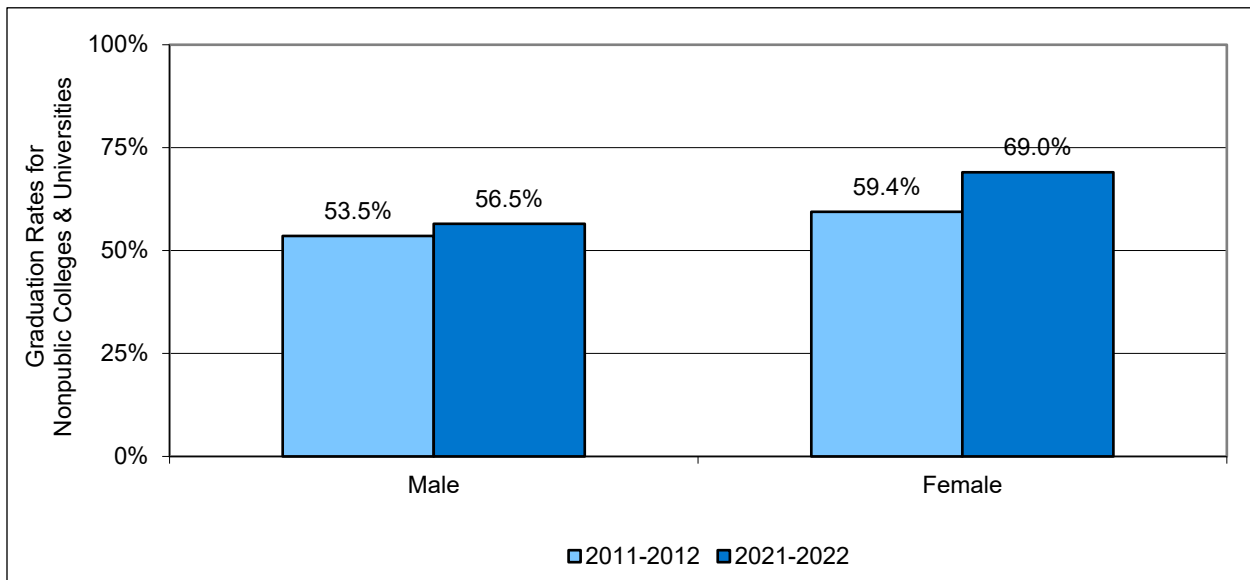
Figure 2.2.5
Graduation Rates within 150% of Normal Time
for Nebraska Community Colleges by Gender
2021-2022 Compared to 2011-2012



Note. See [Table A10.5](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

- As shown in [Figure 2.2.6](#), graduation rates at Nebraska’s nonpublic institutions increased for both male and female students. Graduation rates were higher for female students than male students.

Figure 2.2.6
Graduation Rates within 150% of Normal Time
for Nonpublic Colleges and Universities by Gender
2021-2022 Compared to 2011-2012

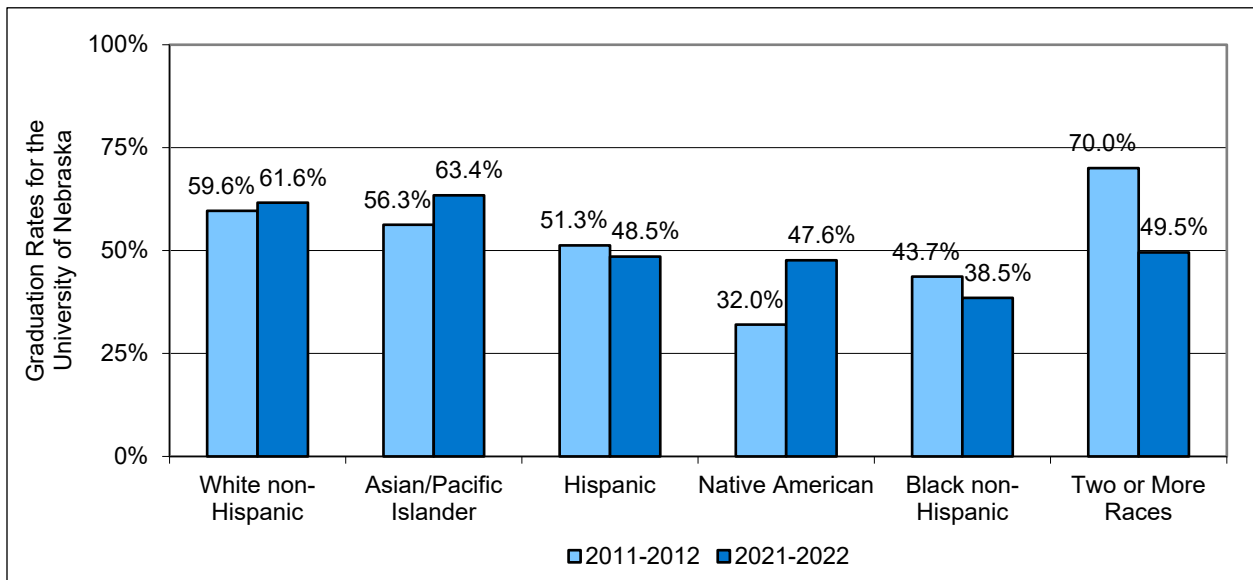


Note. See [Table A10.5](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

College Graduation Rates within 150% of Normal Time by Sector and by Race/Ethnicity

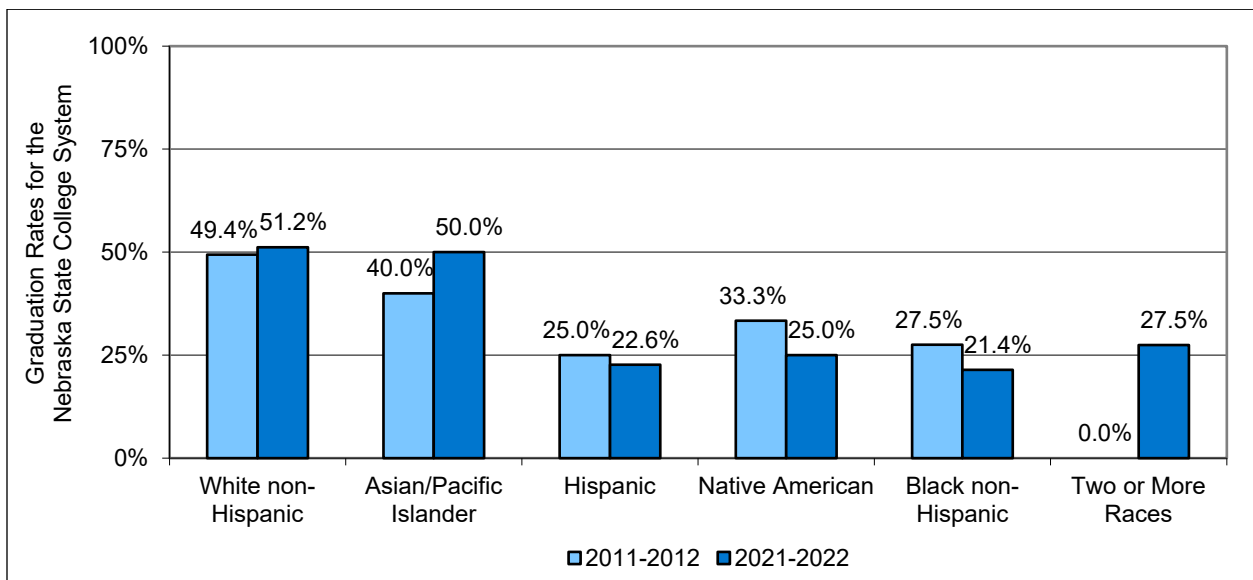
- The following charts show how the graduation rates for each racial/ethnic group varied and changed between 2011-2012 and 2021-2022 within each sector of higher education in Nebraska.
- Segmenting college graduation rates by sector and by race/ethnicity results in graduation rates for 24 subgroups. For some subgroups, the cohorts are very small and graduation rates should be interpreted with caution. For example, the 2011-2012 graduation rate for multiracial students at the state colleges was 0.0%, but the cohort consisted of only two students. See [Table A10.6](#) in [Appendix 10](#) for more information.
- As shown in [Figure 2.2.7](#), graduation rates at the University of Nebraska increased for White non-Hispanics, Asian/Pacific Islanders, and Native Americans but decreased for Hispanics, Black non-Hispanics, and multiracial students.
- At the state colleges, graduation rates increased for White non-Hispanics, Asian/Pacific Islanders, and multiracial students but decreased for Hispanics, Native Americans, and Black non-Hispanics (see [Figure 2.2.8](#)).
- As shown in [Figure 2.2.9](#), graduation rates at Nebraska’s community colleges increased for White non-Hispanics, Asian/Pacific Islanders, Hispanics, and multiracial students but decreased for Native Americans and Black non-Hispanics.
- As shown in [Figure 2.2.10](#), graduation rates at Nebraska’s nonpublic institutions increased for White non-Hispanics and Hispanics but decreased for Asian/Pacific Islanders, Native Americans, Black non-Hispanics, and multiracial students.

Figure 2.2.7
Graduation Rates within 150% of Normal Time
for the University of Nebraska by Race/Ethnicity
2021-2022 Compared to 2011-2012



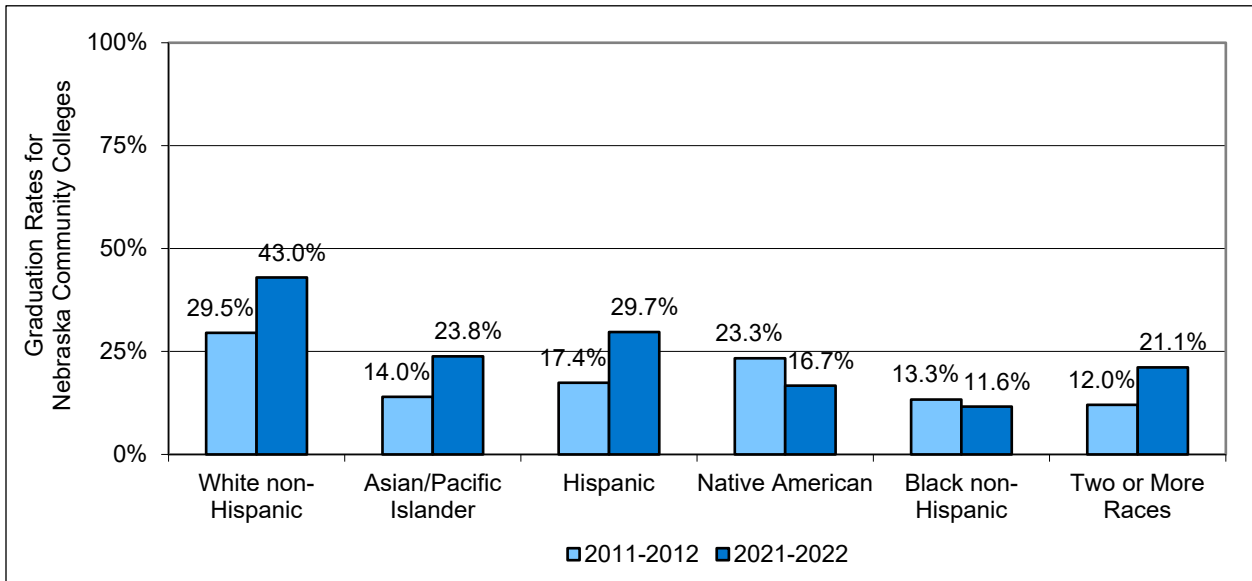
Note. See [Table A10.6](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

Figure 2.2.8
Graduation Rates within 150% of Normal Time
for the Nebraska State College System by Race/Ethnicity
2021-2022 Compared to 2011-2012



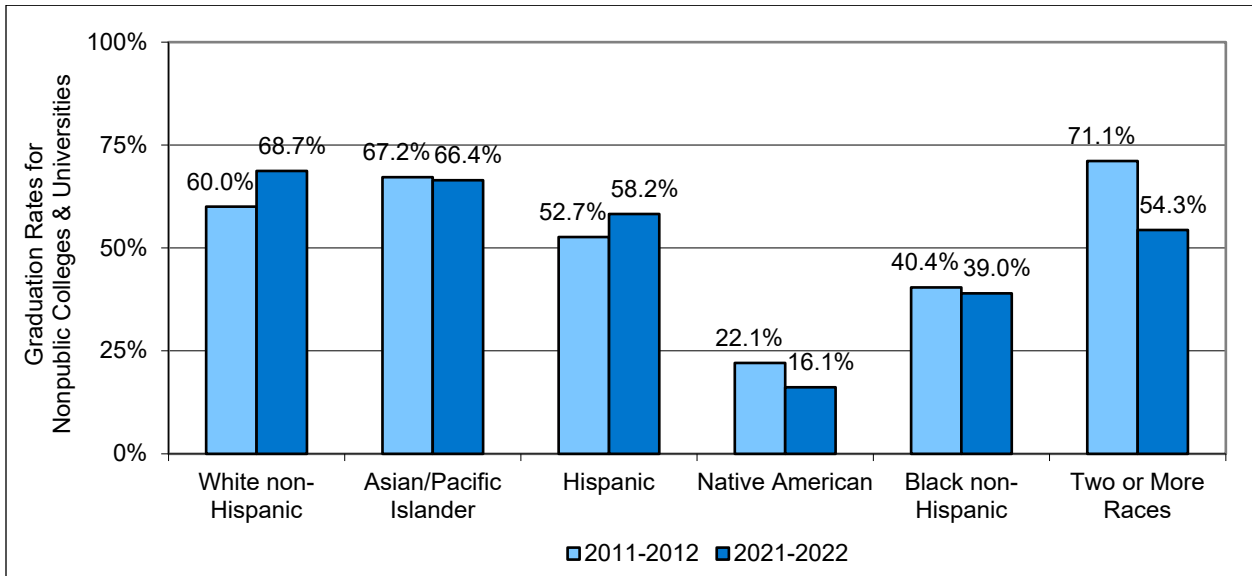
Note. See [Table A10.6](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

Figure 2.2.9
Graduation Rates within 150% of Normal Time
for Nebraska Community Colleges by Race/Ethnicity
2021-2022 Compared to 2011-2012



Note. See Table A10.6 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

Figure 2.2.10
Graduation Rates within 150% of Normal Time
for Nonpublic Colleges and Universities by Race/Ethnicity
2021-2022 Compared to 2011-2012



Note. See Table A10.6 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.

College Graduation Rates within 150% of Normal Time by Financial Aid Received

IPEDS college graduation rates are also reported for Pell Grant recipients, Direct Subsidized Loan recipients that did not receive Pell Grants, and students that did not receive Pell Grants or Direct Subsidized Loans.²⁹ Students are placed into one of these mutually exclusive subgroups based on the financial aid the student received and used upon their entry into the institution. If a student received and used their Pell Grant or Direct Subsidized Loan *after* their initial entry into the institution, they would be counted in the ‘did not receive a Pell Grant or Direct Subsidized Loan’ subgroup. A student does not need to receive the aid throughout their time at the institution to be counted as part of these subgroups. As long as the student received and used their aid upon entry, they do not need to continue to be awarded that aid during their time at the institution to be counted as part of these subgroups.

Graduation rates by financial aid received are shown separately for two-year public institutions and four-year public institutions. For graduation rates from two-year public institutions, students who completed an award within 150% of normal time are included. For graduation rates from four-year public institutions, students who completed a bachelor’s or equivalent degree within 150% of normal time are included.

- As shown in [Table 2.2.1](#), the 2021-2022 graduation rates for Pell Grant recipients were generally lower than the total graduation rates for two-year public institutions. Meanwhile, rates for students who did not receive Pell Grants or Direct Subsidized Loans were generally higher than the total graduation rates for two-year public institutions.

Table 2.2.1 Graduation Rates within 150% of Normal Time for Two-Year Public Institutions by Financial Aid Received 2021-2022				
Institutions	Pell Grant Graduation Rate	Direct Subsidized Loan Graduation Rate ^a	Did Not Receive a Pell Grant or Direct Subsidized Loan Graduation Rate	Total Graduation Rate
Neb. College of Technical Agr.	65.5%	33.3%	29.5%	42.7%
Central Community College	43.3%	36.6%	43.2%	42.5%
Metropolitan Community College	19.9%	19.7%	31.0%	25.3%
Mid-Plains Community College	38.0%	52.4%	49.7%	45.0%
Northeast Community College	45.8%	54.5%	55.0%	50.7%
Southeast Community College	22.6%	37.6%	36.8%	30.8%
Western Neb. Community College	25.5%	63.6%	38.7%	33.6%
Total Two-Year Public Institutions	33.2%	39.5%	41.8%	37.7%
<i>Note.</i> See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2022 survey.				
^a Only includes recipients that did not receive a Pell Grant.				

²⁹ Federal Pell Grants and Direct Subsidized Loans are awarded to students who have demonstrated financial need, and they serve as a proxy for low-income status. Direct Subsidized Loans were previously called Subsidized Stafford Loans.

- As shown in [Table 2.2.2](#), graduation rates for Pell Grant recipients and Direct Subsidized Loan recipients were generally lower than the total graduation rates for Nebraska’s four-year public institutions. Meanwhile, rates for students who did not receive Pell Grants or Direct Subsidized Loans were higher than the total graduation rates for four-year public institutions.

Table 2.2.2 Graduation Rates within 150% of Normal Time for Four-Year Public Institutions by Financial Aid Received 2021-2022				
Institutions	Pell Grant Graduation Rate	Direct Subsidized Loan Graduation Rate ^a	Did Not Receive a Pell Grant or Direct Subsidized Loan Graduation Rate	Total Graduation Rate
University of Nebraska at Kearney	54.2%	48.3%	54.7%	53.6%
University of Nebraska-Lincoln	51.8%	61.6%	71.0%	64.8%
University of Nebraska at Omaha	44.2%	46.1%	58.1%	51.8%
Chadron State College	36.2%	44.9%	50.0%	44.2%
Peru State College	29.5%	38.1%	39.5%	33.9%
Wayne State College	41.2%	45.9%	63.2%	51.2%
Total Four-Year Public Institutions	47.0%	55.5%	64.9%	58.1%

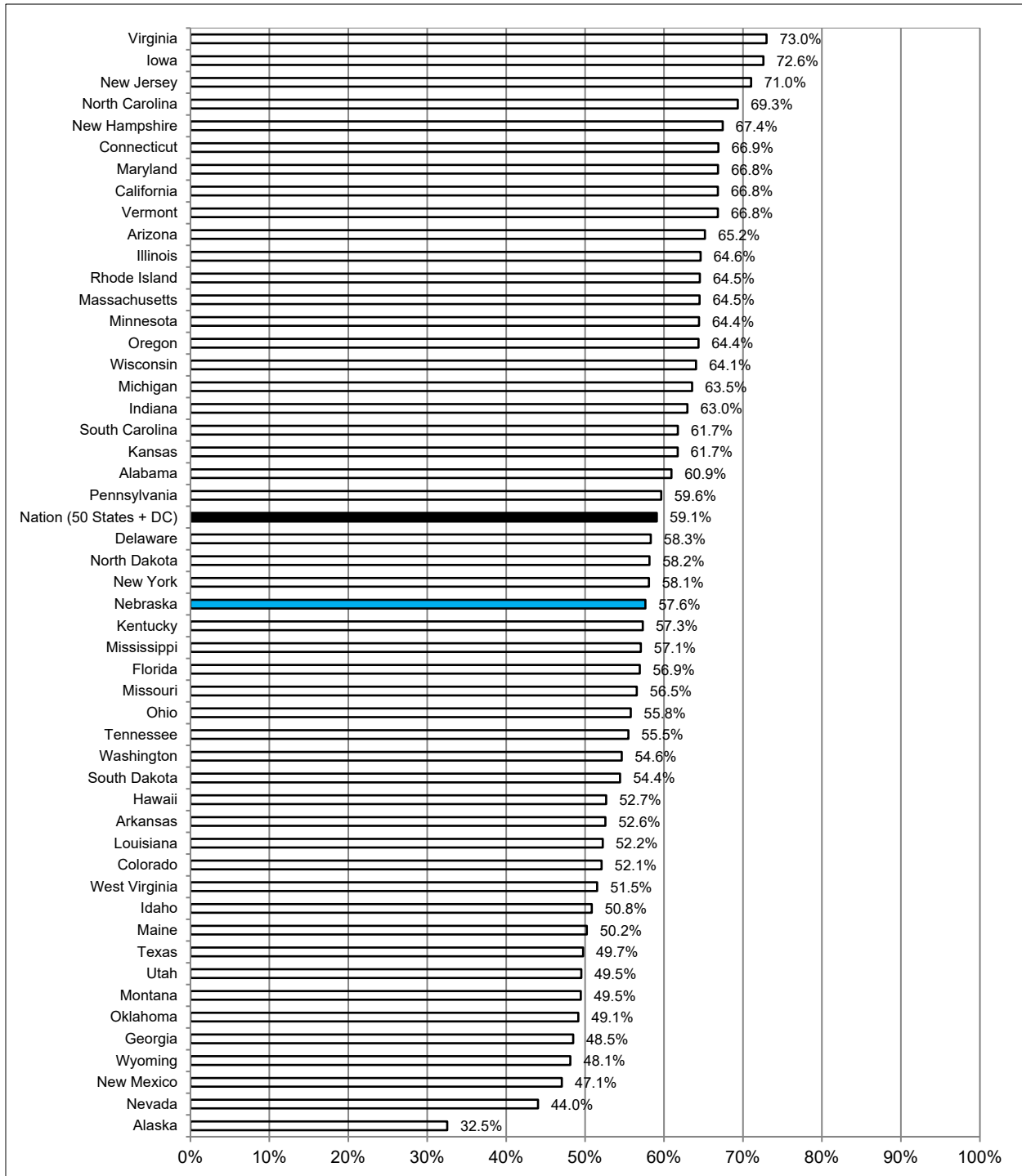
Note. Includes students who completed a bachelor’s or equivalent degree within 150% of normal time. See [Table A10.8](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2022 survey.

^a Only includes recipients that did not receive a Pell Grant.

Nebraska Graduation Rates within 150% of Normal Time Compared to Those of Other States

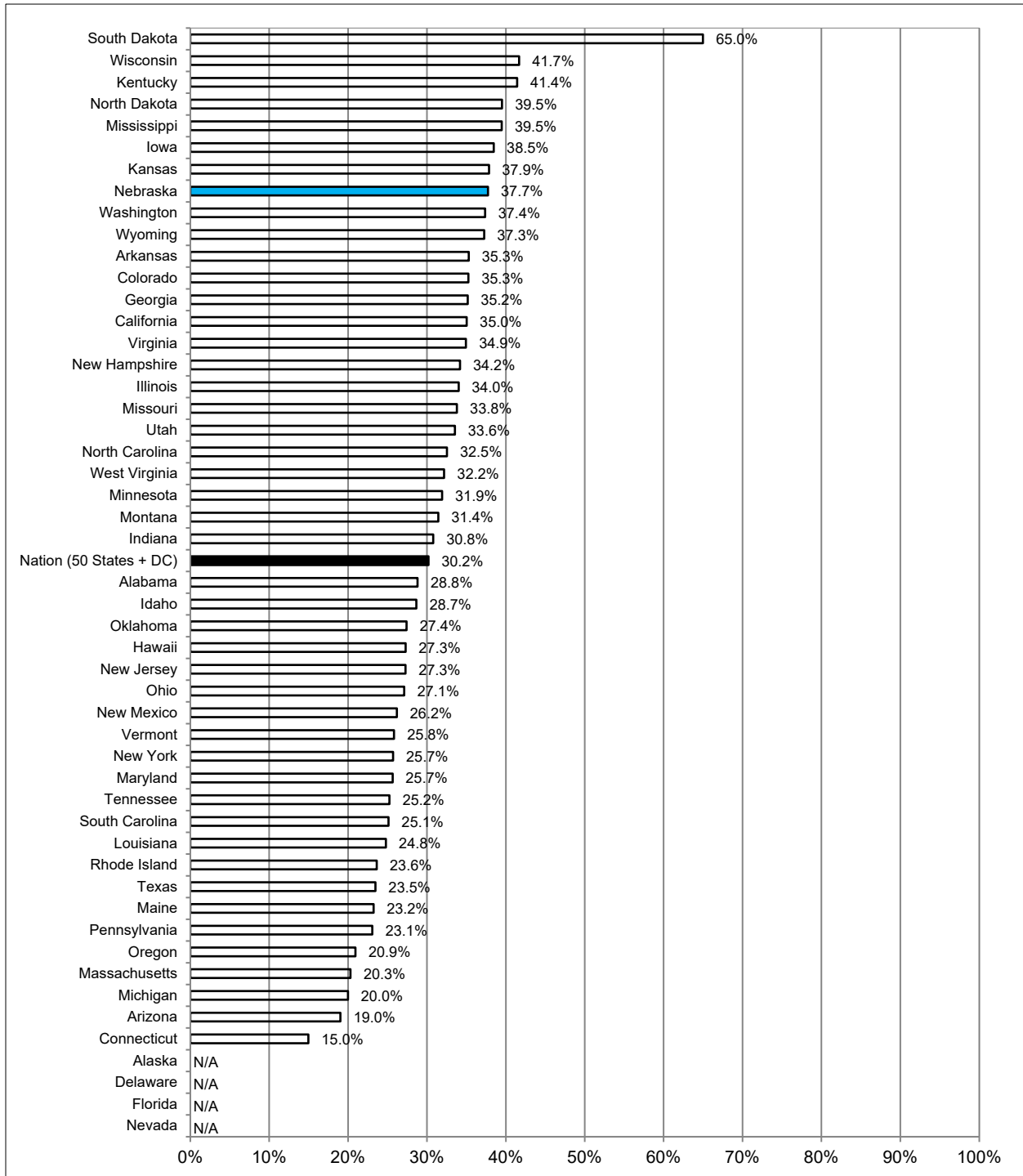
- [Figure 2.2.11](#) and [Figure 2.2.12](#) show how the graduation rates of Nebraska’s public four-year and public two-year institutions compare to the rates calculated for other states and the United States as a whole. These rates are calculated for all public degree-granting institutions within each state. These rates are for all awards conferred. For example, the graduation rate for Nebraska’s public two-year schools encompasses awards of diplomas and certificates as well as two-year associate degrees.
- As shown in [Figure 2.2.11](#), the graduation rate for Nebraska’s public four-year institutions was 57.6% for 2021-2022, or 26th highest nationally, and 1.5 percentage points lower than the graduation rate for all public four-year institutions in the United States.
- As illustrated in [Figure 2.2.12](#), the graduation rate for Nebraska’s public two-year institutions was 37.7%, or 8th highest nationally, and 7.5 percentage points higher than the graduation rate of 30.2% for all public two-year institutions in the United States.

Figure 2.2.11
2021-2022 Graduation Rates within 150% of Normal Time for
Four-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS 2022 survey.

Figure 2.2.12
2021-2022 Graduation Rates within 150% of Normal Time for
Two-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS 2022 survey.

Transfer Rates within 150% of Normal Time for Nebraska Community Colleges

A college’s graduation and transfer rates are based on the same full-time, first-time freshmen cohort. Consequently, a college’s graduation and transfer rates can be added together to determine the total percentage of the full-time, first-time freshmen who either completed their programs or transferred to other schools within 150% of the time specified for normal program completion.

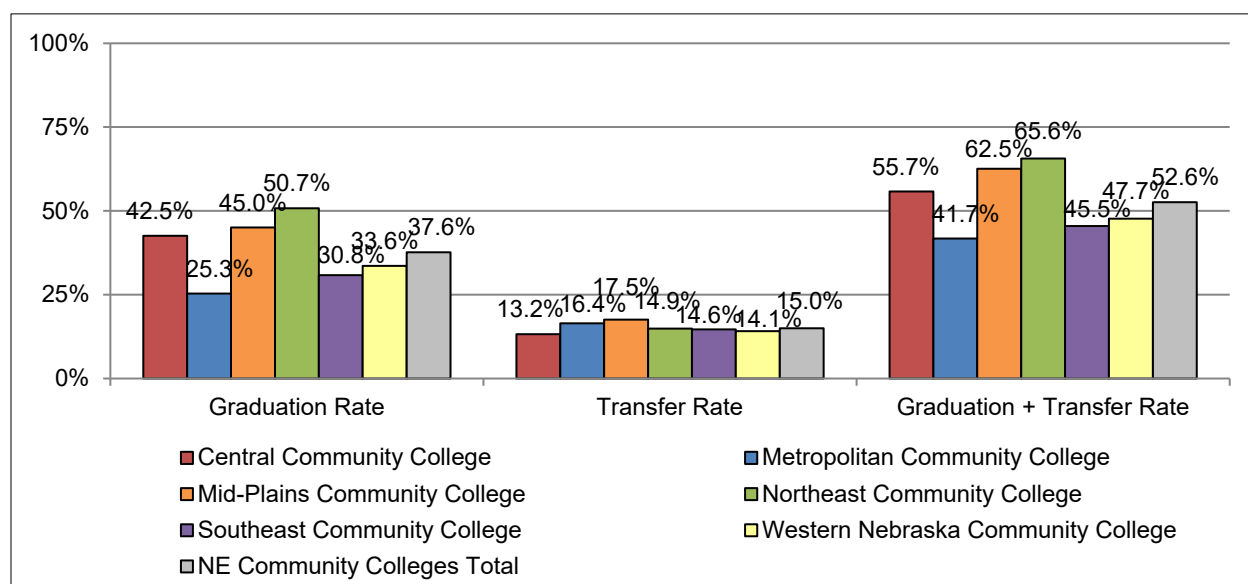
Institutions are not required to report the number of students in their freshmen cohorts who transfer to other institutions unless the mission of the institution, “...includes providing substantial preparation for students to enroll in another eligible institution...” (IPEDS Graduation Rates Full Instructions). Since 2010-2011, all six of Nebraska’s community colleges have reported transfer data. (For more information about computed college transfer rates based on IPEDS data, see [Explanatory Note A11.1](#) in [Appendix 11](#).)

[Figure 2.2.13](#) compares the 2021-2022 graduation rates, transfer rates, and graduation plus transfer rates for Nebraska’s six community colleges.

- As shown in [Figure 2.2.13](#), the overall graduation rate for Nebraska’s community colleges in 2021-2022 was 37.6% while the overall transfer rate was 15.0%.
- The 2021-2022 graduation rates for the community colleges ranged from 25.3% at Metropolitan Community College to 50.7% at Northeast Community College.
- Meanwhile, the schools’ transfer rates ranged from 13.2% at Central Community College to 17.5% at Mid-Plains Community College.
- The rates produced by combining each institution’s graduation rate and transfer rate ranged from 41.7% at Metropolitan Community College to 65.6% at Northeast Community College.

Figure 2.2.13

2021-2022 Graduation Rates and Transfers Rates within 150% of Normal Time for Nebraska Community Colleges



Note. See [Table A10.4](#) in [Appendix 10](#) and [Table A11.1](#) and [Table A11.2](#) in [Appendix 11](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2022 survey.

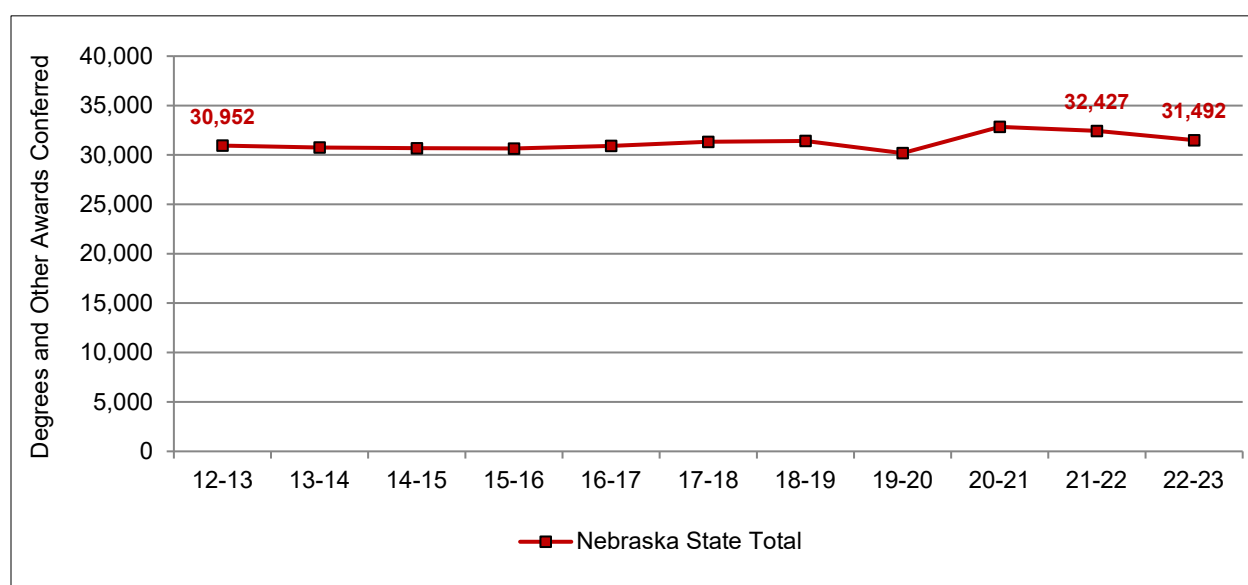
Number of Degrees Conferred at Nebraska Postsecondary Institutions

The 2003 LR 174 Higher Education Task Force stated that “increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification.” Increasing educational attainment ultimately depends on increasing the number of degrees and credentials awarded, retaining the graduates in the state, and attracting highly educated persons to Nebraska.

- As shown in [Figure 2.2.14](#), the total number of degrees and awards conferred by Nebraska institutions increased 1.7% from 30,952 in 2012-2013 to 31,492 in 2022-2023.

Figure 2.2.14

Total Number of Degrees and Other Awards Conferred by Nebraska Postsecondary Institutions 2012-2013 Academic Year through 2022-2023 Academic Year



Note. For more information, see the *2023 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2013 through 2023 surveys.

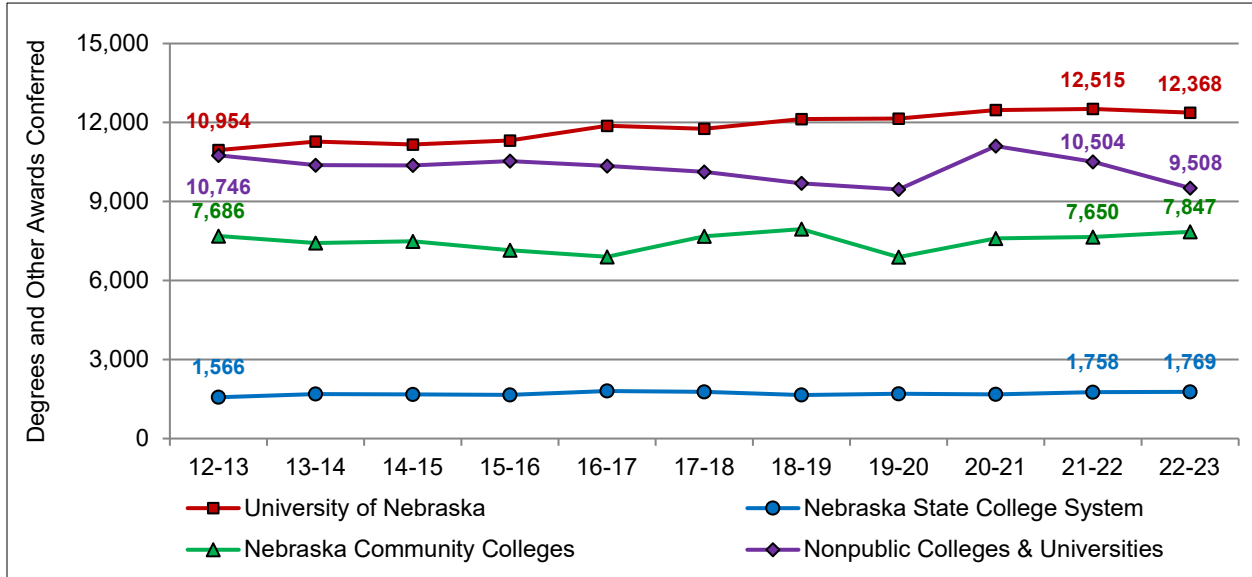
- As shown in [Figure 2.2.15](#), the University of Nebraska, state colleges, and community colleges awarded more degrees and other awards in 2022-2023 than in 2012-2013.
- By sector, the number of degrees and other awards conferred by Nebraska’s postsecondary institutions changed as follows:

Sector	1-Year Change 21-22 to 22-23	10-Year Change 12-13 to 22-23
University of Nebraska	-1.2%	12.9%
Nebraska State College System	0.6%	13.0%
Nebraska Community Colleges	2.6%	2.1%
Nonpublic Colleges & Universities	-9.5%	-11.5%

- [Table 2.2.3](#) shows, by award level, the number of degrees and other awards conferred by all Nebraska colleges and universities. Based on these data, from 2012-2013 to 2022-2023, the largest percentage point increase was at the doctoral level (30.8%).

Figure 2.2.15

**Total Number of Degrees and Other Awards Conferred by Sector
2012-2013 Academic Year through 2022-2023 Academic Year**



Note. For more information, see the *2023 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at cpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2013 through 2023 surveys.

**Table 2.2.3
Total Number of Degrees and Other Awards Conferred by Award Level
Nebraska Postsecondary Institutions
2012-2013 Academic Year through 2022-2023 Academic Year**

Award Level	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	10-Yr. Chg.
Less-than-Four-Year Certificates	3,746	3,404	3,393	3,282	3,009	4,032	3,868	3,407	3,812	3,895	4,208	12.3%
Associate Degrees	5,944	5,755	5,712	5,144	5,067	4,703	5,007	4,389	4,680	4,780	4,639	-22.0%
Bachelor's Degrees & Post-Baccalaureate Certificates	14,523	15,022	14,514	14,734	14,965	14,950	15,072	14,801	15,860	15,506	15,046	3.6%
Master's Degrees & Post-Master's Certificates	5,244	5,074	5,481	5,788	6,268	5,980	5,690	5,853	6,681	6,276	5,643	7.6%
Doctor's Degrees	1,495	1,503	1,583	1,699	1,607	1,663	1,779	1,735	1,814	1,970	1,956	30.8%
Total Awards Conferred	30,952	30,758	30,683	30,647	30,916	31,328	31,416	30,185	32,847	32,427	31,492	1.7%

Note. For more information, see the *2023 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at cpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2013 through 2023 surveys.

2.3 Graduation and Persistence Rates (Based on Clearinghouse Data)

Research by the National Student Clearinghouse Research Center provides important information about the completion and persistence rates of students who start college at Nebraska’s postsecondary institutions.

This section of the *Nebraska Higher Education Progress Report* summarizes the findings of a recent study of the six-year completion and persistence rates of degree-seeking, first-time freshmen who started college in Nebraska in fall 2017. The study was conducted by the National Student Clearinghouse (NSC) Research Center and published in the report *Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates*. First available in February 2013, the report presents the findings of the NSC’s annual study of six-year student outcomes based on a national cohort analyzed by state as well as for the United States as a whole. The report is important because it presents comparable six-year completion and persistence rates for students who started college at (a) two-year public colleges, (b) four-year public colleges and universities, and (c) four-year private nonprofit institutions.³⁰

Introduction to the National Student Clearinghouse Study

The completion and persistence rates reported in this section are based on the enrollment and completion records maintained by the NSC. An analysis of these records resulted in a national cohort of approximately 2.4 million college students who could be classified as degree-seeking, first-time freshmen in fall 2017. The enrollment and completion records of these students were then analyzed through the six-year period ending June 30, 2023.

Each student was classified by the state of the institution where the student first entered college, not by the student’s residential home state. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record prior to fall 2017 (not counting dual enrollments while still in high school), and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2017, according to Clearinghouse data unless the award date was before the student turned 18 years old. The study was not limited to recent high school graduates.

The percentage of Nebraska’s two-year and four-year institutions with Clearinghouse records varied by type of institution. The data coverage rate, based on student enrollments, for Nebraska’s four-year public institutions was 100.0%, and Nebraska’s four-year private nonprofit institutions coverage rate was 99.9%. Meanwhile, the data coverage rate for Nebraska’s two-year public colleges was 100.0%. (The Nebraska institutions included in the study are listed in Table A12.1 in Appendix 12 of this report.) The Nebraska cohort included 17,261 degree-seeking, first-time freshmen—5,293 started college at two-year public institutions, 8,745 started college at four-year public institutions, and 3,223 started at four-year private nonprofit institutions.

Degree-seeking status was defined differently for students at two-year and four-year schools. For students who started at four-year institutions, Clearinghouse records had to show that they were enrolled at least one term with an intensity of half-time or higher. For students who started at two-year institutions, they had to either be enrolled for at least one term full time before August 10, 2018, be enrolled three-quarter time for at least one term or half time for any two terms for any two terms before December 31, 2018.

³⁰ Students who began at multistate four-year nonprofit institutions were excluded from the results summarized in this section.

The students in this study were classified as exclusively full-time students, exclusively part-time students, or mixed enrollment students. Mixed enrollment students were those who showed a combination of full-time and part-time enrollments across the terms during the study period. (Enrollments during summer terms and shorter terms lasting less than 21 days were excluded from consideration.) For students enrolled concurrently at more than one institution, the two highest-intensity enrollment records were combined. So, if a student was concurrently enrolled half time at two institutions, that student was categorized as full time for that term.

Students were also divided into three groups based on the age of the students when they first entered college (20 or younger, 21 to 24, and 25 or older). Finally, student outcomes were analyzed by gender.

Reported Student Outcomes

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

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

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

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

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

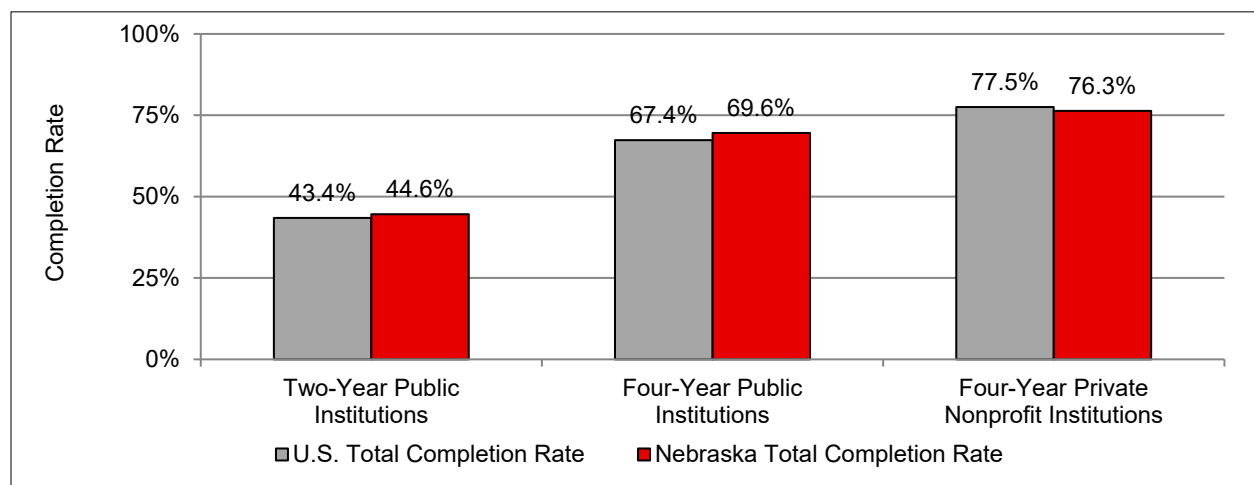
Percentage of students not enrolled: The percentage of the cohort who had not completed degrees or certificate programs and were not enrolled at any institution during the last year of the study period.

Nebraska Completion and Persistence Rates Compared to National Rates

- [Figure 2.3.1](#) shows how the total completion rates for Nebraska institutions compared to the national rates for two-year public institutions, four-year public institutions, and four-year private nonprofit institutions.
- Total completion rates for degree-seeking, first-time freshmen at Nebraska’s two-year and four-year public institutions were both higher than the comparable national rates.
- The total completion rate for Nebraska’s four-year private nonprofit institutions was lower than the national rate for similar institutions.

Figure 2.3.1

Six-Year Total Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2017)

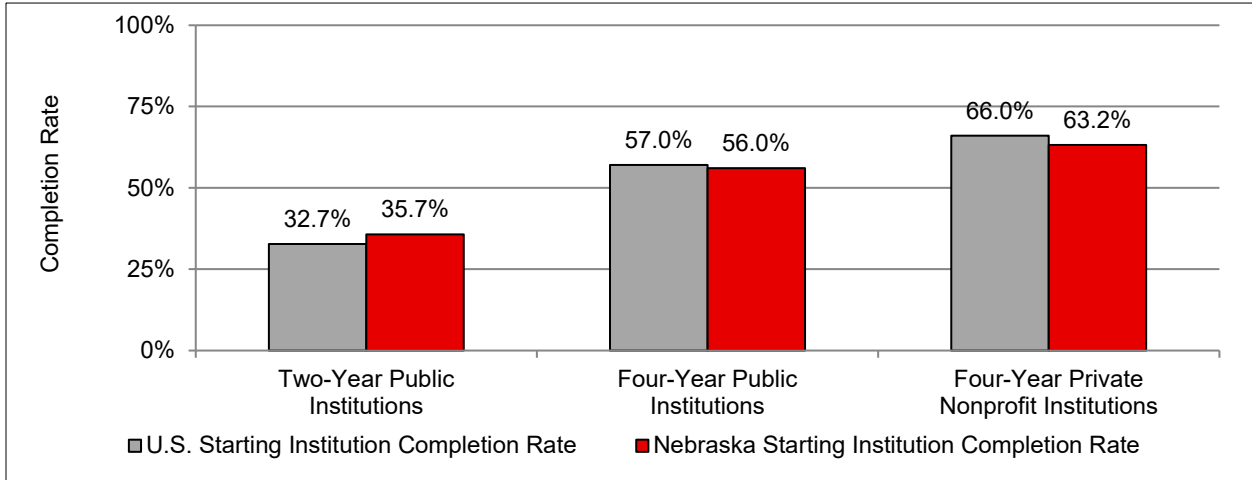


Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates* (Signature Report 22), published November 2023.

- [Figure 2.3.2](#) compares the U.S. and Nebraska completion rates for students who received degrees or certificates from the same institutions where they initially enrolled as first-time freshmen.
- The completion rate for Nebraska’s two-year public institutions was higher than the comparable national rate. Nebraska’s completion rates for four-year public institutions and four-year private nonprofit institutions were lower than the corresponding national rates.

Figure 2.3.2

Six-Year Starting Institution Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2017)

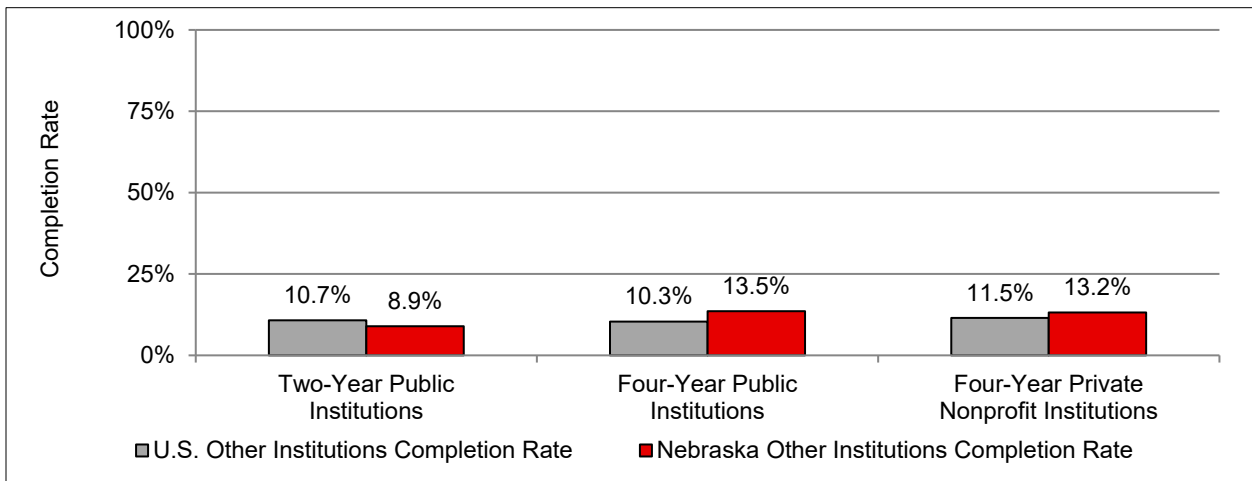


Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates* (Signature Report 22), published November 2023.

- As shown in [Figure 2.3.3](#), a notable percentage of freshmen started college at one institution and then transferred to another school where they completed a program of study.
- Approximately 9% to 14% of the first-time students at Nebraska’s public and private nonprofit institutions graduated from two-year or four-year schools to which they had transferred.
- Nebraska’s completion rates were higher than the comparable national rates for four-year public and four-year private nonprofit institutions.

Figure 2.3.3

Six-Year “Other Institutions” Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2017)

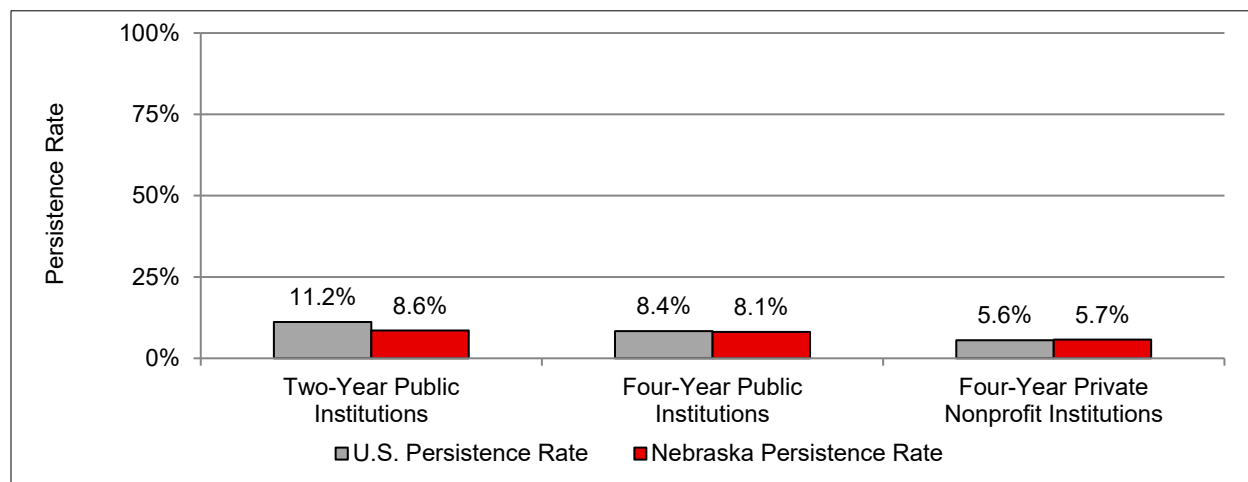


Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates* (Signature Report 22), published November 2023.

- As shown in [Figure 2.3.4](#), 6% to 9% of the students who started college at Nebraska’s public and private nonprofit institutions had not completed a degree or certificate program and were still enrolled at these or other institutions during the last year of the study period.
- Nebraska’s persistence rates for two-year and four-year public institutions were lower than the national persistence rate for similar institutions. However, Nebraska’s persistence rate for four-year private nonprofit institutions was higher than the reported national rate.

Figure 2.3.4

Six-Year Persistence Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2017)



Note. See [Table A12.2](#) in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates* (Signature Report 22), published November 2023.

Nebraska Student Outcomes by Enrollment Status

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

Student Outcomes Compared Within Each Sector

- [Figure 2.3.5](#) shows that students who are exclusively part-time had total completion rates that were significantly lower than the completion rates for exclusively full-time students or mixed enrollment students.
- The six-year persistence rates (i.e., the percentage of students who had not completed a degree or certificate program but were still enrolled) were highest for the mixed enrollment students, regardless of the type of institution where they enrolled as first-time freshmen.
- The percentage of students who were no longer enrolled six years after they started college was significantly higher for exclusively part-time students than for exclusively full-time students or mixed enrollment students.

Figure 2.3.5

Nebraska Six-Year Student Outcomes by Sector and Student Enrollment Status for Degree-Seeking, First-Time Freshmen (Fall 2017)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates* (Signature Report 22), published November 2023.

Nebraska Student Outcomes by Age Group

- As shown in [Figure 2.3.6](#), students who started college at two-year public institutions or four-year private nonprofit institutions when they were age 20 or younger were more likely to complete degrees or certificate programs than students who didn't start college until they were over the age of 20.
- The highest total completion rates for students age 20 or younger and students age 21 through 24 were at the four-year private nonprofit schools (77.4% and 57.0%, respectively). Meanwhile, the highest total completion rate for students age 25 or older was at four-year public institutions (70.5%).

Nebraska Student Outcomes by Gender

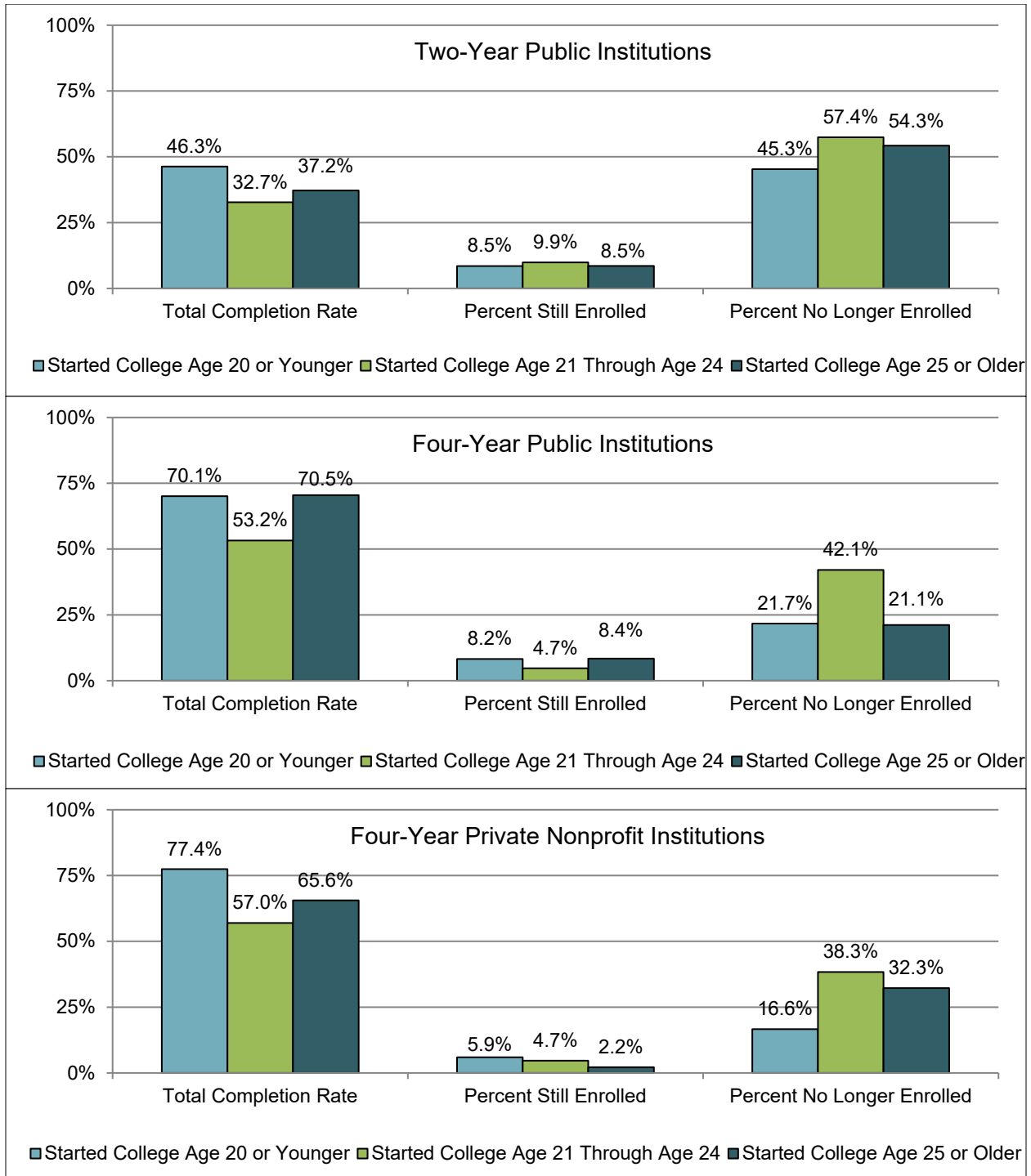
- As shown in [Figure 2.3.7](#), males were more likely than females to have completed degrees or certificate programs within the two-year public sector. However, females were more likely than males to have graduated within six years from four-year public and four-year private nonprofit institutions.
- Across all sectors, the percentages of female students who left college before degree completion were lower than the percentages of male students who dropped out of college. However, at the four-year public institutions, the persistence rates of students who did not earn a degree or certificate within six years were similar for males and females.

Conclusion

All of the six-year student outcomes for the United States as a whole and for Nebraska's public and private nonprofit institutions are presented in [Table A12.2](#) in [Appendix 12](#). When the national percentages are compared to Nebraska's percentages, Nebraska's outcomes are higher, lower, or about the same as the comparable national rates, depending on the type of institution and the specific student enrollment or age group that was analyzed.

This study clearly shows that students who start college earlier and attend full time are much more likely to earn degrees and certificates. While this study is not without limitations, it does provide reasonable estimates of the six-year completion and persistence rates for Nebraska's two-year public institutions, four-year public institutions, and four-year private nonprofit institutions, compared to national rates.

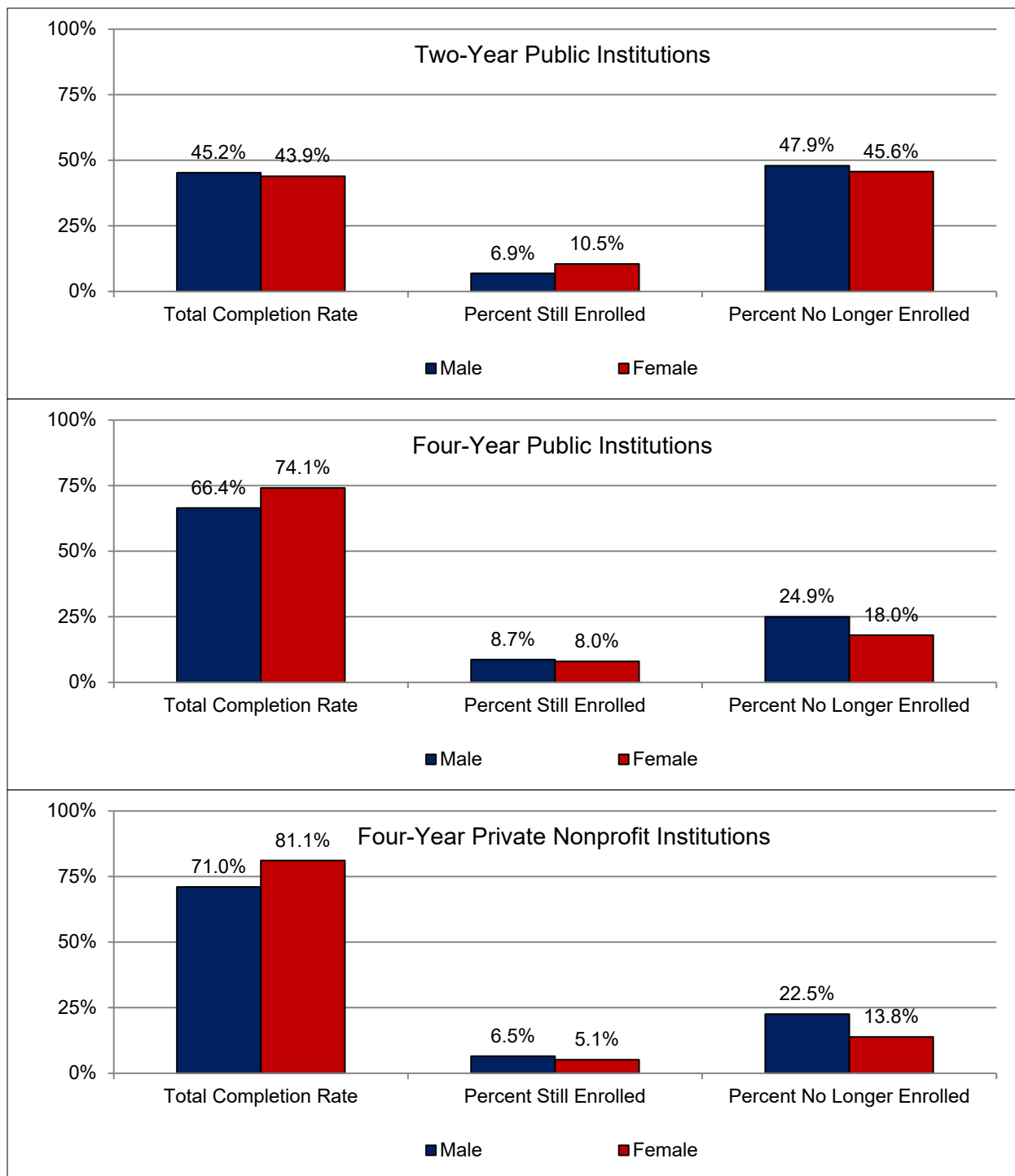
Figure 2.3.6
Nebraska Six-Year Student Outcomes by Sector and Age Group
for Degree-Seeking, First-Time Freshmen (Fall 2017)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates* (Signature Report 22), published November 2023.

Figure 2.3.7

Nebraska Six-Year Student Outcomes by Sector and Gender for Degree-Seeking, First-Time Freshmen (Fall 2017)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates* (Signature Report 22), published November 2023.

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Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

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

The third priority recommended by the 2003 LR 174 Task Force was to reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment. This priority was advised because data from the 2000 U.S. Census showed that Nebraska lost more college-educated adults than the state attracted between 1995 and 2000. Furthermore, during the same period, Nebraska attracted a significant net in-migration of adults with less than a high school education. The results of this analysis underscore the importance of connecting Nebraska employers and individuals who are educated at Nebraska's colleges and universities.

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

Migration estimates based on 2000 census data were included in the *2004 Baseline Report* with the intention that they would later be compared to data collected through the 2010 decennial census. However, the U.S. Census Bureau no longer collects migration data comparable to the data collected in 2000. Instead, the Census Bureau replaced the long-form of the decennial census with the annual American Community Survey (ACS).

First conducted in 2005, the ACS is an ongoing survey that provides annual population estimates for the United States. The ACS is collected monthly over the course of the survey year, and migration estimates are obtained by asking if members of a household lived in a different residence one year ago.

Compared to the decennial census, the major advantage of the ACS is that it provides new estimates of interstate migration every year, rather than only once every 10 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 due to sampling error. In contrast, the migration data collected through the long-form of the decennial census in 2000 were from large samples of respondents, thus resulting in estimates with small margins of error.

In 2022, the nationwide ACS had an initial sample of approximately 3.54 million housing unit addresses. Using the total ACS sample, the U.S. Census Bureau publishes estimates of the number of adults 25 years of age or older that move in to or out of each state. However, the only way to obtain migration estimates for 22- to 64-year-olds is to develop them based on a smaller sample of ACS data that is available for public use, Public Use Microdata Sample (PUMS).

The ACS PUMS files include the survey responses obtained from an annual sample of about 1% of Nebraska’s households. However, only a small fraction of the individuals surveyed report that they lived in Nebraska for less than a year or that they moved out of Nebraska within one year of the survey. When these groups of respondents are classified by level of education, sample sizes are further reduced, thereby decreasing the reliability of the migration estimates by education level.

Even though migration estimates based on ACS data can be expected to vary quite dramatically from one year to another, they are currently the *only* available statistics for monitoring Nebraska migration patterns. Consequently, the Coordinating Commission has reported the estimates for 22- to 64-year-olds by education level since ACS data first became available for public use.

Generally, only limited conclusions can be drawn from one-year migration estimates, due to the small samples on which the estimates are based each year and the relatively high margin of error associated with each estimate. Theoretically, by calculating average annual migration estimates based on the combined data collected through five consecutive ACS surveys, these limitations may be reduced. Therefore, average annual migration estimates presented in this section are calculated using five-year ACS PUMS files.

This section summarizes the average annual migration estimates based on the 2018-2022 ACS data collected from samples of 22- to 64-year-olds that migrated to and from the state, and compares these estimates to those based on average annual estimates based on 2013-2017 ACS. To provide context to the average annual migration estimates, the educational attainment of 22- to 64-year-olds is also discussed. While out-migration of Nebraskans with at least a bachelor’s degree continues to be a serious issue that Nebraska must address, it is worth noting that the educational attainment of 22- to 64-year-olds continues to increase, albeit less than it would have if net out-migration were curtailed.

An important recent addition to the *Higher Education Progress Report* is the inclusion of Nebraska’s educational attainment goal set by the 107th Legislature, Second Session, in LR 335. It is the goal of the State of Nebraska that at least 70% of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030. To analyze progress towards this goal, this section begins with data from the Lumina Foundation’s *A Stronger Nation*.³¹

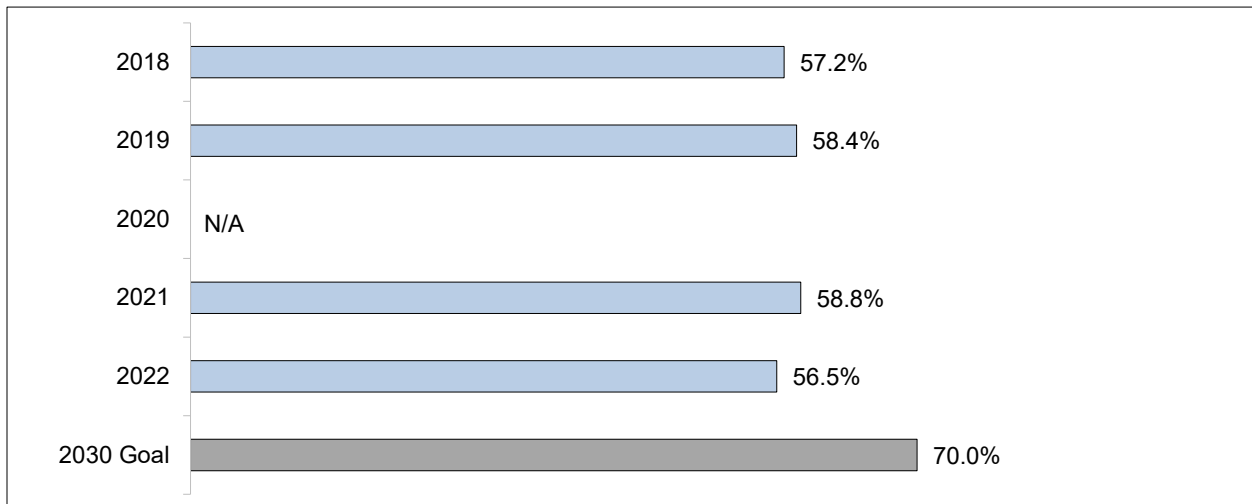
³¹ Data for *A Stronger Nation* comes from two sources. One-year files from the U.S. Census Bureau’s American Community Survey (ACS) are used for degree attainment. Since the ACS does not include data for short-term credentials (high-value certificates and certifications), estimates for short-term credentials are produced by Georgetown University’s Center on Education and the Workforce. Short-term credential estimates are not available by race/ethnicity.

Credential Attainment for 25- to 34-Year-Olds

- As shown in [Figure 3.1](#), the Lumina Foundation estimates that between 2018 and 2021, credential attainment of Nebraskans aged 25 to 34 increased from 57.2% to 58.8%. However, as of 2022, only 56.5% have obtained a credential or higher. This is a decline of 2.3 percentage points from 2021. It is the goal of the State of Nebraska to reach 70.0% credential attainment by 2030 for 25- to 34-year-olds.
- As shown in [Figure 3.2](#), it is estimated that 6.5% of Nebraskans aged 25 to 34 have obtained a short-term credential.

Figure 3.1

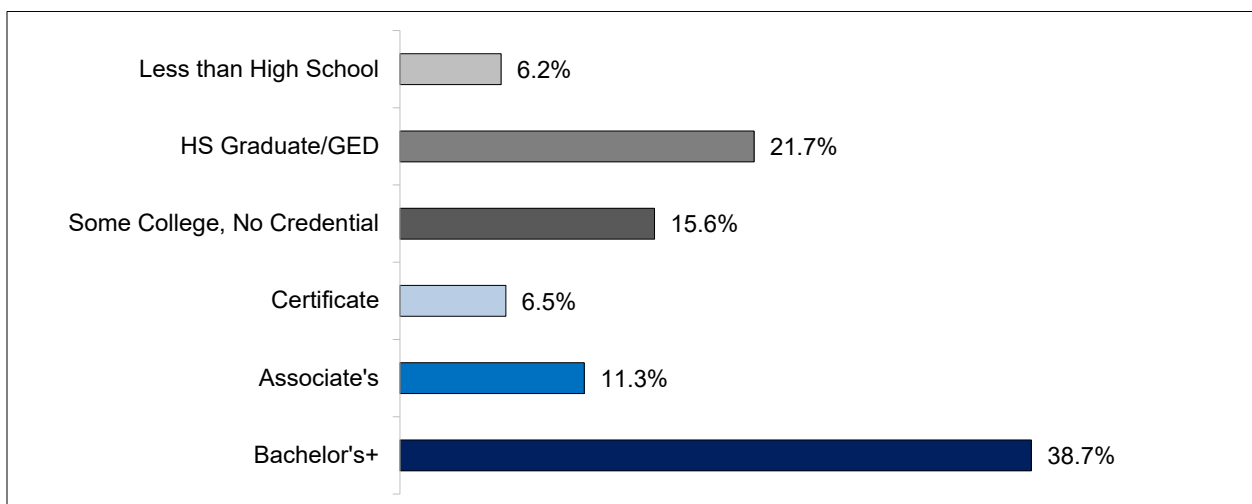
**Credential Attainment of 25- to 34-Year-Old Nebraskans
2030 Attainment Goal Compared to 2018 through 2022 Estimates**



Note. Data for 2020 is excluded due to quality concerns. See <https://www.luminafoundation.org/stronger-nation/report/#/progress> for more information. Data source: Lumina Foundation, *A Stronger Nation*, 2024.

Figure 3.2

**Credential Attainment of 25- to 34-Year-Old Nebraskans by Level
2022 Estimates**



Note. See <https://www.luminafoundation.org/stronger-nation/report/#/progress> for more information. Data source: Lumina Foundation, *A Stronger Nation*, 2024.

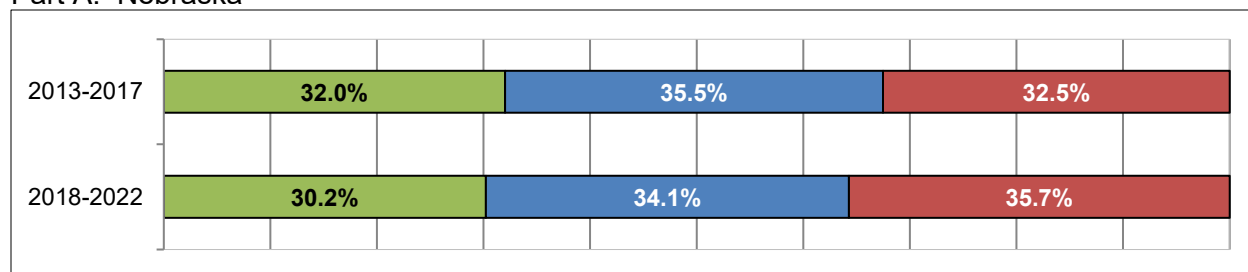
Educational Attainment for 22- to 64-Year-Olds

- Between 2013-2017 and 2018-2022, Nebraska’s estimated population of 22- to 64-year-olds increased 1.5% (from 1,033,149 to 1,049,094). (See [Table A13.1](#) in [Appendix 13](#).)
- Analysis by education level reveals that between 2013-2017 and 2018-2022, Nebraska’s estimated population of 22- to 64-year-olds:
 - Decreased 1.8 percentage points for high school graduates or below.
 - Decreased 1.4 percentage points for those with some college or an associate’s degree.
 - Increased 3.2 percentage points for those with a bachelor’s degree or higher.
- As shown in [Figure 3.3](#), the result of these increases and decreases is that overall, educational attainment in Nebraska is increasing.
- Educational attainment is also increasing for the United States as a whole, as shown in [Figure 3.4](#). Nevertheless, Nebraska has consistently had higher percentages of 22- to 64-year-olds with some college or an associate’s degree and for those with a bachelor’s degree or higher. However, as shown below, educational attainment for the nation is increasing at a higher rate than Nebraska. Between 2013-2017 and 2018-2022, bachelor’s degree or higher increased 3.2 percentage points for Nebraska and 3.6 percentage points for the nation.

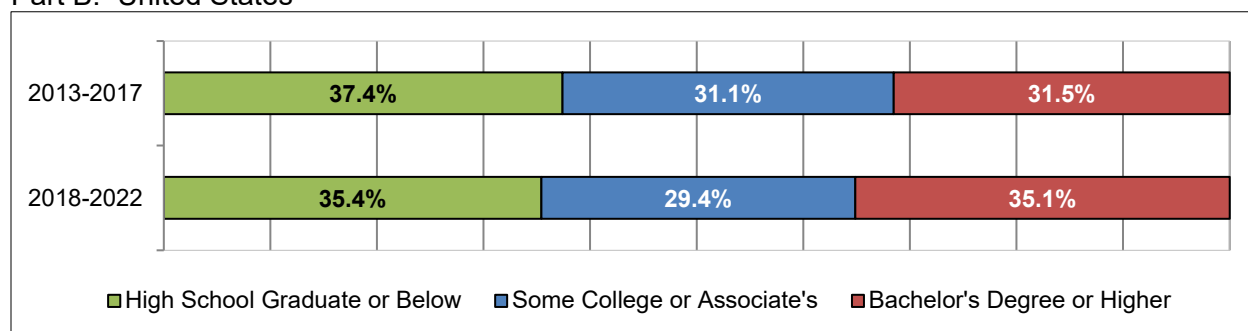
Figure 3.3

Educational Attainment of 22- to 64-Year-Olds Based on the 2013-2017 and 2018-2022 American Community Survey

Part A: Nebraska



Part B: United States



Note. See [Table A13.1](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017 and 2018-2022 (compiled and prepared by Nebraska’s Coordinating Commission for Postsecondary Education).

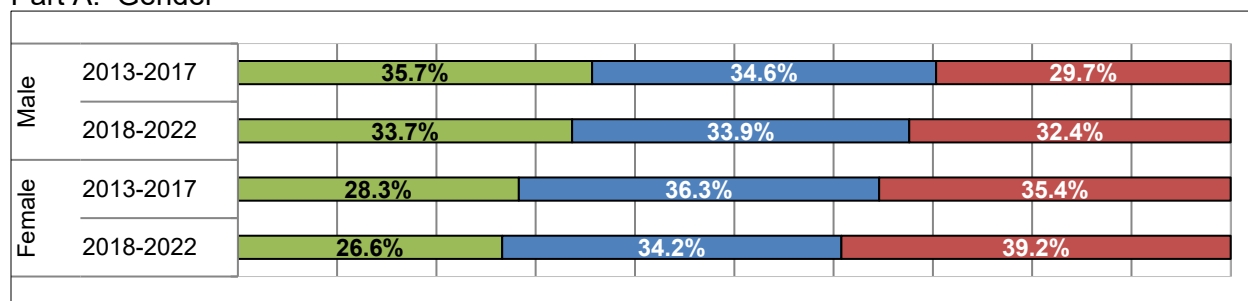
- As shown in [Figure 3.4](#), attainment rates vary by gender and by race/ethnicity.

- Between 2013-2017 and 2018-2022, the percentage of males with a bachelor's degree or higher increased from 29.7% to 32.4% while the percentage of females with bachelor's degree or higher increased from 35.4% to 39.2%.
- While educational attainment is increasing for most groups outlined in [Figure 3.4](#), large attainment gaps remain. Furthermore, while overall educational attainment is higher for Nebraska than the nation, Nebraska has lower attainment levels when analyzed by race/ethnicity for all groups included in [Figure 3.4](#). (See [Table A13.2](#) and [Table A13.3](#) in [Appendix 13](#) for comparable national rates.)

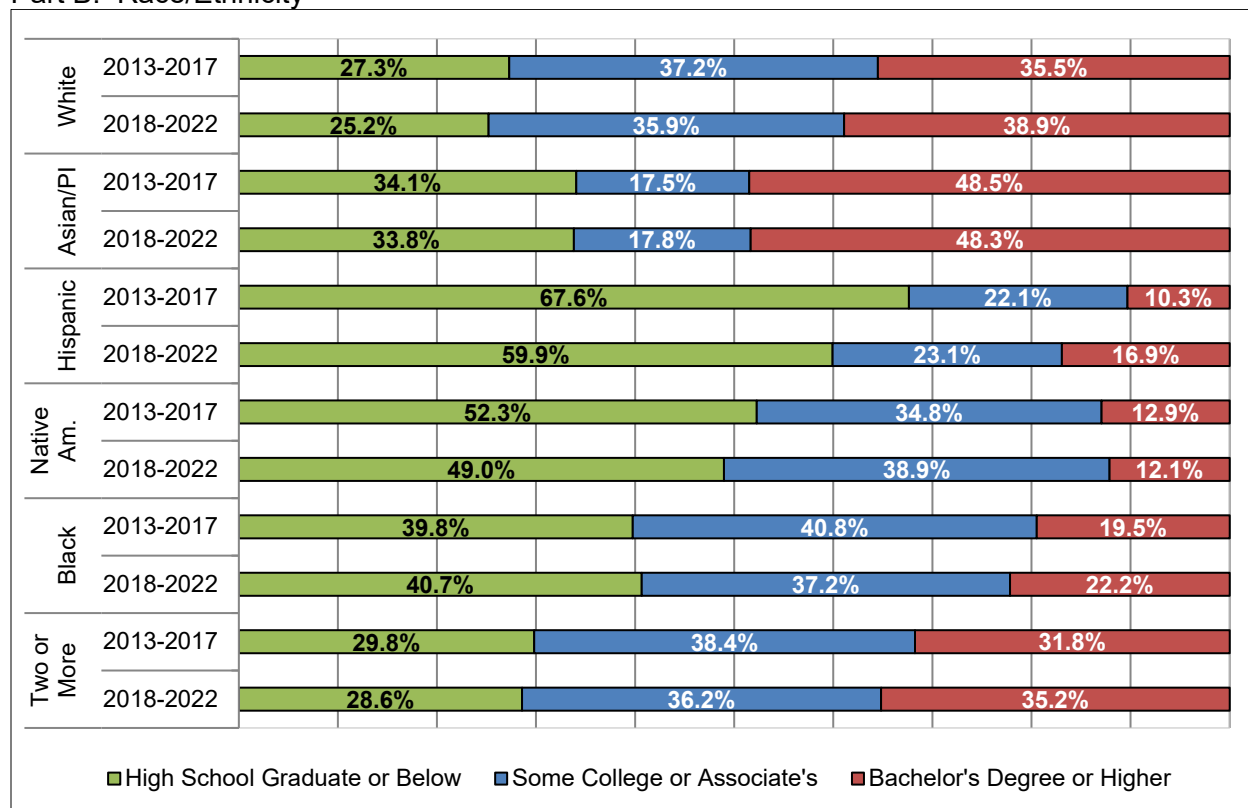
Figure 3.4

**Educational Attainment of 22- to 64-Year-Old Nebraskans by Gender and Race/Ethnicity
Based on the 2013-2017 and 2018-2022 American Community Survey**

Part A: Gender



Part B: Race/Ethnicity



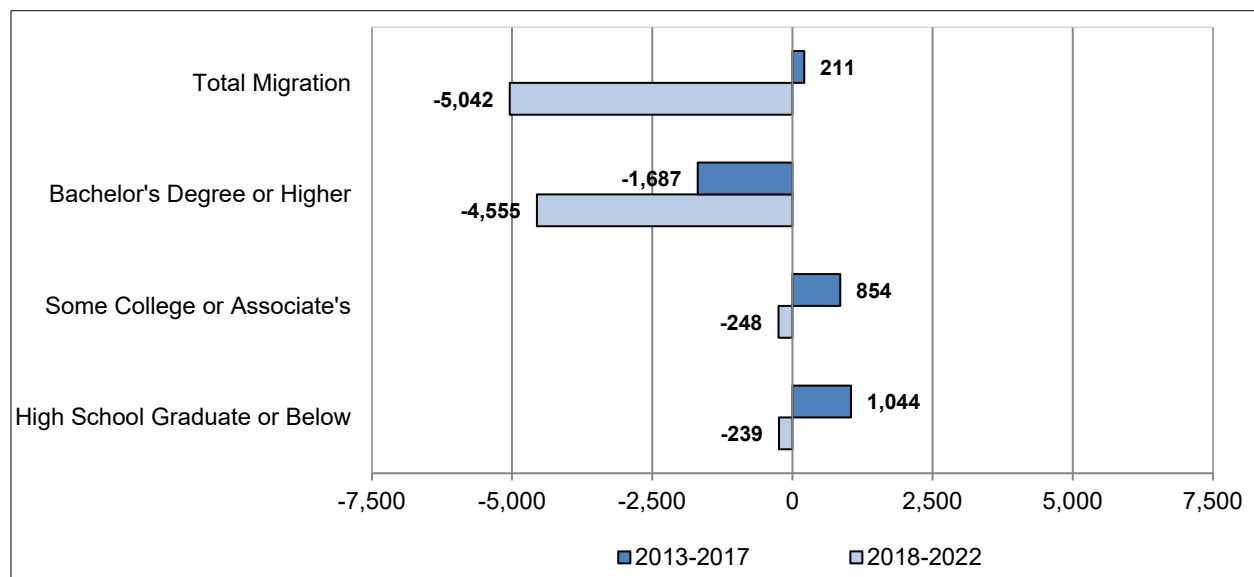
Note. Does not include rates for the racial category “Other” due to small sample sizes. See [Table A13.2](#) and [Table A13.3](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017 and 2018-2022 (compiled and prepared by Nebraska’s Coordinating Commission for Postsecondary Education).

Migration Estimates for 22- to 64-Year-Olds

- [Figure 3.5](#) summarizes the average annual net migration estimates for Nebraska by education level, based on the results of the 2013-2017 and 2018-2022 ACS.³²
- Analysis by education level reveals that between 2013 and 2017, Nebraska had an average annual net out-migration of 1,687 working-age adults with a bachelor’s degree or higher. Furthermore, it is estimated that between 2018 and 2022, Nebraska had an average annual net out-migration of 4,555 working-age adults with a bachelor’s degree or higher. The result of this continued pattern of net out-migration over the last 10 years is that Nebraska has lost an estimated 31,210 working-age adults with high levels of education.
- [Figure 3.5](#) demonstrates that the net out-migration of highly educated working-age Nebraskans has not been eliminated since the 2003 LR 174 Task Force prioritized the issue.

Figure 3.5

Nebraska Average Annual Net Migration of 22- to 64-Year-Olds by Education Level Based on the 2013-2017 and 2018-2022 American Community Survey



Note. See [Table A13.4](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017 (compiled and prepared by the Center for Public Affairs Research, University of Nebraska Omaha) and 2018-2022 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).

³² Net migration is the difference between the estimated numbers of individuals who moved to or from Nebraska. If net migration is positive, the number of people who moved to the state is higher than the number who left Nebraska. If net migration is negative, the number of people who left the state exceeded the number who moved to Nebraska. Migration estimates from the ACS PUMS surveys are based on survey responses from a small number of working-age adults that moved in to or out of Nebraska. As shown in [Table A13.4](#) in [Appendix 13](#), the 2018-2022 ACS PUMS data reveals that only 1,139 highly educated, working-age adults were surveyed that moved in to or out of Nebraska (approximately 230 survey respondents per year).

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

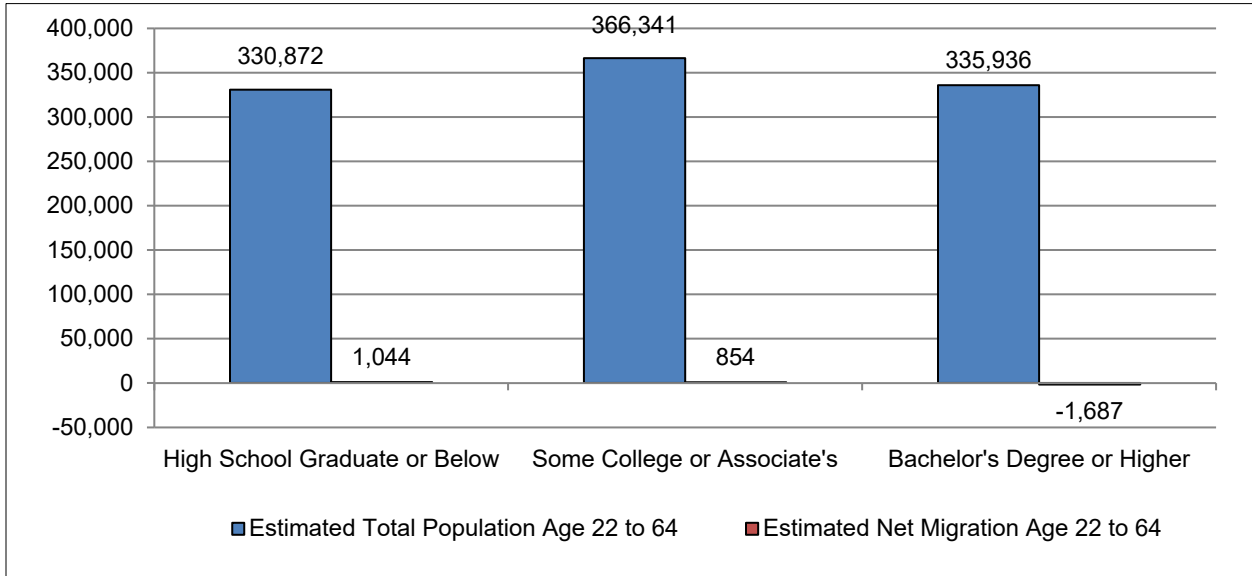
Current estimates from the U.S. Census Bureau reveal there is reason to be concerned about the net migration of working-age adults, particularly at the bachelor's degree and above level.

As illustrated in [Figure 3.6](#), the latest available average annual net migration estimate at each education level is small relative to the corresponding total estimated working-age population of the state. Nevertheless, repeated positive or negative net migration will have a corresponding positive or negative effect on the size and quality of the state's labor force over the long run.

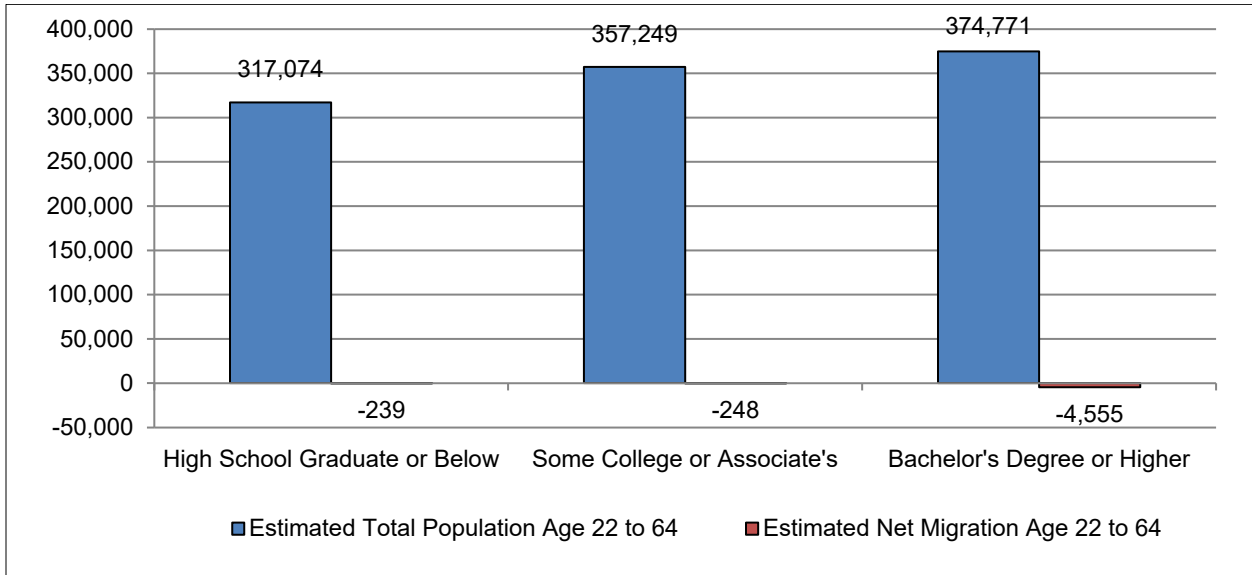
- Analyzing the overall educational attainment and the overall net migration of 22- to-64-year-olds reveals that for every 10,000 people in Nebraska with a high school education or below, there was an average annual net out-migration of 7.5 people for 2018-2022, compared to an average annual net in-migration of 31.6 people for 2013-2017.
- For every 10,000 people in Nebraska with some college or an associate's degree, there was an average annual net out-migration of 6.9 people for 2018-2022, compared to an average annual net in-migration of 23.3 people for 2013-2017.
- For every 10,000 people in Nebraska with a bachelor's degree or higher, there was an average annual net out-migration of 121.5 people for 2018-2022, compared to an average annual net out-migration of 50.2 people for 2013-2017.
- As previously discussed, only limited conclusions can be drawn about the net migration of 22- to-64-year-olds due to the small samples on which the estimates are based each year and the relatively high margin of error associated with each estimate. Caution should be exercised when interpreting the migration estimates based on American Community Survey data.
- A better future measure to analyze the net migration of Nebraskans with high levels of education attainment would be to obtain data from the postsecondary institutions related to where their recent college graduates are employed.

Figure 3.6
Nebraska Educational Attainment of 22- to 64-Year-Olds Compared to the
Nebraska Average Annual Net Migration of 22- to 64-Year-Olds by Education Level
Based on the 2013-2017 and 2018-2022 American Community Survey

Part A: 2013-2017



Part B: 2018-2022



Note. See [Table A13.1](#) and [Table A13.4](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017 (compiled and prepared by the Center for Public Affairs Research, University of Nebraska Omaha) and 2018-2022 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).

Appendices

Note. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report. Due to rounding, percentages may not sum to 100.0% for data summarized in this report. Additionally, due to rounding, totals may not equal the sum of their parts.

Reporting Institutions

University of Nebraska

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

Nebraska State College System

- Chadron State College
- Peru State College
- Wayne State College

Nebraska Community Colleges

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

Nonpublic College & Universities

- Bellevue University
- Bryan College of Health Sciences
- Capitol Beauty School
 - Formerly Capitol School of Hairstyling
 - Formerly Capitol School of Hairstyling and Esthetics
- CHI Health School of Radiologic Technology
 - Formerly Alegant Health School of Radiologic Technology
- Clarkson College
- College of Hair Design-Downtown
- College of Hair Design-East Campus
- College of Saint Mary
- Concordia University-Nebraska
- Creighton University
- Doane University
 - Formerly Doane College
 - Formerly Doane College-Crete
 - Formerly Doane College-Lincoln
 - Formerly Doane University-Arts & Sciences
 - Formerly Doane University-Graduate and Professional Studies
- Entourage Institute of Beauty and Esthetics
 - Formerly Paul Mitchell the School Lincoln
 - Formerly Davines Professional Academy of Beauty and Business
 - Did not report to IPEDS until Fall 2016
- Fullen School of Hair Design
 - No longer an IPEDS reporting institution Fall 2016
- Grace University
 - Closed Fall 2018

Nonpublic College & Universities (Continued)

- Hastings College
- ITT Technical Institute-Omaha
 - Closed Fall 2016
- Joseph's College Cosmetology
 - Formerly Joseph's College
- La'James International College
 - Closed Fall 2020
- Little Priest Tribal College
- Midland University
- Myotherapy Institute
- National American University-Bellevue
 - Did not report to IPEDS until Fall 2012
 - Closed Fall 2019
- Nebraska Christian College of Hope International University
 - Formerly Nebraska Christian College
 - Closed Fall 2020
- Nebraska Indian Community College
- Nebraska Methodist College of Nursing & Allied Health
- Nebraska Wesleyan University
- Omaha School of Massage and Healthcare of Herzing University
 - Closed Fall 2018
- Purdue University Global-Lincoln
 - Formerly Kaplan University-Lincoln Campus
 - No longer an IPEDS reporting institution Fall 2019
 - Closed Fall 2023
- Purdue University Global-Omaha
 - Formerly Kaplan University-Omaha Campus
 - Closed Fall 2019
- Regional West Medical Center School of Radiologic Technology
 - No longer an IPEDS reporting institution Fall 2016
- Stephanie Moss Academy
 - Formerly Xenon International Academy-Omaha
- Summit Christian College
- The Creative Center
 - Closed Fall 2021
- Union Adventist University
 - Formerly Union College
- Universal College of Healing Arts
- University of Phoenix-Omaha Campus
 - Closed Fall 2015
- Vatterott College-Spring Valley
 - Closed Fall 2015
- York University
 - Formerly York College

Appendix 1

Nebraska College Enrollments

Table A1.1 Nebraska Total Fall Headcount Enrollment by Sector Fall 2012 through Fall 2023					
Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Nonpublic Colleges & Universities	Nebraska State Total
2012	50,178	8,939	44,899	36,631	140,647
2013	50,705	8,984	42,005	37,245	138,939
2014	51,215	9,002	39,484	37,009	136,710
2015	51,835	8,930	39,107	37,090	136,962
2016	52,516	8,905	39,436	36,060	136,917
2017	52,679	8,378	39,660	35,891	136,608
2018	51,885	8,195	39,564	35,974	135,618
2019	51,208	8,406	39,529	37,070	136,213
2020	51,206	8,434	37,351	38,610	135,601
2021	50,066	8,897	38,584	37,003	134,550
2022	48,867	8,832	39,767	37,986	135,452
<i>2023 Estimated</i>	<i>48,739</i>	<i>8,838</i>	<i>41,599</i>	<i>38,455</i>	<i>137,631</i>
<p><i>Note.</i> Statewide official enrollments for fall 2023 will not be available from IPEDS until mid-2024. Data sources: For 2012 through 2023 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.</p>					

Table A1.2
Nebraska Total Fall Headcount Enrollment by Sector and by Institution
Fall 2012 through Fall 2023

Total Fall Headcount Enrollment	2012	2013	2014	2015	2016	2017
Nebraska Public Institutions	104,016	101,694	99,701	99,872	100,857	100,717
University of Nebraska	50,178	50,705	51,215	51,835	52,516	52,679
Neb. College of Technical Agriculture	331	300	384	512	342	317
University of Nebraska at Kearney	7,199	7,052	6,902	6,747	6,788	6,644
University of Nebraska-Lincoln	24,207	24,445	25,006	25,260	25,897	26,079
University of Nebraska Medical Center	3,655	3,681	3,696	3,790	3,862	3,908
University of Nebraska at Omaha	14,786	15,227	15,227	15,526	15,627	15,731
Nebraska State College System	8,939	8,984	9,002	8,930	8,905	8,378
Chadron State College	2,994	3,056	3,033	2,993	2,977	2,737
Peru State College	2,390	2,422	2,499	2,506	2,571	2,349
Wayne State College	3,555	3,506	3,470	3,431	3,357	3,292
Nebraska Community Colleges	44,899	42,005	39,484	39,107	39,436	39,660
Central Community College	7,283	6,906	6,377	6,227	6,316	6,082
Metropolitan Community College	17,376	15,752	14,675	14,812	14,788	14,954
Mid-Plains Community College	2,591	2,491	2,143	2,235	2,276	2,221
Northeast Community College	5,251	5,145	5,061	5,051	5,075	5,086
Southeast Community College	10,168	9,751	9,392	9,248	9,262	9,412
Western Nebraska Community College	2,230	1,960	1,836	1,534	1,719	1,905
Nonpublic Colleges & Universities	36,631	37,245	37,009	37,090	36,060	35,891
Bellevue University	9,942	9,788	9,879	9,760	8,896	8,655
Bryan College of Health Sciences	714	711	691	704	703	679
Capitol Beauty School	148	144	116	121	124	124
CHI Health School of Radiologic Technology	17	22	22	19	18	15
Clarkson College	1,204	1,238	1,221	1,254	1,219	1,273
College of Hair Design-Downtown	138	116	98	103	92	88
College of Hair Design-East Campus	140	114	112	80	67	40
College of Saint Mary	1,037	970	1,018	1,001	1,043	1,140
Concordia University-Nebraska	2,091	2,206	2,332	2,457	2,757	2,520
Creighton University	7,736	8,019	8,236	8,435	8,393	8,654
Doane University	2,784	2,766	2,624	2,639	2,615	2,871
Entourage Institute of Beauty and Esthetics	-	-	-	37	55	58
Fullen School of Hair Design	32	34	29	24	-	-
Grace University	439	481	469	471	393	298
Hastings College	1,112	1,144	1,212	1,219	1,246	1,202
ITT Technical Institute-Omaha	597	505	395	312	-	-
Joseph's College Cosmetology	308	281	229	245	266	202
La'James International College	39	33	24	24	20	17
Little Priest Tribal College	144	144	127	132	132	141
Midland University	1,126	1,288	1,362	1,646	1,709	1,793
Myotherapy Institute	29	23	15	20	41	23
National American University-Bellevue	168	227	191	121	106	98
Nebraska Christian College of Hope International University	139	150	136	130	124	146

Continued on the next page.

Table A1.2 Continued						
Total Fall Headcount Enrollment	2018	2019	2020	2021	2022	<i>Est. 2023</i>
Nebraska Public Institutions	99,644	99,143	96,991	97,547	97,466	99,176
University of Nebraska	51,885	51,208	51,206	50,066	48,867	48,739
Neb. College of Technical Agriculture	335	331	282	282	303	232
University of Nebraska at Kearney	6,327	6,279	6,225	6,275	6,041	6,017
University of Nebraska-Lincoln	25,820	25,390	25,108	24,431	23,805	23,600
University of Nebraska Medical Center	3,972	4,055	3,699	3,750	3,660	3,875
University of Nebraska at Omaha	15,431	15,153	15,892	15,328	15,058	15,015
Nebraska State College System	8,195	8,406	8,434	8,897	8,832	8,838
Chadron State College	2,448	2,407	2,330	2,250	2,260	2,205
Peru State College	2,114	2,109	1,902	2,067	1,799	1,826
Wayne State College	3,633	3,890	4,202	4,580	4,773	4,807
Nebraska Community Colleges	39,564	39,529	37,351	38,584	39,767	41,599
Central Community College	6,354	6,368	5,974	6,309	6,519	6,862
Metropolitan Community College	14,913	14,300	13,244	13,709	14,541	15,966
Mid-Plains Community College	2,216	2,125	2,075	2,101	2,084	2,066
Northeast Community College	5,016	5,258	5,105	5,345	5,583	5,595
Southeast Community College	9,240	9,756	9,328	9,416	9,465	9,602
Western Nebraska Community College	1,825	1,722	1,625	1,704	1,575	1,508
Nonpublic Colleges & Universities	35,974	37,070	38,610	37,003	37,986	38,455
Bellevue University	9,621	11,637	13,059	11,902	13,841	14,477
Bryan College of Health Sciences	716	773	778	744	725	670
Capitol Beauty School	107	158	160	154	138	121
CHI Health School of Radiologic Technology	15	16	15	19	24	25
Clarkson College	1,162	1,108	1,169	1,180	1,133	1,088
College of Hair Design-Downtown	123	78	43	57	67	72
College of Hair Design-East Campus	37	94	51	114	117	149
College of Saint Mary	1,168	1,050	1,024	1,011	857	733
Concordia University-Nebraska	2,424	2,703	3,224	2,989	3,047	3,423
Creighton University	8,910	8,821	8,770	8,735	8,397	8,255
Doane University	2,617	2,422	2,281	2,060	1,879	1,743
Entourage Institute of Beauty and Esthetics	51	44	38	33	27	46
Fullen School of Hair Design	-	-	-	-	-	-
Grace University	-	-	-	-	-	-
Hastings College	1,080	998	982	946	936	1,014
ITT Technical Institute-Omaha	-	-	-	-	-	-
Joseph's College Cosmetology	163	140	131	127	107	24
La'James International College	8	15	-	-	-	-
Little Priest Tribal College	130	133	113	165	208	210
Midland University	1,873	1,809	1,765	1,671	1,615	1,557
Myotherapy Institute	11	17	13	14	13	11
National American University-Bellevue	68	-	-	-	-	-
Nebraska Christian College of Hope	134	111	-	-	-	-
International University						

Continued on the next page.

Table A1.2 Continued

	1-Year Change 21-22	Est. 1-Year Change 22-23	10-Year Change 12-22	Est. 11-Year Change 12-23
Total Fall Headcount Enrollment				
Nebraska Public Institutions	-0.1%	1.8%	-6.3%	-4.7%
University of Nebraska	-2.4%	-0.3%	-2.6%	-2.9%
Neb. College of Technical Agriculture	7.4%	-23.4%	-8.5%	-29.9%
University of Nebraska at Kearney	-3.7%	-0.4%	-16.1%	-16.4%
University of Nebraska-Lincoln	-2.6%	-0.9%	-1.7%	-2.5%
University of Nebraska Medical Center	-2.4%	5.9%	0.1%	6.0%
University of Nebraska at Omaha	-1.8%	-0.3%	1.8%	1.5%
Nebraska State College System	-0.7%	0.1%	-1.2%	-1.1%
Chadron State College	0.4%	-2.4%	-24.5%	-26.4%
Peru State College	-13.0%	1.5%	-24.7%	-23.6%
Wayne State College	4.2%	0.7%	34.3%	35.2%
Nebraska Community Colleges	3.1%	4.6%	-11.4%	-7.3%
Central Community College	3.3%	5.3%	-10.5%	-5.8%
Metropolitan Community College	6.1%	9.8%	-16.3%	-8.1%
Mid-Plains Community College	-0.8%	-0.9%	-19.6%	-20.3%
Northeast Community College	4.5%	0.2%	6.3%	6.6%
Southeast Community College	0.5%	1.4%	-6.9%	-5.6%
Western Nebraska Community College	-7.6%	-4.3%	-29.4%	-32.4%
Nonpublic Colleges & Universities	2.7%	1.2%	3.7%	5.0%
Bellevue University	16.3%	4.6%	39.2%	45.6%
Bryan College of Health Sciences	-2.6%	-7.6%	1.5%	-6.2%
Capitol Beauty School	-10.4%	-12.3%	-6.8%	-18.2%
CHI Health School of Radiologic Technology	26.3%	4.2%	41.2%	47.1%
Clarkson College	-4.0%	-4.0%	-5.9%	-9.6%
College of Hair Design-Downtown	17.5%	7.5%	-51.4%	-47.8%
College of Hair Design-East Campus	2.6%	27.4%	-16.4%	6.4%
College of Saint Mary	-15.2%	-14.5%	-17.4%	-29.3%
Concordia University-Nebraska	1.9%	12.3%	45.7%	63.7%
Creighton University	-3.9%	-1.7%	8.5%	6.7%
Doane University	-8.8%	-7.2%	-32.5%	-37.4%
Entourage Institute of Beauty and Esthetics	-18.2%	70.4%	-	-
Fullen School of Hair Design	-	-	-	-
Grace University	-	-	-	-
Hastings College	-1.1%	8.3%	-15.8%	-8.8%
ITT Technical Institute-Omaha	-	-	-	-
Joseph's College Cosmetology	-15.7%	-77.6%	-65.3%	-92.2%
La'James International College	-	-	-	-
Little Priest Tribal College	26.1%	1.0%	44.4%	45.8%
Midland University	-3.4%	-3.6%	43.4%	38.3%
Myotherapy Institute	-7.1%	-15.4%	-55.2%	-62.1%
National American University-Bellevue	-	-	-	-
Nebraska Christian College of Hope	-	-	-	-
International University	-	-	-	-

Continued on the next page.

Table A1.2 Continued						
Total Fall Headcount Enrollment	2012	2013	2014	2015	2016	2017
Nebraska Indian Community College	150	199	120	158	175	180
Nebraska Methodist College of Nursing & Allied Health	878	943	1,000	1,000	1,088	1,167
Nebraska Wesleyan University	2,065	2,149	2,083	2,049	2,059	2,064
Omaha School of Massage and Healthcare of Herzing University	148	121	146	104	106	17
Purdue University Global-Lincoln	462	501	593	498	410	296
Purdue University Global-Omaha	615	795	720	678	585	458
Regional West Medical Center School of Radiologic Technology	9	8	7	11	-	-
Stephanie Moss Academy	238	237	230	194	191	215
Summit Christian College	39	29	40	36	37	30
The Creative Center	109	86	78	64	60	51
Union Adventist University	881	911	887	903	895	868
Universal College of Healing Arts	27	28	14	25	11	46
University of Phoenix-Omaha Campus	71	34	-	-	-	-
Vatterott College-Spring Valley	383	330	145	6	-	-
York University	472	470	408	410	424	462
Nebraska State Total	140,647	138,939	136,710	136,962	136,917	136,608

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Table A1.2 Continued						
Total Fall Headcount Enrollment	2018	2019	2020	2021	2022	<i>Est. 2023</i>
Nebraska Indian Community College	200	226	210	409	474	624
Nebraska Methodist College of Nursing & Allied Health	1,102	1,128	1,212	1,229	1,146	1,040
Nebraska Wesleyan University	2,095	2,044	1,924	1,816	1,688	1,690
Omaha School of Massage and Healthcare of Herzing University	-	-	-	-	-	-
Purdue University Global-Lincoln	288	-	-	-	-	-
Purdue University Global-Omaha	332	-	-	-	-	-
Regional West Medical Center School of Radiologic Technology	-	-	-	-	-	-
Stephanie Moss Academy	191	177	152	166	181	196
Summit Christian College	27	25	34	26	22	17
The Creative Center	39	40	24	-	-	-
Union Adventist University	807	770	757	774	694	663
Universal College of Healing Arts	35	26	29	14	24	26
University of Phoenix-Omaha Campus	-	-	-	-	-	-
Vatterott College-Spring Valley	-	-	-	-	-	-
York University	440	507	652	648	626	581
Nebraska State Total	135,618	136,213	135,601	134,550	135,452	137,631

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Table A1.2 Continued				
Total Fall Headcount Enrollment	1-Year Change 21-22	<i>Est. 1-Year Change</i> <i>22-23</i>	10-Year Change 12-22	<i>Est. 11-Year Change</i> <i>12-23</i>
Nebraska Indian Community College	15.9%	31.6%	216.0%	316.0%
Nebraska Methodist College of Nursing & Allied Health	-6.8%	-9.2%	30.5%	18.5%
Nebraska Wesleyan University	-7.0%	0.1%	-18.3%	-18.2%
Omaha School of Massage and Healthcare of Herzing University	-	-	-	-
Purdue University Global-Lincoln	-	-	-	-
Purdue University Global-Omaha	-	-	-	-
Regional West Medical Center School of Radiologic Technology	-	-	-	-
Stephanie Moss Academy	9.0%	8.3%	-23.9%	-17.6%
Summit Christian College	-15.4%	-22.7%	-43.6%	-56.4%
The Creative Center	-	-	-	-
Union Adventist University	-10.3%	-4.5%	-21.2%	-24.7%
Universal College of Healing Arts	71.4%	8.3%	-11.1%	-3.7%
University of Phoenix-Omaha Campus	-	-	-	-
Vatterott College-Spring Valley	-	-	-	-
York University	-3.4%	-7.2%	32.6%	23.1%
Nebraska State Total	0.7%	1.6%	-3.7%	-2.1%
Data sources: For 2012 through 2022 data, National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.				

**Table A1.3
Nebraska 12-Month Unduplicated Headcount Enrollment by Sector
2012-2013 through 2022-2023**

Academic Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Nonpublic Colleges & Universities	Nebraska State Total
2012-2013	57,626	11,520	84,583	48,629	202,358
2013-2014	58,373	11,584	78,308	48,745	197,010
2014-2015	58,708	11,537	69,560	48,258	188,063
2015-2016	59,217	11,622	64,268	48,221	183,328
2016-2017	59,963	11,339	62,113	46,185	179,600
2017-2018	59,978	10,924	60,782	45,933	177,617
2018-2019	59,401	10,595	59,720	45,497	175,213
2019-2020	57,516	10,956	56,768	51,017	176,257
2020-2021	58,037	11,702	54,424	50,786	174,949
2021-2022	56,818	11,523	54,835	51,252	174,428
2022-2023	55,328	11,256	56,891	51,411	174,886

Data source: National Center for Education Statistics, IPEDS 2012 through 2022 surveys.

**Table A1.4
First-Time Freshmen Enrollment by Sector
Fall 2012 through Fall 2023**

Part A: <u>Full-Time</u>, First-Time Freshmen						
Number of Students	2012	2013	2014	2015	2016	2017
University of Nebraska	6,785	7,267	7,478	7,570	7,935	7,902
Nebraska State College System	1,286	1,420	1,399	1,292	1,217	1,228
Nebraska Community Colleges	4,789	4,475	4,235	3,946	4,183	3,678
Nonpublic Colleges & Universities	3,540	3,859	3,667	3,743	3,589	3,773
Nebraska Total	16,400	17,021	16,779	16,551	16,924	16,581
% of Total Freshmen Enrolled	89.1%	89.5%	90.3%	90.4%	90.8%	91.2%
Number of Students	2018	2019	2020	2021	2022	Est. 2023
University of Nebraska	7,963	7,697	7,807	7,870	7,856	7,765
Nebraska State College System	1,306	1,389	1,413	1,460	1,314	1,254
Nebraska Community Colleges	3,869	3,982	3,734	3,554	3,630	4,054
Nonpublic Colleges & Universities	3,672	3,562	3,374	3,446	3,308	3,599
Nebraska Total	16,810	16,630	16,328	16,330	16,108	16,672
% of Total Freshmen Enrolled	91.0%	90.8%	90.2%	90.2%	89.2%	90.1%
Percentage Changes	1-Year Change 21-22	Est. 1-Year Change 22-23	10-Year Change 12-22	Est. 11-Year Change 12-23		
University of Nebraska	-0.2%	-1.2%	15.8%	14.4%		
Nebraska State College System	-10.0%	-4.6%	2.2%	-2.5%		
Nebraska Community Colleges	2.1%	11.7%	-24.2%	-15.3%		
Nonpublic Colleges & Universities	-4.0%	8.8%	-6.6%	1.7%		
Nebraska Total	-1.4%	3.5%	-1.8%	1.7%		

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Table A1.4 Continued

Part B: <u>Part-Time</u>, First-Time Freshmen						
Number of Students	2012	2013	2014	2015	2016	2017
University of Nebraska	145	134	125	147	107	110
Nebraska State College System	27	12	20	17	12	9
Nebraska Community Colleges	1,565	1,669	1,574	1,538	1,506	1,365
Nonpublic Colleges & Universities	275	186	88	57	96	114
Nebraska Total	2,012	2,001	1,807	1,759	1,721	1,598
% of Total Freshmen Enrolled	10.9%	10.5%	9.7%	9.6%	9.2%	8.8%
Number of Students	2018	2019	2020	2021	2022	Est. 2023
University of Nebraska	67	90	122	97	92	100
Nebraska State College System	6	26	17	24	14	19
Nebraska Community Colleges	1,534	1,488	1,515	1,458	1,511	1,134
Nonpublic Colleges & Universities	49	82	121	191	333	586
Nebraska Total	1,656	1,686	1,775	1,770	1,950	1,839
% of Total Freshmen Enrolled	9.0%	9.2%	9.8%	9.8%	10.8%	9.9%
Percentage Changes	1-Year Change 21-22	Est. 1-Year Change 22-23	10-Year Change 12-22	Est. 11-Year Change 12-23		
University of Nebraska	-5.2%	8.7%	-36.6%	-31.0%		
Nebraska State College System	-41.7%	35.7%	-48.1%	-29.6%		
Nebraska Community Colleges	3.6%	-25.0%	-3.5%	-27.5%		
Nonpublic Colleges & Universities	74.3%	76.0%	21.1%	113.1%		
Nebraska Total	10.2%	-5.7%	-3.1%	-8.6%		

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Table A1.4 Continued

Part C: Total First-Time Freshmen						
Number of Students	2012	2013	2014	2015	2016	2017
University of Nebraska	6,930	7,401	7,603	7,717	8,042	8,012
Nebraska State College System	1,313	1,432	1,419	1,309	1,229	1,237
Nebraska Community Colleges	6,354	6,144	5,809	5,484	5,689	5,043
Nonpublic Colleges & Universities	3,815	4,045	3,755	3,800	3,685	3,887
Nebraska Total	18,412	19,022	18,586	18,310	18,645	18,179
Number of Students	2018	2019	2020	2021	2022	Est. 2023
University of Nebraska	8,030	7,787	7,929	7,967	7,948	7,865
Nebraska State College System	1,312	1,415	1,430	1,484	1,328	1,273
Nebraska Community Colleges	5,403	5,470	5,249	5,012	5,141	5,188
Nonpublic Colleges & Universities	3,721	3,644	3,495	3,637	3,641	4,185
Nebraska Total	18,466	18,316	18,103	18,100	18,058	18,511
Percentage Changes	1-Year Change 21-22	Est. 1-Year Change 22-23	10-Year Change 12-22	Est. 11-Year Change 12-23		
University of Nebraska	-0.2%	-1.0%	14.7%	13.5%		
Nebraska State College System	-10.5%	-4.1%	1.1%	-3.0%		
Nebraska Community Colleges	2.6%	0.9%	-19.1%	-18.4%		
Nonpublic Colleges & Universities	0.1%	14.9%	-4.6%	9.7%		
Nebraska Total	-0.2%	2.5%	-1.9%	0.5%		
Data sources: For 2012 through 2022 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2012 through fall 2022 surveys. Preliminary enrollments for fall 2023 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2023.						

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Appendix 2

Actual and Projected Numbers of Nebraska High School Graduates

Table A2.1 Numbers of Nebraska High School Graduates 2012-2013 through 2022-2023					
School Year	Type of School/Agency			Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	ESU & SO		
12-13	20,326	2,197	118	22,641	-0.2%
13-14	20,359	2,557	88	23,004	1.6%
14-15	20,281	2,544	87	22,912	-0.4%
15-16	20,562	2,173	210	22,945	0.1%
16-17	20,730	2,537	118	23,385	1.9%
17-18	20,844	2,786	117	23,747	1.5%
18-19	21,311	2,314	138	23,763	0.1%
19-20	21,506	2,569	150	24,225	1.9%
20-21	21,771	2,856	72	24,699	2.0%
21-22	22,170	2,698	88	24,956	1.0%
22-23	22,224	2,442	124	24,790	-0.7%

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. ESU = Educational service units; SO = State-operated schools. Data source: Nebraska Department of Education, January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), December 2018 (2017-18 data), December 2019 (2018-19 data), December 2020 (2019-20 data), February 2022 (2020-21 data), January 2023 (2021-22 data), and December 2023 (2022-23 data).

**Table A2.2
Actual and Projected Numbers of Nebraska High School Graduates
2012-2013 through 2032-2033**

Academic Year	Public by Race/Ethnicity							Public Total	Non Public Total	Total
	White non-Hispanic	Asian/Pacific Islander	Hispanic	Native American	Black non-Hispanic	Two or More Races	Race/Ethnicity Total			
Actual										
12-13	15,268	408	2,654	227	1,233	536	20,326	20,326	2,197	22,523
13-14	14,964	507	2,907	211	1,179	591	20,359	20,359	2,557	22,916
14-15	14,817	503	3,026	228	1,112	595	20,281	20,281	2,544	22,825
15-16	15,007	484	3,082	211	1,206	562	20,562	20,562	2,173	22,735
16-17	14,770	573	3,334	240	1,187	626	20,730	20,730	2,537	23,267
17-18	14,854	520	3,486	233	1,157	594	20,844	20,844	2,786	23,630
18-19	14,937	591	3,644	246	1,302	591	21,311	21,311	2,314	23,625
19-20	14,967	603	3,867	210	1,203	656	21,506	21,506	2,569	24,075
20-21	15,036	629	3,909	255	1,252	690	21,771	21,771	2,856	24,627
21-22	15,098	666	4,096	247	1,286	777	22,170	22,170	2,698	24,868
22-23	14,962	684	4,179	233	1,339	827	22,224	22,224	2,442	24,666
Projected										
22-23	15,170	730	4,350	220	1,420	800	22,690	22,700	2,940	25,640
23-24	15,230	750	4,570	230	1,470	830	23,080	23,100	2,790	25,890
24-25	14,570	730	4,400	220	1,350	860	22,130	22,130	2,750	24,880
25-26	15,500	850	4,820	220	1,500	970	23,860	23,830	2,870	26,710
26-27	15,440	850	5,030	230	1,430	1,020	24,000	23,960	2,710	26,660
27-28	15,150	870	4,860	210	1,400	1,010	23,500	23,460	2,740	26,200
28-29	14,820	950	4,680	180	1,320	1,030	22,980	22,890	2,980	25,860
29-30	14,890	1,020	4,710	220	1,360	1,110	23,310	23,230	2,830	26,050
30-31	14,970	1,030	4,730	220	1,410	1,120	23,480	23,310	2,820	26,130
31-32	15,150	1,190	5,070	220	1,460	1,150	24,240	23,960	2,890	26,850
32-33	14,940	1,270	5,240	210	1,470	1,180	24,310	23,880	2,910	26,790

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. The actual and projected public totals do not include graduates from education service units or state-operated schools. The projected race/ethnicity total may not equal the projected total number of public school graduates because graduates for each race/ethnicity were projected independently from the total public projections. The sum of the projected public and nonpublic graduates may not equal the total graduates, and the sum of the projected races may not equal the race/ethnicity total. For 2022-2023, the actual number of public school graduates (22,224) was 2.1% lower than WICHE predicted (22,700). Data sources: For actual numbers of graduates: Nebraska Department of Education, January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), December 2018 (2017-18 data), December 2019 (2018-19 data), December 2020 (2019-20 data), February 2022 (2020-21 data), January 2022 (2021-22 data), and December 2023 (2022-23 data). For projected numbers of graduates: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*.

**Table A2.3
Actual and Projected Changes in the Numbers and Percentages of
Nebraska Public High School Graduates by Race/Ethnicity:
2012-2013, 2022-23, and 2032-2033**

Race/Ethnicity	2012-2013		2022-2023		Actual % Change 12-13 to 22-23	2032-2033		Projected % Change 22-23 to 32-33
	Actual No. of Grads	% of Actual Grads	Actual No. of Grads	% of Actual Grads		Projected No. of Grads	% of Projected Grads	
White non-Hispanic	15,268	75.1%	14,962	67.3%	-2.0%	14,940	61.5%	-0.1%
Asian/ Pacific Islander	408	2.0%	684	3.1%	67.6%	1,270	5.2%	85.7%
Hispanic	2,654	13.1%	4,179	18.8%	57.5%	5,240	21.6%	25.4%
Native American	227	1.1%	233	1.0%	2.6%	210	0.9%	-9.9%
Black non-Hispanic	1,233	6.1%	1,339	6.0%	8.6%	1,470	6.0%	9.8%
Two or More Races	536	2.6%	827	3.7%	54.3%	1,180	4.9%	42.7%
Total for Public High Schools	20,326		22,224		9.3%	24,310 ^a		9.4%

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Actual counts and projections do not include graduates of educational service units or state-operated schools.

Data source: For actual numbers of graduates: Nebraska Department of Education, January 2014 and December 2023. For projected numbers of graduates: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*.

^a Because projections were made independently for the various race/ethnic groups, the projected race/ethnicity total may not equal the projected total number of public school graduates. WICHE projects a total of 23,880 individuals will graduate from Nebraska's public schools in 2032-33. This is a projected increase of 7.5% between 2022-23 and 2032-33.

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Appendix 3

Nebraska High School Graduation Rates

Explanatory Note A3.1 The Cohort Four-Year High School Graduation Rate

Prior to the 2010-2011 school year, the Nebraska Department of Education used the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.

Beginning with the 2010-2011 school year, the Nebraska Department of Education (NDE) started using the **cohort four-year graduation rate** or, more simply, the **cohort graduation rate**, to measure the proportion of Nebraska's public high school students who receive regular diplomas. The cohort graduation rate is not currently calculated for nonpublic schools in Nebraska.

The cohort four-year graduation rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the graduation cohort, including students who graduate in the summer of the expected graduation year.

A student belongs to a graduation cohort based on school enrollment status. The demographic subgroups for a graduation cohort are determined by data submitted by the school district and reported at the student's final status.

A graduation cohort represents the group of students sharing an expected graduation year. The expected graduation year is determined by adding four years to the school year when the student reaches 9th grade for the first time and remains unchanged. For example, the 2023 graduation cohort is the group of students who entered 9th grade for the first time at the beginning of or during the 2019-2020 school year. The expected graduation year for this cohort was the 2022-2023 school year.

A graduation cohort is adjusted by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the four-year cohort period.

Only students who earn and receive regular diplomas are counted as completers in calculating the cohort graduation rate. Students who receive certificates of achievement or attendance, alternative awards, or General Education Diplomas (GED) remain in the cohort, but they are not counted as completers for the purposes of calculating the cohort graduate rate. Instead, they remain only in the denominator. The cohort graduation rate is computed using the following formula:

$$\frac{\text{High school diploma recipients (Year X)}}{\text{1st time 9th graders (Year X - 4) + Students who transfer in - (Students who transfer out, emigrate to another country, or die)}}$$

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Explanatory Note A3.1 (Continued)

The cohort four-year graduation rate is calculated using an entirely different methodology than the four-year graduation rate; therefore, it is not comparable to the four-year graduation rates for previous school years.

Data source: Nebraska Department of Education, *2022-2023 Nebraska Public Schools State Snapshot*, Definitions.

**Table A3.1
Cohort Graduation Rates for Nebraska Public High Schools
By Gender, Race/Ethnicity, and Other Student Groups
2012-2013 through 2022-2023**

Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2012-2013						
Total Cohort Graduates	19,389	88%	19,977	91%	20,222	92%
Gender						
Male	9,711	86%	10,075	89%	10,218	91%
Female	9,678	91%	9,902	93%	10,004	94%
Race/Ethnicity						
White non-Hispanic	14,772	92%	15,049	94%	15,169	95%
Asian	365	77%	408	84%	425	88%
Native Hawaiian/Other Pac. Islander	18	100%	19	100%	19	100%
Hispanic	2,435	79%	2,579	83%	2,647	85%
Native American	194	72%	206	76%	208	77%
Black non-Hispanic	1,098	77%	1,182	82%	1,211	84%
Two or More Races	507	85%	534	88%	543	90%
Other Groups						
Eligible for Free or Reduced Lunch	6,388	81%	6,735	87%	6,857	89%
Special Education Students	1,820	72%	2,000	80%	2,132	86%
English Language Learners	468	60%	557	72%	588	76%
2013-2014						
Total Cohort Graduates	19,493	90%	19,987	92%	20,215	93%
Gender						
Male	9,655	87%	9,960	90%	10,108	91%
Female	9,838	92%	10,027	94%	10,107	95%
Race/Ethnicity						
White non-Hispanic	14,526	93%	14,777	94%	14,893	95%
Asian	418	78%	447	83%	481	89%
Native Hawaiian/Other Pac. Islander	24	77%	26	84%	27	84%
Hispanic	2,695	83%	2,824	87%	2,860	88%
Native American	187	69%	204	76%	208	77%
Black non-Hispanic	1,085	81%	1,136	84%	1,166	86%
Two or More Races	558	87%	573	90%	580	91%
Other Groups						
Eligible for Free or Reduced Lunch	6,550	82%	6,842	88%	6,967	90%
Special Education Students	1,801	72%	1,956	80%	2,069	85%
English Language Learners	449	60%	510	70%	550	75%

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Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2014-2015						
Total Cohort Graduates	19,430	89%	20,036	92%	20,250	92%
Gender						
Male	9,619	86%	10,008	89%	10,136	90%
Female	9,811	92%	10,028	94%	10,114	95%
Race/Ethnicity						
White non-Hispanic	14,374	93%	14,656	94%	14,775	95%
Asian	434	78%	475	86%	502	89%
Native Hawaiian/Other Pac. Islander	23	96%	23	96%	23	96%
Hispanic	2,804	82%	2,953	86%	2,989	87%
Native American	207	76%	215	79%	219	80%
Black non-Hispanic	1,020	75%	1,116	83%	1,135	84%
Two or More Races	568	84%	598	88%	607	89%
Other Groups						
Eligible for Free or Reduced Lunch	6,530	81%	6,880	88%	6,994	90%
Special Education Students	1,803	71%	1,975	79%	2,087	84%
English Language Learners	410	55%	505	68%	541	72%
2015-2016						
Total Cohort Graduates	19,668	89%	20,149	91%	20,380	92%
Gender						
Male	9,850	87%	10,153	89%	10,297	90%
Female	9,818	92%	9,996	94%	10,083	94%
Race/Ethnicity						
White non-Hispanic	14,536	93%	14,776	94%	14,884	95%
Asian	410	81%	428	83%	449	87%
Native Hawaiian/Other Pac. Islander	27	77%	31	89%	32	91%
Hispanic	2,883	82%	3,022	85%	3,083	87%
Native American	197	74%	204	77%	211	79%
Black non-Hispanic	1,094	79%	1,152	82%	1,181	84%
Two or More Races	521	84%	536	87%	540	87%
Other Groups						
Eligible for Free or Reduced Lunch	6,631	82%	6,910	87%	7,038	89%
Special Education Students	1,837	70%	1,992	77%	2,127	83%
English Language Learners	348	55%	408	63%	431	69%

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Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2016-2017						
Total Cohort Graduates	19,931	89%	20,502	92%	20,715	92%
Gender						
Male	10,030	87%	10,378	90%	10,491	90%
Female	9,901	92%	10,124	94%	10,224	94%
Race/Ethnicity						
White non-Hispanic	14,345	92%	14,627	94%	14,731	95%
Asian	499	82%	539	88%	557	91%
Native Hawaiian/Other Pac. Islander	35	85%	37	93%	38	95%
Hispanic	3,130	82%	3,282	85%	3,334	87%
Native American	227	70%	245	75%	248	75%
Black non-Hispanic	1,100	81%	1,157	85%	1,184	86%
Two or More Races	595	86%	615	88%	621	89%
Other Groups						
Eligible for Free or Reduced Lunch	7,099	82%	7,432	87%	7,494	89%
Special Education Students	1,768	71%	1,925	79%	2,023	83%
English Language Learners	411	50%	501	62%	538	67%
2017-2018						
Total Cohort Graduates	20,546	89%	21,053	91%	21,247	92%
Gender						
Male	10,331	87%	10,620	89%	10,739	90%
Female	10,215	91%	10,433	93%	10,508	94%
Race/Ethnicity						
White non-Hispanic	14,658	93%	14,905	95%	15,003	95%
Asian	483	82%	506	86%	520	88%
Native Hawaiian/Other Pac. Islander	20	95%	20	95%	20	95%
Hispanic	3,385	81%	3,535	85%	3,585	86%
Native American	217	72%	227	75%	232	77%
Black non-Hispanic	1,193	78%	1,258	82%	1,283	84%
Two or More Races	590	85%	601	87%	604	88%
Other Groups						
Eligible for Free or Reduced Lunch	7,291	81%	7,559	87%	7,661	88%
Special Education Students	1,819	70%	1,948	75%	2,030	79%
English Language Learners	432	48%	535	61%	567	65%

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Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2018-2019						
Total Cohort Graduates	20,491	88%	21,000	90%	21,141	91%
Gender						
Male	10,122	85%	10,458	88%	10,536	89%
Female	10,369	92%	10,542	93%	10,605	94%
Race/Ethnicity						
White non-Hispanic	14,500	92%	14,750	94%	14,822	94%
Asian	528	84%	553	88%	558	89%
Native Hawaiian/Other Pac. Islander	21	75%	23	82%	24	86%
Hispanic	3,432	80%	3,570	84%	3,612	85%
Native American	235	71%	254	76%	260	79%
Black non-Hispanic	1,212	78%	1,269	82%	1,281	83%
Two or More Races	558	82%	581	85%	584	85%
Other Groups						
Eligible for Free or Reduced Lunch	7,553	81%	7,882	85%	7,963	86%
Special Education Students	1,890	69%	2,006	74%	2,075	77%
English Language Learners	466	49%	560	60%	573	62%
2019-2020						
Total Cohort Graduates	20,690	88%	21,188	90%	21,377	90%
Gender						
Male	10,229	84%	10,512	87%	10,618	88%
Female	10,461	91%	10,676	93%	10,759	93%
Race/Ethnicity						
White non-Hispanic	14,518	92%	14,734	94%	14,824	94%
Asian	567	87%	585	90%	593	91%
Native Hawaiian/Other Pac. Islander	24	73%	26	76%	26	76%
Hispanic	3,639	78%	3,809	82%	3,869	83%
Native American	186	72%	202	77%	206	78%
Black non-Hispanic	1,118	75%	1,177	80%	1,195	80%
Two or More Races	638	83%	655	85%	664	86%
Other Groups						
Eligible for Free or Reduced Lunch	8,014	80%	8,383	84%	8,499	85%
Special Education Students	1,858	65%	2,006	72%	2,085	76%
English Language Learners	609	52%	711	61%	743	64%

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Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2020-2021						
Total Cohort Graduates	20,914	88%	21,446	90%	21,610	90%
Gender						
Male	10,505	85%	10,831	87%	10,963	88%
Female	10,409	90%	10,615	92%	10,687	93%
Race/Ethnicity						
White non-Hispanic	14,613	92%	14,823	93%	14,891	94%
Asian	569	89%	591	92%	595	93%
Native Hawaiian/Other Pac. Islander	29	83%	30	86%	30	86%
Hispanic	3,654	79%	3,824	83%	3,884	84%
Native American	228	73%	253	81%	254	81%
Black non-Hispanic	1,159	75%	1,233	79%	1,256	80%
Two or More Races	662	81%	692	86%	700	87%
Other Groups						
Eligible for Free or Reduced Lunch	8,429	80%	8,799	84%	8,885	85%
Special Education Students	1,931	65%	2,078	71%	2,141	74%
English Language Learners	596	58%	682	67%	706	70%
2021-2022						
Total Cohort Graduates	21,274	87%	21,779	89%		
Gender						
Male	10,611	84%	10,931	87%		
Female	10,663	90%	10,848	92%		
Race/Ethnicity						
White non-Hispanic	14,771	92%	15,006	94%		
Asian	604	90%	616	92%		
Native Hawaiian/Other Pac. Islander	28	90%	30	100%		
Hispanic	3,795	77%	3,940	80%		
Native American	208	70%	221	74%		
Black non-Hispanic	1,154	74%	1,230	79%		
Two or More Races	714	82%	736	84%		
Other Groups						
Eligible for Free or Reduced Lunch	8,260	79%	8,547	83%		
Special Education Students	1,978	66%	2,129	72%		
English Language Learners	616	53%	701	61%		
Continued on the next page.						

Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2022-2023						
Total Cohort Graduates	21,232	87%				
Gender						
Male	10,702	85%				
Female	10,530	90%				
Race/Ethnicity						
White non-Hispanic	14,486	92%				
Asian	623	88%				
Native Hawaiian/Other Pac. Islander	35	85%				
Hispanic	3,898	77%				
Native American	212	74%				
Black non-Hispanic	1,214	76%				
Two or More Races	764	81%				
Other Groups						
Eligible for Free or Reduced Lunch	7,990	79%				
Special Education Students	2,019	67%				
English Language Learners	693	53%				
<i>Note.</i> Graduates do not include GED recipients or completers who did not receive regular diplomas. Data source: Nebraska Department of Education, 2022-2023 Data Downloads, Cohort Graduation Data, supplemented with cohort graduation data from the Nebraska Department of Education, December 2023.						

Appendix 4

Nebraska Scores on the ACT Test

Table A4.1						
Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks Nebraska and National High School Graduating Classes 2013 through 2023						
Year of High School Graduation	No. of Students Tested		<i>% of ACT-Tested Students Meeting College Readiness Benchmarks</i>			
			English		Mathematics	
	Nebraska	National	Nebraska	National	Nebraska	National
2013	17,745	1,799,243	71%	64%	46%	44%
2014	17,768	1,845,787	72%	64%	45%	43%
2015	18,347	1,924,436	69%	64%	44%	42%
2016	18,598	2,090,342	68%	61%	43%	41%
2017	18,993	2,030,038	67%	61%	42%	41%
2018	24,516	1,914,817	56%	60%	35%	40%
2019	24,744	1,782,820	55%	59%	34%	39%
2020	24,973	1,670,497	54%	58%	34%	37%
2021	21,627	1,295,349	55%	56%	33%	36%
2022	24,370	1,349,644	51%	53%	30%	31%
2023	24,565	1,386,335	50%	51%	29%	30%
Year of High School Graduation	<i>% of ACT-Tested Students Meeting College Readiness Benchmarks</i>					
	Reading		Science		Meeting All Four ACT Benchmark Scores	
	Nebraska	National	Nebraska	National	Nebraska	National
2013	48%	44%	41%	36%	28%	26%
2014	48%	44%	42%	37%	29%	26%
2015	49%	46%	42%	38%	29%	28%
2016	48%	44%	40%	36%	28%	26%
2017	50%	47%	41%	37%	28%	27%
2018	40%	46%	33%	36%	22%	27%
2019	40%	45%	33%	36%	22%	26%
2020	38%	45%	31%	36%	22%	26%
2021	42%	44%	35%	35%	23%	25%
2022	37%	41%	31%	32%	20%	22%
2023	36%	40%	30%	31%	19%	21%
<p><i>Note.</i> The benchmark scores for English (18), mathematics (22), reading (22), and science (23) were unchanged during the reporting period. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). However, due to the COVID-19 pandemic, the ACT testing requirement was waived for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, <i>High School Profile Report - Nebraska</i>, 2013 through 2023.</p>						

Table A4.2
Numbers and Percentages of ACT-Tested Students
by High School Curriculum Completed or Planned to Complete Before Graduation
2013 through 2023

Year of High School Graduation	The Core or More		Less Than the Core		Did Not Report Courses Taken		Total No. of Students
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	
2013	13,851	78%	3,372	19%	522	3%	17,745
2014	13,909	78%	3,283	18%	576	3%	17,768
2015	13,943	76%	3,489	19%	915	5%	18,347
2016	13,865	75%	3,480	19%	1,253	7%	18,598
2017	14,384	76%	3,501	18%	1,108	6%	18,993
2018	15,146	62%	6,263	26%	3,107	13%	24,516
2019	14,415	58%	6,181	25%	4,148	17%	24,744
2020	13,706	55%	5,839	23%	5,428	22%	24,973
2021	8,984	42%	3,131	14%	9,512	44%	21,627
2022	13,256	54%	5,163	21%	5,951	24%	24,370
2023	11,533	47%	4,695	19%	8,337	34%	24,565

Note. ACT, Inc. defines the core, college-preparatory high school curriculum (or what is simply called “the core”) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I). Data is self-reported by the student. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). However, due to the COVID-19 pandemic, the ACT testing requirement was waived for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2013 through 2023.

Appendix 5

Nebraska College Continuation Rates

**Table A5.1
College Continuation Rates for Nebraska High School Graduates
Who Attended Postsecondary Institutions
in the Fall Term Following High School Graduation
Fall 2012 through Fall 2022**

Year of HS Graduation	No. of HS Graduates	Fall IPEDS Survey	No. of FTF with Nebraska Residency Who Graduated from HS During the Past 12 Months and Attended Postsecondary Institutions	College Continuation Rate
2011-2012	22,678	2012	14,917	65.8%
2013-2014	23,004	2014	14,285	62.1%
2015-2016	22,945	2016	14,839	64.7%
2017-2018	23,747	2018	15,160	63.8%
2019-2020	24,225	2020	14,644	60.4%
2021-2022	24,956	2022	15,383	61.6%
Change Since: 2011-12 (HS) & Fall 2012 (FTF)	10.0% (HS)		3.1% (FTF)	

Note. High school graduates include graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. FTF = first-time freshmen. HS = high school. Continuation rate = the number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting or non-degree-granting institutions in the fall term following high school graduation divided by the total number of high school graduates. First-time freshmen enrolled in the fall term who attended college for the first time in the prior summer term are also included. Nebraskans who have delayed going to college are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with college continuation data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 403 Nebraska first-time freshmen attended TSTC in fall 2022 within 12 months of high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC did not report any Nebraska students attending within 12 months of high school graduation. Therefore, the Commission has overridden TSTC's fall 2022 enrollments to zero Nebraska students. Data sources: For high school data, Nebraska Department of Education, December 2013 (2011-12 data), January 2015 (2013-14 data), December 2016 (2015-16 data), December 2018 (2017-18 data), December 2020 (2019-20 data), and January 2023 (2021-22 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

Table A5.2
In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates Who Attended Postsecondary Institutions and the Estimated Number and Percentage of Nebraska High School Graduates Who Did Not Go to College in the Fall Term Following High School Graduation Fall 2012 through Fall 2022

Year of HS Graduation	No. of HS Graduates	Fall IPEDS Survey	No. of FTF with Nebraska Residency Who Graduated from HS During the Past 12 Months				Estimated No. and % of HS Grads Who Did Not Go to College	
			No. Who Attended Nebraska Institutions	In-State College Continuation Rate	No. Who Attended Out-of-State Institutions	Out-of-State College Continuation Rate	N	%
2011-12	22,678	2012	12,117	53.4%	2,800	12.3%	7,761	34.2%
2013-14	23,004	2014	11,593	50.4%	2,692	11.7%	8,719	37.9%
2015-16	22,945	2016	12,114	52.8%	2,725	11.9%	8,106	35.3%
2017-18	23,747	2018	12,408	52.3%	2,752	11.6%	8,587	36.2%
2019-20	24,225	2020	11,994	49.5%	2,650	10.9%	9,581	39.6%
2021-22	24,956	2022	11,967	48.0%	3,416	13.7%	9,573	38.4%

Note. High school graduates include graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. FTF = first-time freshmen. HS = high school. Continuation rate = the number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting or non-degree-granting institutions in the fall term following high school graduation divided by the total number of high school graduates. First-time freshmen enrolled in the fall term who attended college for the first time in the prior summer term are also included. Nebraskans who have delayed going to college are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas. Does not include fall 2022 data for Texas State Technical College (see [Table A5.1](#) for more information). Data sources: For high school data, Nebraska Department of Education, December 2013 (2011-12 data), January 2015 (2013-14 data), December 2016 (2015-16 data), December 2018 (2017-18 data), December 2020 (2019-20 data), and January 2023 (2021-22 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

Table A5.3
Percentages of First-Time Freshmen with Nebraska Residency Who Attended
Nebraska and Out-of-State Postsecondary Institutions in the Fall Term Following
High School Graduation by Type of Institution
Fall 2022 Compared to Fall 2012

Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended Nebraska Institutions			
	Fall 2012		Fall 2022	
	N	%	N	%
Private For-Profit	196	1.6%	59	0.5%
Private Not-For-Profit	1,610	13.3%	1,295	10.8%
Subtotal	1,806	14.9%	1,354	11.3%
Public, 2-Year	4,008	33.1%	3,790	31.7%
Public, 4-Year	6,303	52.0%	6,823	57.0%
Subtotal	10,311	85.1%	10,613	88.7%
Total to Nebraska Institutions	12,117	100.0%	11,967	100.0%
Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended Out-of-State Institutions			
	Fall 2012		Fall 2022	
	N	%	N	%
Private For-Profit	71	2.5%	118	3.5%
Private Not-For-Profit	1,082	38.6%	1,008	29.5%
Subtotal	1,153	41.2%	1,126	33.0%
Public, 2-Year	489	17.5%	684	20.0%
Public, 4-Year	1,158	41.4%	1,606	47.0%
Subtotal	1,647	58.8%	2,290	67.0%
Total to Out-of-State Institutions	2,800	100.0%	3,416	100.0%
Total All States	14,917		15,383	
<p><i>Note.</i> FTF = first-time freshmen. First-time freshmen include full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. Does not include fall 2022 data for Texas State Technical College (see Table A5.1 for more information). Data source: National Center for Education Statistics, IPEDS fall 2012 and 2022 surveys.</p>				

**Table A5.4
College Continuation Rates for Nebraska Public High School Graduates
by Gender, Student Income Status, and Race/Ethnicity: 2011-2012 through 2021-2022**

Gender / Student Income Status / Race/Ethnicity	2011-2012			2012-2013		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,570	852	54.3%	1,581	798	50.5%
Asian/Pacific Islander	73	47	64.4%	75	57	76.0%
Black non-Hispanic	359	203	56.5%	360	209	58.1%
Hispanic	771	339	44.0%	847	409	48.3%
Native American	82	29	35.4%	64	25	39.1%
Two or More Races	92	53	57.6%	120	68	56.7%
Total	2,947	1,523	51.7%	3,047	1,566	51.4%
Non-Low Income						
White non-Hispanic	5,903	4,309	73.0%	5,911	4,419	74.8%
Asian/Pacific Islander	136	107	78.7%	109	89	81.7%
Black non-Hispanic	162	116	71.6%	162	112	69.1%
Hispanic	325	192	59.1%	347	202	58.2%
Native American	41	21	51.2%	41	19	46.3%
Two or More Races	120	75	62.5%	119	80	67.2%
Total	6,687	4,820	72.1%	6,689	4,921	73.6%
Total						
White non-Hispanic	7,473	5,161	69.1%	7,492	5,217	69.6%
Asian/Pacific Islander	209	154	73.7%	184	146	79.3%
Black non-Hispanic	521	319	61.2%	522	321	61.5%
Hispanic	1,096	531	48.4%	1,194	611	51.2%
Native American	123	50	40.7%	105	44	41.9%
Two or More Races	212	128	60.4%	239	148	61.9%
Total	9,634	6,343	65.8%	9,736	6,487	66.6%
Females						
Low Income						
White non-Hispanic	1,691	1,120	66.2%	1,721	1,113	64.7%
Asian/Pacific Islander	80	59	73.8%	90	70	77.8%
Black non-Hispanic	412	256	62.1%	437	251	57.4%
Hispanic	830	457	55.1%	917	521	56.8%
Native American	69	23	33.3%	63	22	34.9%
Two or More Races	158	104	65.8%	147	93	63.3%
Total	3,240	2,019	62.3%	3,375	2,070	61.3%
Non-Low Income						
White non-Hispanic	5,715	4,778	83.6%	5,598	4,685	83.7%
Asian/Pacific Islander	119	95	79.8%	102	79	77.5%
Black non-Hispanic	137	109	79.6%	157	121	77.1%
Hispanic	362	252	69.6%	337	223	66.2%
Native American	44	24	54.5%	29	9	31.0%
Two or More Races	124	97	78.2%	119	91	76.5%
Total	6,501	5,355	82.4%	6,342	5,208	82.1%
Total						
White non-Hispanic	7,406	5,898	79.6%	7,319	5,798	79.2%
Asian/Pacific Islander	199	154	77.4%	192	149	77.6%
Black non-Hispanic	549	365	66.5%	594	372	62.6%
Hispanic	1,192	709	59.5%	1,254	744	59.3%
Native American	113	47	41.6%	92	31	33.7%
Two or More Races	282	201	71.3%	266	184	69.2%
Total	9,741	7,374	75.7%	9,717	7,278	74.9%

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Table A5.4 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2011-2012			2012-2013		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,261	1,972	60.5%	3,302	1,911	57.9%
Asian/Pacific Islander	153	106	69.3%	165	127	77.0%
Black non-Hispanic	771	459	59.5%	797	460	57.7%
Hispanic	1,601	796	49.7%	1,764	930	52.7%
Native American	151	52	34.4%	127	47	37.0%
Two or More Races	250	157	62.8%	267	161	60.3%
Total	6,187 (31.9%)	3,542	57.2%	6,422 (33.0%)	3,636	56.6%
Non-Low Income						
White non-Hispanic	11,618	9,087	78.2%	11,509	9,104	79.1%
Asian/Pacific Islander	255	202	79.2%	211	168	79.6%
Black non-Hispanic	299	225	75.3%	319	233	73.0%
Hispanic	687	444	64.6%	684	425	62.1%
Native American	85	45	52.9%	70	28	40.0%
Two or More Races	244	172	70.5%	238	171	71.8%
Total	13,188 (68.1%)	10,175	77.2%	13,031 (67.0%)	10,129	77.7%
Total						
White non-Hispanic	14,879	11,059	74.3%	14,811	11,015	74.4%
Asian/Pacific Islander	408	308	75.5%	376	295	78.5%
Black non-Hispanic	1,070	684	63.9%	1,116	693	62.1%
Hispanic	2,288	1,240	54.2%	2,448	1,355	55.4%
Native American	236	97	41.1%	197	75	38.1%
Two or More Races	494	329	66.6%	505	332	65.7%
Total	19,375 (100.0%)	13,717	70.8%	19,453 (100.0%)	13,765	70.8%

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Table A5.4 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2013-2014			2014-2015		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,515	769	50.8%	1,658	833	50.2%
Asian/Pacific Islander	100	75	75.0%	98	68	69.4%
Black non-Hispanic	362	211	58.3%	340	193	56.8%
Hispanic	971	516	53.1%	936	487	52.0%
Native American	62	24	38.7%	54	22	40.7%
Two or More Races	114	51	44.7%	120	61	50.8%
Total	3,124	1,646	52.7%	3,206	1,664	51.9%
Non-Low Income						
White non-Hispanic	5,750	4,337	75.4%	5,637	4,206	74.6%
Asian/Pacific Islander	107	87	81.3%	115	99	86.1%
Black non-Hispanic	164	92	56.1%	188	124	66.0%
Hispanic	391	225	57.5%	415	251	60.5%
Native American	26	13	50.0%	51	24	47.1%
Two or More Races	130	98	75.4%	143	102	71.3%
Total	6,568	4,852	73.9%	6,549	4,806	73.4%
Total						
White non-Hispanic	7,265	5,106	70.3%	7,295	5,039	69.1%
Asian/Pacific Islander	207	162	78.3%	213	167	78.4%
Black non-Hispanic	526	303	57.6%	528	317	60.0%
Hispanic	1,362	741	54.4%	1,351	738	54.6%
Native American	88	37	42.0%	105	46	43.8%
Two or More Races	244	149	61.1%	263	163	62.0%
Total	9,692	6,498	67.0%	9,755	6,470	66.3%
Females						
Low Income						
White non-Hispanic	1,702	1,114	65.5%	1,678	1,052	62.7%
Asian/Pacific Islander	94	75	79.8%	87	65	74.7%
Black non-Hispanic	423	250	59.1%	360	226	62.8%
Hispanic	983	597	60.7%	1081	623	57.6%
Native American	68	28	41.2%	66	34	51.5%
Two or More Races	167	105	62.9%	164	92	56.1%
Total	3,437	2,169	63.1%	3,436	2,092	60.9%
Non-Low Income						
White non-Hispanic	5,578	4,690	84.1%	5,516	4,691	85.0%
Asian/Pacific Islander	144	120	83.3%	180	149	82.8%
Black non-Hispanic	140	118	84.3%	152	123	80.9%
Hispanic	360	245	68.1%	407	284	69.8%
Native American	31	14	45.2%	40	25	62.5%
Two or More Races	147	116	78.9%	150	107	71.3%
Total	6,400	5,303	82.9%	6,445	5,379	83.5%
Total						
White non-Hispanic	7,280	5,804	79.7%	7,194	5,743	79.8%
Asian/Pacific Islander	238	195	81.9%	267	214	80.1%
Black non-Hispanic	563	368	65.4%	512	349	68.2%
Hispanic	1,343	842	62.7%	1,488	907	61.0%
Native American	99	42	42.4%	106	59	55.7%
Two or More Races	314	221	70.4%	314	199	63.4%
Total	9,837	7,472	76.0%	9,881	7,471	75.6%

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Table A5.4 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2013-2014			2014-2015		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,217	1,883	58.5%	3,336	1,885	56.5%
Asian/Pacific Islander	194	150	77.3%	185	133	71.9%
Black non-Hispanic	785	461	58.7%	700	419	59.9%
Hispanic	1,954	1,113	57.0%	2,017	1,110	55.0%
Native American	130	52	40.0%	120	56	46.7%
Two or More Races	281	156	55.5%	284	153	53.9%
Total	6,561 (33.6%)	3,815	58.1%	6,642 (33.8%)	3,756	56.5%
Non-Low Income						
White non-Hispanic	11,328	9,027	79.7%	11,153	8,897	79.8%
Asian/Pacific Islander	251	207	82.5%	295	248	84.1%
Black non-Hispanic	304	210	69.1%	340	247	72.6%
Hispanic	751	470	62.6%	822	535	65.1%
Native American	57	27	47.4%	91	49	53.8%
Two or More Races	277	214	77.3%	293	209	71.3%
Total	12,968 (66.4%)	10,155	78.3%	12,994 (66.2%)	10,185	78.4%
Total						
White non-Hispanic	14,545	10,910	75.0%	14,489	10,782	74.4%
Asian/Pacific Islander	445	357	80.2%	480	381	79.4%
Black non-Hispanic	1,089	671	61.6%	1,040	666	64.0%
Hispanic	2,705	1,583	58.5%	2,839	1,645	57.9%
Native American	187	79	42.2%	211	105	49.8%
Two or More Races	558	370	66.3%	577	362	62.7%
Total	19,529 (100.0%)	13,970	71.5%	19,636 (100.0%)	13,941	71.0%

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Table A5.4 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2015-2016			2016-2017		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,642	836	50.9%	1,680	827	49.2%
Asian/Pacific Islander	83	58	69.9%	112	79	70.5%
Black non-Hispanic	396	215	54.3%	378	194	51.3%
Hispanic	1,009	553	54.8%	1,076	549	51.0%
Native American	56	17	30.4%	65	19	29.2%
Two or More Races	104	61	58.7%	123	53	43.1%
Total	3,290	1,740	52.9%	3,434	1,721	50.1%
Non-Low Income						
White non-Hispanic	5,757	4,288	74.5%	5,606	4,203	75.0%
Asian/Pacific Islander	118	91	77.1%	159	131	82.4%
Black non-Hispanic	182	125	68.7%	162	102	63.0%
Hispanic	434	265	61.1%	472	261	55.3%
Native American	44	24	54.5%	45	24	53.3%
Two or More Races	127	85	66.9%	157	102	65.0%
Total	6,662	4,878	73.2%	6,601	4,823	73.1%
Total						
White non-Hispanic	7,399	5,124	69.3%	7,286	5,030	69.0%
Asian/Pacific Islander	201	149	74.1%	271	210	77.5%
Black non-Hispanic	578	340	58.8%	540	296	54.8%
Hispanic	1,443	818	56.7%	1,548	810	52.3%
Native American	100	41	41.0%	110	43	39.1%
Two or More Races	231	146	63.2%	280	155	55.4%
Total	9,952	6,618	66.5%	10,035	6,544	65.2%
Females						
Low Income						
White non-Hispanic	1,631	1,042	63.9%	1,714	1,100	64.2%
Asian/Pacific Islander	119	98	82.4%	111	85	76.6%
Black non-Hispanic	377	236	62.6%	416	261	62.7%
Hispanic	1,077	626	58.1%	1,186	729	61.5%
Native American	50	20	40.0%	60	30	50.0%
Two or More Races	142	80	56.3%	162	100	61.7%
Total	3,396	2,102	61.9%	3,649	2,305	63.2%
Non-Low Income						
White non-Hispanic	5,607	4,709	84.0%	5,349	4,484	83.8%
Asian/Pacific Islander	130	110	84.6%	153	119	77.8%
Black non-Hispanic	164	115	70.1%	147	112	76.2%
Hispanic	369	257	69.6%	403	291	72.2%
Native American	51	31	60.8%	61	41	67.2%
Two or More Races	163	131	80.4%	152	116	76.3%
Total	6,484	5,353	82.6%	6,265	5,163	82.4%
Total						
White non-Hispanic	7,238	5,751	79.5%	7,063	5,584	79.1%
Asian/Pacific Islander	249	208	83.5%	264	204	77.3%
Black non-Hispanic	541	351	64.9%	563	373	66.3%
Hispanic	1,446	883	61.1%	1,589	1,020	64.2%
Native American	101	51	50.5%	121	71	58.7%
Two or More Races	305	211	69.2%	314	216	68.8%
Total	9,880	7,455	75.5%	9,914	7,468	75.3%

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Table A5.4 (Continued)

Gender / Student Income Status / Race/Ethnicity	2015-2016			2016-2017		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,273	1,878	57.4%	3,394	1,927	56.8%
Asian/Pacific Islander	202	156	77.2%	223	164	73.5%
Black non-Hispanic	773	451	58.3%	794	455	57.3%
Hispanic	2,086	1,179	56.5%	2,262	1,278	56.5%
Native American	106	37	34.9%	125	49	39.2%
Two or More Races	246	141	57.3%	285	153	53.7%
Total	6,686 (33.7%)	3,842	57.5%	7,083 (35.5%)	4,026	56.8%
Non-Low Income						
White non-Hispanic	11,364	8,997	79.2%	10,955	8,687	79.3%
Asian/Pacific Islander	248	201	81.0%	312	250	80.1%
Black non-Hispanic	346	240	69.4%	309	214	69.3%
Hispanic	803	522	65.0%	875	552	63.1%
Native American	95	55	57.9%	106	65	61.3%
Two or More Races	290	216	74.5%	309	218	70.6%
Total	13,146 (66.3%)	10,231	77.8%	12,866 (64.5%)	9,986	77.6%
Total						
White non-Hispanic	14,637	10,875	74.3%	14,349	10,614	74.0%
Asian/Pacific Islander	450	357	79.3%	535	414	77.4%
Black non-Hispanic	1,119	691	61.8%	1,103	669	60.7%
Hispanic	2,889	1,701	58.9%	3,137	1,830	58.3%
Native American	201	92	45.8%	231	114	49.4%
Two or More Races	536	357	66.6%	594	371	62.5%
Total	19,832 (100.0%)	14,073	71.0%	19,949 (100.0%)	14,012	70.2%

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Table A5.4 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2017-2018			2018-2019		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,615	842	52.1%	1,685	827	49.1%
Asian/Pacific Islander	122	80	65.6%	125	80	64.0%
Black non-Hispanic	353	182	51.6%	401	211	52.6%
Hispanic	1,137	575	50.6%	1,187	592	49.9%
Native American	43	23	53.5%	54	22	40.7%
Two or More Races	109	57	52.3%	132	70	53.0%
Total	3,379	1,759	52.1%	3,584	1,802	50.3%
Non-Low Income						
White non-Hispanic	5,760	4,223	73.3%	5,532	4,083	73.8%
Asian/Pacific Islander	133	113	85.0%	158	120	75.9%
Black non-Hispanic	156	105	67.3%	184	103	56.0%
Hispanic	456	273	59.9%	491	281	57.2%
Native American	69	34	49.3%	73	34	46.6%
Two or More Races	169	112	66.3%	137	89	65.0%
Total	6,743	4,860	72.1%	6,575	4,710	71.6%
Total						
White non-Hispanic	7,375	5,065	68.7%	7,217	4,910	68.0%
Asian/Pacific Islander	255	193	75.7%	283	200	70.7%
Black non-Hispanic	509	287	56.4%	585	314	53.7%
Hispanic	1,593	848	53.2%	1,678	873	52.0%
Native American	112	57	50.9%	127	56	44.1%
Two or More Races	278	169	60.8%	269	159	59.1%
Total	10,122	6,619	65.4%	10,159	6,512	64.1%
Females						
Low Income						
White non-Hispanic	1,691	1,114	65.9%	1,821	1,175	64.5%
Asian/Pacific Islander	97	79	81.4%	142	116	81.7%
Black non-Hispanic	445	280	62.9%	462	279	60.4%
Hispanic	1,230	757	61.5%	1,302	798	61.3%
Native American	48	35	72.9%	47	27	57.4%
Two or More Races	147	96	65.3%	157	93	59.2%
Total	3,658	2,361	64.5%	3,931	2,488	63.3%
Non-Low Income						
White non-Hispanic	5,439	4,585	84.3%	5,525	4,637	83.9%
Asian/Pacific Islander	131	111	84.7%	124	100	80.6%
Black non-Hispanic	143	110	76.9%	166	116	69.9%
Hispanic	476	318	66.8%	459	310	67.5%
Native American	58	30	51.7%	62	35	56.5%
Two or More Races	148	111	75.0%	136	104	76.5%
Total	6,395	5,265	82.3%	6,472	5,302	81.9%
Total						
White non-Hispanic	7,130	5,699	79.9%	7,346	5,812	79.1%
Asian/Pacific Islander	228	190	83.3%	266	216	81.2%
Black non-Hispanic	588	390	66.3%	628	395	62.9%
Hispanic	1,706	1,075	63.0%	1,761	1,108	62.9%
Native American	106	65	61.3%	109	62	56.9%
Two or More Races	295	207	70.2%	293	197	67.2%
Total	10,053	7,626	75.9%	10,403	7,790	74.9%

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Table A5.4 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2017-2018			2018-2019		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,306	1,956	59.2%	3,506	2,002	57.1%
Asian/Pacific Islander	219	159	72.6%	267	196	73.4%
Black non-Hispanic	798	462	57.9%	863	490	56.8%
Hispanic	2,367	1,332	56.3%	2,489	1,390	55.8%
Native American	91	58	63.7%	101	49	48.5%
Two or More Races	256	153	59.8%	289	163	56.4%
Total	7,037 (34.9%)	4,120	58.5%	7,515 (36.5%)	4,290	57.1%
Non-Low Income						
White non-Hispanic	11,199	8,808	78.6%	11,057	8,720	78.9%
Asian/Pacific Islander	264	224	84.8%	282	220	78.0%
Black non-Hispanic	299	215	71.9%	350	219	62.6%
Hispanic	932	591	63.4%	950	591	62.2%
Native American	127	64	50.4%	135	69	51.1%
Two or More Races	317	223	70.3%	273	193	70.7%
Total	13,138 (65.1%)	10,125	77.1%	13,047 (63.5%)	10,012	76.7%
Total						
White non-Hispanic	14,505	10,764	74.2%	14,563	10,722	73.6%
Asian/Pacific Islander	483	383	79.3%	549	416	75.8%
Black non-Hispanic	1,097	677	61.7%	1,213	709	58.5%
Hispanic	3,299	1,923	58.3%	3,439	1,981	57.6%
Native American	218	122	56.0%	236	118	50.0%
Two or More Races	573	376	65.6%	562	356	63.3%
Total	20,175 (100.0%)	14,245	70.6%	20,562 (100.0%)	14,302	69.6%

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Table A5.4 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2019-2020			2020-2021		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,846	832	45.1%	1,882	875	46.5%
Asian/Pacific Islander	153	91	59.5%	141	88	62.4%
Black non-Hispanic	394	199	50.5%	408	190	46.6%
Hispanic	1,270	552	43.5%	1,223	565	46.2%
Native American	39	13	33.3%	41	14	34.1%
Two or More Races	139	69	49.6%	161	73	45.3%
Total	3,841	1,756	45.7%	3,856	1,805	46.8%
Non-Low Income						
White non-Hispanic	5,503	3,934	71.5%	5,667	4,067	71.8%
Asian/Pacific Islander	133	111	83.5%	157	130	82.8%
Black non-Hispanic	167	109	65.3%	171	113	66.1%
Hispanic	534	288	53.9%	597	305	51.1%
Native American	51	20	39.2%	78	34	43.6%
Two or More Races	172	119	69.2%	169	116	68.6%
Total	6,560	4,581	69.8%	6,839	4,765	69.7%
Total						
White non-Hispanic	7,349	4,766	64.9%	7,549	4,942	65.5%
Asian/Pacific Islander	286	202	70.6%	298	218	73.2%
Black non-Hispanic	561	308	54.9%	579	303	52.3%
Hispanic	1,804	840	46.6%	1,820	870	47.8%
Native American	90	33	36.7%	119	48	40.3%
Two or More Races	311	188	60.5%	330	189	57.3%
Total	10,401	6,337	60.9%	10,695	6,570	61.4%
Females						
Low Income						
White non-Hispanic	1,916	1,188	62.0%	1,892	1,138	60.1%
Asian/Pacific Islander	166	118	71.1%	151	104	68.9%
Black non-Hispanic	442	279	63.1%	459	249	54.2%
Hispanic	1,437	830	57.8%	1,337	754	56.4%
Native American	43	18	41.9%	45	21	46.7%
Two or More Races	175	104	59.4%	173	94	54.3%
Total	4,179	2,537	60.7%	4,057	2,360	58.2%
Non-Low Income						
White non-Hispanic	5,427	4,484	82.6%	5,348	4,422	82.7%
Asian/Pacific Islander	146	121	82.9%	160	133	83.1%
Black non-Hispanic	128	82	64.1%	141	91	64.5%
Hispanic	465	308	66.2%	555	360	64.9%
Native American	61	43	70.5%	71	42	59.2%
Two or More Races	159	124	78.0%	176	133	75.6%
Total	6,386	5,162	80.8%	6,451	5,181	80.3%
Total						
White non-Hispanic	7,343	5,672	77.2%	7,240	5,560	76.8%
Asian/Pacific Islander	312	239	76.6%	311	237	76.2%
Black non-Hispanic	570	361	63.3%	600	340	56.7%
Hispanic	1,902	1,138	59.8%	1,892	1,114	58.9%
Native American	104	61	58.7%	116	63	54.3%
Two or More Races	334	228	68.3%	349	227	65.0%
Total	10,565	7,699	72.9%	10,508	7,541	71.8%

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Table A5.4 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2019-2020			2020-2021		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,762	2,020	53.7%	3,774	2,013	53.3%
Asian/Pacific Islander	319	209	65.5%	292	192	65.8%
Black non-Hispanic	836	478	57.2%	867	439	50.6%
Hispanic	2,707	1,382	51.1%	2,560	1,319	51.5%
Native American	82	31	37.8%	86	35	40.7%
Two or More Races	314	173	55.1%	334	167	50.0%
Total	8,020 (38.3%)	4,293	53.5%	7,913 (37.3%)	4,165	52.6%
Non-Low Income						
White non-Hispanic	10,930	8,418	77.0%	11,015	8,489	77.1%
Asian/Pacific Islander	279	232	83.2%	317	263	83.0%
Black non-Hispanic	295	191	64.7%	312	204	65.4%
Hispanic	999	596	59.7%	1,152	665	57.7%
Native American	112	63	56.3%	149	76	51.0%
Two or More Races	331	243	73.4%	345	249	72.2%
Total	12,946 (61.7%)	9,743	75.3%	13,290 (62.7%)	9,946	74.8%
Total						
White non-Hispanic	14,692	10,438	71.0%	14,789	10,502	71.0%
Asian/Pacific Islander	598	441	73.7%	609	455	74.7%
Black non-Hispanic	1,131	669	59.2%	1,179	643	54.5%
Hispanic	3,706	1,978	53.4%	3,712	1,984	53.4%
Native American	194	94	48.5%	235	111	47.2%
Two or More Races	645	416	64.5%	679	416	61.3%
Total	20,966 (100.0%)	14,036	66.9%	21,203 (100.0%)	14,111	66.6%

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Table A5.4 (Continued)

Gender / Student Income Status / Race/Ethnicity	2021-2022					
	Public HS Grads	# Enrolled in College	College Cont. Rate			
Males						
Low Income						
White non-Hispanic	2,119	1,050	49.6%			
Asian/Pacific Islander	154	88	57.1%			
Black non-Hispanic	472	222	47.0%			
Hispanic	1,416	628	44.4%			
Native American	89	37	41.6%			
Two or More Races	189	77	40.7%			
Total	4,439	2,102	47.4%			
Non-Low Income						
White non-Hispanic	5,401	3,874	71.7%			
Asian/Pacific Islander	136	102	75.0%			
Black non-Hispanic	96	64	66.7%			
Hispanic	495	274	55.4%			
Native American	26	11	42.3%			
Two or More Races	154	100	64.9%			
Total	6,308	4,425	70.1%			
Total						
White non-Hispanic	7,520	4,924	65.5%			
Asian/Pacific Islander	290	190	65.5%			
Black non-Hispanic	568	286	50.4%			
Hispanic	1,911	902	47.2%			
Native American	115	48	41.7%			
Two or More Races	343	177	51.6%			
Total	10,747	6,527	60.7%			
Females						
Low Income						
White non-Hispanic	2,258	1,398	61.9%			
Asian/Pacific Islander	180	136	75.6%			
Black non-Hispanic	538	278	51.7%			
Hispanic	1,547	846	54.7%			
Native American	86	36	41.9%			
Two or More Races	243	132	54.3%			
Total	4,852	2,826	58.2%			
Non-Low Income						
White non-Hispanic	5,069	4,096	80.8%			
Asian/Pacific Islander	168	133	79.2%			
Black non-Hispanic	79	58	73.4%			
Hispanic	421	259	61.5%			
Native American	15	10	66.7%			
Two or More Races	153	111	72.5%			
Total	5,905	4,667	79.0%			
Total						
White non-Hispanic	7,327	5,494	75.0%			
Asian/Pacific Islander	348	269	77.3%			
Black non-Hispanic	617	336	54.5%			
Hispanic	1,968	1,105	56.1%			
Native American	101	46	45.5%			
Two or More Races	396	243	61.4%			
Total	10,757	7,493	69.7%			

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Table A5.4 (Continued)

Gender / Student Income Status / Race/Ethnicity	2021-2022					
	Public HS Grads	# Enrolled in College	College Cont. Rate			
Total						
Low Income						
White non-Hispanic	4,377	2,448	55.9%			
Asian/Pacific Islander	334	224	67.1%			
Black non-Hispanic	1,010	500	49.5%			
Hispanic	2,963	1,474	49.7%			
Native American	175	73	41.7%			
Two or More Races	432	209	48.4%			
Total	9,291 (43.2%)	4,928	53.0%			
Non-Low Income						
White non-Hispanic	10,470	7,970	76.1%			
Asian/Pacific Islander	304	235	77.3%			
Black non-Hispanic	175	122	69.7%			
Hispanic	916	533	58.2%			
Native American	41	21	51.2%			
Two or More Races	307	211	68.7%			
Total	12,213 (56.8%)	9,092	74.4%			
Total						
White non-Hispanic	14,847	10,418	70.2%			
Asian/Pacific Islander	638	459	71.9%			
Black non-Hispanic	1,185	622	52.5%			
Hispanic	3,879	2,007	51.7%			
Native American	216	94	43.5%			
Two or More Races	739	420	56.8%			
Total	21,504 (100.0%)	14,020	65.2%			
<p><i>Note.</i> Includes only "on-time" graduates (students who graduated from high school in four years or less). Includes graduates of Nebraska's state operated schools. Low-income students = students approved to receive free or reduced-price school lunches (FRL). Effective with the 2021-2022 cohort, students are also classified as low income if they graduate from a school that participates in the Community Eligibility Provision (CEP). Non-low-income students = students who are not approved to receive free or reduced-priced lunches. College continuation rate = the number of students enrolled in college on or before May 31, 2013 (2011-12 graduates), April 9, 2014 (2012-13 graduates), April 16, 2015 (2013-14 graduates), April 13, 2016 (2014-15 graduates), May 31, 2017 (2015-16 graduates), April 23, 2018 (2016-17 graduates), April 15, 2019 (2017-18 graduates), April 27, 2020 (2018-19 graduates), May 31, 2021 (2019-20 graduates), May 26, 2022 (2020-21 graduates), or May 31, 2023 (2021-22 graduates), divided by the total number of students who graduated from Nebraska public high schools during the academic year. Data sources: Nebraska Department of Education (numbers of high school graduates), August 2013, April 2014, April 2015, April 2016, September 2017, May 2018, May 2019, May 2020, October 2021, May 2022, and October 2023; National Student Clearinghouse (college continuation data), September 2013, April 2014, April 2015, April 2016, September 2017, May 2018, May 2019, May 2020, October 2021, May 2022, and October 2023.</p>						

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Appendix 6

Nebraska and Non-Nebraska, First-Time Freshmen Migration Data

Table A6.1
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2012 through Fall 2022

Where Students Enrolled as FTF	Fall 2012		Fall 2014		Fall 2016		Fall 2018	
	N	%	N	%	N	%	N	%
Nebraska Schools	12,117	81.2%	11,593	81.2%	12,114	81.6%	12,408	81.8%
Out-of-State Schools	2,800	18.8%	2,692	18.8%	2,725	18.4%	2,752	18.2%
Total	14,917	100.0%	14,285	100.0%	14,839	100.0%	15,160	100.0%
Δ Since the Previous IPEDS Survey			-632	-4.2%	554	3.9%	321	2.2%
Where Students Enrolled as FTF	Fall 2020		Fall 2022			Δ Since Fall 2012		
	N	%	N	%		N	%	
Nebraska Schools	11,994	81.9%	11,967	77.8%		-150	-1.2%	
Out-of-State Schools	2,650	18.1%	3,416	22.2%		616	22.0%	
Total	14,644	100.0%	15,383	100.0%		466	3.1%	
Δ Since the Previous IPEDS Survey	-516	-3.4%	739	5.0%				

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with migration data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 403 Nebraska first-time freshmen attended TSTC in fall 2022 within 12 months of high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC did not report any Nebraska students attending within 12 months of high school graduation. Therefore, the Commission has overridden TSTC's fall 2022 migration to zero Nebraska students. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

Table A6.2
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2012 through Fall 2022

Where Students Enrolled as FTF	Fall 2012		Fall 2014		Fall 2016		Fall 2018	
	N	%	N	%	N	%	N	%
University of Nebraska	5,454	45.0%	5,776	49.8%	5,959	49.2%	5,946	47.9%
Nebraska State College System	924	7.6%	994	8.6%	820	6.8%	936	7.5%
Nebraska Community Colleges	3,920	32.4%	3,126	27.0%	3,646	30.1%	3,790	30.5%
Nonpublic Colleges & Universities	1,819	15.0%	1,697	14.6%	1,689	13.9%	1,736	14.0%
Nebraska Total	12,117	100.0%	11,593	100.0%	12,114	100.0%	12,408	100.0%
Where Students Enrolled as FTF	Fall 2020		Fall 2022			Δ Since Fall 2012		
	N	%	N	%		N	%	
University of Nebraska	6,034	50.3%	6,010	50.2%		556	10.2%	
Nebraska State College System	1,000	8.3%	877	7.3%		-47	-5.1%	
Nebraska Community Colleges	3,424	28.5%	3,702	30.9%		-218	-5.6%	
Nonpublic Colleges & Universities	1,536	12.8%	1,378	11.5%		-441	-24.2%	
Nebraska Total	11,994	100.0%	11,967	100.0%		-150	-1.2%	

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

Table A6.3
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2012 through Fall 2022

Where Students Enrolled as FTF	Fall 2012		Fall 2014		Fall 2016		Fall 2018	
	N	%	N	%	N	%	N	%
Nebraska Schools	2,483	82.7%	2,742	84.7%	1,901	82.6%	1,494	79.5%
Out-of-State Schools	519	17.3%	496	15.3%	401	17.4%	385	20.5%
Total	3,002	100.0%	3,238	100.0%	2,302	100.0%	1,879	100.0%
Δ Since the Previous IPEDS Survey			236	7.9%	-936	-28.9%	-423	-18.4%
Where Students Enrolled as FTF	Fall 2020		Fall 2022			Δ Since Fall 2012		
	N	%	N	%		N	%	
Nebraska Schools	1,713	77.4%	1,432	74.4%		-1,051	-42.3%	
Out-of-State Schools	499	22.6%	492	25.6%		-27	-5.2%	
Total	2,212	100.0%	1,924	100.0%		-1,078	-35.9%	
Δ Since the Previous IPEDS Survey	333	17.7%	-288	-13.0%				

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Nebraska’s Coordinating Commission for Postsecondary Education discovered an error with migration data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 137 Nebraska first-time freshmen attended TSTC in fall 2022 more than 12 months after high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC reported only one Nebraska student attended TSTC more than 12 months after high school graduation. Therefore, the Commission has overridden TSTC’s fall 2022 migration to zero Nebraska students. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

Table A6.4
Nebraska-Resident First-Time Freshmen,
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2012 through Fall 2022

Where Students Enrolled as FTF	Fall 2012		Fall 2014		Fall 2016		Fall 2018	
	N	%	N	%	N	%	N	%
University of Nebraska	136	5.5%	189	6.9%	217	11.4%	206	13.8%
Nebraska State College System	59	2.4%	56	2.0%	36	1.9%	41	2.7%
Nebraska Community Colleges	1,908	76.8%	2,190	79.9%	1,439	75.7%	1,130	75.6%
Nonpublic Colleges & Universities	380	15.3%	307	11.2%	209	11.0%	117	7.8%
Nebraska Total	2,483	100.0%	2,742	100.0%	1,901	100.0%	1,494	100.0%
Where Students Enrolled as FTF	Fall 2020		Fall 2022			Δ Since Fall 2012		
	N	%	N	%		N	%	
University of Nebraska	295	17.2%	238	16.6%		102	75.0%	
Nebraska State College System	45	2.6%	33	2.3%		-26	-44.1%	
Nebraska Community Colleges	1,251	73.0%	981	68.5%		-927	-48.6%	
Nonpublic Colleges & Universities	122	7.1%	180	12.6%		-200	-52.6%	
Nebraska Total	1,713	100.0%	1,432	100.0%		-1,051	-42.3%	

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

Table A6.5
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2012 through Fall 2022

Where Students Enrolled as FTF	Fall 2012		Fall 2014		Fall 2016		Fall 2018	
	N	%	N	%	N	%	N	%
University of Nebraska	1,072	36.0%	1,347	38.6%	1,581	40.0%	1,646	40.5%
Out-of-State Res.	979		1,232		1,339		1,440	
Foreign Countries	93		115		242		206	
Nebraska State College System	294	9.9%	331	9.5%	345	8.7%	317	7.8%
Out-of-State Res.	292		318		340		304	
Foreign Countries	2		13		5		13	
Nebraska Community Colleges	271	9.1%	295	8.5%	335	8.5%	303	7.5%
Out-of-State Res.	249		276		300		279	
Foreign Countries	22		19		35		24	
Nonpublic Colleges & Universities	1,344	45.1%	1,515	43.4%	1,696	42.9%	1,798	44.2%
Out-of-State Res.	1,306		1,468		1,642		1,749	
Foreign Countries	38		47		54		49	
Nebraska Total	2,981	100.0%	3,488	100.0%	3,957	100.0%	4,064	100.0%
Out-of-State Res.	2,826		3,294		3,621		3,772	
Foreign Countries	155		194		336		292	
Where Students Enrolled as FTF	Fall 2020		Fall 2022				Δ Since Fall 2012	
	N	%	N	%			N	%
University of Nebraska	1,459	38.9%	1,546	41.6%			474	44.2%
Out-of-State Res.	1,365		1,439				460	47.0%
Foreign Countries	94		107				14	15.1%
Nebraska State College System	357	9.5%	356	9.6%			62	21.1%
Out-of-State Res.	355		352				60	20.5%
Foreign Countries	2		4				2	100.0%
Nebraska Community Colleges	277	7.4%	238	6.4%			-33	-12.2%
Out-of-State Res.	260		208				-41	-16.5%
Foreign Countries	17		30				8	36.4%
Nonpublic Colleges & Universities	1,661	44.2%	1,578	42.4%			234	17.4%
Out-of-State Res.	1,622		1,522				216	16.5%
Foreign Countries	39		56				18	47.4%
Nebraska Total	3,754	100.0%	3,718	100.0%			737	24.7%
Out-of-State Res.	3,602		3,521				695	24.6%
Foreign Countries	152		197				42	27.1%
<p><i>Note.</i> Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.</p>								

Table A6.6
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months after High School Graduation
Fall 2012 through Fall 2022

Where Students Enrolled as FTF	Fall 2012		Fall 2014		Fall 2016		Fall 2018	
	N	%	N	%	N	%	N	%
University of Nebraska	199	31.7%	154	27.2%	219	46.4%	181	45.3%
Out-of-State Res.	19		29		40		61	
Foreign Countries	180		125		179		120	
Nebraska State College System	32	5.1%	38	6.7%	28	5.9%	17	4.3%
Out-of-State Res.	32		33		23		15	
Foreign Countries	0		5		5		2	
Nebraska Community Colleges	200	31.8%	188	33.2%	156	33.1%	146	36.5%
Out-of-State Res.	173		167		108		92	
Foreign Countries	27		21		48		54	
Nonpublic Colleges & Universities	197	31.4%	187	33.0%	69	14.6%	56	14.0%
Out-of-State Res.	197		177		60		36	
Foreign Countries	0		10		9		20	
Nebraska Total	628	100.0%	567	100.0%	472	100.0%	400	628
Out-of-State Res.	421		406		231		204	
Foreign Countries	207		161		241		196	

Where Students Enrolled as FTF	Fall 2020		Fall 2022		Δ Since Fall 2012	
	N	%	N	%	N	%
University of Nebraska	122	31.2%	139	17.4%	-60	-30.2%
Out-of-State Res.	63		79		60	315.8%
Foreign Countries	59		60		-120	-66.7%
Nebraska State College System	28	7.2%	51	6.4%	19	59.4%
Out-of-State Res.	25		25		-7	-21.9%
Foreign Countries	3		26		26	-
Nebraska Community Colleges	173	44.2%	133	16.6%	-67	-33.5%
Out-of-State Res.	138		74		-99	-57.2%
Foreign Countries	35		59		32	118.5%
Nonpublic Colleges & Universities	68	17.4%	477	59.6%	280	142.1%
Out-of-State Res.	64		446		249	126.4%
Foreign Countries	4		31		31	-
Nebraska Total	391	100.0%	800	100.0%	172	27.4%
Out-of-State Res.	290		624		203	48.2%
Foreign Countries	101		176		-31	-15.0%

Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

Table A6.7
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2012 through Fall 2022

Fall 2012							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,298	86.3%	1,520	12.7%	117	1.0%	11,935
University of Nebraska	5,454	83.6%	979	15.0%	93	1.4%	6,526
Neb. College of Tech. Agriculture	75	81.5%	17	18.5%			92
University of Nebraska at Kearney	893	90.3%	82	8.3%	14	1.4%	989
University of Nebraska-Lincoln	2,975	78.7%	738	19.5%	66	1.7%	3,779
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,511	90.7%	142	8.5%	13	0.8%	1,666
Nebraska State College System	924	75.9%	292	24.0%	2	0.2%	1,218
Chadron State College	218	59.4%	149	40.6%			367
Peru State College	120	70.2%	50	29.2%	1	0.6%	171
Wayne State College	586	86.2%	93	13.7%	1	0.1%	680
Nebraska Community Colleges	3,920	93.5%	249	5.9%	22	0.5%	4,191
Central Community College	713	98.5%	11	1.5%			724
Metropolitan Community College	989	97.6%	24	2.4%			1,013
Mid-Plains Community College	263	82.2%	56	17.5%	1	0.3%	320
Northeast Community College	660	95.4%	31	4.5%	1	0.1%	692
Southeast Community College	1,023	93.5%	68	6.2%	3	0.3%	1,094
Western Neb. Community College	272	78.2%	59	17.0%	17	4.9%	348
Nonpublic Colleges & Universities	1,819	57.5%	1,306	41.3%	38	1.2%	3,163
Bellevue University	35	74.5%	12	25.5%			47
Bryan College of Health Sciences	40	97.6%	1	2.4%			41
Capitol Beauty School	44	88.0%	6	12.0%			50
CHI Health School of Radiologic Technology							0
Clarkson College	37	86.0%	6	14.0%			43
College of Hair Design-Downtown	14	100.0%					14
College of Hair Design-East Campus	19	86.4%	3	13.6%			22
College of Saint Mary	68	76.4%	21	23.6%			89
Concordia University-Nebraska	138	47.3%	150	51.4%	4	1.4%	292
Creighton University	210	22.4%	712	75.8%	17	1.8%	939
Doane University	280	86.7%	42	13.0%	1	0.3%	323
Entourage Institute of Beauty and Esthetics							0
Fullen School of Hair Design	7	87.5%	1	12.5%			8
Grace University	38	55.9%	30	44.1%			68
Hastings College	140	59.8%	91	38.9%	3	1.3%	234
ITT Technical Institute-Omaha	16	100.0%					16
Joseph's College Cosmetology	30	93.8%	2	6.3%			32

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Table A6.7 Continued

Fall 2012							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	6	100.0%					6
Little Priest Tribal College	3	100.0%					3
Midland University	238	78.0%	67	22.0%			305
Myotherapy Institute	3	100.0%					3
National American University-Bellevue	4	100.0%					4
Nebraska Christian College of Hope International University	13	44.8%	16	55.2%			29
Nebraska Indian Community College	13	81.3%	3	18.8%			16
Nebraska Methodist College of Nursing & Allied Health	27	93.1%	2	6.9%			29
Nebraska Wesleyan University	304	86.1%	46	13.0%	3	0.8%	353
Omaha School of Massage and Healthcare of Herzing University	6	75.0%	2	25.0%			8
Purdue University Global-Lincoln	1	100.0%					1
Purdue University Global-Omaha	4	80.0%	1	20.0%			5
Regional West Medical Center School of Radiologic Technology							0
Stephanie Moss Academy	22	95.7%	1	4.3%			23
Summit Christian College	6	46.2%	7	53.8%			13
The Creative Center	15	55.6%	12	44.4%			27
Union Adventist University	1	3.1%	21	65.6%	10	31.3%	32
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley	4	100.0%					4
York University	32	38.6%	51	61.4%			83
Nebraska Total	12,117	80.3%	2,826	18.7%	155	1.0%	15,098

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Table A6.7 Continued

Fall 2014							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	9,896	83.4%	1,826	15.4%	147	1.2%	11,869
University of Nebraska	5,776	81.1%	1,232	17.3%	115	1.6%	7,123
Neb. College of Tech. Agriculture	88	77.9%	25	22.1%			113
University of Nebraska at Kearney	811	91.6%	74	8.4%			885
University of Nebraska-Lincoln	3,326	74.8%	1,004	22.6%	115	2.6%	4,445
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,551	92.3%	129	7.7%			1,680
Nebraska State College System	994	75.0%	318	24.0%	13	1.0%	1,325
Chadron State College	220	53.8%	178	43.5%	11	2.7%	409
Peru State College	195	79.3%	50	20.3%	1	0.4%	246
Wayne State College	579	86.4%	90	13.4%	1	0.1%	670
Nebraska Community Colleges	3,126	91.4%	276	8.1%	19	0.6%	3,421
Central Community College	215	99.1%	2	0.9%			217
Metropolitan Community College	774	97.1%	23	2.9%			797
Mid-Plains Community College	243	78.6%	61	19.7%	5	1.6%	309
Northeast Community College	707	95.0%	31	4.2%	6	0.8%	744
Southeast Community College	976	92.1%	84	7.9%			1,060
Western Neb. Community College	211	71.8%	75	25.5%	8	2.7%	294
Nonpublic Colleges & Universities	1,697	52.8%	1,468	45.7%	47	1.5%	3,212
Bellevue University	38	80.9%	9	19.1%			47
Bryan College of Health Sciences	50	98.0%	1	2.0%			51
Capitol Beauty School	30	100.0%					30
CHI Health School of Radiologic Technology							0
Clarkson College	23	82.1%	5	17.9%			28
College of Hair Design-Downtown	8	100.0%					8
College of Hair Design-East Campus	4	100.0%					4
College of Saint Mary	46	67.6%	22	32.4%			68
Concordia University-Nebraska	134	43.6%	170	55.4%	3	1.0%	307
Creighton University	227	22.5%	759	75.1%	25	2.5%	1,011
Doane University	191	71.5%	76	28.5%			267
Entourage Institute of Beauty and Esthetics							0
Fullen School of Hair Design	5	100.0%					5
Grace University	28	51.9%	26	48.1%			54
Hastings College	213	62.5%	122	35.8%	6	1.8%	341
ITT Technical Institute-Omaha	7	100.0%					7
Joseph's College Cosmetology	30	96.8%	1	3.2%			31

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Table A6.7 Continued

Fall 2014							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	3	100.0%					3
Little Priest Tribal College	3	75.0%	1	25.0%			4
Midland University	186	84.2%	35	15.8%			221
Myotherapy Institute	7	100.0%					7
National American University-Bellevue	1	100.0%					1
Nebraska Christian College of Hope International University	13	52.0%	12	48.0%			25
Nebraska Indian Community College	12	92.3%	1	7.7%			13
Nebraska Methodist College of Nursing & Allied Health	33	86.8%	5	13.2%			38
Nebraska Wesleyan University	323	87.8%	41	11.1%	4	1.1%	368
Omaha School of Massage and Healthcare of Herzing University	8	88.9%	1	11.1%			9
Purdue University Global-Lincoln							0
Purdue University Global-Omaha	2	100.0%					2
Regional West Medical Center School of Radiologic Technology							0
Stephanie Moss Academy	24	88.9%	3	11.1%			27
Summit Christian College	3	60.0%	2	40.0%			5
The Creative Center	16	66.7%	8	33.3%			24
Union Adventist University			111	92.5%	9	7.5%	120
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
York University	28	32.9%	57	67.1%			85
Nebraska Total	11,593	76.9%	3,294	21.8%	194	1.3%	15,081

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Table A6.7 Continued

Fall 2016							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,425	82.2%	1,979	15.6%	282	2.2%	12,686
University of Nebraska	5,959	79.0%	1,339	17.8%	242	3.2%	7,540
Neb. College of Tech. Agriculture	83	83.8%	16	16.2%			99
University of Nebraska at Kearney	847	90.0%	78	8.3%	16	1.7%	941
University of Nebraska-Lincoln	3,353	72.7%	1,068	23.2%	189	4.1%	4,610
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,676	88.7%	177	9.4%	37	2.0%	1,890
Nebraska State College System	820	70.4%	340	29.2%	5	0.4%	1,165
Chadron State College	178	51.3%	166	47.8%	3	0.9%	347
Peru State College	185	74.3%	63	25.3%	1	0.4%	249
Wayne State College	457	80.3%	111	19.5%	1	0.2%	569
Nebraska Community Colleges	3,646	91.6%	300	7.5%	35	0.9%	3,981
Central Community College	607	97.1%	18	2.9%			625
Metropolitan Community College	859	95.8%	38	4.2%			897
Mid-Plains Community College	253	79.6%	62	19.5%	3	0.9%	318
Northeast Community College	790	95.0%	33	4.0%	9	1.1%	832
Southeast Community College	950	92.0%	79	7.6%	4	0.4%	1,033
Western Neb. Community College	187	67.8%	70	25.4%	19	6.9%	276
Nonpublic Colleges & Universities	1,689	49.9%	1,642	48.5%	54	1.6%	3,385
Bellevue University	14	66.7%	6	28.6%	1	4.8%	21
Bryan College of Health Sciences	54	94.7%	3	5.3%			57
Capitol Beauty School	15	75.0%	5	25.0%			20
CHI Health School of Radiologic Technology							0
Clarkson College	24	75.0%	8	25.0%			32
College of Hair Design-Downtown	10	100.0%					10
College of Hair Design-East Campus	9	100.0%					9
College of Saint Mary	63	70.0%	27	30.0%			90
Concordia University-Nebraska	134	41.6%	185	57.5%	3	0.9%	322
Creighton University	180	17.5%	813	79.2%	33	3.2%	1,026
Doane University	223	74.1%	78	25.9%			301
Entourage Institute of Beauty and Esthetics	1	33.3%	2	66.7%			3
Fullen School of Hair Design							0
Grace University	23	60.5%	15	39.5%			38
Hastings College	172	65.6%	89	34.0%	1	0.4%	262
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	38	100.0%					38

Continued on the next page.

Table A6.7 Continued**Fall 2016**

Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	1	50.0%	1	50.0%			2
Little Priest Tribal College	8	47.1%	9	52.9%			17
Midland University	212	63.1%	120	35.7%	4	1.2%	336
Myotherapy Institute	4	100.0%					4
National American University-Bellevue	2	100.0%					2
Nebraska Christian College of Hope International University	11	68.8%	5	31.3%			16
Nebraska Indian Community College	13	92.9%	1	7.1%			14
Nebraska Methodist College of Nursing & Allied Health	36	87.8%	5	12.2%			41
Nebraska Wesleyan University	356	84.8%	61	14.5%	3	0.7%	420
Omaha School of Massage and Healthcare of Herzing University	7	87.5%	1	12.5%			8
Purdue University Global-Lincoln							0
Purdue University Global-Omaha							0
Regional West Medical Center School of Radiologic Technology							0
Stephanie Moss Academy	28	96.6%	1	3.4%			29
Summit Christian College	2	40.0%	3	60.0%			5
The Creative Center	12	57.1%	9	42.9%			21
Union Adventist University	9	6.2%	128	87.7%	9	6.2%	146
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
York University	27	28.7%	67	71.3%			94
Nebraska Total	12,114	75.4%	3,621	22.5%	336	2.1%	16,071

Continued on the next page.

Table A6.7 Continued

Fall 2018							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,672	82.5%	2,023	15.6%	243	1.9%	12,938
University of Nebraska	5,946	78.3%	1,440	19.0%	206	2.7%	7,592
Neb. College of Tech. Agriculture	79	71.8%	31	28.2%			110
University of Nebraska at Kearney	805	91.9%	65	7.4%	6	0.7%	876
University of Nebraska-Lincoln	3,264	71.3%	1,163	25.4%	153	3.3%	4,580
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,798	88.7%	181	8.9%	47	2.3%	2,026
Nebraska State College System	936	74.7%	304	24.3%	13	1.0%	1,253
Chadron State College	170	50.4%	162	48.1%	5	1.5%	337
Peru State College	167	78.0%	47	22.0%			214
Wayne State College	599	85.3%	95	13.5%	8	1.1%	702
Nebraska Community Colleges	3,790	92.6%	279	6.8%	24	0.6%	4,093
Central Community College	612	98.4%	10	1.6%			622
Metropolitan Community College	881	98.8%	11	1.2%			892
Mid-Plains Community College	220	78.0%	56	19.9%	6	2.1%	282
Northeast Community College	764	91.6%	55	6.6%	15	1.8%	834
Southeast Community College	1,121	95.2%	54	4.6%	2	0.2%	1,177
Western Neb. Community College	192	67.1%	93	32.5%	1	0.3%	286
Nonpublic Colleges & Universities	1,736	49.1%	1,749	49.5%	49	1.4%	3,534
Bellevue University	15	88.2%	2	11.8%			17
Bryan College of Health Sciences	63	100.0%					63
Capitol Beauty School	67	97.1%	2	2.9%			69
CHI Health School of Radiologic Technology							0
Clarkson College	16	84.2%	3	15.8%			19
College of Hair Design-Downtown	7	100.0%					7
College of Hair Design-East Campus	5	100.0%					5
College of Saint Mary	89	76.1%	28	23.9%			117
Concordia University-Nebraska	166	48.7%	175	51.3%			341
Creighton University	240	21.3%	872	77.3%	16	1.4%	1,128
Doane University	167	64.0%	91	34.9%	3	1.1%	261
Entourage Institute of Beauty and Esthetics	6	100.0%					6
Fullen School of Hair Design							0
Grace University							0
Hastings College	133	50.6%	123	46.8%	7	2.7%	263
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	20	95.2%	1	4.8%			21

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Table A6.7 Continued**Fall 2018**

Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	2	100.0%					2
Little Priest Tribal College	10	37.0%	17	63.0%			27
Midland University	183	55.5%	141	42.7%	6	1.8%	330
Myotherapy Institute	1	100.0%					1
National American University-Bellevue	1	100.0%					1
Nebraska Christian College of Hope International University	15	46.9%	17	53.1%			32
Nebraska Indian Community College	6	100.0%					6
Nebraska Methodist College of Nursing & Allied Health	32	76.2%	10	23.8%			42
Nebraska Wesleyan University	418	85.8%	68	14.0%	1	0.2%	487
Omaha School of Massage and Healthcare of Herzing University							0
Purdue University Global-Lincoln							0
Purdue University Global-Omaha							0
Regional West Medical Center School of Radiologic Technology							0
Stephanie Moss Academy	20	90.9%	2	9.1%			22
Summit Christian College	4	80.0%	1	20.0%			5
The Creative Center	6	60.0%	4	40.0%			10
Union Adventist University	17	11.4%	124	83.2%	8	5.4%	149
Universal College of Healing Arts							0
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
York University	27	26.2%	68	66.0%	8	7.8%	103
Nebraska Total	12,408	75.3%	3,772	22.9%	292	1.8%	16,472

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Table A6.7 Continued

Fall 2020							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,458	83.3%	1,980	15.8%	113	0.9%	12,551
University of Nebraska	6,034	80.5%	1,365	18.2%	94	1.3%	7,493
Neb. College of Tech. Agriculture	77	83.7%	15	16.3%			92
University of Nebraska at Kearney	708	91.5%	58	7.5%	8	1.0%	774
University of Nebraska-Lincoln	3,369	73.5%	1,160	25.3%	54	1.2%	4,583
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,880	92.0%	132	6.5%	32	1.6%	2,044
Nebraska State College System	1,000	73.7%	355	26.2%	2	0.1%	1,357
Chadron State College	177	50.6%	173	49.4%			350
Peru State College	148	67.9%	69	31.7%	1	0.5%	218
Wayne State College	675	85.6%	113	14.3%	1	0.1%	789
Nebraska Community Colleges	3,424	92.5%	260	7.0%	17	0.5%	3,701
Central Community College	570	98.6%	8	1.4%			578
Metropolitan Community College	698	97.8%	16	2.2%			714
Mid-Plains Community College	236	82.2%	46	16.0%	5	1.7%	287
Northeast Community College	733	92.7%	48	6.1%	10	1.3%	791
Southeast Community College	1,016	93.0%	75	6.9%	2	0.2%	1,093
Western Neb. Community College	171	71.8%	67	28.2%			238
Nonpublic Colleges & Universities	1,536	48.0%	1,622	50.7%	39	1.2%	3,197
Bellevue University	22	66.7%	11	33.3%			33
Bryan College of Health Sciences	30	93.8%	2	6.3%			32
Capitol Beauty School	20	100.0%					20
CHI Health School of Radiologic Technology							0
Clarkson College	30	76.9%	9	23.1%			39
College of Hair Design-Downtown	3	100.0%					3
College of Hair Design-East Campus	4	100.0%					4
College of Saint Mary	63	69.2%	28	30.8%			91
Concordia University-Nebraska	158	48.3%	162	49.5%	7	2.1%	327
Creighton University	234	23.7%	743	75.3%	10	1.0%	987
Doane University	173	64.8%	91	34.1%	3	1.1%	267
Entourage Institute of Beauty and Esthetics	2	100.0%					2
Fullen School of Hair Design							0
Grace University							0
Hastings College	156	54.7%	129	45.3%			285
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	16	94.1%	1	5.9%			17

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Table A6.7 Continued**Fall 2020**

Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College							0
Little Priest Tribal College	7	87.5%	1	12.5%			8
Midland University	173	47.3%	179	48.9%	14	3.8%	366
Myotherapy Institute	2	100.0%					2
National American University-Bellevue							0
Nebraska Christian College of Hope International University							0
Nebraska Indian Community College	7	77.8%	2	22.2%			9
Nebraska Methodist College of Nursing & Allied Health	34	79.1%	9	20.9%			43
Nebraska Wesleyan University	342	80.1%	84	19.7%	1	0.2%	427
Omaha School of Massage and Healthcare of Herzing University							0
Purdue University Global-Lincoln							0
Purdue University Global-Omaha							0
Regional West Medical Center School of Radiologic Technology							0
Stephanie Moss Academy	5	83.3%	1	16.7%			6
Summit Christian College	3	75.0%	1	25.0%			4
The Creative Center							0
Union Adventist University	15	15.2%	80	80.8%	4	4.0%	99
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
York University	36	28.8%	89	71.2%			125
Nebraska Total	11,994	76.2%	3,602	22.9%	152	1.0%	15,748

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Table A6.7 Continued

Fall 2022							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,589	83.2%	1,999	15.7%	141	1.1%	12,729
University of Nebraska	6,010	79.5%	1,439	19.0%	107	1.4%	7,556
Neb. College of Tech. Agriculture	64	66.7%	32	33.3%			96
University of Nebraska at Kearney	699	86.9%	95	11.8%	10	1.2%	804
University of Nebraska-Lincoln	3,292	73.2%	1,158	25.7%	48	1.1%	4,498
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,955	90.6%	154	7.1%	49	2.3%	2,158
Nebraska State College System	877	71.1%	352	28.5%	4	0.3%	1,233
Chadron State College	132	46.6%	149	52.7%	2	0.7%	283
Peru State College	129	58.4%	92	41.6%			221
Wayne State College	616	84.5%	111	15.2%	2	0.3%	729
Nebraska Community Colleges	3,702	94.0%	208	5.3%	30	0.8%	3,940
Central Community College	562	98.6%	8	1.4%			570
Metropolitan Community College	748	97.1%	22	2.9%			770
Mid-Plains Community College	217	86.8%	28	11.2%	5	2.0%	250
Northeast Community College	805	92.0%	50	5.7%	20	2.3%	875
Southeast Community College	1,207	93.3%	82	6.3%	5	0.4%	1,294
Western Neb. Community College	163	90.1%	18	9.9%			181
Nonpublic Colleges & Universities	1,378	46.6%	1,522	51.5%	56	1.9%	2,956
Bellevue University	16	76.2%	5	23.8%			21
Bryan College of Health Sciences	60	98.4%	1	1.6%			61
Capitol Beauty School	14	93.3%	1	6.7%			15
CHI Health School of Radiologic Technology							0
Clarkson College	27	84.4%	5	15.6%			32
College of Hair Design-Downtown	1	100.0%					1
College of Hair Design-East Campus	14	100.0%					14
College of Saint Mary	47	61.8%	28	36.8%	1	1.3%	76
Concordia University-Nebraska	191	58.1%	135	41.0%	3	0.9%	329
Creighton University	223	22.2%	766	76.2%	16	1.6%	1,005
Doane University	153	64.0%	82	34.3%	4	1.7%	239
Entourage Institute of Beauty and Esthetics							0
Fullen School of Hair Design							0
Grace University							0
Hastings College	137	51.9%	110	41.7%	17	6.4%	264
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	15	100.0%					15

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Table A6.7 Continued

Fall 2022							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College							0
Little Priest Tribal College	20	80.0%	5	20.0%			25
Midland University	142	49.1%	147	50.9%			289
Myotherapy Institute	1	100.0%					1
National American University-Bellevue							0
Nebraska Christian College of Hope International University							0
Nebraska Indian Community College	4	44.4%	5	55.6%			9
Nebraska Methodist College of Nursing & Allied Health	9	81.8%	2	18.2%			11
Nebraska Wesleyan University	243	67.9%	109	30.4%	6	1.7%	358
Omaha School of Massage and Healthcare of Herzing University							0
Purdue University Global-Lincoln							0
Purdue University Global-Omaha							0
Regional West Medical Center School of Radiologic Technology							0
Stephanie Moss Academy	14	87.5%	2	12.5%			16
Summit Christian College	1	33.3%	2	66.7%			3
The Creative Center							0
Union Adventist University	18	26.9%	46	68.7%	3	4.5%	67
Universal College of Healing Arts							0
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
York University	28	26.7%	71	67.6%	6	5.7%	105
Nebraska Total	11,967	76.3%	3,521	22.4%	197	1.3%	15,685

Note. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2012, 2014, 2016, 2018, 2020, and 2022 surveys.

Table A6.8
Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Institutions
Fall 2022 Compared to Fall 2012

Institution	Fall 2012		Fall 2022		Δ Since Fall 2012
	N	% of Non-NE FTF	N	% of Non-NE FTF	
University of Nebraska					
Nebraska College of Technical Agriculture	18	0.5%	35	0.8%	17
University of Nebraska at Kearney	199	5.5%	130	2.9%	-69
University of Nebraska-Lincoln	863	23.9%	1,250	27.7%	387
University of Nebraska Medical Center	0	0.0%	0	0.0%	0
University of Nebraska at Omaha	191	5.3%	270	6.0%	79
Nebraska State College System					
Chadron State College	164	4.5%	171	3.8%	7
Peru State College	65	1.8%	92	2.0%	27
Wayne State College	97	2.7%	144	3.2%	47
Nebraska Community Colleges					
Central Community College	15	0.4%	14	0.3%	-1
Metropolitan Community College	97	2.7%	35	0.8%	-62
Mid-Plains Community College	97	2.7%	69	1.5%	-28
Northeast Community College	69	1.9%	90	2.0%	21
Southeast Community College	95	2.6%	131	2.9%	36
Western Nebraska Community College	98	2.7%	32	0.7%	-66
Nonpublic Colleges & Universities					
Bellevue University	84	2.3%	393	8.7%	309
Bryan College of Health Sciences	1	0.0%	1	0.0%	0
Capitol Beauty School	7	0.2%	1	0.0%	-6
CHI Health School of Radiologic Technology	0	0.0%	0	0.0%	0
Clarkson College	6	0.2%	7	0.2%	1
College of Hair Design-Downtown	0	0.0%	0	0.0%	0
College of Hair Design-East Campus	3	0.1%	2	0.0%	-1
College of Saint Mary	21	0.6%	32	0.7%	11
Concordia University-Nebraska	157	4.4%	144	3.2%	-13
Creighton University	729	20.2%	795	17.6%	66
Doane University	45	1.2%	86	1.9%	41
Entourage Institute of Beauty and Esthetics	0	0.0%	0	0.0%	0
Fullen School of Hair Design	1	0.0%	0	0.0%	-1
Grace University	30	0.8%	0	0.0%	-30
Hastings College	95	2.6%	127	2.8%	32
ITT Technical Institute-Omaha	0	0.0%	0	0.0%	0
Joseph's College Cosmetology	3	0.1%	0	0.0%	-3

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Table A6.8 Continued

Institution	Fall 2012		Fall 2022		Δ Since Fall 2012
	N	% of Non-NE FTF	N	% of Non-NE FTF	
La'James International College	1	0.0%	0	0.0%	-1
Little Priest Tribal College	1	0.0%	8	0.2%	7
Midland University	85	2.4%	177	3.9%	92
Myotherapy Institute	1	0.0%	0	0.0%	-1
National American University-Bellevue	2	0.1%	0	0.0%	-2
Nebraska Christian College of Hope International University	23	0.6%	0	0.0%	-23
Nebraska Indian Community College	3	0.1%	17	0.4%	14
Nebraska Methodist College of Nursing & Allied Health	2	0.1%	10	0.2%	8
Nebraska Wesleyan University	49	1.4%	115	2.5%	66
Omaha School of Massage and Healthcare of Herzing University	7	0.2%	0	0.0%	-7
Purdue University Global-Lincoln	0	0.0%	0	0.0%	0
Purdue University Global-Omaha	4	0.1%	0	0.0%	-4
Regional West Medical Center School of Radiologic Technology	0	0.0%	0	0.0%	0
Stephanie Moss Academy	1	0.0%	2	0.0%	1
Summit Christian College	8	0.2%	2	0.0%	-6
The Creative Center	14	0.4%	0	0.0%	-14
Union Adventist University	106	2.9%	56	1.2%	-50
Universal College of Healing Arts	0	0.0%	1	0.0%	1
University of Phoenix-Omaha Campus	0	0.0%	0	0.0%	0
Vatterott College-Spring Valley	1	0.0%	0	0.0%	-1
York University	51	1.4%	79	1.7%	28
Nebraska Total	3,609	100.0%	4,518	100.0%	909

Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

Appendix 7

First-Time Freshmen Enrollments by Gender and by Race/Ethnicity

Table A7.1							
Changes in the Number of First-Time Freshmen							
at Nebraska Postsecondary Institutions by Gender and by Race/Ethnicity							
Fall 2012 through Fall 2022							
Gender/ Race/Ethnicity	Number of First-Time Freshmen						
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Gender:							
Male	8,731	8,977	8,794	8,783	8,855	8,661	8,779
Female	9,681	10,045	9,792	9,527	9,790	9,518	9,687
Race/Ethnicity:							
White non-Hispanic	13,675	13,845	13,594	12,976	13,069	12,917	12,863
Asian/Pacific Islander	488	451	520	518	513	552	562
Hispanic	1,600	1,834	1,929	1,987	2,098	2,104	2,363
Native American	165	174	127	151	151	165	117
Black non-Hispanic	1,028	1,095	960	859	910	830	886
Two or More Races	383	519	557	716	663	640	650
Total Minority	3,664	4,073	4,093	4,231	4,335	4,291	4,578
Total Known Race/Ethnicity	17,339	17,918	17,687	17,207	17,404	17,208	17,441
% Δ from Previous Yr.	-0.5%	3.3%	-1.3%	-2.7%	1.1%	-1.1%	1.4%
Gender/ Race/Ethnicity	Number of First-Time Freshmen					Δ Since Fall 2012	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022		N	%
Gender:							
Male	8,637	8,341	8,502	8,675		-56	-0.6%
Female	9,679	9,762	9,598	9,383		-298	-3.1%
Race/Ethnicity:							
White non-Hispanic	12,714	12,597	12,512	12,283		-1,392	-10.2%
Asian/Pacific Islander	528	585	612	578		90	18.4%
Hispanic	2,483	2,583	2,498	2,658		1,058	66.1%
Native American	124	136	158	160		-5	-3.0%
Black non-Hispanic	853	848	842	833		-195	-19.0%
Two or More Races	667	694	674	695		312	81.5%
Total Minority	4,655	4,846	4,784	4,924		1,260	34.4%
Total Known Race/Ethnicity	17,369	17,443	17,296	17,207		-132	-0.8%
% Δ from Previous Yr.	-0.4%	0.4%	-0.8%	-0.5%			
<p><i>Note.</i> Counts include full-time and part-time students. Counts by race/ethnicity do not include U.S. Nonresidents or students of unknown race/ethnicity. Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys.</p>							

**Table A7.2
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Gender and by Sector
Fall 2012 through Fall 2022**

Fall 2012						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,446	39.5%	3,484	36.0%	6,930	37.6%
Nebraska State College System	606	6.9%	707	7.3%	1,313	7.1%
Nebraska Community Colleges	3,094	35.4%	3,260	33.7%	6,354	34.5%
Nonpublic Colleges & Universities	1,585	18.2%	2,230	23.0%	3,815	20.7%
Total	8,731	100.0%	9,681	100.0%	18,412	100.0%
Fall 2013						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,618	40.3%	3,783	37.7%	7,401	38.9%
Nebraska State College System	640	7.1%	792	7.9%	1,432	7.5%
Nebraska Community Colleges	3,051	34.0%	3,093	30.8%	6,144	32.3%
Nonpublic Colleges & Universities	1,668	18.6%	2,377	23.7%	4,045	21.3%
Total	8,977	100.0%	10,045	100.0%	19,022	100.0%
Fall 2014						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,657	41.6%	3,946	40.3%	7,603	40.9%
Nebraska State College System	630	7.2%	789	8.1%	1,419	7.6%
Nebraska Community Colleges	2,893	32.9%	2,916	29.8%	5,809	31.3%
Nonpublic Colleges & Universities	1,614	18.4%	2,141	21.9%	3,755	20.2%
Total	8,794	100.0%	9,792	100.0%	18,586	100.0%
Continued on the next page.						

Table A7.2 Continued**Fall 2015**

Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,665	41.7%	4,052	42.5%	7,717	42.1%
Nebraska State College System	584	6.6%	725	7.6%	1,309	7.1%
Nebraska Community Colleges	2,838	32.3%	2,646	27.8%	5,484	30.0%
Nonpublic Colleges & Universities	1,696	19.3%	2,104	22.1%	3,800	20.8%
Total	8,783	100.0%	9,527	100.0%	18,310	100.0%

Fall 2016

Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,803	42.9%	4,239	43.3%	8,042	43.1%
Nebraska State College System	581	6.6%	648	6.6%	1,229	6.6%
Nebraska Community Colleges	2,933	33.1%	2,756	28.2%	5,689	30.5%
Nonpublic Colleges & Universities	1,538	17.4%	2,147	21.9%	3,685	19.8%
Total	8,855	100.0%	9,790	100.0%	18,645	100.0%

Fall 2017

Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,859	44.6%	4,153	43.6%	8,012	44.1%
Nebraska State College System	560	6.5%	677	7.1%	1,237	6.8%
Nebraska Community Colleges	2,588	29.9%	2,455	25.8%	5,043	27.7%
Nonpublic Colleges & Universities	1,654	19.1%	2,233	23.5%	3,887	21.4%
Total	8,661	100.0%	9,518	100.0%	18,179	100.0%

Fall 2018

Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,859	44.0%	4,171	43.1%	8,030	43.5%
Nebraska State College System	585	6.7%	727	7.5%	1,312	7.1%
Nebraska Community Colleges	2,775	31.6%	2,628	27.1%	5,403	29.3%
Nonpublic Colleges & Universities	1,560	17.8%	2,161	22.3%	3,721	20.2%
Total	8,779	100.0%	9,687	100.0%	18,466	100.0%

Continued on the next page.

Table A7.2 Continued**Fall 2019**

Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,572	41.4%	4,215	43.5%	7,787	42.5%
Nebraska State College System	603	7.0%	812	8.4%	1,415	7.7%
Nebraska Community Colleges	2,859	33.1%	2,611	27.0%	5,470	29.9%
Nonpublic Colleges & Universities	1,603	18.6%	2,041	21.1%	3,644	19.9%
Total	8,637	100.0%	9,679	100.0%	18,316	100.0%

Fall 2020

Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,583	43.0%	4,346	44.5%	7,929	43.8%
Nebraska State College System	595	7.1%	835	8.6%	1,430	7.9%
Nebraska Community Colleges	2,696	32.3%	2,553	26.2%	5,249	29.0%
Nonpublic Colleges & Universities	1,467	17.6%	2,028	20.8%	3,495	19.3%
Total	8,341	100.0%	9,762	100.0%	18,103	100.0%

Fall 2021

Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,542	41.7%	4,425	46.1%	7,967	44.0%
Nebraska State College System	642	7.6%	842	8.8%	1,484	8.2%
Nebraska Community Colleges	2,763	32.5%	2,249	23.4%	5,012	27.7%
Nonpublic Colleges & Universities	1,555	18.3%	2,082	21.7%	3,637	20.1%
Total	8,502	100.0%	9,598	100.0%	18,100	100.0%

Fall 2022

Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,570	41.2%	4,378	46.7%	7,948	44.0%
Nebraska State College System	584	6.7%	744	7.9%	1,328	7.4%
Nebraska Community Colleges	2,869	33.1%	2,272	24.2%	5,141	28.5%
Nonpublic Colleges & Universities	1,652	19.0%	1,989	21.2%	3,641	20.2%
Total	8,675	100.0%	9,383	100.0%	18,058	100.0%

Note. Counts include full-time and part-time students. Data source: National Center for Education Statistics, IPEDS fall 2012 through 2022 surveys.

**Table A7.3
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Race/Ethnicity and by Sector
Fall 2012 through Fall 2022**

Fall 2012

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,366	39.2%	188	38.5%	493	30.8%
Nebraska State College System	1,011	7.4%	14	2.9%	89	5.6%
Neb. Community Colleges	4,507	33.0%	119	24.4%	744	46.5%
Nonpublic Colleges & Universities	2,791	20.4%	167	34.2%	274	17.1%
Total	13,675	100.0%	488	100.0%	1,600	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	15	9.1%	233	22.7%	218	56.9%	6,513	37.6%
Nebraska State College System	17	10.3%	106	10.3%	26	6.8%	1,263	7.3%
Neb. Community Colleges	64	38.8%	509	49.5%	51	13.3%	5,994	34.6%
Nonpublic Colleges & Universities	69	41.8%	180	17.5%	88	23.0%	3,569	20.6%
Total	165	100.0%	1,028	100.0%	383	100.0%	17,339	100.0%

^a A total of 49 (29.7%) of the 165 Native Americans who were first-time freshmen in 2012 were enrolled at Little Priest Tribal College (7) or Nebraska Indian Community College (42).

Continued on the next page.

Table A7.3 Continued

Fall 2013

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,657	40.9%	181	40.1%	614	33.5%		
Nebraska State College System	1,043	7.5%	11	2.4%	118	6.4%		
Neb. Community Colleges	4,268	30.8%	114	25.3%	790	43.1%		
Nonpublic Colleges & Universities	2,877	20.8%	145	32.2%	312	17.0%		
Total	13,845	100.0%	451	100.0%	1,834	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	14	8.0%	277	25.3%	235	45.3%	6,978	38.9%
Nebraska State College System	8	4.6%	59	5.4%	57	11.0%	1,296	7.2%
Neb. Community Colleges	54	31.0%	501	45.8%	86	16.6%	5,813	32.4%
Nonpublic Colleges & Universities	98	56.3%	258	23.6%	141	27.2%	3,831	21.4%
Total	174	100.0%	1,095	100.0%	519	100.0%	17,918	100.0%

^a A total of 78 (44.8%) of the 174 Native Americans who were first-time freshmen in 2013 were enrolled at Little Priest Tribal College (24) or Nebraska Indian Community College (54).

Continued on the next page.

Table A7.3 Continued

Fall 2014

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,754	42.3%	219	42.1%	670	34.7%		
Nebraska State College System	1,127	8.3%	14	2.7%	108	5.6%		
Neb. Community Colleges	3,929	28.9%	137	26.3%	851	44.1%		
Nonpublic Colleges & Universities	2,784	20.5%	150	28.8%	300	15.6%		
Total	13,594	100.0%	520	100.0%	1,929	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	13	10.2%	276	28.8%	266	47.8%	7,198	40.7%
Nebraska State College System	19	15.0%	71	7.4%	37	6.6%	1,376	7.8%
Neb. Community Colleges	40	31.5%	436	45.4%	146	26.2%	5,539	31.3%
Nonpublic Colleges & Universities	55	43.3%	177	18.4%	108	19.4%	3,574	20.2%
Total	127	100.0%	960	100.0%	557	100.0%	17,687	100.0%

^a A total of 40 (31.5%) of the 127 Native Americans who were first-time freshmen in 2014 were enrolled at Little Priest Tribal College (19) or Nebraska Indian Community College (21).

Continued on the next page.

Table A7.3 Continued

Fall 2015

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,780	44.5%	206	39.8%	735	37.0%		
Nebraska State College System	1,028	7.9%	13	2.5%	96	4.8%		
Neb. Community Colleges	3,655	28.2%	130	25.1%	789	39.7%		
Nonpublic Colleges & Universities	2,513	19.4%	169	32.6%	367	18.5%		
Total	12,976	100.0%	518	100.0%	1,987	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	14	9.3%	306	35.6%	273	38.1%	7,314	42.5%
Nebraska State College System	18	11.9%	81	9.4%	40	5.6%	1,276	7.4%
Neb. Community Colleges	56	37.1%	333	38.8%	145	20.3%	5,108	29.7%
Nonpublic Colleges & Universities	63	41.7%	139	16.2%	258	36.0%	3,509	20.4%
Total	151	100.0%	859	100.0%	716	100.0%	17,207	100.0%

^a A total of 42 (27.8%) of the 151 Native Americans who were first-time freshmen in 2015 were enrolled at Little Priest Tribal College (18) or Nebraska Indian Community College (24).

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Table A7.3 Continued

Fall 2016

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,858	44.8%	231	45.0%	796	37.9%		
Nebraska State College System	953	7.3%	10	1.9%	106	5.1%		
Neb. Community Colleges	3,777	28.9%	117	22.8%	877	41.8%		
Nonpublic Colleges & Universities	2,481	19.0%	155	30.2%	319	15.2%		
Total	13,069	100.0%	513	100.0%	2,098	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	21	13.9%	297	32.6%	328	49.5%	7,531	43.3%
Nebraska State College System	8	5.3%	85	9.3%	53	8.0%	1,215	7.0%
Neb. Community Colleges	59	39.1%	394	43.3%	149	22.5%	5,373	30.9%
Nonpublic Colleges & Universities	63	41.7%	134	14.7%	133	20.1%	3,285	18.9%
Total	151	100.0%	910	100.0%	663	100.0%	17,404	100.0%

^a A total of 56 (37.1%) of the 151 Native Americans who were first-time freshmen in 2016 were enrolled at Little Priest Tribal College (24) or Nebraska Indian Community College (32).

Continued on the next page.

Table A7.3 Continued

Fall 2017

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,905	45.7%	270	48.9%	781	37.1%		
Nebraska State College System	952	7.4%	13	2.4%	111	5.3%		
Neb. Community Colleges	3,290	25.5%	115	20.8%	848	40.3%		
Nonpublic Colleges & Universities	2,770	21.4%	154	27.9%	364	17.3%		
Total	12,917	100.0%	552	100.0%	2,104	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	24	14.5%	313	37.7%	281	43.9%	7,574	44.0%
Nebraska State College System	10	6.1%	76	9.2%	54	8.4%	1,216	7.1%
Neb. Community Colleges	40	24.2%	261	31.4%	149	23.3%	4,703	27.3%
Nonpublic Colleges & Universities	91	55.2%	180	21.7%	156	24.4%	3,715	21.6%
Total	165	100.0%	830	100.0%	640	100.0%	17,208	100.0%

^a A total of 70 (42.4%) of the 165 Native Americans who were first-time freshmen in 2017 were enrolled at Little Priest Tribal College (42) or Nebraska Indian Community College (28).

Continued on the next page.

Table A7.3 Continued

Fall 2018

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,867	45.6%	261	46.4%	881	37.3%		
Nebraska State College System	1,008	7.8%	11	2.0%	126	5.3%		
Neb. Community Colleges	3,373	26.2%	126	22.4%	984	41.6%		
Nonpublic Colleges & Universities	2,615	20.3%	164	29.2%	372	15.7%		
Total	12,863	100.0%	562	100.0%	2,363	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	23	19.7%	334	37.7%	277	42.6%	7,643	43.8%
Nebraska State College System	15	12.8%	69	7.8%	62	9.5%	1,291	7.4%
Neb. Community Colleges	29	24.8%	330	37.2%	153	23.5%	4,995	28.6%
Nonpublic Colleges & Universities	50	42.7%	153	17.3%	158	24.3%	3,512	20.1%
Total	117	100.0%	886	100.0%	650	100.0%	17,441	100.0%

^a A total of 37 (31.6%) of the 117 Native Americans who were first-time freshmen in 2018 were enrolled at Little Priest Tribal College (20) or Nebraska Indian Community College (17).

Continued on the next page.

Table A7.3 Continued

Fall 2019

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,651	44.4%	263	49.8%	919	37.0%		
Nebraska State College System	1,084	8.5%	11	2.1%	141	5.7%		
Neb. Community Colleges	3,450	27.1%	128	24.2%	1,011	40.7%		
Nonpublic Colleges & Universities	2,529	19.9%	126	23.9%	412	16.6%		
Total	12,714	100.0%	528	100.0%	2,483	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	22	17.7%	303	35.5%	285	42.7%	7,443	42.9%
Nebraska State College System	20	16.1%	80	9.4%	47	7.0%	1,383	8.0%
Neb. Community Colleges	41	33.1%	303	35.5%	175	26.2%	5,108	29.4%
Nonpublic Colleges & Universities	41	33.1%	167	19.6%	160	24.0%	3,435	19.8%
Total	124	100.0%	853	100.0%	667	100.0%	17,369	100.0%

^a A total of 31 (25.0%) of the 124 Native Americans who were first-time freshmen in 2019 were enrolled at Little Priest Tribal College (16) or Nebraska Indian Community College (15).

Continued on the next page.

Table A7.3 Continued

Fall 2020

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,635	44.7%	326	55.7%	1,030	39.9%		
Nebraska State College System	1,144	9.1%	14	2.4%	127	4.9%		
Neb. Community Colleges	3,396	27.0%	119	20.3%	1,025	39.7%		
Nonpublic Colleges & Universities	2,422	19.2%	126	21.5%	401	15.5%		
Total	12,597	100.0%	585	100.0%	2,583	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	19	14.0%	346	40.8%	323	46.5%	7,679	44.0%
Nebraska State College System	23	16.9%	68	8.0%	47	6.8%	1,423	8.2%
Neb. Community Colleges	35	25.7%	273	32.2%	177	25.5%	5,025	28.8%
Nonpublic Colleges & Universities	59	43.4%	161	19.0%	147	21.2%	3,316	19.0%
Total	136	100.0%	848	100.0%	694	100.0%	17,443	100.0%

^a A total of 42 (30.9%) of the 136 Native Americans who were first-time freshmen in 2020 were enrolled at Little Priest Tribal College (20) or Nebraska Indian Community College (22).

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Table A7.3 Continued

Fall 2021

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,682	45.4%	340	55.6%	965	38.6%		
Nebraska State College System	1,101	8.8%	9	1.5%	145	5.8%		
Neb. Community Colleges	3,261	26.1%	114	18.6%	957	38.3%		
Nonpublic Colleges & Universities	2,468	19.7%	149	24.3%	431	17.3%		
Total	12,512	100.0%	612	100.0%	2,498	100.0%		

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	32	20.3%	358	42.5%	318	47.2%	7,695	44.5%
Nebraska State College System	26	16.5%	104	12.4%	52	7.7%	1,437	8.3%
Neb. Community Colleges	36	22.8%	208	24.7%	147	21.8%	4,723	27.3%
Nonpublic Colleges & Universities	64	40.5%	172	20.4%	157	23.3%	3,441	19.9%
Total	158	100.0%	842	100.0%	674	100.0%	17,296	100.0%

^a A total of 49 (31.0%) of the 158 Native Americans who were first-time freshmen in 2021 were enrolled at Little Priest Tribal College (23) or Nebraska Indian Community College (26).

Continued on the next page.

Table A7.3 Continued

Fall 2022

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,708	46.5%	331	57.3%	1,034	38.9%
Nebraska State College System	998	8.1%	7	1.2%	123	4.6%
Neb. Community Colleges	3,227	26.3%	102	17.6%	1,003	37.7%
Nonpublic Colleges & Universities	2,350	19.1%	138	23.9%	498	18.7%
Total	12,283	100.0%	578	100.0%	2,658	100.0%

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	20	12.5%	344	41.3%	281	40.4%	7,718	44.9%
Nebraska State College System	16	10.0%	72	8.6%	70	10.1%	1,286	7.5%
Neb. Community Colleges	55	34.4%	221	26.5%	190	27.3%	4,798	27.9%
Nonpublic Colleges & Universities	69	43.1%	196	23.5%	154	22.2%	3,405	19.8%
Total	160	100.0%	833	100.0%	695	100.0%	17,207	100.0%

^a A total of 52 (32.5%) of the 160 Native Americans who were first-time freshmen in 2022 were enrolled at Little Priest Tribal College (27) or Nebraska Indian Community College (25).

Note. Counts include full-time and part-time students. Counts do not include U.S. Nonresidents or students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2012 through 2022 surveys.

**Table A7.4
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Sector and by Gender
Fall 2012 through Fall 2022**

Fall 2012						
Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,446	49.7%	606	46.2%	3,094	48.7%
Female	3,484	50.3%	707	53.8%	3,260	51.3%
Total	6,930	100.0%	1,313	100.0%	6,354	100.0%
Gender	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,585	41.5%	8,731	47.4%		
Female	2,230	58.5%	9,681	52.6%		
Total	3,815	100.0%	18,412	100.0%		
Fall 2013						
Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,618	48.9%	640	44.7%	3,051	49.7%
Female	3,783	51.1%	792	55.3%	3,093	50.3%
Total	7,401	100.0%	1,432	100.0%	6,144	100.0%
Gender	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,668	41.2%	8,977	47.2%		
Female	2,377	58.8%	10,045	52.8%		
Total	4,045	100.0%	19,022	100.0%		

Continued on the next page.

Table A7.4 Continued

Fall 2014

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,657	48.1%	630	44.4%	2,893	49.8%
Female	3,946	51.9%	789	55.6%	2,916	50.2%
Total	7,603	100.0%	1,419	100.0%	5,809	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,614	43.0%	8,794	47.3%
Female	2,141	57.0%	9,792	52.7%
Total	3,755	100.0%	18,586	100.0%

Fall 2015

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,665	47.5%	584	44.6%	2,838	51.8%
Female	4,052	52.5%	725	55.4%	2,646	48.2%
Total	7,717	100.0%	1,309	100.0%	5,484	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,696	44.6%	8,783	48.0%
Female	2,104	55.4%	9,527	52.0%
Total	3,800	100.0%	18,310	100.0%

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Table A7.4 Continued**Fall 2016**

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,803	47.3%	581	47.3%	2,933	51.6%
Female	4,239	52.7%	648	52.7%	2,756	48.4%
Total	8,042	100.0%	1,229	100.0%	5,689	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,538	41.7%	8,855	47.5%
Female	2,147	58.3%	9,790	52.5%
Total	3,685	100.0%	18,645	100.0%

Fall 2017

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,859	48.2%	560	45.3%	2,588	51.3%
Female	4,153	51.8%	677	54.7%	2,455	48.7%
Total	8,012	100.0%	1,237	100.0%	5,043	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,654	42.6%	8,661	47.6%
Female	2,233	57.4%	9,518	52.4%
Total	3,887	100.0%	18,179	100.0%

Continued on the next page.

Table A7.4 Continued

Fall 2018

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,859	48.1%	585	44.6%	2,775	51.4%
Female	4,171	51.9%	727	55.4%	2,628	48.6%
Total	8,030	100.0%	1,312	100.0%	5,403	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,560	41.9%	8,779	47.5%
Female	2,161	58.1%	9,687	52.5%
Total	3,721	100.0%	18,466	100.0%

Fall 2019

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,572	45.9%	603	42.6%	2,859	52.3%
Female	4,215	54.1%	812	57.4%	2,611	47.7%
Total	7,787	100.0%	1,415	100.0%	5,470	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,603	44.0%	8,637	47.2%
Female	2,041	56.0%	9,679	52.8%
Total	3,644	100.0%	18,316	100.0%

Continued on the next page.

Table A7.4 Continued

Fall 2020

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,583	45.2%	595	41.6%	2,696	51.4%
Female	4,346	54.8%	835	58.4%	2,553	48.6%
Total	7,929	100.0%	1,430	100.0%	5,249	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,467	42.0%	8,341	46.1%
Female	2,028	58.0%	9,762	53.9%
Total	3,495	100.0%	18,103	100.0%

Fall 2021

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,542	44.5%	642	43.3%	2,763	55.1%
Female	4,425	55.5%	842	56.7%	2,249	44.9%
Total	7,967	100.0%	1,484	100.0%	5,012	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,555	42.8%	8,502	47.0%
Female	2,082	57.2%	9,598	53.0%
Total	3,637	100.0%	18,100	100.0%

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Table A7.4 Continued**Fall 2022**

Gender	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,570	44.9%	584	44.0%	2,869	55.8%
Female	4,378	55.1%	744	56.0%	2,272	44.2%
Total	7,948	100.0%	1,328	100.0%	5,141	100.0%

Gender	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
Male	1,652	45.4%	8,675	48.0%
Female	1,989	54.6%	9,383	52.0%
Total	3,641	100.0%	18,058	100.0%

Note. Counts include full-time and part-time students. Data source: National Center for Education Statistics, IPEDS fall 2012 through 2022 surveys.

**Table A7.5
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Sector and by Race/Ethnicity
Fall 2012 through Fall 2022**

Fall 2012

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,366	82.4%	1,011	80.0%	4,507	75.2%
Asian/Pacific Islander	188	2.9%	14	1.1%	119	2.0%
Hispanic	493	7.6%	89	7.0%	744	12.4%
Native American	15	0.2%	17	1.3%	64	1.1%
Black non-Hispanic	233	3.6%	106	8.4%	509	8.5%
Two or More Races	218	3.3%	26	2.1%	51	0.9%
Total	6,513	100.0%	1,263	100.0%	5,994	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,791	78.2%	13,675	78.9%		
Asian/Pacific Islander	167	4.7%	488	2.8%		
Hispanic	274	7.7%	1,600	9.2%		
Native American	69	1.9%	165	1.0%		
Black non-Hispanic	180	5.0%	1,028	5.9%		
Two or More Races	88	2.5%	383	2.2%		
Total	3,569	100.0%	17,339	100.0%		

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Table A7.5 Continued**Fall 2013**

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,657	81.1%	1,043	80.5%	4,268	73.4%
Asian/Pacific Islander	181	2.6%	11	0.8%	114	2.0%
Hispanic	614	8.8%	118	9.1%	790	13.6%
Native American	14	0.2%	8	0.6%	54	0.9%
Black non-Hispanic	277	4.0%	59	4.6%	501	8.6%
Two or More Races	235	3.4%	57	4.4%	86	1.5%
Total	6,978	100.0%	1,296	100.0%	5,813	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,877	75.1%	13,845	77.3%
Asian/Pacific Islander	145	3.8%	451	2.5%
Hispanic	312	8.1%	1,834	10.2%
Native American	98	2.6%	174	1.0%
Black non-Hispanic	258	6.7%	1,095	6.1%
Two or More Races	141	3.7%	519	2.9%
Total	3,831	100.0%	17,918	100.0%

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Table A7.5 Continued**Fall 2014**

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,754	79.9%	1,127	81.9%	3,929	70.9%
Asian/Pacific Islander	219	3.0%	14	1.0%	137	2.5%
Hispanic	670	9.3%	108	7.8%	851	15.4%
Native American	13	0.2%	19	1.4%	40	0.7%
Black non-Hispanic	276	3.8%	71	5.2%	436	7.9%
Two or More Races	266	3.7%	37	2.7%	146	2.6%
Total	7,198	100.0%	1,376	100.0%	5,539	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,784	77.9%	13,594	76.9%
Asian/Pacific Islander	150	4.2%	520	2.9%
Hispanic	300	8.4%	1,929	10.9%
Native American	55	1.5%	127	0.7%
Black non-Hispanic	177	5.0%	960	5.4%
Two or More Races	108	3.0%	557	3.1%
Total	3,574	100.0%	17,687	100.0%

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Table A7.5 Continued

Fall 2015

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,780	79.0%	1,028	80.6%	3,655	71.6%
Asian/Pacific Islander	206	2.8%	13	1.0%	130	2.5%
Hispanic	735	10.0%	96	7.5%	789	15.4%
Native American	14	0.2%	18	1.4%	56	1.1%
Black non-Hispanic	306	4.2%	81	6.3%	333	6.5%
Two or More Races	273	3.7%	40	3.1%	145	2.8%
Total	7,314	100.0%	1,276	100.0%	5,108	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,513	71.6%	12,976	75.4%
Asian/Pacific Islander	169	4.8%	518	3.0%
Hispanic	367	10.5%	1,987	11.5%
Native American	63	1.8%	151	0.9%
Black non-Hispanic	139	4.0%	859	5.0%
Two or More Races	258	7.4%	716	4.2%
Total	3,509	100.0%	17,207	100.0%

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Table A7.5 Continued**Fall 2016**

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,858	77.8%	953	78.4%	3,777	70.3%
Asian/Pacific Islander	231	3.1%	10	0.8%	117	2.2%
Hispanic	796	10.6%	106	8.7%	877	16.3%
Native American	21	0.3%	8	0.7%	59	1.1%
Black non-Hispanic	297	3.9%	85	7.0%	394	7.3%
Two or More Races	328	4.4%	53	4.4%	149	2.8%
Total	7,531	100.0%	1,215	100.0%	5,373	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,481	75.5%	13,069	75.1%
Asian/Pacific Islander	155	4.7%	513	2.9%
Hispanic	319	9.7%	2,098	12.1%
Native American	63	1.9%	151	0.9%
Black non-Hispanic	134	4.1%	910	5.2%
Two or More Races	133	4.0%	663	3.8%
Total	3,285	100.0%	17,404	100.0%

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Table A7.5 Continued

Fall 2017

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,905	78.0%	952	78.3%	3,290	70.0%
Asian/Pacific Islander	270	3.6%	13	1.1%	115	2.4%
Hispanic	781	10.3%	111	9.1%	848	18.0%
Native American	24	0.3%	10	0.8%	40	0.9%
Black non-Hispanic	313	4.1%	76	6.3%	261	5.5%
Two or More Races	281	3.7%	54	4.4%	149	3.2%
Total	7,574	100.0%	1,216	100.0%	4,703	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,770	74.6%	12,917	75.1%
Asian/Pacific Islander	154	4.1%	552	3.2%
Hispanic	364	9.8%	2,104	12.2%
Native American	91	2.4%	165	1.0%
Black non-Hispanic	180	4.8%	830	4.8%
Two or More Races	156	4.2%	640	3.7%
Total	3,715	100.0%	17,208	100.0%

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Table A7.5 Continued

Fall 2018

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,867	76.8%	1,008	78.1%	3,373	67.5%
Asian/Pacific Islander	261	3.4%	11	0.9%	126	2.5%
Hispanic	881	11.5%	126	9.8%	984	19.7%
Native American	23	0.3%	15	1.2%	29	0.6%
Black non-Hispanic	334	4.4%	69	5.3%	330	6.6%
Two or More Races	277	3.6%	62	4.8%	153	3.1%
Total	7,643	100.0%	1,291	100.0%	4,995	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,615	74.5%	12,863	73.8%
Asian/Pacific Islander	164	4.7%	562	3.2%
Hispanic	372	10.6%	2,363	13.5%
Native American	50	1.4%	117	0.7%
Black non-Hispanic	153	4.4%	886	5.1%
Two or More Races	158	4.5%	650	3.7%
Total	3,512	100.0%	17,441	100.0%

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Table A7.5 Continued

Fall 2019

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,651	75.9%	1,084	78.4%	3,450	67.5%
Asian/Pacific Islander	263	3.5%	11	0.8%	128	2.5%
Hispanic	919	12.3%	141	10.2%	1,011	19.8%
Native American	22	0.3%	20	1.4%	41	0.8%
Black non-Hispanic	303	4.1%	80	5.8%	303	5.9%
Two or More Races	285	3.8%	47	3.4%	175	3.4%
Total	7,443	100.0%	1,383	100.0%	5,108	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,529	73.6%	12,714	73.2%
Asian/Pacific Islander	126	3.7%	528	3.0%
Hispanic	412	12.0%	2,483	14.3%
Native American	41	1.2%	124	0.7%
Black non-Hispanic	167	4.9%	853	4.9%
Two or More Races	160	4.7%	667	3.8%
Total	3,435	100.0%	17,369	100.0%

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Table A7.5 Continued**Fall 2020**

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,635	73.4%	1,144	80.4%	3,396	67.6%
Asian/Pacific Islander	326	4.2%	14	1.0%	119	2.4%
Hispanic	1,030	13.4%	127	8.9%	1,025	20.4%
Native American	19	0.2%	23	1.6%	35	0.7%
Black non-Hispanic	346	4.5%	68	4.8%	273	5.4%
Two or More Races	323	4.2%	47	3.3%	177	3.5%
Total	7,679	100.0%	1,423	100.0%	5,025	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,422	73.0%	12,597	72.2%
Asian/Pacific Islander	126	3.8%	585	3.4%
Hispanic	401	12.1%	2,583	14.8%
Native American	59	1.8%	136	0.8%
Black non-Hispanic	161	4.9%	848	4.9%
Two or More Races	147	4.4%	694	4.0%
Total	3,316	100.0%	17,443	100.0%

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Table A7.5 Continued

Fall 2021

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,682	73.8%	1,101	76.6%	3,261	69.0%
Asian/Pacific Islander	340	4.4%	9	0.6%	114	2.4%
Hispanic	965	12.5%	145	10.1%	957	20.3%
Native American	32	0.4%	26	1.8%	36	0.8%
Black non-Hispanic	358	4.7%	104	7.2%	208	4.4%
Two or More Races	318	4.1%	52	3.6%	147	3.1%
Total	7,695	100.0%	1,437	100.0%	4,723	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,468	71.7%	12,512	72.3%
Asian/Pacific Islander	149	4.3%	612	3.5%
Hispanic	431	12.5%	2,498	14.4%
Native American	64	1.9%	158	0.9%
Black non-Hispanic	172	5.0%	842	4.9%
Two or More Races	157	4.6%	674	3.9%
Total	3,441	100.0%	17,296	100.0%

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Table A7.5 Continued

Fall 2022

Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,708	74.0%	998	77.6%	3,227	67.3%
Asian/Pacific Islander	331	4.3%	7	0.5%	102	2.1%
Hispanic	1,034	13.4%	123	9.6%	1,003	20.9%
Native American	20	0.3%	16	1.2%	55	1.1%
Black non-Hispanic	344	4.5%	72	5.6%	221	4.6%
Two or More Races	281	3.6%	70	5.4%	190	4.0%
Total	7,718	100.0%	1,286	100.0%	4,798	100.0%

Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total	
	N	%	N	%
White non-Hispanic	2,350	69.0%	12,283	71.4%
Asian/Pacific Islander	138	4.1%	578	3.4%
Hispanic	498	14.6%	2,658	15.4%
Native American	69	2.0%	160	0.9%
Black non-Hispanic	196	5.8%	833	4.8%
Two or More Races	154	4.5%	695	4.0%
Total	3,405	100.0%	17,207	100.0%

Note. Counts include full-time and part-time students. Counts do not include U.S. Nonresidents or students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2012 through 2022 surveys.

Appendix 8

Financial Aid Programs

**Explanatory Note A8.1
Definitions of Income Groups
for Access College Early (ACE) Scholarship Recipients**

The following definitions are used for Table A8.5:

- **Low-income students:** Students approved to receive free or reduced-price school lunches (FRL). Effective with the 2021-2022 cohort, students are also classified as low income if they graduate from a school that participates in the Community Eligibility Provision (CEP).
- **Non-low-income students:** Students who are not approved for free or reduced-price school lunches. The non-low-income students include students in low-income households that have not applied for free or reduced-price school lunches. Conversely, the low-income students in this study include at least some students who graduated from schools that participate in the CEP but were from non-low-income households.
- **Other low-income graduates:** Students approved to receive free or reduced-price school lunches that did not receive an ACE scholarship.

**Table A8.1
Free Application for Federal Student Aid (FAFSA) Completion Rates by State
High School Seniors in the Class of 2018 through Class of 2023**

State	Class of 2018		Class of 2019		Class of 2020		Class of 2021	
	% Complete	Rank	% Complete	Rank	% Complete	Rank	% Complete	Rank
Alabama	54.7%	30	52.1%	28	48.7%	33	45.8%	33
Alaska	37.1%	49	34.5%	49	31.2%	50	28.7%	50
Arizona	43.0%	48	40.1%	48	39.7%	48	35.8%	48
Arkansas	58.6%	20	55.3%	18	51.2%	26	47.3%	31
California	56.0%	29	52.6%	24	54.1%	14	49.0%	25
Colorado	47.0%	46	44.0%	45	43.5%	45	40.3%	44
Connecticut	64.2%	8	58.2%	11	59.6%	6	56.1%	8
Delaware	68.6%	3	66.0%	3	62.3%	3	58.8%	4
Florida	53.4%	35	45.3%	43	43.4%	46	41.5%	41
Georgia	58.3%	21	50.4%	31	52.2%	22	51.5%	13
Hawaii	59.1%	17	57.8%	12	55.5%	13	53.8%	11
Idaho	49.5%	43	47.1%	40	44.4%	43	40.2%	45
Illinois	64.1%	10	59.6%	8	57.9%	10	61.4%	3
Indiana	56.4%	26	49.6%	35	49.4%	32	47.9%	28
Iowa	56.3%	27	52.9%	23	53.3%	16	50.6%	14
Kansas	51.0%	37	49.3%	36	47.6%	36	44.5%	37
Kentucky	65.4%	6	60.1%	6	55.5%	12	49.4%	23
Louisiana	77.1%	1	69.4%	2	64.9%	2	64.1%	2
Maine	63.5%	12	53.2%	22	50.8%	28	47.4%	30
Maryland	60.0%	15	55.0%	19	53.4%	15	50.1%	16
Massachusetts	67.2%	4	60.3%	5	58.6%	7	55.8%	9
Michigan	56.6%	25	52.2%	26	51.9%	23	47.8%	29
Minnesota	50.2%	41	41.3%	47	44.3%	44	41.8%	39
Mississippi	63.6%	11	61.5%	4	57.6%	11	55.4%	10
Missouri	56.3%	28	52.2%	25	49.9%	30	45.7%	34
Montana	53.9%	34	50.0%	32	45.6%	38	41.5%	40
Nebraska	54.6%	31	51.2%	30	52.7%	19	49.8%	17
Nevada	49.3%	44	45.1%	44	45.0%	40	40.6%	42
New Hampshire	57.5%	23	55.6%	17	51.3%	25	49.3%	24

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Table A8.1 Continued

State	Class of 2018		Class of 2019		Class of 2020		Class of 2021	
	% Complete	Rank	% Complete	Rank	% Complete	Rank	% Complete	Rank
New Jersey	67.1%	5	58.3%	10	59.7%	5	56.6%	7
New Mexico	50.6%	40	46.1%	42	45.2%	39	40.4%	43
New York	64.1%	9	58.6%	9	58.6%	8	57.2%	5
North Carolina	58.7%	19	52.1%	27	52.3%	21	49.7%	19
North Dakota	49.7%	42	47.7%	39	48.3%	34	46.8%	32
Ohio	62.2%	13	56.4%	14	52.9%	18	50.1%	15
Oklahoma	50.6%	39	47.7%	38	44.4%	42	38.7%	46
Oregon	50.8%	38	49.6%	33	47.4%	37	42.1%	38
Pennsylvania	59.0%	18	55.9%	16	52.7%	20	49.7%	20
Rhode Island	64.3%	7	56.8%	13	60.0%	4	56.9%	6
South Carolina	59.2%	16	54.2%	20	51.0%	27	49.6%	21
South Dakota	57.8%	22	56.4%	15	50.2%	29	48.9%	26
Tennessee	76.6%	2	71.7%	1	70.5%	1	65.8%	1
Texas	54.5%	32	49.6%	34	51.9%	24	49.4%	22
Utah	35.5%	50	33.5%	50	35.9%	49	32.8%	49
Vermont	53.3%	36	54.2%	21	49.6%	31	48.5%	27
Virginia	57.0%	24	49.0%	37	53.2%	17	49.8%	18
Washington	46.1%	47	42.8%	46	41.6%	47	38.1%	47
West Virginia	60.7%	14	59.8%	7	58.0%	9	52.3%	12
Wisconsin	54.0%	33	51.8%	29	48.3%	35	44.6%	36
Wyoming	48.0%	45	47.0%	41	45.0%	41	45.4%	35
Nation (50 States + D.C.)	54.0%		53.8%		52.0%		49.9%	

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Table A8.1 Continued

State	Class of 2022		Class of 2023					
	% Complete	Rank	% Complete	Rank				
Alabama	58.9%	8	58.5%	9				
Alaska	28.3%	50	29.4%	50				
Arizona	37.6%	48	39.4%	48				
Arkansas	49.2%	26	49.5%	27				
California	53.0%	14	58.0%	11				
Colorado	41.7%	43	42.4%	43				
Connecticut	57.6%	9	59.3%	7				
Delaware	61.6%	5	62.4%	4				
Florida	41.9%	42	42.3%	44				
Georgia	52.9%	15	54.3%	16				
Hawaii	52.1%	20	53.3%	17				
Idaho	40.2%	46	40.6%	47				
Illinois	62.7%	3	62.8%	3				
Indiana	46.3%	34	46.9%	32				
Iowa	52.1%	18	51.8%	23				
Kansas	46.0%	36	46.7%	33				
Kentucky	52.1%	19	55.1%	15				
Louisiana	66.5%	1	67.3%	2				
Maine	47.4%	30	51.7%	24				
Maryland	51.1%	23	52.3%	21				
Massachusetts	56.1%	12	56.3%	13				
Michigan	47.3%	31	49.5%	28				
Minnesota	44.0%	40	44.9%	40				
Mississippi	59.3%	6	60.3%	6				
Missouri	47.2%	32	48.6%	31				
Montana	44.3%	38	45.6%	36				
Nebraska	49.1%	28	49.4%	29				
Nevada	40.9%	45	41.6%	45				
New Hampshire	49.3%	25	51.2%	26				

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Table A8.1 Continued

State	Class of 2022		Class of 2023					
	% Complete	Rank	% Complete	Rank				
New Jersey	57.4%	10	58.3%	10				
New Mexico	44.0%	41	45.3%	38				
New York	59.0%	7	58.9%	8				
North Carolina	51.8%	22	51.3%	25				
North Dakota	46.8%	33	45.1%	39				
Ohio	52.5%	17	53.3%	18				
Oklahoma	41.0%	44	44.3%	41				
Oregon	44.2%	39	45.4%	37				
Pennsylvania	50.4%	24	51.9%	22				
Rhode Island	56.9%	11	57.2%	12				
South Carolina	52.7%	16	52.5%	19				
South Dakota	49.2%	27	49.3%	30				
Tennessee	66.4%	2	67.3%	1				
Texas	62.6%	4	62.4%	5				
Utah	33.9%	49	34.6%	49				
Vermont	47.9%	29	45.9%	35				
Virginia	51.8%	21	52.3%	20				
Washington	38.9%	47	41.4%	46				
West Virginia	53.9%	13	55.6%	14				
Wisconsin	45.8%	37	46.7%	34				
Wyoming	46.0%	35	42.5%	42				
Nation (50 States + D.C.)	52.1%		53.4%					

Note. Includes students who completed the FAFSA between October 1 and June 30 for each high school class. Includes students from public and private high schools. Data source: National College Attainment Network, FAFSA Completion, January 2022, February 2023, and February 2024.

**Table A8.2
Nebraska Opportunity Grants (NOG) Awarded by Sector
2022-2023 Compared to 2012-2013**

	2012-2013	2022-2023	% Change
Nebraska Public Institutions			
Number of NOG-Eligible Students	44,476	24,131	-45.7%
Number of Students Awarded a NOG	11,062	10,584	-4.3%
Percent of Eligible Students Awarded a NOG	24.9%	43.9%	76.3%
Total Amount Awarded	\$10,287,318	\$19,068,940	85.4%
Average Amount Award	\$930	\$1,802	93.7%
Nonpublic Colleges & Universities			
Number of NOG-Eligible Students	11,058	4,229	-61.8%
Number of Students Awarded a NOG	4,695	2,599	-44.6%
Percent of Eligible Students Awarded a NOG	42.5%	61.5%	44.7%
Total Amount Awarded	\$4,898,180	\$4,859,326	-0.8%
Average Amount Award	\$1,043	\$1,870	79.2%
Total Nebraska Opportunity Grants Awarded			
Number of NOG-Eligible Students	55,534	28,360	-48.9%
Number of Students Awarded a NOG	15,757	13,183	-16.3%
Percent of Eligible Students Awarded a NOG	28.4%	46.5%	63.8%
Total Amount Awarded	\$15,185,498	\$23,928,266	57.6%
Average Amount Award	\$964	\$1,815	88.3%
<p><i>Note.</i> To be eligible for a NOG, the student must be a Nebraska resident, attend a Nebraska postsecondary institution, and have a minimum EFC as determined by completing the Free Application for Federal Student Aid (FAFSA). Students who would otherwise qualify for a NOG but do not complete the FAFSA are not included in the number of NOG-eligible students. Data source: Nebraska's Coordinating Commission for Postsecondary Education, <i>Nebraska Opportunity Grant Year-End Report</i>, 2013 and 2023.</p>			

Table A8.3
Nebraska Opportunity Grants (NOG) Awarded by Sector and Income of Recipient
2022-2023 Compared to 2012-2013

Income Level of NOG Recipients by Sector	2012-2013		2022-2023		% Change in # of Recipients
	# of Recipients	% of Recipients	# of Recipients	% of Recipients	
Nebraska Public Institutions					
\$0 to \$19,999	5,069	45.8%	3,195	30.2%	-37.0%
\$20,000 to \$39,999	3,240	29.3%	2,733	25.8%	-15.6%
\$40,000 or Higher	2,753	24.9%	4,656	44.0%	69.1%
Total	11,062	100.0%	10,584	100.0%	-4.3%
Nonpublic Colleges & Universities					
\$0 to \$19,999	2,295	48.9%	872	33.6%	-62.0%
\$20,000 to \$39,999	1,235	26.3%	678	26.1%	-45.1%
\$40,000 or Higher	1,165	24.8%	1,049	40.4%	-10.0%
Total	4,695	100.0%	2,599	100.0%	-44.6%
Total Nebraska Opportunity Grants Awarded					
\$0 to \$19,999	7,364	46.7%	4,067	30.9%	-44.8%
\$20,000 to \$39,999	4,475	28.4%	3,411	25.9%	-23.8%
\$40,000 or Higher	3,918	24.9%	5,705	43.3%	45.6%
Total	15,757	100.0%	13,183	100.0%	-16.3%
Data source: Nebraska's Coordinating Commission for Postsecondary Education, <i>Nebraska Opportunity Grant Year-End Report</i> , 2013 and 2023.					

**Table A8.4
Access College Early (ACE) Scholarship Program Funding and Awards
2012-2013 to 2022-2023**

Academic Year	NE State Funding	Federal Funding	Total Available Funding	\$ Amount of Scholarships Awarded
2012-2013	\$580,000	\$300,000	\$880,000	\$813,760
2013-2014	\$640,000	\$285,000	\$925,000	\$921,071
2014-2015	\$685,000	\$271,890	\$956,890	\$953,596
2015-2016	\$735,000	\$92,082	\$827,082	\$814,910
2016-2017	\$951,414	\$0	\$951,414	\$947,076
2017-2018	\$965,300	\$0	\$965,300	\$914,907
2018-2019	\$945,600	\$0	\$945,600	\$995,417
2019-2020	\$1,100,000	\$0	\$1,100,000	\$1,098,008
2020-2021	\$1,100,000	\$0	\$1,100,000	\$989,327
2021-2022	\$1,250,000	\$0	\$1,250,000	\$1,061,486
2022-2023	\$1,500,000	\$0	\$1,500,000	\$1,082,449
Academic Year	# of Student Recipients	# of Scholarships Awarded	Average Scholarship	Average Received per Student
2012-2013	1,705	3,445	\$236	\$477
2013-2014	1,866	3,969	\$232	\$494
2014-2015	1,919	4,082	\$234	\$497
2015-2016	1,894	3,575	\$228	\$430
2016-2017	2,156	4,036	\$235	\$439
2017-2018	2,456	3,723	\$246	\$373
2018-2019	2,309	4,057	\$245	\$431
2019-2020	2,473	4,420	\$248	\$444
2020-2021	2,433	4,518	\$219	\$407
2021-2022	2,683	5,152	\$206	\$396
2022-2023	2,635	5,950	\$182	\$411
Academic Year	# of Dual Enrollment Courses	# of Credit Hours	# of NE High Schools Represented	# of NE Colleges & Universities Where Students Took Courses
2012-2013	3,445	11,877	210	15
2013-2014	3,969	13,592	217	20
2014-2015	4,082	13,785	211	18
2015-2016	3,575	12,195	204	17
2016-2017	4,036	13,977	209	18
2017-2018	3,723	12,512	224	18
2018-2019	4,057	13,652	223	17
2019-2020	4,420	14,973	231	19
2020-2021	4,518	15,472	231	19
2021-2022	5,152	17,189	222	19
2022-2023	5,950	18,574	214	18
Data source: Nebraska's Coordinating Commission for Postsecondary Education, December 2023.				

**Table A8.5.a
College Continuation Rates of
2011-2012 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	341	276	80.9%
Nonpublic (Private)	16	14	87.5%
Home-Schooled	1	1	100.0%
Total	358	291	81.3%
Females			
Public	631	524	83.0%
Nonpublic (Private)	21	21	100.0%
Home-Schooled	0	0	
Total	652	545	83.6%
Total			
Public	972	800	82.3%
Nonpublic (Private)	37	35	94.6%
Home-Schooled	1	1	100.0%
Total	1,010	836	82.8%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	341	276	80.9%
Other Low-Income Graduates	2,606	1,247	47.9%
Non-Low-Income Graduates	6,687	4,820	72.1%
Total	9,634	6,343	65.8%
Females			
ACE Scholarship Recipients	631	524	83.0%
Other Low-Income Graduates	2,609	1,495	57.3%
Non-Low-Income Graduates	6,501	5,355	82.4%
Total	9,741	7,374	75.7%
Total			
ACE Scholarship Recipients	972	800	82.3%
Other Low-Income Graduates	5,215	2,742	52.6%
Non-Low-Income Graduates	13,188	10,175	77.2%
Total	19,375	13,717	70.8%

Note. The college continuation rate is the number 2011-12 high school graduates who enrolled in college on or before May 31, 2013, divided by the total number of students who graduated from Nebraska high schools in 2011-12. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), September 2013; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), August 2013.

**Table A8.5.b
College Continuation Rates of
2012-2013 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	342	283	82.7%
Nonpublic (Private)	12	11	91.7%
Home-Schooled	1	1	100.0%
Total	355	295	83.1%
Females			
Public	609	536	88.0%
Nonpublic (Private)	22	19	86.4%
Home-Schooled	3	2	66.7%
Total	634	557	87.9%
Total			
Public	951	819	86.1%
Nonpublic (Private)	34	30	88.2%
Home-Schooled	4	3	75.0%
Total	989	852	86.1%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	342	283	82.7%
Other Low-Income Graduates	2,705	1283	47.4%
Non-Low-Income Graduates	6,689	4,921	73.6%
Total	9,736	6,487	66.6%
Females			
ACE Scholarship Recipients	609	536	88.0%
Other Low-Income Graduates	2,766	1,534	55.5%
Non-Low-Income Graduates	6,342	5,208	82.1%
Total	9,717	7,278	74.9%
Total			
ACE Scholarship Recipients	951	819	86.1%
Other Low-Income Graduates	5,471	2,817	51.5%
Non-Low-Income Graduates	13,031	10,129	77.7%
Total	19,453	13,765	70.8%

Note. The college continuation rate is the number 2012-13 high school graduates who enrolled in college on or before April 9, 2014, divided by the total number of students who graduated from Nebraska high schools in 2012-13. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), June 2014; National Student Clearinghouse (college continuation data), April 2014; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2014.

**Table A8.5.c
College Continuation Rates of
2013-2014 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	394	301	76.4%
Nonpublic (Private)	10	10	100.0%
Home-Schooled	1	1	100.0%
Total	405	312	77.0%
Females			
Public	657	561	85.4%
Nonpublic (Private)	28	23	82.1%
Home-Schooled	3	3	100.0%
Total	688	587	85.3%
Total			
Public	1,051	862	82.0%
Nonpublic (Private)	38	33	86.8%
Home-Schooled	4	4	100.0%
Total	1,093	899	82.3%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	394	301	76.4%
Other Low-Income Graduates	2,730	1,345	49.3%
Non-Low-Income Graduates	6,568	4,852	73.9%
Total	9,692	6,498	67.0%
Females			
ACE Scholarship Recipients	657	561	85.4%
Other Low-Income Graduates	2,780	1,608	57.8%
Non-Low-Income Graduates	6,400	5,303	82.9%
Total	9,837	7,472	76.0%
Total			
ACE Scholarship Recipients	1,051	862	82.0%
Other Low-Income Graduates	5,510	2,953	53.6%
Non-Low-Income Graduates	12,968	10,155	78.3%
Total	19,529	13,970	71.5%

Note. The college continuation rate is the number 2013-14 high school graduates who enrolled in college on or before April 16, 2015, divided by the total number of students who graduated from Nebraska high schools in 2013-14. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), August 2015; National Student Clearinghouse (college continuation data), April 2015; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2015.

**Table A8.5.d
College Continuation Rates of
2014-2015 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	426	336	78.9%
Nonpublic (Private)	18	17	94.4%
Home-Schooled	0	0	
Total	444	353	79.5%
Females			
Public	669	558	83.4%
Nonpublic (Private)	14	11	78.6%
Home-Schooled	4	4	100.0%
Total	687	573	83.4%
Total			
Public	1,095	894	81.6%
Nonpublic (Private)	32	28	87.5%
Home-Schooled	4	4	100.0%
Total	1,131	926	81.9%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	426	336	78.9%
Other Low-Income Graduates	2,780	1,328	47.8%
Non-Low-Income Graduates	6,549	4,806	73.4%
Total	9,755	6,470	66.3%
Females			
ACE Scholarship Recipients	669	558	83.4%
Other Low-Income Graduates	2,767	1,534	55.4%
Non-Low-Income Graduates	6,445	5,379	83.5%
Total	9,881	7,471	75.6%
Total			
ACE Scholarship Recipients	1,095	894	81.6%
Other Low-Income Graduates	5,547	2,862	51.6%
Non-Low-Income Graduates	12,994	10,185	78.4%
Total	19,636	13,941	71.0%

Note. The college continuation rate is the number 2014-15 high school graduates who enrolled in college on or before April 13, 2016, divided by the total number of students who graduated from Nebraska high schools in 2014-15. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2016; National Student Clearinghouse (college continuation data), April 2016; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2016.

**Table A8.5.e
College Continuation Rates of
2015-2016 Access College Early (ACE) Scholarship Recipients**

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	379	292	77.0%
Nonpublic (Private)	8	7	87.5%
Home-Schooled	0	0	
Total	387	299	77.3%
Females			
Public	656	546	83.2%
Nonpublic (Private)	20	20	100.0%
Home-Schooled	2	0	0.0%
Total	678	566	83.5%
Total			
Public	1,035	838	81.0%
Nonpublic (Private)	28	27	96.4%
Home-Schooled	2	0	0.0%
Total	1,065	865	81.2%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	379	292	77.0%
Other Low-Income Graduates	2,911	1,448	49.7%
Non-Low-Income Graduates	6,662	4,878	73.2%
Total	9,952	6,618	66.5%
Females			
ACE Scholarship Recipients	656	546	83.2%
Other Low-Income Graduates	2,740	1,556	56.8%
Non-Low-Income Graduates	6,484	5,353	82.6%
Total	9,880	7,455	75.5%
Total			
ACE Scholarship Recipients	1,035	838	81.0%
Other Low-Income Graduates	5,651	3,004	53.2%
Non-Low-Income Graduates	13,146	10,231	77.8%
Total	19,832	14,073	71.0%

Note. The college continuation rate is the number 2015-16 high school graduates who enrolled in college on or before May 31, 2017, divided by the total number of students who graduated from Nebraska high schools in 2015-16. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2017; National Student Clearinghouse (college continuation data), September 2017; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), September 2017.

Table A8.6.a
College Continuation Rates of Public High School Graduates Who Received
2016-2017 Access College Early (ACE) Scholarships by Gender

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	423	345	81.6%
Female	705	602	85.4%
Total	1,128	947	84.0%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	423	345	81.6%
Other Low-Income Graduates	3,028	1,392	46.0%
Non-Low-Income Graduates	6,584	4,807	73.0%
Total	10,035	6,544	65.2%
Females			
ACE Scholarship Recipients	705	602	85.4%
Other Low-Income Graduates	2,984	1,737	58.2%
Non-Low-Income Graduates	6,225	5,129	82.4%
Total	9,914	7,468	75.3%
Total			
ACE Scholarship Recipients	1,128	947	84.0%
Other Low-Income Graduates	6,012	3,129	52.0%
Non-Low-Income Graduates	12,809	9,936	77.6%
Total	19,949	14,012	70.2%

Note. The college continuation rate is the number 2016-17 public high school graduates who enrolled in college on or before April 23, 2018, divided by the total number of students who graduated from Nebraska public high schools in 2016-17. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska’s Coordinating Commission for Postsecondary Education (ACE recipient data), May 2018; National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (public high school graduate data), May 2018.

**Table A8.6.b
College Continuation Rates of Public High School Graduates Who Received
2017-2018 Access College Early (ACE) Scholarships by Gender**

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	460	371	80.7%
Female	784	662	84.4%
Total	1,244	1,033	83.0%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	460	371	80.7%
Other Low-Income Graduates	2,938	1,405	47.8%
Non-Low-Income Graduates	6,724	4,843	72.0%
Total	10,122	6,619	65.4%
Females			
ACE Scholarship Recipients	784	662	84.4%
Other Low-Income Graduates	2,918	1,739	59.6%
Non-Low-Income Graduates	6,351	5,225	82.3%
Total	10,053	7,626	75.9%
Total			
ACE Scholarship Recipients	1,244	1,033	83.0%
Other Low-Income Graduates	5,856	3,144	53.7%
Non-Low-Income Graduates	13,075	10,068	77.0%
Total	20,175	14,245	70.6%

Note. The college continuation rate is the number 2017-18 public high school graduates who enrolled in college on or before April 15, 2019, divided by the total number of students who graduated from Nebraska public high schools in 2017-18. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), May 2019; National Student Clearinghouse (college continuation data), May 2019; and Nebraska Department of Education (public high school graduate data), May 2019.

Table A8.6.c
College Continuation Rates of Public High School Graduates Who Received
2018-2019 Access College Early (ACE) Scholarships by Gender

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	389	313	80.5%
Female	796	683	85.8%
Total	1,185	996	84.1%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	389	313	80.5%
Other Low-Income Graduates	3,206	1,498	46.7%
Non-Low-Income Graduates	6,564	4,701	71.6%
Total	10,159	6,512	64.1%
Females			
ACE Scholarship Recipients	796	683	85.8%
Other Low-Income Graduates	3,165	1,829	57.8%
Non-Low-Income Graduates	6,442	5,278	81.9%
Total	10,403	7,790	74.9%
Total			
ACE Scholarship Recipients	1,185	996	84.1%
Other Low-Income Graduates	6,371	3,327	52.2%
Non-Low-Income Graduates	13,006	9,979	76.7%
Total	20,562	14,302	69.6%

Note. The college continuation rate is the number 2018-19 public high school graduates who enrolled in college on or before April 27, 2020, divided by the total number of students who graduated from Nebraska public high schools in 2018-19. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), May 2020; National Student Clearinghouse (college continuation data), May 2020; and Nebraska Department of Education (public high school graduate data), May 2020.

**Table A8.6.d
College Continuation Rates of Public High School Graduates Who Received
2019-2020 Access College Early (ACE) Scholarships by Gender**

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	475	367	77.3%
Female	856	735	85.9%
Total	1,331	1,102	82.8%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	475	367	77.3%
Other Low-Income Graduates	3,400	1,416	41.6%
Non-Low-Income Graduates	6,526	4,554	69.8%
Total	10,401	6,337	60.9%
Females			
ACE Scholarship Recipients	856	735	85.9%
Other Low-Income Graduates	3,390	1,864	55.0%
Non-Low-Income Graduates	6,319	5,100	80.7%
Total	10,565	7,699	72.9%
Total			
ACE Scholarship Recipients	1,331	1,102	82.8%
Other Low-Income Graduates	6,790	3,280	48.3%
Non-Low-Income Graduates	12,845	9,654	75.2%
Total	20,966	14,036	66.9%

Note. The college continuation rate is the number 2019-20 public high school graduates who enrolled in college on or before May 31, 2021, divided by the total number of students who graduated from Nebraska public high schools in 2019-20. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska’s Coordinating Commission for Postsecondary Education (ACE recipient data), May 2021; National Student Clearinghouse (college continuation data), October 2021; and Nebraska Department of Education (public high school graduate data), October 2021.

Table A8.6.e
College Continuation Rates of Public High School Graduates Who Received
2020-2021 Access College Early (ACE) Scholarships by Gender

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	476	392	82.4%
Female	770	641	83.2%
Total	1,246	1,033	82.9%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	476	392	82.4%
Other Low-Income Graduates	3,434	1,456	42.4%
Non-Low-Income Graduates	6,785	4,722	69.6%
Total	10,695	6,570	61.4%
Females			
ACE Scholarship Recipients	770	641	83.2%
Other Low-Income Graduates	3,353	1,775	52.9%
Non-Low-Income Graduates	6,385	5,125	80.3%
Total	10,508	7,541	71.8%
Total			
ACE Scholarship Recipients	1,246	1,033	82.9%
Other Low-Income Graduates	6,787	3,231	47.6%
Non-Low-Income Graduates	13,170	9,847	74.8%
Total	21,203	14,111	66.6%

Note. The college continuation rate is the number 2020-21 public high school graduates who enrolled in college on or before May 26, 2022, divided by the total number of students who graduated from Nebraska public high schools in 2020-21. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska’s Coordinating Commission for Postsecondary Education (ACE recipient data), May 2022; National Student Clearinghouse (college continuation data), May 2022; and Nebraska Department of Education (public high school graduate data), May 2022.

**Table A8.6.f
College Continuation Rates of Public High School Graduates Who Received
2021-2022 Access College Early (ACE) Scholarships by Gender**

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	487	372	76.4%
Female	845	708	83.8%
Total	1,332	1,080	81.1%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	487	372	76.4%
Other Low-Income Graduates	3,970	1,742	43.9%
Non-Low-Income Graduates	6,290	4,413	70.2%
Total	10,747	6,527	60.7%
Females			
ACE Scholarship Recipients	845	708	83.8%
Other Low-Income Graduates	4,029	2,134	53.0%
Non-Low-Income Graduates	5,883	4,651	79.1%
Total	10,757	7,493	69.7%
Total			
ACE Scholarship Recipients	1,332	1,080	81.1%
Other Low-Income Graduates	7,999	3,876	48.5%
Non-Low-Income Graduates	12,173	9,064	74.5%
Total	21,504	14,020	65.2%

Note. The college continuation rate is the number 2021-22 public high school graduates who enrolled in college on or before May 31, 2023, divided by the total number of students who graduated from Nebraska public high schools in 2021-22. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), October 2023; National Student Clearinghouse (college continuation data), October 2023; and Nebraska Department of Education (public high school graduate data), October 2023.

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Appendix 9

IPEDS Freshmen Retention Rates

**Explanatory Note A9.1
Information on Freshmen Retention Rates Based on Data
Obtained through the Integrated Postsecondary Education Data System (IPEDS)**

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate freshmen retention rates.

The retention rate for four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

A cohort may be reduced only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they change their enrollment intensity (full time/part time), transfer to other institutions, or drop out of the institution permanently or temporarily. Beginning with 2016 retention data, cohorts are adjusted by adding inclusions to the adjusted freshmen cohort data. Inclusions to the freshmen cohort consist of first-time bachelor's seeking study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year.

**Table A9.1
Nebraska Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2022 Compared to Fall 2012**

Sector	Fall 2012			Fall 2022		
	No. of Full-Time, First-Time Freshmen Fall 2011	No. of Students Retained Fall 2012	Full-Time Retention Rate Fall 2012	No. of Full-Time, First-Time Freshmen Fall 2021	No. of Students Retained Fall 2022	Full-Time Retention Rate Fall 2022
University of Nebraska	6,909	5,527	80.0%	7,394	5,822	78.7%
Nebraska State College System	1,240	838	67.6%	1,460	1,012	69.3%
Nebraska Community Colleges	4,751	2,812	59.2%	3,554	2,345	66.0%
Nonpublic Colleges & Universities	3,623	2,814	77.7%	3,424	2,677	78.2%
Nebraska State Retention Rate	16,523	11,991	72.6%	15,832	11,856	74.9%

Note. The University of Nebraska includes retention data for the Nebraska College of Technical Agriculture. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

**Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2022 Compared to Fall 2012**

Sector	Fall 2012			Fall 2022		
	No. of Part-Time, First-Time Freshmen Fall 2011	No. of Students Retained Fall 2012	Part-Time Retention Rate Fall 2012	No. of Part-Time, First-Time Freshmen Fall 2021	No. of Students Retained Fall 2022	Part-Time Retention Rate Fall 2022
University of Nebraska	129	58	45.0%	87	30	34.5%
Nebraska State College System	20	9	45.0%	20	7	35.0%
Nebraska Community Colleges	1,491	538	36.1%	1,458	629	43.1%
Nonpublic Colleges & Universities	235	85	36.2%	292	105	36.0%
Nebraska State Retention Rate	1,875	690	36.8%	1,857	771	41.5%

Note. The University of Nebraska includes retention data for the Nebraska College of Technical Agriculture. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

Table A9.3
Nebraska Freshmen Retention Rates
for Public Four-Year Institutions and Public Two-Year Institutions
Fall 2012 through Fall 2022

Fall 2012 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2011	No. of Students Retained Fall 2012	Retention Rate Fall 2012	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,058	839	79%	
University of Nebraska-Lincoln	4,056	3,405	84%	
University of Nebraska at Omaha	1,710	1,228	72%	
Chadron State College	392	259	66%	
Peru State College	172	109	63%	
Wayne State College	676	470	70%	
Total Public 4-Year Institutions	8,064	6,310		78.2%
Public Two-Year Institutions				
Nebraska College of Technical Agriculture	85	55	65%	
Central Community College	811	492	61%	
Metropolitan Community College	961	477	50%	
Mid-Plains Community College	442	241	55%	
Northeast Community College	790	527	67%	
Southeast Community College	1,368	875	64%	
Western Nebraska Community College	379	200	53%	
Total Public 2-Year Institutions	4,836	2,867		59.3%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	16	4	25%	
University of Nebraska-Lincoln	37	22	59%	
University of Nebraska at Omaha	75	32	43%	
Chadron State College	12	5	42%	
Peru State College	2	2	100%	
Wayne State College	6	2	33%	
Total Public 4-Year Institutions	148	67		45.3%
Public Two-Year Institutions				
Nebraska College of Technical Agriculture	1	0	0%	
Central Community College	212	87	41%	
Metropolitan Community College	747	264	35%	
Mid-Plains Community College	92	21	23%	
Northeast Community College	79	24	30%	
Southeast Community College	275	117	43%	
Western Nebraska Community College	86	25	29%	
Total Public 2-Year Institutions	1,492	538		36.1%
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Table A9.3 Continued**Fall 2013 Retention Rates**

Institutions	No. of First-Time Freshmen Fall 2012	No. of Students Retained Fall 2013	Retention Rate Fall 2013	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,123	848	76%	
University of Nebraska-Lincoln	3,918	3,277	84%	
University of Nebraska at Omaha	1,648	1,232	75%	
Chadron State College	398	268	67%	
Peru State College	194	113	58%	
Wayne State College	693	429	62%	
Total Public 4-Year Institutions	7,974	6,167		77.3%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	96	64	67%	
Central Community College	740	465	63%	
Metropolitan Community College	1,237	624	50%	
Mid-Plains Community College	425	225	53%	
Northeast Community College	800	547	68%	
Southeast Community College	1,203	691	57%	
Western Nebraska Community College	373	181	49%	
Total Public 2-Year Institutions	4,874	2,797		57.4%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	13	6	46%	
University of Nebraska-Lincoln	19	9	47%	
University of Nebraska at Omaha	113	66	58%	
Chadron State College	11	4	36%	
Peru State College	14	4	29%	
Wayne State College	2	0	0%	
Total Public 4-Year Institutions	172	89		51.7%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	199	78	39%	
Metropolitan Community College	761	238	31%	
Mid-Plains Community College	109	38	35%	
Northeast Community College	83	28	34%	
Southeast Community College	317	158	50%	
Western Nebraska Community College	95	19	20%	
Total Public 2-Year Institutions	1,564	559		35.7%
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Table A9.3 Continued

Fall 2014 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2013	No. of Students Retained Fall 2014	Retention Rate Fall 2014	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,007	801	80%	
University of Nebraska-Lincoln	4,396	3,693	84%	
University of Nebraska at Omaha	1,780	1,378	77%	
Chadron State College	458	298	65%	
Peru State College	272	159	58%	
Wayne State College	690	467	68%	
Total Public 4-Year Institutions	8,603	6,796		79.0%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	70	46	66%	
Central Community College	710	461	65%	
Metropolitan Community College	1,077	509	47%	
Mid-Plains Community College	398	236	59%	
Northeast Community College	749	517	69%	
Southeast Community College	1,205	736	61%	
Western Nebraska Community College	335	198	59%	
Total Public 2-Year Institutions	4,544	2,703		59.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	15	5	33%	
University of Nebraska-Lincoln	24	8	33%	
University of Nebraska at Omaha	95	43	45%	
Chadron State College	5	1	20%	
Peru State College	6	0	0%	
Wayne State College	1	1	100%	
Total Public 4-Year Institutions	146	58		39.7%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	194	86	44%	
Metropolitan Community College	866	317	37%	
Mid-Plains Community College	87	28	32%	
Northeast Community College	78	23	29%	
Southeast Community College	361	153	42%	
Western Nebraska Community College	83	23	28%	
Total Public 2-Year Institutions	1,669	630		37.7%
Continued on the next page.				

Table A9.3 Continued

Fall 2015 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2014	No. of Students Retained Fall 2015	Retention Rate Fall 2015	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	985	785	80%	
University of Nebraska-Lincoln	4,628	3,820	83%	
University of Nebraska at Omaha	1,743	1,344	77%	
Chadron State College	460	298	65%	
Peru State College	259	139	54%	
Wayne State College	680	490	72%	
Total Public 4-Year Institutions	8,755	6,876		78.5%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	121	79	65%	
Central Community College	622	427	69%	
Metropolitan Community College	1,075	489	45%	
Mid-Plains Community College	353	211	60%	
Northeast Community College	785	588	75%	
Southeast Community College	1,064	635	60%	
Western Nebraska Community College	335	174	52%	
Total Public 2-Year Institutions	4,355	2,603		59.8%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	5	2	40%	
University of Nebraska-Lincoln	24	12	50%	
University of Nebraska at Omaha	96	47	49%	
Chadron State College	6	1	17%	
Peru State College	9	2	22%	
Wayne State College	5	2	40%	
Total Public 4-Year Institutions	145	66		45.5%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	182	80	44%	
Metropolitan Community College	885	295	33%	
Mid-Plains Community College	34	15	44%	
Northeast Community College	94	36	38%	
Southeast Community College	306	139	45%	
Western Nebraska Community College	71	22	31%	
Total Public 2-Year Institutions	1,572	587		37.3%

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Table A9.3 Continued

Fall 2016 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2015	No. of Students Retained Fall 2016	Retention Rate Fall 2016	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	931	778	84%	
University of Nebraska-Lincoln	4,603	3,784	82%	
University of Nebraska at Omaha	1,602	1,240	77%	
Chadron State College	413	265	64%	
Peru State College	249	157	63%	
Wayne State College	630	419	67%	
Total Public 4-Year Institutions	8,428	6,643		78.8%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	91	58	64%	
Central Community College	611	416	68%	
Metropolitan Community College	909	485	53%	
Mid-Plains Community College	329	221	67%	
Northeast Community College	768	536	70%	
Southeast Community College	1,010	633	63%	
Western Nebraska Community College	317	168	53%	
Total Public 2-Year Institutions	4,035	2,517		62.4%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	7	4	57%	
University of Nebraska-Lincoln	25	14	56%	
University of Nebraska at Omaha	95	46	48%	
Chadron State College	15	6	40%	
Peru State College	1	1	100%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	144	71		49.3%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	197	94	48%	
Metropolitan Community College	774	263	34%	
Mid-Plains Community College	56	16	29%	
Northeast Community College	79	31	39%	
Southeast Community College	359	151	42%	
Western Nebraska Community College	73	15	21%	
Total Public 2-Year Institutions	1,538	570		37.1%
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Table A9.3 Continued

Fall 2017 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2016	No. of Students Retained Fall 2017	Retention Rate Fall 2017	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	996	790	79%	
University of Nebraska-Lincoln	4,833	4,004	83%	
University of Nebraska at Omaha	1,612	1,229	76%	
Chadron State College	382	251	66%	
Peru State College	257	146	57%	
Wayne State College	578	396	69%	
Total Public 4-Year Institutions	8,658	6,816		78.7%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	109	67	61%	
Central Community College	600	392	65%	
Metropolitan Community College	1,057	559	53%	
Mid-Plains Community College	371	235	63%	
Northeast Community College	865	589	68%	
Southeast Community College	977	605	62%	
Western Nebraska Community College	312	164	53%	
Total Public 2-Year Institutions	4,291	2,611		60.8%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	12	6	50%	
University of Nebraska-Lincoln	27	12	44%	
University of Nebraska at Omaha	57	32	56%	
Chadron State College	6	3	50%	
Peru State College	5	2	40%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	108	55		50.9%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	181	93	51%	
Metropolitan Community College	747	308	41%	
Mid-Plains Community College	81	20	25%	
Northeast Community College	85	28	33%	
Southeast Community College	371	156	42%	
Western Nebraska Community College	41	7	17%	
Total Public 2-Year Institutions	1,506	612		40.6%

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Table A9.3 Continued

Fall 2018 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2017	No. of Students Retained Fall 2018	Retention Rate Fall 2018	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	897	718	80%	
University of Nebraska-Lincoln	4,883	4,061	83%	
University of Nebraska at Omaha	1,550	1,157	75%	
Chadron State College	394	226	57%	
Peru State College	229	143	62%	
Wayne State College	605	453	75%	
Total Public 4-Year Institutions	8,558	6,758		79.0%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	103	57	55%	
Central Community College	559	373	67%	
Metropolitan Community College	665	354	53%	
Mid-Plains Community College	321	200	62%	
Northeast Community College	885	595	67%	
Southeast Community College	972	598	62%	
Western Nebraska Community College	273	147	54%	
Total Public 2-Year Institutions	3,778	2,324		61.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	7	4	57%	
University of Nebraska-Lincoln	22	11	50%	
University of Nebraska at Omaha	72	25	35%	
Chadron State College	3	0	0%	
Peru State College	5	0	0%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	110	40		36.4%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	182	90	49%	
Metropolitan Community College	585	250	43%	
Mid-Plains Community College	44	11	25%	
Northeast Community College	68	19	28%	
Southeast Community College	422	184	44%	
Western Nebraska Community College	64	17	27%	
Total Public 2-Year Institutions	1,365	571		41.8%

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Table A9.3 Continued

Fall 2019 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2018	No. of Students Retained Fall 2019	Retention Rate Fall 2019	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	937	721	77%	
University of Nebraska-Lincoln	4,800	3,899	81%	
University of Nebraska at Omaha	1,644	1,224	74%	
Chadron State College	367	262	71%	
Peru State College	217	146	67%	
Wayne State College	721	500	69%	
Total Public 4-Year Institutions	8,686	6,752		77.7%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	119	84	71%	
Central Community College	589	387	66%	
Metropolitan Community College	695	421	61%	
Mid-Plains Community College	329	221	67%	
Northeast Community College	892	609	68%	
Southeast Community College	1,043	672	64%	
Western Nebraska Community College	319	180	56%	
Total Public 2-Year Institutions	3,986	2,574		64.6%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	5	3	60%	
University of Nebraska-Lincoln	14	8	57%	
University of Nebraska at Omaha	39	17	44%	
Chadron State College	1	1	100%	
Peru State College	5	1	20%	
Wayne State College	0	0	NA	
Total Public 4-Year Institutions	64	30		46.9%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	225	118	52%	
Metropolitan Community College	703	267	38%	
Mid-Plains Community College	56	16	29%	
Northeast Community College	67	24	36%	
Southeast Community College	428	196	46%	
Western Nebraska Community College	52	18	35%	
Total Public 2-Year Institutions	1,531	639		41.7%

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Table A9.3 Continued

Fall 2020 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2019	No. of Students Retained Fall 2020	Retention Rate Fall 2020	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	842	683	81%	
University of Nebraska-Lincoln	4,746	4,035	85%	
University of Nebraska at Omaha	1,588	1,221	77%	
Chadron State College	390	268	69%	
Peru State College	276	176	64%	
Wayne State College	723	536	74%	
Total Public 4-Year Institutions	8,565	6,919		80.8%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	82	53	65%	
Central Community College	644	435	68%	
Metropolitan Community College	665	345	52%	
Mid-Plains Community College	331	228	69%	
Northeast Community College	888	604	68%	
Southeast Community College	1,155	740	64%	
Western Nebraska Community College	298	174	58%	
Total Public 2-Year Institutions	4,063	2,579		63.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	19	9	47%	
University of Nebraska-Lincoln	27	13	48%	
University of Nebraska at Omaha	33	24	73%	
Chadron State College	9	2	22%	
Peru State College	9	2	22%	
Wayne State College	7	3	43%	
Total Public 4-Year Institutions	104	53		51.0%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	211	86	41%	
Metropolitan Community College	591	207	35%	
Mid-Plains Community College	52	19	37%	
Northeast Community College	77	27	35%	
Southeast Community College	489	221	45%	
Western Nebraska Community College	67	18	27%	
Total Public 2-Year Institutions	1,487	578		38.9%
Continued on the next page.				

Table A9.3 Continued

Fall 2021 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2020	No. of Students Retained Fall 2021	Retention Rate Fall 2021	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	815	618	76%	
University of Nebraska-Lincoln	4,704	3,749	80%	
University of Nebraska at Omaha	1,842	1,274	69%	
Chadron State College	372	253	68%	
Peru State College	229	124	54%	
Wayne State College	812	587	72%	
Total Public 4-Year Institutions	8,774	6,605		75.3%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	102	74	73%	
Central Community College	613	401	65%	
Metropolitan Community College	569	311	55%	
Mid-Plains Community College	320	191	60%	
Northeast Community College	789	558	71%	
Southeast Community College	1,181	596	50%	
Western Nebraska Community College	178	106	60%	
Total Public 2-Year Institutions	3,752	2,237		59.6%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	18	7	39%	
University of Nebraska-Lincoln	38	22	58%	
University of Nebraska at Omaha	58	23	40%	
Chadron State College	5	1	20%	
Peru State College	9	2	22%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	129	55		42.6%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	227	107	47%	
Metropolitan Community College	488	208	43%	
Mid-Plains Community College	59	36	61%	
Northeast Community College	106	35	33%	
Southeast Community College	578	242	42%	
Western Nebraska Community College	57	19	33%	
Total Public 2-Year Institutions	1,515	647		42.7%
Continued on the next page.				

Table A9.3 Continued

Fall 2022 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2021	No. of Students Retained Fall 2022	Retention Rate Fall 2022	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	945	702	74%	
University of Nebraska-Lincoln	4,709	3,838	82%	
University of Nebraska at Omaha	1,633	1,204	74%	
Chadron State College	398	288	72%	
Peru State College	276	159	58%	
Wayne State College	786	565	72%	
Total Public 4-Year Institutions	8,747	6,756		77.2%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	107	78	73%	
Central Community College	580	391	67%	
Metropolitan Community College	532	329	62%	
Mid-Plains Community College	238	169	71%	
Northeast Community College	894	652	73%	
Southeast Community College	1,067	683	64%	
Western Nebraska Community College	243	121	50%	
Total Public 2-Year Institutions	3,661	2,423		66.2%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	13	4	31%	
University of Nebraska-Lincoln	27	9	33%	
University of Nebraska at Omaha	47	17	36%	
Chadron State College	6	3	50%	
Peru State College	9	2	22%	
Wayne State College	5	2	40%	
Total Public 4-Year Institutions	107	37		34.6%
Public 2-Year Institutions				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	255	105	41%	
Metropolitan Community College	529	225	43%	
Mid-Plains Community College	40	14	35%	
Northeast Community College	70	32	46%	
Southeast Community College	503	238	47%	
Western Nebraska Community College	61	15	25%	
Total Public 2-Year Institutions	1,458	629		43.1%
Data source: National Center for Education Statistics, IPEDS fall 2012 through fall 2022 surveys.				

**Table A9.4
Nebraska Full-Time Freshmen Retention Rates by Institution
Fall 2022 Compared to Fall 2012**

Sector and Institution	Fall 2012			Fall 2022		
	No. FTF Fall 2011	No. Retained Fall 2012	Retention Rate Fall 2012	No. FTF Fall 2021	No. Retained Fall 2022	Retention Rate Fall 2022
University of Nebraska						
Neb. College of Technical Agriculture	85	55	65%	107	78	73%
University of Nebraska at Kearney	1,058	839	79%	945	702	74%
University of Nebraska-Lincoln	4,056	3,405	84%	4,709	3,838	82%
University of Nebraska Medical Center	0	0	NA	0	0	NA
University of Nebraska at Omaha	1,710	1,228	72%	1,633	1,204	74%
Nebraska State College System						
Chadron State College	392	259	66%	398	288	72%
Peru State College	172	109	63%	276	159	58%
Wayne State College	676	470	70%	786	565	72%
Nebraska Community Colleges						
Central Community College	811	492	61%	580	391	67%
Metropolitan Community College	961	477	50%	532	329	62%
Mid-Plains Community College	442	241	55%	238	169	71%
Northeast Community College	790	527	67%	894	652	73%
Southeast Community College	1,368	875	64%	1,067	683	64%
Western Nebraska Community College	379	200	53%	243	121	50%
Nonpublic Colleges & Universities						
Bellevue University	6	1	17%	94	48	51%
Bryan College of Health Sciences	30	29	97%	46	36	78%
Capitol Beauty School	65	59	91%	25	25	100%
CHI Health School of Radiologic Technology	0	0	NA	0	0	NA
Clarkson College	16	14	88%	22	16	73%
College of Hair Design-Downtown	14	12	86%	15	13	87%
College of Hair Design-East Campus	52	44	85%	46	41	89%
College of Saint Mary	88	61	69%	94	67	71%
Concordia University-Nebraska	315	250	79%	314	225	72%
Creighton University	974	877	90%	1,138	1,045	92%
Doane University	291	221	76%	235	159	68%
Entourage Institute of Beauty and Esthetics	0	0	NA	9	8	89%
Fullen School of Hair Design	9	7	78%	0	0	NA
Grace University	70	55	79%	0	0	NA
Hastings College	322	232	72%	294	213	72%
ITT Technical Institute-Omaha	0	0	NA	0	0	NA
Joseph's College Cosmetology	93	74	80%	25	21	84%
La'James International College	6	3	50%	0	0	NA
Little Priest Tribal College	25	15	60%	13	5	38%
Midland University	265	168	63%	341	235	69%
Myotherapy Institute	22	19	86%	6	4	67%
National American University-Bellevue	5	1	20%	0	0	NA
Nebraska Christian College of Hope International University	35	20	57%	0	0	NA

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Table A9.4 Continued

Sector and Institution	Fall 2012			Fall 2022		
	No. FTF Fall 2011	No. Retained Fall 2012	Retention Rate Fall 2012	No. FTF Fall 2021	No. Retained Fall 2022	Retention Rate Fall 2022
Nebraska Indian Community College	23	6	26%	16	11	69%
Nebraska Methodist College of Nursing & Allied Health	29	23	79%	44	37	84%
Nebraska Wesleyan University	360	270	75%	405	305	75%
Omaha School of Massage and Healthcare of Herzing University	26	14	54%	0	0	NA
Purdue University Global-Lincoln	0	0	NA	0	0	NA
Purdue University Global-Omaha	0	0	NA	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA	0	0	NA
Stephanie Moss Academy	64	56	88%	20	16	80%
Summit Christian College	5	2	40%	4	2	50%
The Creative Center	44	33	75%	0	0	NA
Union Adventist University	147	106	72%	106	72	68%
Universal College of Healing Arts	8	8	100%	2	2	100%
University of Phoenix-Omaha Campus	12	5	42%	0	0	NA
Vatterott College-Spring Valley	86	48	56%	0	0	NA
York University	116	81	70%	110	71	65%
<i>Note.</i> FTF = first-time freshmen. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.						

**Table A9.5
Nebraska Part-Time Freshmen Retention Rates by Institution
Fall 2022 Compared to Fall 2012**

Sector and Institution	Fall 2012			Fall 2022		
	No. FTF Fall 2011	No. Retained Fall 2012	Retention Rate Fall 2012	No. Retained Fall 2021	No. FTF Fall 2022	Retention Rate Fall 2022
University of Nebraska						
Neb. College of Technical Agriculture	1	0	0%	0	0	NA
University of Nebraska at Kearney	16	4	25%	13	4	31%
University of Nebraska-Lincoln	37	22	59%	27	9	33%
University of Nebraska Medical Center	0	0	NA	0	0	NA
University of Nebraska at Omaha	75	32	43%	47	17	36%
Nebraska State College System						
Chadron State College	12	5	42%	6	3	50%
Peru State College	2	2	100%	9	2	22%
Wayne State College	6	2	33%	5	2	40%
Nebraska Community Colleges						
Central Community College	212	87	41%	255	105	41%
Metropolitan Community College	747	264	35%	529	225	43%
Mid-Plains Community College	92	21	23%	40	14	35%
Northeast Community College	79	24	30%	70	32	46%
Southeast Community College	275	117	43%	503	238	47%
Western Nebraska Community College	86	25	29%	61	15	25%
Nonpublic Colleges & Universities						
Bellevue University	133	44	33%	228	74	32%
Bryan College of Health Sciences	2	1	50%	7	4	57%
Capitol Beauty School	16	15	94%	0	0	NA
CHI Health School of Radiologic Technology	0	0	NA	0	0	NA
Clarkson College	0	0	NA	0	0	NA
College of Hair Design-Downtown	0	0	NA	0	0	NA
College of Hair Design-East Campus	0	0	NA	0	0	NA
College of Saint Mary	0	0	NA	0	0	NA
Concordia University-Nebraska	0	0	NA	0	0	NA
Creighton University	2	1	50%	0	0	NA
Doane University	0	0	NA	0	0	NA
Entourage Institute of Beauty and Esthetics	0	0	NA	0	0	NA
Fullen School of Hair Design	0	0	NA	0	0	NA
Grace University	1	1	100%	0	0	NA
Hastings College	0	0	NA	0	0	NA
ITT Technical Institute-Omaha	0	0	NA	0	0	NA
Joseph's College Cosmetology	0	0	NA	0	0	NA
La'James International College	0	0	NA	0	0	NA
Little Priest Tribal College	30	12	40%	19	9	47%
Midland University	0	0	NA	0	0	NA
Myotherapy Institute	0	0	NA	0	0	NA
National American University-Bellevue	26	5	19%	0	0	NA
Nebraska Christian College of Hope International University	3	0	0%	0	0	NA

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Table A9.5 Continued

Sector and Institution	Fall 2012			Fall 2022		
	No. FTF Fall 2011	No. Retained Fall 2012	Retention Rate Fall 2012	No. Retained Fall 2021	No. FTF Fall 2022	Retention Rate Fall 2022
Nebraska Indian Community College	19	3	16%	35	15	43%
Nebraska Methodist College of Nursing & Allied Health	0	0	NA	3	3	100%
Nebraska Wesleyan University	0	0	NA	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	1	1	100%	0	0	NA
Purdue University Global-Lincoln	0	0	NA	0	0	NA
Purdue University Global-Omaha	1	1	100%	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA	0	0	NA
Stephanie Moss Academy	0	0	NA	0	0	NA
Summit Christian College	0	0	NA	0	0	NA
The Creative Center	0	0	NA	0	0	NA
Union Adventist University	1	1	100%	0	0	NA
Universal College of Healing Arts	0	0	NA	0	0	NA
University of Phoenix-Omaha Campus	0	0	NA	0	0	NA
Vatterott College-Spring Valley	0	0	NA	0	0	NA
York University	0	0	NA	0	0	NA

Note. FTF = first-time freshmen. Data source: National Center for Education Statistics, IPEDS fall 2012 and fall 2022 surveys.

Appendix 10

IPEDS College Graduation Rates within 150% of Normal Time

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

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

The graduation rate that is calculated for an institution using IPEDS data is typically based on a cohort of full-time, first-time, degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer. (A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating graduation rates.) The rate is calculated by dividing the number of completers by the number of students in the adjusted cohort. The resulting percentage may be referred to as a “completion rate” or “graduation rate.”

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institutions, or drop out of the institution permanently or temporarily.

With or without cohort adjustments, graduation rates based on IPEDS data are estimates of the percentage of full-time, first-time, degree/certificate-seeking students who complete their academic programs at the same institution where they were enrolled as freshmen. These rates historically do not estimate the percentage of all students who complete their degree programs after transferring to other institutions, who started their degree programs in the winter or spring, or who initially enrolled at the institution as part-time students.

The IPEDS Outcome Measures Survey addresses some of the shortcomings of the Graduation Rate Survey mentioned above. The Outcome Measures Survey includes transfer student cohorts as well as first-time student cohorts, both types of students further disaggregated into full-time, part-time, and Pell Grant recipients. The Commission intends to incorporate the new information into the *Progress Report* over time. Data from the Outcome Measures Survey is presented in the Commission’s *Comprehensive Plan* annual metrics report, *Measuring Accomplishments*, at ccpe.nebraska.gov/reports.

**Table A10.1
Graduation Rates within 150% of Normal Time
for Nebraska Public Postsecondary Institutions
2011-2012 through 2021-2022**

Year	Public Two-Year Institutions			Public Four-Year Institutions		
	No. of Students in Cohort	No. of Graduates	Graduation Rate	No. of Students in Cohort	No. of Graduates	Graduation Rate
2011-2012	5,269	1,459	27.7%	7,566	4,294	56.8%
2012-2013	4,961	1,341	27.0%	7,985	4,486	56.2%
2013-2014	4,759	1,385	29.1%	8,204	4,679	57.0%
2014-2015	4,874	1,408	28.9%	7,982	4,596	57.6%
2015-2016	4,542	1,438	31.7%	8,170	4,673	57.2%
2016-2017	4,354	1,467	33.7%	8,061	4,778	59.3%
2017-2018	4,033	1,374	34.1%	7,974	4,682	58.7%
2018-2019	4,287	1,469	34.3%	8,597	4,972	57.8%
2019-2020	3,779	1,382	36.6%	8,745	5,127	58.6%
2020-2021	3,993	1,527	38.2%	8,769	5,151	58.7%
2021-2022	4,061	1,532	37.7%	9,025	5,202	57.6%

Data source: National Center for Education Statistics, IPEDS 2012 through 2022 surveys.

**Table A10.2
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector
2021-2022 Compared to 2011-2012**

Sector	No. of Students in Cohort	No. of Graduates	Graduation Rate	
2011-2012				
University of Nebraska	6,518	3,808	58.4%	
Nebraska State College System	1,164	542	46.6%	
Nebraska Community Colleges	5,153	1,403	27.2%	
Nonpublic Colleges & Universities	4,793	2,746	57.3%	
State Total	17,628	8,499	48.2%	
2021-2022				Percentage Point Change in Grad Rate
University of Nebraska	7,890	4,685	59.4%	1.0
Nebraska State College System	1,217	552	45.4%	-1.2
Nebraska Community Colleges	3,979	1,497	37.6%	10.4
Nonpublic Colleges & Universities	3,511	2,233	63.6%	6.3
State Total	16,597	8,967	54.0%	5.8
Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.				

Table A10.3
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions
by Sector and Institution: 2021-2022 Compared to 2011-2012

Institution	2011-2012 Grad Rate	2021-2022 Grad Rate
University of Nebraska	58.4%	59.4%
Nebraska College of Technical Agriculture	48.3%	42.7%
University of Nebraska at Kearney	55.9%	54.1%
University of Nebraska-Lincoln	64.6%	64.9%
University of Nebraska Medical Center	NA	NA
University of Nebraska at Omaha	46.1%	49.2%
Nebraska State College System	46.6%	45.4%
Chadron State College	41.8%	44.2%
Peru State College	34.8%	33.9%
Wayne State College	53.3%	51.2%
Nebraska Community Colleges	27.2%	37.6%
Central Community College	31.9%	42.5%
Metropolitan Community College	12.1%	25.3%
Mid-Plains Community College	36.2%	45.0%
Northeast Community College	47.2%	50.7%
Southeast Community College	22.5%	30.8%
Western Nebraska Community College	22.9%	33.6%
Nonpublic Colleges & Universities	57.3%	63.6%
Bellevue University	31.1%	40.7%
Bryan College of Health Sciences	NA	72.0%
Capitol Beauty School	80.7%	76.7%
CHI Health School of Radiologic Technology	NA	NA
Clarkson College	50.0%	71.9%
College of Hair Design-Downtown	67.0%	66.7%
College of Hair Design-East Campus	81.4%	84.2%
College of Saint Mary	35.9%	66.7%
Concordia University-Nebraska	62.6%	59.1%
Creighton University	74.5%	78.5%
Doane University	64.0%	61.4%
Entourage Institute of Beauty and Esthetics	NA	46.7%
Fullen School of Hair Design	78.8%	NA
Grace University	42.9%	NA
Hastings College	55.3%	54.6%
ITT Technical Institute-Omaha	33.8%	NA
Joseph's College Cosmetology	58.0%	60.8%
La'James International College	66.7%	NA
Little Priest Tribal College	0.0%	13.0%

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Table A10.3 Continued		
Institution	2011-2012 Grad Rate	2021-2022 Grad Rate
Midland University	46.7%	43.8%
Myotherapy Institute	87.0%	80.0%
National American University-Bellevue	NA	NA
Nebraska Christian College of Hope International University	39.2%	NA
Nebraska Indian Community College	17.9%	0.0%
Nebraska Methodist College of Nursing & Allied Health	63.6%	72.1%
Nebraska Wesleyan University	65.4%	59.0%
Omaha School of Massage and Healthcare of Herzing University	54.1%	NA
Purdue University Global-Lincoln	35.0%	NA
Purdue University Global-Omaha	41.2%	NA
Regional West Medical Center School of Radiologic Technology	NA	NA
Stephanie Moss Academy	66.4%	70.7%
Summit Christian College	25.0%	57.1%
The Creative Center	77.4%	NA
Union Adventist University	49.7%	56.1%
Universal College of Healing Arts	100.0%	100.0%
University of Phoenix-Omaha Campus	4.2%	NA
Vatterott College-Spring Valley	46.4%	NA
York University	31.0%	43.3%
Nebraska State Total	48.2%	54.0%
<i>Note.</i> See Table A10.4 for supporting data. Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.		

**Table A10.4
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions
by Sector and Institution: 2011-2012 through 2021-2022**

2011-2012 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2011-2012 Graduation Rate
University of Nebraska	6,518	3,808	58.4%
Nebraska College of Technical Agriculture	116	56	48.3%
University of Nebraska at Kearney	937	524	55.9%
University of Nebraska-Lincoln	3,828	2,474	64.6%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,637	754	46.1%
Nebraska State College System	1,164	542	46.6%
Chadron State College	354	148	41.8%
Peru State College	204	71	34.8%
Wayne State College	606	323	53.3%
Nebraska Community Colleges	5,153	1,403	27.2%
Central Community College	888	283	31.9%
Metropolitan Community College	1,021	124	12.1%
Mid-Plains Community College	356	129	36.2%
Northeast Community College	872	412	47.2%
Southeast Community College	1,640	369	22.5%
Western Nebraska Community College	376	86	22.9%
Nonpublic Colleges & Universities	4,793	2,746	57.3%
Bellevue University	103	32	31.1%
Bryan College of Health Sciences	0	0	NA
Capitol Beauty School	88	71	80.7%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	22	11	50.0%
College of Hair Design-Downtown	97	65	67.0%
College of Hair Design-East Campus	59	48	81.4%
College of Saint Mary	92	33	35.9%
Concordia University-Nebraska	302	189	62.6%
Creighton University	965	719	74.5%
Doane University	247	158	64.0%
Entourage Institute of Beauty and Esthetics	0	0	NA
Fullen School of Hair Design	33	26	78.8%
Grace University	63	27	42.9%
Hastings College	262	145	55.3%
ITT Technical Institute-Omaha	68	23	33.8%
Joseph's College Cosmetology	150	87	58.0%
La'James International College	45	30	66.7%
Little Priest Tribal College	15	0	0.0%

Continued on the next page.

Table A10.4 Continued**2011-2012 Graduation Rates**

Institution	No. of Students in Cohort	No. of Graduates	2011-2012 Graduation Rate
Midland University	270	126	46.7%
Myotherapy Institute	23	20	87.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	51	20	39.2%
Nebraska Indian Community College	28	5	17.9%
Nebraska Methodist College of Nursing & Allied Health	22	14	63.6%
Nebraska Wesleyan University	413	270	65.4%
Omaha School of Massage and Healthcare of Herzing University	37	20	54.1%
Purdue University Global-Lincoln	220	77	35.0%
Purdue University Global-Omaha	245	101	41.2%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	128	85	66.4%
Summit Christian College	4	1	25.0%
The Creative Center	31	24	77.4%
Union Adventist University	185	92	49.7%
Universal College of Healing Arts	13	13	100.0%
University of Phoenix-Omaha Campus	24	1	4.2%
Vatterott College-Spring Valley	401	186	46.4%
York University	87	27	31.0%
Nebraska State Total	17,628	8,499	48.2%

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Table A10.4 Continued

2012-2013 Graduation Rates

Institution	No. of Students in Cohort	No. of Graduates	2012-2013 Graduation Rate
University of Nebraska	6,853	4,040	59.0%
Nebraska College of Technical Agriculture	128	67	52.3%
University of Nebraska at Kearney	915	487	53.2%
University of Nebraska-Lincoln	4,214	2,814	66.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,596	672	42.1%
Nebraska State College System	1,260	513	40.7%
Chadron State College	409	136	33.3%
Peru State College	197	79	40.1%
Wayne State College	654	298	45.6%
Nebraska Community Colleges	4,833	1,274	26.4%
Central Community College	852	212	24.9%
Metropolitan Community College	1,148	143	12.5%
Mid-Plains Community College	401	137	34.2%
Northeast Community College	862	372	43.2%
Southeast Community College	1,168	317	27.1%
Western Nebraska Community College	402	93	23.1%
Nonpublic Colleges & Universities	4,481	2,628	58.6%
Bellevue University	104	41	39.4%
Bryan College of Health Sciences	9	5	55.6%
Capitol Beauty School	74	70	94.6%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	31	15	48.4%
College of Hair Design-Downtown	96	57	59.4%
College of Hair Design-East Campus	75	56	74.7%
College of Saint Mary	93	39	41.9%
Concordia University-Nebraska	264	168	63.6%
Creighton University	947	719	75.9%
Doane University	261	157	60.2%
Entourage Institute of Beauty and Esthetics	0	0	NA
Fullen School of Hair Design	21	17	81.0%
Grace University	82	43	52.4%
Hastings College	302	174	57.6%
ITT Technical Institute-Omaha	61	26	42.6%
Joseph's College Cosmetology	105	71	67.6%
La'James International College	39	20	51.3%
Little Priest Tribal College	24	1	4.2%

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Table A10.4 Continued**2012-2013 Graduation Rates**

Institution	No. of Students in Cohort	No. of Graduates	2012-2013 Graduation Rate
Midland University	215	106	49.3%
Myotherapy Institute	38	33	86.8%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	45	11	24.4%
Nebraska Indian Community College	23	3	13.0%
Nebraska Methodist College of Nursing & Allied Health	50	34	68.0%
Nebraska Wesleyan University	438	300	68.5%
Omaha School of Massage and Healthcare of Herzing University	22	14	63.6%
Purdue University Global-Lincoln	166	66	39.8%
Purdue University Global-Omaha	255	94	36.9%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	63	42	66.7%
Summit Christian College	11	2	18.2%
The Creative Center	41	33	80.5%
Union Adventist University	164	61	37.2%
Universal College of Healing Arts	23	22	95.7%
University of Phoenix-Omaha Campus	6	0	0.0%
Vatterott College-Spring Valley	244	93	38.1%
York University	89	35	39.3%
Nebraska State Total	17,427	8,455	48.5%

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Table A10.4 Continued			
2013-2014 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2013-2014 Graduation Rate
University of Nebraska	7,023	4,176	59.5%
Nebraska College of Technical Agriculture	85	37	43.5%
University of Nebraska at Kearney	1,019	575	56.4%
University of Nebraska-Lincoln	4,164	2,781	66.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,755	783	44.6%
Nebraska State College System	1,266	540	42.7%
Chadron State College	403	146	36.2%
Peru State College	210	77	36.7%
Wayne State College	653	317	48.5%
Nebraska Community Colleges	4,674	1,348	28.8%
Central Community College	811	267	32.9%
Metropolitan Community College	887	121	13.6%
Mid-Plains Community College	439	145	33.0%
Northeast Community College	790	364	46.1%
Southeast Community College	1,368	347	25.4%
Western Nebraska Community College	379	104	27.4%
Nonpublic Colleges & Universities	4,234	2,538	59.9%
Bellevue University	34	10	29.4%
Bryan College of Health Sciences	25	20	80.0%
Capitol Beauty School	79	79	100.0%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	22	13	59.1%
College of Hair Design-Downtown	51	31	60.8%
College of Hair Design-East Campus	78	64	82.1%
College of Saint Mary	76	37	48.7%
Concordia University-Nebraska	273	181	66.3%
Creighton University	984	766	77.8%
Doane University	247	146	59.1%
Entourage Institute of Beauty and Esthetics	0	0	NA
Fullen School of Hair Design	32	25	78.1%
Grace University	62	34	54.8%
Hastings College	320	188	58.8%
ITT Technical Institute-Omaha	76	26	34.2%
Joseph's College Cosmetology	111	67	60.4%
La'James International College	31	20	64.5%
Little Priest Tribal College	27	4	14.8%

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Table A10.4 Continued			
2013-2014 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2013-2014 Graduation Rate
Midland University	157	75	47.8%
Myotherapy Institute	22	19	86.4%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	38	10	26.3%
Nebraska Indian Community College	30	1	3.3%
Nebraska Methodist College of Nursing & Allied Health	56	37	66.1%
Nebraska Wesleyan University	383	266	69.5%
Omaha School of Massage and Healthcare of Herzing University	22	12	54.5%
Purdue University Global-Lincoln	170	49	28.8%
Purdue University Global-Omaha	259	88	34.0%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	99	66	66.7%
Summit Christian College	9	5	55.6%
The Creative Center	47	32	68.1%
Union Adventist University	160	79	49.4%
Universal College of Healing Arts	8	8	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	134	39	29.1%
York University	112	41	36.6%
Nebraska State Total	17,197	8,602	50.0%

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Table A10.4 Continued			
2014-2015 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2014-2015 Graduation Rate
University of Nebraska	6,782	4,066	60.0%
Nebraska College of Technical Agriculture	96	51	53.1%
University of Nebraska at Kearney	974	544	55.9%
University of Nebraska-Lincoln	3,965	2,658	67.0%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,747	813	46.5%
Nebraska State College System	1,296	581	44.8%
Chadron State College	406	172	42.4%
Peru State College	227	83	36.6%
Wayne State College	663	326	49.2%
Nebraska Community Colleges	4,778	1,357	28.4%
Central Community College	740	234	31.6%
Metropolitan Community College	1,236	166	13.4%
Mid-Plains Community College	424	147	34.7%
Northeast Community College	800	387	48.4%
Southeast Community College	1,203	330	27.4%
Western Nebraska Community College	375	93	24.8%
Nonpublic Colleges & Universities	4,116	2,443	59.4%
Bellevue University	11	2	18.2%
Bryan College of Health Sciences	28	22	78.6%
Capitol Beauty School	77	70	90.9%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	14	10	71.4%
College of Hair Design-Downtown	44	32	72.7%
College of Hair Design-East Campus	41	34	82.9%
College of Saint Mary	105	50	47.6%
Concordia University-Nebraska	288	169	58.7%
Creighton University	1,052	828	78.7%
Doane University	310	190	61.3%
Entourage Institute of Beauty and Esthetics	0	0	NA
Fullen School of Hair Design	12	12	100.0%
Grace University	69	32	46.4%
Hastings College	290	169	58.3%
ITT Technical Institute-Omaha	117	34	29.1%
Joseph's College Cosmetology	43	23	53.5%
La'James International College	18	10	55.6%
Little Priest Tribal College	6	1	16.7%

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Table A10.4 Continued			
2014-2015 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2014-2015 Graduation Rate
Midland University	115	50	43.5%
Myotherapy Institute	18	16	88.9%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	19	5	26.3%
Nebraska Indian Community College	22	2	9.1%
Nebraska Methodist College of Nursing & Allied Health	49	36	73.5%
Nebraska Wesleyan University	393	245	62.3%
Omaha School of Massage and Healthcare of Herzing University	29	22	75.9%
Purdue University Global-Lincoln	138	35	25.4%
Purdue University Global-Omaha	201	60	29.9%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	97	64	66.0%
Summit Christian College	4	1	25.0%
The Creative Center	48	28	58.3%
Union Adventist University	114	65	57.0%
Universal College of Healing Arts	8	8	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	220	69	31.4%
York University	116	49	42.2%
Nebraska State Total	16,972	8,447	49.8%

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Table A10.4 Continued

2015-2016 Graduation Rates

Institution	No. of Students in Cohort	No. of Graduates	2015-2016 Graduation Rate
University of Nebraska	6,936	4,127	59.5%
Nebraska College of Technical Agriculture	70	30	42.9%
University of Nebraska at Kearney	1,124	640	56.9%
University of Nebraska-Lincoln	4,039	2,692	66.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,703	765	44.9%
Nebraska State College System	1,304	576	44.2%
Chadron State College	384	166	43.2%
Peru State College	243	86	35.4%
Wayne State College	677	324	47.9%
Nebraska Community Colleges	4,472	1,408	31.5%
Central Community College	710	268	37.7%
Metropolitan Community College	1,077	141	13.1%
Mid-Plains Community College	395	133	33.7%
Northeast Community College	749	397	53.0%
Southeast Community College	1,205	369	30.6%
Western Nebraska Community College	336	100	29.8%
Nonpublic Colleges & Universities	3,731	2,406	64.5%
Bellevue University	8	1	12.5%
Bryan College of Health Sciences	30	22	73.3%
Capitol Beauty School	73	58	79.5%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	13	6	46.2%
College of Hair Design-Downtown	28	15	53.6%
College of Hair Design-East Campus	47	40	85.1%
College of Saint Mary	90	36	40.0%
Concordia University-Nebraska	276	186	67.4%
Creighton University	1,010	798	79.0%
Doane University	327	192	58.7%
Entourage Institute of Beauty and Esthetics	9	9	100.0%
Fullen School of Hair Design	0	0	NA
Grace University	62	41	66.1%
Hastings College	312	182	58.3%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	92	55	59.8%
La'James International College	19	13	68.4%
Little Priest Tribal College	17	3	17.6%

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Table A10.4 Continued**2015-2016 Graduation Rates**

Institution	No. of Students in Cohort	No. of Graduates	2015-2016 Graduation Rate
Midland University	228	106	46.5%
Myotherapy Institute	10	8	80.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	46	29	63.0%
Nebraska Indian Community College	33	2	6.1%
Nebraska Methodist College of Nursing & Allied Health	39	23	59.0%
Nebraska Wesleyan University	427	299	70.0%
Omaha School of Massage and Healthcare of Herzing University	38	26	68.4%
Purdue University Global-Lincoln	27	6	22.2%
Purdue University Global-Omaha	49	18	36.7%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	80	62	77.5%
Summit Christian College	3	3	100.0%
The Creative Center	35	26	74.3%
Union Adventist University	167	72	43.1%
Universal College of Healing Arts	5	5	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
York University	131	64	48.9%
Nebraska State Total	16,443	8,517	51.8%

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Table A10.4 Continued

2016-2017 Graduation Rates

Institution	No. of Students in Cohort	No. of Graduates	2016-2017 Graduation Rate
University of Nebraska	6,942	4,267	61.5%
Nebraska College of Technical Agriculture	121	59	48.8%
University of Nebraska at Kearney	1,055	647	61.3%
University of Nebraska-Lincoln	4,056	2,756	67.9%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,710	805	47.1%
Nebraska State College System	1,240	570	46.0%
Chadron State College	392	164	41.8%
Peru State College	172	62	36.0%
Wayne State College	676	344	50.9%
Nebraska Community Colleges	4,233	1,408	33.3%
Central Community College	621	251	40.4%
Metropolitan Community College	1,075	170	15.8%
Mid-Plains Community College	352	123	34.9%
Northeast Community College	785	433	55.2%
Southeast Community College	1,064	327	30.7%
Western Nebraska Community College	336	104	31.0%
Nonpublic Colleges & Universities	3,634	2,347	64.6%
Bellevue University	6	1	16.7%
Bryan College of Health Sciences	28	22	78.6%
Capitol Beauty School	89	74	83.1%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	27	20	74.1%
College of Hair Design-Downtown	44	31	70.5%
College of Hair Design-East Campus	33	26	78.8%
College of Saint Mary	88	42	47.7%
Concordia University-Nebraska	314	208	66.2%
Creighton University	974	785	80.6%
Doane University	290	182	62.8%
Entourage Institute of Beauty and Esthetics	1	0	0.0%
Fullen School of Hair Design	0	0	NA
Grace University	70	30	42.9%
Hastings College	321	175	54.5%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	99	58	58.6%
La'James International College	30	22	73.3%
Little Priest Tribal College	17	2	11.8%

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Table A10.4 Continued**2016-2017 Graduation Rates**

Institution	No. of Students in Cohort	No. of Graduates	2016-2017 Graduation Rate
Midland University	265	129	48.7%
Myotherapy Institute	13	10	76.9%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	41	10	24.4%
Nebraska Indian Community College	15	1	6.7%
Nebraska Methodist College of Nursing & Allied Health	30	21	70.0%
Nebraska Wesleyan University	359	234	65.2%
Omaha School of Massage and Healthcare of Herzing University	36	17	47.2%
Purdue University Global-Lincoln	19	6	31.6%
Purdue University Global-Omaha	28	7	25.0%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	70	51	72.9%
Summit Christian College	5	0	0.0%
The Creative Center	45	32	71.1%
Union Adventist University	154	83	53.9%
Universal College of Healing Arts	4	4	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
York University	119	64	53.8%
Nebraska State Total	16,049	8,592	53.5%

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Table A10.4 Continued

2017-2018 Graduation Rates

Institution	No. of Students in Cohort	No. of Graduates	2017-2018 Graduation Rate
University of Nebraska	6,778	4,198	61.9%
Nebraska College of Technical Agriculture	90	51	56.7%
University of Nebraska at Kearney	1,123	656	58.4%
University of Nebraska-Lincoln	3,918	2,693	68.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,647	798	48.5%
Nebraska State College System	1,286	535	41.6%
Chadron State College	399	173	43.4%
Peru State College	194	67	34.5%
Wayne State College	693	295	42.6%
Nebraska Community Colleges	3,943	1,323	33.6%
Central Community College	611	252	41.2%
Metropolitan Community College	909	143	15.7%
Mid-Plains Community College	328	159	48.5%
Northeast Community College	768	372	48.4%
Southeast Community College	1,010	315	31.2%
Western Nebraska Community College	317	82	25.9%
Nonpublic Colleges & Universities	3,563	2,282	64.0%
Bellevue University	2	0	0.0%
Bryan College of Health Sciences	36	25	69.4%
Capitol Beauty School	99	84	84.8%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	43	23	53.5%
College of Hair Design-Downtown	34	21	61.8%
College of Hair Design-East Campus	24	18	75.0%
College of Saint Mary	91	55	60.4%
Concordia University-Nebraska	296	186	62.8%
Creighton University	939	757	80.6%
Doane University	337	220	65.3%
Entourage Institute of Beauty and Esthetics	10	9	90.0%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	236	125	53.0%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	118	73	61.9%
La'James International College	15	8	53.3%
Little Priest Tribal College	19	4	21.1%

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Table A10.4 Continued**2017-2018 Graduation Rates**

Institution	No. of Students in Cohort	No. of Graduates	2017-2018 Graduation Rate
Midland University	364	161	44.2%
Myotherapy Institute	6	4	66.7%
National American University-Bellevue	1	0	0.0%
Nebraska Christian College of Hope International University	44	17	38.6%
Nebraska Indian Community College	15	1	6.7%
Nebraska Methodist College of Nursing & Allied Health	30	19	63.3%
Nebraska Wesleyan University	356	225	63.2%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA
Purdue University Global-Lincoln	19	6	31.6%
Purdue University Global-Omaha	42	12	28.6%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	99	76	76.8%
Summit Christian College	13	6	46.2%
The Creative Center	33	22	66.7%
Union Adventist University	151	76	50.3%
Universal College of Healing Arts	6	6	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
York University	85	43	50.6%
Nebraska State Total	15,570	8,338	53.6%

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Table A10.4 Continued			
2018-2019 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2018-2019 Graduation Rate
University of Nebraska	7,285	4,366	59.9%
Nebraska College of Technical Agriculture	109	47	43.1%
University of Nebraska at Kearney	1,007	562	55.8%
University of Nebraska-Lincoln	4,392	2,877	65.5%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,777	880	49.5%
Nebraska State College System	1,421	653	46.0%
Chadron State College	458	206	45.0%
Peru State College	273	94	34.4%
Wayne State College	690	353	51.2%
Nebraska Community Colleges	4,178	1,422	34.0%
Central Community College	599	212	35.4%
Metropolitan Community College	1,057	204	19.3%
Mid-Plains Community College	371	151	40.7%
Northeast Community College	862	440	51.0%
Southeast Community College	977	321	32.9%
Western Nebraska Community College	312	94	30.1%
Nonpublic Colleges & Universities	3,569	2,199	61.6%
Bellevue University	87	21	24.1%
Bryan College of Health Sciences	36	20	55.6%
Capitol Beauty School	54	41	75.9%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	29	11	37.9%
College of Hair Design-Downtown	32	19	59.4%
College of Hair Design-East Campus	27	17	63.0%
College of Saint Mary	89	51	57.3%
Concordia University-Nebraska	281	180	64.1%
Creighton University	961	780	81.2%
Doane University	287	155	54.0%
Entourage Institute of Beauty and Esthetics	12	10	83.3%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	345	205	59.4%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	52	33	63.5%
La'James International College	10	3	30.0%
Little Priest Tribal College	34	4	11.8%

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Table A10.4 Continued			
2018-2019 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2018-2019 Graduation Rate
Midland University	366	147	40.2%
Myotherapy Institute	15	8	53.3%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	52	21	40.4%
Nebraska Indian Community College	16	4	25.0%
Nebraska Methodist College of Nursing & Allied Health	29	20	69.0%
Nebraska Wesleyan University	379	245	64.6%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA
Purdue University Global-Lincoln	0	0	NA
Purdue University Global-Omaha	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	73	53	72.6%
Summit Christian College	3	2	66.7%
The Creative Center	22	17	77.3%
Union Adventist University	178	81	45.5%
Universal College of Healing Arts	7	7	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
York University	93	44	47.3%
Nebraska State Total	16,453	8,640	52.5%

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Table A10.4 Continued

2019-2020 Graduation Rates

Institution	No. of Students in Cohort	No. of Graduates	2019-2020 Graduation Rate
University of Nebraska	7,449	4,529	60.8%
Nebraska College of Technical Agriculture	103	49	47.6%
University of Nebraska at Kearney	981	578	58.9%
University of Nebraska-Lincoln	4,623	3,050	66.0%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,742	852	48.9%
Nebraska State College System	1,399	647	46.2%
Chadron State College	460	193	42.0%
Peru State College	259	94	36.3%
Wayne State College	680	360	52.9%
Nebraska Community Colleges	3,676	1,333	36.3%
Central Community College	560	217	38.8%
Metropolitan Community College	665	109	16.4%
Mid-Plains Community College	321	150	46.7%
Northeast Community College	885	459	51.9%
Southeast Community College	972	297	30.6%
Western Nebraska Community College	273	101	37.0%
Nonpublic Colleges & Universities	3,548	2,302	64.9%
Bellevue University	88	20	22.7%
Bryan College of Health Sciences	45	34	75.6%
Capitol Beauty School	61	52	85.2%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	31	16	51.6%
College of Hair Design-Downtown	42	41	97.6%
College of Hair Design-East Campus	53	39	73.6%
College of Saint Mary	71	43	60.6%
Concordia University-Nebraska	326	205	62.9%
Creighton University	1,025	836	81.6%
Doane University	268	161	60.1%
Entourage Institute of Beauty and Esthetics	16	5	31.3%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	345	207	60.0%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	54	35	64.8%
La'James International College	0	0	NA
Little Priest Tribal College	33	3	9.1%

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Table A10.4 Continued			
2019-2020 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2019-2020 Graduation Rate
Midland University	326	143	43.9%
Myotherapy Institute	8	8	100.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA
Nebraska Indian Community College	17	2	11.8%
Nebraska Methodist College of Nursing & Allied Health	34	22	64.7%
Nebraska Wesleyan University	368	230	62.5%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA
Purdue University Global-Lincoln	0	0	NA
Purdue University Global-Omaha	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	60	48	80.0%
Summit Christian College	4	3	75.0%
The Creative Center	28	20	71.4%
Union Adventist University	156	79	50.6%
Universal College of Healing Arts	4	3	75.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
York University	85	47	55.3%
Nebraska State Total	16,072	8,811	54.8%

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Table A10.4 Continued

2020-2021 Graduation Rates

Institution	No. of Students in Cohort	No. of Graduates	2020-2021 Graduation Rate
University of Nebraska	7,596	4,645	61.2%
Nebraska College of Technical Agriculture	119	69	58.0%
University of Nebraska at Kearney	930	539	58.0%
University of Nebraska-Lincoln	4,602	3,056	66.4%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,945	981	50.4%
Nebraska State College System	1,292	575	44.5%
Chadron State College	413	160	38.7%
Peru State College	249	100	40.2%
Wayne State College	630	315	50.0%
Nebraska Community Colleges	3,874	1,458	37.6%
Central Community College	588	243	41.3%
Metropolitan Community College	695	151	21.7%
Mid-Plains Community College	328	137	41.8%
Northeast Community College	892	464	52.0%
Southeast Community College	1,043	324	31.1%
Western Nebraska Community College	328	139	42.4%
Nonpublic Colleges & Universities	3,644	2,331	64.0%
Bellevue University	53	12	22.6%
Bryan College of Health Sciences	43	30	69.8%
Capitol Beauty School	66	61	92.4%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	32	23	71.9%
College of Hair Design-Downtown	49	39	79.6%
College of Hair Design-East Campus	83	65	78.3%
College of Saint Mary	77	46	59.7%
Concordia University-Nebraska	347	202	58.2%
Creighton University	1,064	839	78.9%
Doane University	330	194	58.8%
Entourage Institute of Beauty and Esthetics	11	4	36.4%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	293	145	49.5%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	46	31	67.4%
La'James International College	0	0	NA
Little Priest Tribal College	36	5	13.9%

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Table A10.4 Continued**2020-2021 Graduation Rates**

Institution	No. of Students in Cohort	No. of Graduates	2020-2021 Graduation Rate
Midland University	309	139	45.0%
Myotherapy Institute	4	4	100.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA
Nebraska Indian Community College	11	1	9.1%
Nebraska Methodist College of Nursing & Allied Health	30	22	73.3%
Nebraska Wesleyan University	439	289	65.8%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA
Purdue University Global-Lincoln	0	0	NA
Purdue University Global-Omaha	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	32	27	84.4%
Summit Christian College	8	4	50.0%
The Creative Center	0	0	NA
Union Adventist University	172	103	59.9%
Universal College of Healing Arts	0	0	NA
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
York University	109	46	42.2%
Nebraska State Total	16,406	9,009	54.9%

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Table A10.4 Continued			
2021-2022 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2021-2022 Graduation Rate
University of Nebraska	7,890	4,685	59.4%
Nebraska College of Technical Agriculture	82	35	42.7%
University of Nebraska at Kearney	996	539	54.1%
University of Nebraska-Lincoln	4,826	3,134	64.9%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,986	977	49.2%
Nebraska State College System	1,217	552	45.4%
Chadron State College	382	169	44.2%
Peru State College	257	87	33.9%
Wayne State College	578	296	51.2%
Nebraska Community Colleges	3,979	1,497	37.6%
Central Community College	644	274	42.5%
Metropolitan Community College	664	168	25.3%
Mid-Plains Community College	331	149	45.0%
Northeast Community College	887	450	50.7%
Southeast Community College	1,155	356	30.8%
Western Nebraska Community College	298	100	33.6%
Nonpublic Colleges & Universities	3,511	2,233	63.6%
Bellevue University	27	11	40.7%
Bryan College of Health Sciences	50	36	72.0%
Capitol Beauty School	60	46	76.7%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	32	23	71.9%
College of Hair Design-Downtown	51	34	66.7%
College of Hair Design-East Campus	57	48	84.2%
College of Saint Mary	102	68	66.7%
Concordia University-Nebraska	320	189	59.1%
Creighton University	1,031	809	78.5%
Doane University	303	186	61.4%
Entourage Institute of Beauty and Esthetics	15	7	46.7%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	273	149	54.6%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	51	31	60.8%
La'James International College	0	0	NA
Little Priest Tribal College	23	3	13.0%

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Table A10.4 Continued			
2021-2022 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2021-2022 Graduation Rate
Midland University	336	147	43.8%
Myotherapy Institute	5	4	80.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA
Nebraska Indian Community College	11	0	0.0%
Nebraska Methodist College of Nursing & Allied Health	43	31	72.1%
Nebraska Wesleyan University	420	248	59.0%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA
Purdue University Global-Lincoln	0	0	NA
Purdue University Global-Omaha	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
Stephanie Moss Academy	41	29	70.7%
Summit Christian College	7	4	57.1%
The Creative Center	0	0	NA
Union Adventist University	155	87	56.1%
Universal College of Healing Arts	1	1	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
York University	97	42	43.3%
Nebraska State Total	16,597	8,967	54.0%
Data source: National Center for Education Statistics, IPEDS 2012 through 2022 surveys.			

Table A10.5
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector and Gender
2021-2022 Compared to 2011-2012

Gender	2011-2012			2021-2022		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
University of Nebraska						
Male	3,276	1,817	55.5%	3,719	2,093	56.3%
Female	3,242	1,991	61.4%	4,171	2,592	62.1%
Total	6,518	3,808		7,890	4,685	
Nebraska State College System						
Male	555	227	40.9%	576	227	39.4%
Female	609	315	51.7%	641	325	50.7%
Total	1,164	542		1,217	552	
Nebraska Community Colleges						
Male	2,763	854	30.9%	2,207	907	41.1%
Female	2,390	549	23.0%	1,772	590	33.3%
Total	5,153	1,403		3,979	1,497	
Nonpublic Colleges and Universities						
Male	1,723	922	53.5%	1,512	854	56.5%
Female	3,070	1,824	59.4%	1,999	1,379	69.0%
Total	4,793	2,746		3,511	2,233	
Total Nebraska Postsecondary Institutions						
Male	8,317	3,820	45.9%	8,014	4,081	50.9%
Female	9,311	4,679	50.3%	8,583	4,886	56.9%
Total	17,628	8,499		16,597	8,967	
Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.						

**Table A10.6
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector and Race/Ethnicity
2021-2022 Compared to 2011-2012**

Race/Ethnicity	2011-2012			2021-2022		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
University of Nebraska						
White non-Hispanic	5,475	3,265	59.6%	5,750	3,544	61.6%
Asian/Pacific Islander	176	99	56.3%	224	142	63.4%
Hispanic	279	143	51.3%	787	382	48.5%
Native American	50	16	32.0%	21	10	47.6%
Black non-Hispanic	197	86	43.7%	291	112	38.5%
Two or More Races	10	7	70.0%	321	159	49.5%
Total Known Race/Ethnicity	6,187	3,616		7,394	4,349	
Nebraska State College System						
White non-Hispanic	966	477	49.4%	944	483	51.2%
Asian/Pacific Islander	10	4	40.0%	10	5	50.0%
Hispanic	32	8	25.0%	106	24	22.6%
Native American	18	6	33.3%	8	2	25.0%
Black non-Hispanic	40	11	27.5%	84	18	21.4%
Two or More Races	2	0	0.0%	51	14	27.5%
Total Known Race/Ethnicity	1,068	506		1,203	546	
Nebraska Community Colleges						
White non-Hispanic	4,124	1,217	29.5%	2,675	1,149	43.0%
Asian/Pacific Islander	86	12	14.0%	84	20	23.8%
Hispanic	357	62	17.4%	697	207	29.7%
Native American	60	14	23.3%	30	5	16.7%
Black non-Hispanic	293	39	13.3%	164	19	11.6%
Two or More Races	50	6	12.0%	109	23	21.1%
Total Known Race/Ethnicity	4,970	1,350		3,759	1,423	
Nonpublic Colleges and Universities						
White non-Hispanic	3,754	2,253	60.0%	2,414	1,658	68.7%
Asian/Pacific Islander	125	84	67.2%	143	95	66.4%
Hispanic	207	109	52.7%	352	205	58.2%
Native American	68	15	22.1%	31	5	16.1%
Black non-Hispanic	339	137	40.4%	136	53	39.0%
Two or More Races	45	32	71.1%	138	75	54.3%
Total Known Race/Ethnicity	4,538	2,630		3,214	2,091	
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Table A10.6 Continued						
Race/Ethnicity	2011-2012			2021-2022		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
Total Nebraska Postsecondary Institutions						
White non-Hispanic	14,319	7,212	50.4%	11,783	6,834	58.0%
Asian/Pacific Islander	397	199	50.1%	461	262	56.8%
Hispanic	875	322	36.8%	1,942	818	42.1%
Native American	196	51	26.0%	90	22	24.4%
Black non-Hispanic	869	273	31.4%	675	202	29.9%
Two or More Races	107	45	42.1%	619	271	43.8%
Total Known Race/Ethnicity	16,763	8,102		15,570	8,409	
Data source: National Center for Education Statistics, IPEDS 2012 and 2022 surveys.						

Table A10.7
Graduation Rates within 150% of Normal Time
for Two-Year Public Institutions by Financial Aid Received
2015-2016 through 2021-2022

2015-2016 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	70	30	42.9%
Pell Grant Recipients	35	17	48.6%
Direct Subsidized Loan Recipient ^a	11	3	27.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	24	10	41.7%
Central Community College	710	268	37.7%
Pell Grant Recipients	400	136	34.0%
Direct Subsidized Loan Recipient ^a	48	18	37.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	262	114	43.5%
Metropolitan Community College	1,077	141	13.1%
Pell Grant Recipients	570	62	10.9%
Direct Subsidized Loan Recipient ^a	52	7	13.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	455	72	15.8%
Mid-Plains Community College	395	133	33.7%
Pell Grant Recipients	190	49	25.8%
Direct Subsidized Loan Recipient ^a	19	6	31.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	186	78	41.9%
Northeast Community College	749	397	53.0%
Pell Grant Recipients	392	177	45.2%
Direct Subsidized Loan Recipient ^a	100	58	58.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	257	162	63.0%
Southeast Community College	1,205	369	30.6%
Pell Grant Recipients	639	159	24.9%
Direct Subsidized Loan Recipient ^a	80	38	47.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	486	172	35.4%
Western Neb. Community College	336	100	29.8%
Pell Grant Recipients	162	36	22.2%
Direct Subsidized Loan Recipient ^a	24	5	20.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	150	59	39.3%
Total Two-Year Public Institutions	4,542	1,438	31.7%
Pell Grant Recipients	2,388	636	26.6%
Direct Subsidized Loan Recipient ^a	334	135	40.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,820	667	36.6%
Continued on the next page.			

Table A10.7 Continued

2016-2017 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	121	59	48.8%
Pell Grant Recipients	51	21	41.2%
Direct Subsidized Loan Recipient ^a	16	7	43.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	54	31	57.4%
Central Community College	621	251	40.4%
Pell Grant Recipients	337	126	37.4%
Direct Subsidized Loan Recipient ^a	31	17	54.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	253	108	42.7%
Metropolitan Community College	1075	170	15.8%
Pell Grant Recipients	591	84	14.2%
Direct Subsidized Loan Recipient ^a	82	12	14.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	402	74	18.4%
Mid-Plains Community College	352	123	34.9%
Pell Grant Recipients	171	43	25.1%
Direct Subsidized Loan Recipient ^a	16	6	37.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	165	74	44.8%
Northeast Community College	785	433	55.2%
Pell Grant Recipients	399	195	48.9%
Direct Subsidized Loan Recipient ^a	70	37	52.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	316	201	63.6%
Southeast Community College	1064	327	30.7%
Pell Grant Recipients	512	128	25.0%
Direct Subsidized Loan Recipient ^a	131	61	46.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	421	138	32.8%
Western Neb. Community College	336	104	31.0%
Pell Grant Recipients	166	39	23.5%
Direct Subsidized Loan Recipient ^a	16	5	31.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	154	60	39.0%
Total Two-Year Public Institutions	4,354	1,467	33.7%
Pell Grant Recipients	2,227	636	28.6%
Direct Subsidized Loan Recipient ^a	362	145	40.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,765	686	38.9%

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Table A10.7 Continued			
2017-2018 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	90	51	56.7%
Pell Grant Recipients	37	17	45.9%
Direct Subsidized Loan Recipient ^a	8	6	75.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	45	28	62.2%
Central Community College	611	252	41.2%
Pell Grant Recipients	333	124	37.2%
Direct Subsidized Loan Recipient ^a	68	30	44.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	210	98	46.7%
Metropolitan Community College	909	143	15.7%
Pell Grant Recipients	417	60	14.4%
Direct Subsidized Loan Recipient ^a	39	6	15.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	453	77	17.0%
Mid-Plains Community College	328	159	48.5%
Pell Grant Recipients	156	74	47.4%
Direct Subsidized Loan Recipient ^a	18	6	33.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	154	79	51.3%
Northeast Community College	768	372	48.4%
Pell Grant Recipients	333	143	42.9%
Direct Subsidized Loan Recipient ^a	100	46	46.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	335	183	54.6%
Southeast Community College	1010	315	31.2%
Pell Grant Recipients	444	119	26.8%
Direct Subsidized Loan Recipient ^a	174	66	37.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	392	130	33.2%
Western Neb. Community College	317	82	25.9%
Pell Grant Recipients	127	21	16.5%
Direct Subsidized Loan Recipient ^a	8	3	37.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	182	58	31.9%
Total Two-Year Public Institutions	4,033	1,374	34.1%
Pell Grant Recipients	1,847	558	30.2%
Direct Subsidized Loan Recipient ^a	415	163	39.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,771	653	36.9%

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Table A10.7 Continued

2018-2019 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	109	47	43.1%
Pell Grant Recipients	38	20	52.6%
Direct Subsidized Loan Recipient ^a	20	8	40.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	51	19	37.3%
Central Community College	599	212	35.4%
Pell Grant Recipients	356	122	34.3%
Direct Subsidized Loan Recipient ^a	63	23	36.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	180	67	37.2%
Metropolitan Community College	1057	204	19.3%
Pell Grant Recipients	431	74	17.2%
Direct Subsidized Loan Recipient ^a	53	15	28.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	573	115	20.1%
Mid-Plains Community College	371	151	40.7%
Pell Grant Recipients	164	52	31.7%
Direct Subsidized Loan Recipient ^a	19	10	52.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	188	89	47.3%
Northeast Community College	862	440	51.0%
Pell Grant Recipients	383	174	45.4%
Direct Subsidized Loan Recipient ^a	102	55	53.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	377	211	56.0%
Southeast Community College	977	321	32.9%
Pell Grant Recipients	431	120	27.8%
Direct Subsidized Loan Recipient ^a	97	40	41.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	449	161	35.9%
Western Neb. Community College	312	94	30.1%
Pell Grant Recipients	133	35	26.3%
Direct Subsidized Loan Recipient ^a	13	6	46.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	166	53	31.9%
Total Two-Year Public Institutions	4,287	1,469	34.3%
Pell Grant Recipients	1,936	597	30.8%
Direct Subsidized Loan Recipient ^a	367	157	42.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,984	715	36.0%

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Table A10.7 Continued

2019-2020 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	103	49	47.6%
Pell Grant Recipients	30	23	76.7%
Direct Subsidized Loan Recipient ^a	14	8	57.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	59	18	30.5%
Central Community College	560	217	38.8%
Pell Grant Recipients	289	98	33.9%
Direct Subsidized Loan Recipient ^a	57	26	45.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	214	93	43.5%
Metropolitan Community College	665	109	16.4%
Pell Grant Recipients	293	45	15.4%
Direct Subsidized Loan Recipient ^a	20	4	20.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	352	60	17.0%
Mid-Plains Community College	321	150	46.7%
Pell Grant Recipients	131	52	39.7%
Direct Subsidized Loan Recipient ^a	20	7	35.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	170	91	53.5%
Northeast Community College	885	459	51.9%
Pell Grant Recipients	403	193	47.9%
Direct Subsidized Loan Recipient ^a	98	58	59.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	384	208	54.2%
Southeast Community College	972	297	30.6%
Pell Grant Recipients	440	114	25.9%
Direct Subsidized Loan Recipient ^a	100	43	43.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	432	140	32.4%
Western Neb. Community College	273	101	37.0%
Pell Grant Recipients	125	36	28.8%
Direct Subsidized Loan Recipient ^a	9	5	55.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	139	60	43.2%
Total Two-Year Public Institutions	3,779	1,382	36.6%
Pell Grant Recipients	1,711	561	32.8%
Direct Subsidized Loan Recipient ^a	318	151	47.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,750	670	38.3%

Continued on the next page.

Table A10.7 Continued			
2020-2021 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	119	69	58.0%
Pell Grant Recipients	38	32	84.2%
Direct Subsidized Loan Recipient ^a	13	7	53.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	68	30	44.1%
Central Community College	588	243	41.3%
Pell Grant Recipients	294	109	37.1%
Direct Subsidized Loan Recipient ^a	68	30	44.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	226	104	46.0%
Metropolitan Community College	695	151	21.7%
Pell Grant Recipients	275	47	17.1%
Direct Subsidized Loan Recipient ^a	16	5	31.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	404	99	24.5%
Mid-Plains Community College	328	137	41.8%
Pell Grant Recipients	123	46	37.4%
Direct Subsidized Loan Recipient ^a	20	13	65.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	185	78	42.2%
Northeast Community College	892	464	52.0%
Pell Grant Recipients	412	184	44.7%
Direct Subsidized Loan Recipient ^a	88	49	55.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	392	231	58.9%
Southeast Community College	1043	324	31.1%
Pell Grant Recipients	451	134	29.7%
Direct Subsidized Loan Recipient ^a	68	28	41.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	524	162	30.9%
Western Neb. Community College	328	139	42.4%
Pell Grant Recipients	130	54	41.5%
Direct Subsidized Loan Recipient ^a	152	68	44.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	46	17	37.0%
Total Two-Year Public Institutions	3,993	1,527	38.2%
Pell Grant Recipients	1,723	606	35.2%
Direct Subsidized Loan Recipient ^a	425	200	47.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,845	721	39.1%

Continued on the next page.

Table A10.7 Continued			
2021-2022 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	82	35	42.7%
Pell Grant Recipients	29	19	65.5%
Direct Subsidized Loan Recipient ^a	9	3	33.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	44	13	29.5%
Central Community College	644	274	42.5%
Pell Grant Recipients	330	143	43.3%
Direct Subsidized Loan Recipient ^a	71	26	36.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	243	105	43.2%
Metropolitan Community College	664	168	25.3%
Pell Grant Recipients	277	55	19.9%
Direct Subsidized Loan Recipient ^a	61	12	19.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	326	101	31.0%
Mid-Plains Community College	331	149	45.0%
Pell Grant Recipients	137	52	38.0%
Direct Subsidized Loan Recipient ^a	21	11	52.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	173	86	49.7%
Northeast Community College	887	450	50.7%
Pell Grant Recipients	408	187	45.8%
Direct Subsidized Loan Recipient ^a	88	48	54.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	391	215	55.0%
Southeast Community College	1155	356	30.8%
Pell Grant Recipients	496	112	22.6%
Direct Subsidized Loan Recipient ^a	213	80	37.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	446	164	36.8%
Western Neb. Community College	298	100	33.6%
Pell Grant Recipients	137	35	25.5%
Direct Subsidized Loan Recipient ^a	11	7	63.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	150	58	38.7%
Total Two-Year Public Institutions	4,061	1,532	37.7%
Pell Grant Recipients	1,814	603	33.2%
Direct Subsidized Loan Recipient ^a	474	187	39.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,773	742	41.8%

Note. Includes students who completed an award within 150% of normal time. Data source: National Center for Education Statistics, IPEDS 2016 through 2022 surveys.

^a Only includes recipients that did not receive a Pell Grant.

Table A10.8
Graduation Rates within 150% of Normal Time
for Four-Year Public Institutions by Financial Aid Received
2015-2016 through 2021-2022

2015-2016 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	1,124	640	56.9%
Pell Grant Recipients	453	226	49.9%
Direct Subsidized Loan Recipient ^a	164	89	54.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	507	325	64.1%
University of Nebraska-Lincoln	4,039	2,692	66.7%
Pell Grant Recipients	1,050	588	56.0%
Direct Subsidized Loan Recipient ^a	754	462	61.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,235	1,642	73.5%
University of Nebraska at Omaha	1,486	672	45.2%
Pell Grant Recipients	475	193	40.6%
Direct Subsidized Loan Recipient ^a	197	79	40.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	814	400	49.1%
Chadron State College	384	166	43.2%
Pell Grant Recipients	178	85	47.8%
Direct Subsidized Loan Recipient ^a	35	12	34.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	171	69	40.4%
Peru State College	243	86	35.4%
Pell Grant Recipients	111	38	34.2%
Direct Subsidized Loan Recipient ^a	38	9	23.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	94	39	41.5%
Wayne State College	677	324	47.9%
Pell Grant Recipients	288	119	41.3%
Direct Subsidized Loan Recipient ^a	121	56	46.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	268	149	55.6%
Total Four-Year Public Institutions	7,953	4,580	57.6%
Pell Grant Recipients	2,555	1,249	48.9%
Direct Subsidized Loan Recipient ^a	1,309	707	54.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,089	2,624	64.2%

Continued on the next page.

Table A10.8 Continued

2016-2017 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	1,055	647	61.3%
Pell Grant Recipients	396	213	53.8%
Direct Subsidized Loan Recipient ^a	191	125	65.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	468	309	66.0%
University of Nebraska-Lincoln	4,056	2,756	67.9%
Pell Grant Recipients	990	556	56.2%
Direct Subsidized Loan Recipient ^a	791	529	66.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,275	1,671	73.5%
University of Nebraska at Omaha	1,506	718	47.7%
Pell Grant Recipients	493	201	40.8%
Direct Subsidized Loan Recipient ^a	197	79	40.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	816	438	53.7%
Chadron State College	392	164	41.8%
Pell Grant Recipients	164	68	41.5%
Direct Subsidized Loan Recipient ^a	44	12	27.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	184	84	45.7%
Peru State College	172	62	36.0%
Pell Grant Recipients	88	26	29.5%
Direct Subsidized Loan Recipient ^a	32	12	37.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	52	24	46.2%
Wayne State College	676	344	50.9%
Pell Grant Recipients	303	130	42.9%
Direct Subsidized Loan Recipient ^a	123	65	52.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	250	149	59.6%
Total Four-Year Public Institutions	7,857	4,691	59.7%
Pell Grant Recipients	2,434	1,194	49.1%
Direct Subsidized Loan Recipient ^a	1,378	822	59.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,045	2,675	66.1%

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Table A10.8 Continued

2017-2018 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	1,123	656	58.4%
Pell Grant Recipients	390	223	57.2%
Direct Subsidized Loan Recipient ^a	210	130	61.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	523	303	57.9%
University of Nebraska-Lincoln	3,918	2,693	68.7%
Pell Grant Recipients	911	536	58.8%
Direct Subsidized Loan Recipient ^a	732	457	62.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,275	1,700	74.7%
University of Nebraska at Omaha	1,461	717	49.1%
Pell Grant Recipients	520	208	40.0%
Direct Subsidized Loan Recipient ^a	216	106	49.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	725	403	55.6%
Chadron State College	399	173	43.4%
Pell Grant Recipients	153	59	38.6%
Direct Subsidized Loan Recipient ^a	43	12	27.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	203	102	50.2%
Peru State College	194	67	34.5%
Pell Grant Recipients	90	20	22.2%
Direct Subsidized Loan Recipient ^a	34	16	47.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	70	31	44.3%
Wayne State College	693	295	42.6%
Pell Grant Recipients	297	96	32.3%
Direct Subsidized Loan Recipient ^a	111	42	37.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	285	157	55.1%
Total Four-Year Public Institutions	7,788	4,601	59.1%
Pell Grant Recipients	2,361	1,142	48.4%
Direct Subsidized Loan Recipient ^a	1,346	763	56.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,081	2,696	66.1%

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Table A10.8 Continued

2018-2019 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	812	426	52.5%
Pell Grant Recipients	313	151	48.2%
Direct Subsidized Loan Recipient ^a	118	69	58.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	381	206	54.1%
University of Nebraska-Lincoln	3,998	2,601	65.1%
Pell Grant Recipients	1,012	589	58.2%
Direct Subsidized Loan Recipient ^a	647	413	63.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,339	1,599	68.4%
University of Nebraska at Omaha	1,533	787	51.3%
Pell Grant Recipients	538	262	48.7%
Direct Subsidized Loan Recipient ^a	176	85	48.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	819	440	53.7%
Chadron State College	458	206	45.0%
Pell Grant Recipients	178	69	38.8%
Direct Subsidized Loan Recipient ^a	64	22	34.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	216	115	53.2%
Peru State College	273	94	34.4%
Pell Grant Recipients	129	29	22.5%
Direct Subsidized Loan Recipient ^a	52	18	34.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	92	47	51.1%
Wayne State College	690	353	51.2%
Pell Grant Recipients	283	124	43.8%
Direct Subsidized Loan Recipient ^a	109	64	58.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	298	165	55.4%
Total Four-Year Public Institutions	7,764	4,467	57.5%
Pell Grant Recipients	2,453	1,224	49.9%
Direct Subsidized Loan Recipient ^a	1,166	671	57.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,145	2,572	62.1%

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Table A10.8 Continued

2019-2020 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	870	505	58.0%
Pell Grant Recipients	311	159	51.1%
Direct Subsidized Loan Recipient ^a	98	42	42.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	461	304	65.9%
University of Nebraska-Lincoln	4,108	2,739	66.7%
Pell Grant Recipients	1,118	637	57.0%
Direct Subsidized Loan Recipient ^a	614	383	62.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,376	1,719	72.3%
University of Nebraska at Omaha	1,337	669	50.0%
Pell Grant Recipients	480	217	45.2%
Direct Subsidized Loan Recipient ^a	190	85	44.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	667	367	55.0%
Chadron State College	460	193	42.0%
Pell Grant Recipients	190	77	40.5%
Direct Subsidized Loan Recipient ^a	55	26	47.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	215	90	41.9%
Peru State College	259	94	36.3%
Pell Grant Recipients	124	31	25.0%
Direct Subsidized Loan Recipient ^a	49	16	32.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	86	47	54.7%
Wayne State College	680	360	52.9%
Pell Grant Recipients	274	114	41.6%
Direct Subsidized Loan Recipient ^a	116	59	50.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	290	187	64.5%
Total Four-Year Public Institutions	7,714	4,560	59.1%
Pell Grant Recipients	2,497	1,235	49.5%
Direct Subsidized Loan Recipient ^a	1,122	611	54.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,095	2,714	66.3%

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Table A10.8 Continued

2020-2021 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	767	436	56.8%
Pell Grant Recipients	262	134	51.1%
Direct Subsidized Loan Recipient ^a	91	47	51.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	414	255	61.6%
University of Nebraska-Lincoln	4,108	2,726	66.4%
Pell Grant Recipients	1,085	585	53.9%
Direct Subsidized Loan Recipient ^a	589	369	62.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,434	1,772	72.8%
University of Nebraska at Omaha	1,510	786	52.1%
Pell Grant Recipients	525	218	41.5%
Direct Subsidized Loan Recipient ^a	170	87	51.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	815	481	59.0%
Chadron State College	413	160	38.7%
Pell Grant Recipients	172	59	34.3%
Direct Subsidized Loan Recipient ^a	39	7	17.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	202	94	46.5%
Peru State College	248	97	39.1%
Pell Grant Recipients	120	27	22.5%
Direct Subsidized Loan Recipient ^a	43	19	44.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	85	51	60.0%
Wayne State College	630	315	50.0%
Pell Grant Recipients	264	108	40.9%
Direct Subsidized Loan Recipient ^a	92	41	44.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	274	166	60.6%
Total Four-Year Public Institutions	7,676	4,520	58.9%
Pell Grant Recipients	2,428	1,131	46.6%
Direct Subsidized Loan Recipient ^a	1,024	570	55.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,224	2,819	66.7%

Continued on the next page.

Table A10.8 Continued

2021-2022 Graduation Rates

Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	843	452	53.6%
Pell Grant Recipients	277	150	54.2%
Direct Subsidized Loan Recipient ^a	116	56	48.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	450	246	54.7%
University of Nebraska-Lincoln	4,301	2,785	64.8%
Pell Grant Recipients	1,000	518	51.8%
Direct Subsidized Loan Recipient ^a	807	497	61.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,494	1,770	71.0%
University of Nebraska at Omaha	1,499	776	51.8%
Pell Grant Recipients	514	227	44.2%
Direct Subsidized Loan Recipient ^a	191	88	46.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	794	461	58.1%
Chadron State College	382	169	44.2%
Pell Grant Recipients	141	51	36.2%
Direct Subsidized Loan Recipient ^a	49	22	44.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	192	96	50.0%
Peru State College	257	87	33.9%
Pell Grant Recipients	139	41	29.5%
Direct Subsidized Loan Recipient ^a	42	16	38.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	76	30	39.5%
Wayne State College	578	296	51.2%
Pell Grant Recipients	228	94	41.2%
Direct Subsidized Loan Recipient ^a	111	51	45.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	239	151	63.2%
Total Four-Year Public Institutions	7,860	4,565	58.1%
Pell Grant Recipients	2,299	1,081	47.0%
Direct Subsidized Loan Recipient ^a	1,316	730	55.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,245	2,754	64.9%

Note. Includes students who completed a bachelor's or equivalent degree within 150% of normal time. Data source: National Center for Education Statistics, IPEDS 2016 through 2022 surveys.

^a Only includes recipients that did not receive a Pell Grant.

Appendix 11

IPEDS College Transfer Rates within 150% of Normal Time

Explanatory Note A11.1 Information on Computed College Transfer Rates Based on Data Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate transfer-out rates for reporting institutions. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

A transfer-out student is a student who leaves the reporting institution (before completing a degree) and enrolls at another institution. A transfer-out rate is the total number of students who are known to have transferred out of the reporting institution within 150% of the normal time to degree or other award completion divided by the number of students in the adjusted cohort.

The cohort for a transfer rate is the same cohort that is used to calculate the graduation or completion rate, namely the full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer. (A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating transfer rates.)

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institutions, or drop out of the institution permanently or temporarily.

Data are collected on the number of students that transfer to other institutions if the mission of the institution, "...includes providing substantial preparation for students to enroll in another eligible institution..." (IPEDS Graduation Rates Full Instructions). As a result of the qualification that transfer be part of an institution's mission, some schools are not required to report the number of students in their freshmen cohorts who transfer to other institutions. Therefore, it is permissible for some schools to not report transfers, even though it would be desirable for them to report this information.

Table A11.1
Transfer Rates within 150% of Normal Time
for Nebraska Community Colleges by Sector and Institution
2011-2012 through 2021-2022

Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2011-2012			
Nebraska Community Colleges	5,153	1,016	19.7%
Central Community College	888	179	20.2%
Metropolitan Community College	1,021	227	22.2%
Mid Plains Community College	356	80	22.5%
Northeast Community College	872	130	14.9%
Southeast Community College	1,640	319	19.5%
Western Nebraska Community College	376	81	21.5%
2012-2013			
Nebraska Community Colleges	4,833	943	19.5%
Central Community College	852	161	18.9%
Metropolitan Community College	1,148	266	23.2%
Mid Plains Community College	401	82	20.4%
Northeast Community College	862	114	13.2%
Southeast Community College	1,168	235	20.1%
Western Nebraska Community College	402	85	21.1%
2013-2014			
Nebraska Community Colleges	4,674	1,000	21.4%
Central Community College	811	159	19.6%
Metropolitan Community College	887	223	25.1%
Mid Plains Community College	439	91	20.7%
Northeast Community College	790	129	16.3%
Southeast Community College	1,368	325	23.8%
Western Nebraska Community College	379	73	19.3%
2014-2015			
Nebraska Community Colleges	4,778	969	20.3%
Central Community College	740	162	21.9%
Metropolitan Community College	1,236	272	22.0%
Mid Plains Community College	424	95	22.4%
Northeast Community College	800	111	13.9%
Southeast Community College	1,203	254	21.1%
Western Nebraska Community College	375	75	20.0%

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Table A11.1 Continued			
Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2015-2016			
Nebraska Community Colleges	4,472	812	18.2%
Central Community College	710	109	15.4%
Metropolitan Community College	1,077	223	20.7%
Mid Plains Community College	395	98	24.8%
Northeast Community College	749	101	13.5%
Southeast Community College	1,205	218	18.1%
Western Nebraska Community College	336	63	18.8%
2016-2017			
Nebraska Community Colleges	4,233	741	17.5%
Central Community College	621	106	17.1%
Metropolitan Community College	1,075	210	19.5%
Mid Plains Community College	352	76	21.6%
Northeast Community College	785	99	12.6%
Southeast Community College	1,064	178	16.7%
Western Nebraska Community College	336	72	21.4%
2017-2018			
Nebraska Community Colleges	3,943	678	17.2%
Central Community College	611	80	13.1%
Metropolitan Community College	909	179	19.7%
Mid Plains Community College	328	72	22.0%
Northeast Community College	768	109	14.2%
Southeast Community College	1,010	189	18.7%
Western Nebraska Community College	317	49	15.5%
2018-2019			
Nebraska Community Colleges	4,178	755	18.1%
Central Community College	599	104	17.4%
Metropolitan Community College	1,057	219	20.7%
Mid Plains Community College	371	61	16.4%
Northeast Community College	862	106	12.3%
Southeast Community College	977	204	20.9%
Western Nebraska Community College	312	61	19.6%

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Table A11.1 Continued			
Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2019-2020			
Nebraska Community Colleges	3,676	659	17.9%
Central Community College	560	67	12.0%
Metropolitan Community College	665	106	15.9%
Mid Plains Community College	321	52	16.2%
Northeast Community College	885	139	15.7%
Southeast Community College	972	254	26.1%
Western Nebraska Community College	273	41	15.0%
2020-2021			
Nebraska Community Colleges	3,874	688	17.8%
Central Community College	588	90	15.3%
Metropolitan Community College	695	85	12.2%
Mid Plains Community College	328	66	20.1%
Northeast Community College	892	132	14.8%
Southeast Community College	1,043	266	25.5%
Western Nebraska Community College	328	49	14.9%
2021-2022			
Nebraska Community Colleges	3,979	595	15.0%
Central Community College	644	85	13.2%
Metropolitan Community College	664	109	16.4%
Mid Plains Community College	331	58	17.5%
Northeast Community College	887	132	14.9%
Southeast Community College	1,155	169	14.6%
Western Nebraska Community College	298	42	14.1%
Data source: National Center for Education Statistics, IPEDS 2012 through 2022 surveys.			

**Table A11.2
Graduation Rates Plus Transfer Rates within 150% of Normal Time
for Nebraska Community Colleges by Sector and Institution
2011-2012 through 2021-2022**

Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2011-2012			
Nebraska Community Colleges	5,153	2,466	47.9%
Central Community College	888	509	57.3%
Metropolitan Community College	1,021	351	34.4%
Mid Plains Community College	356	209	58.7%
Northeast Community College	872	542	62.2%
Southeast Community College	1,640	688	42.0%
Western Nebraska Community College	376	167	44.4%
2012-2013			
Nebraska Community Colleges	4,833	2,217	45.9%
Central Community College	852	373	43.8%
Metropolitan Community College	1,148	409	35.6%
Mid Plains Community College	401	219	54.6%
Northeast Community College	862	486	56.4%
Southeast Community College	1,168	552	47.3%
Western Nebraska Community College	402	178	44.3%
2013-2014			
Nebraska Community Colleges	4,674	2,348	50.2%
Central Community College	811	426	52.5%
Metropolitan Community College	887	344	38.8%
Mid Plains Community College	439	236	53.8%
Northeast Community College	790	493	62.4%
Southeast Community College	1,368	672	49.1%
Western Nebraska Community College	379	177	46.7%
2014-2015			
Nebraska Community Colleges	4,778	2,326	48.7%
Central Community College	740	396	53.5%
Metropolitan Community College	1,236	438	35.4%
Mid Plains Community College	424	242	57.1%
Northeast Community College	800	498	62.3%
Southeast Community College	1,203	584	48.5%
Western Nebraska Community College	375	168	44.8%
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Table A11.2 Continued			
Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2015-2016			
Nebraska Community Colleges	4,472	2,220	49.6%
Central Community College	710	377	53.1%
Metropolitan Community College	1,077	364	33.8%
Mid Plains Community College	395	231	58.5%
Northeast Community College	749	498	66.5%
Southeast Community College	1,205	587	48.7%
Western Nebraska Community College	336	163	48.5%
2016-2017			
Nebraska Community Colleges	4,233	2,149	50.8%
Central Community College	621	357	57.5%
Metropolitan Community College	1,075	380	35.3%
Mid Plains Community College	352	199	56.5%
Northeast Community College	785	532	67.8%
Southeast Community College	1,064	505	47.5%
Western Nebraska Community College	336	176	52.4%
2017-2018			
Nebraska Community Colleges	3,943	2,001	50.7%
Central Community College	611	332	54.3%
Metropolitan Community College	909	322	35.4%
Mid Plains Community College	328	231	70.4%
Northeast Community College	768	481	62.6%
Southeast Community College	1,010	504	49.9%
Western Nebraska Community College	317	131	41.3%
2018-2019			
Nebraska Community Colleges	4,178	2,177	52.1%
Central Community College	599	316	52.8%
Metropolitan Community College	1,057	423	40.0%
Mid Plains Community College	371	212	57.1%
Northeast Community College	862	546	63.3%
Southeast Community College	977	525	53.7%
Western Nebraska Community College	312	155	49.7%
Continued on the next page.			

Table A11.2 Continued			
Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2019-2020			
Nebraska Community Colleges	3,676	1,992	54.2%
Central Community College	560	284	50.7%
Metropolitan Community College	665	215	32.3%
Mid Plains Community College	321	202	62.9%
Northeast Community College	885	598	67.6%
Southeast Community College	972	551	56.7%
Western Nebraska Community College	273	142	52.0%
2020-2021			
Nebraska Community Colleges	3,874	2,146	55.4%
Central Community College	588	333	56.6%
Metropolitan Community College	695	236	34.0%
Mid Plains Community College	328	203	61.9%
Northeast Community College	892	596	66.8%
Southeast Community College	1,043	590	56.6%
Western Nebraska Community College	328	188	57.3%
2021-2022			
Nebraska Community Colleges	3,979	2,092	52.6%
Central Community College	644	359	55.7%
Metropolitan Community College	664	277	41.7%
Mid Plains Community College	331	207	62.5%
Northeast Community College	887	582	65.6%
Southeast Community College	1,155	525	45.5%
Western Nebraska Community College	298	142	47.7%
Data source: National Center for Education Statistics, IPEDS 2012 through 2022 surveys.			

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Appendix 12

National Student Clearinghouse Research Center Study, Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates

Six-Year Student Success Outcomes and College Completion Rates for Nebraska and the United States

Table A12.1 List of Nebraska Institutions Included in the National Student Clearinghouse Research Center Study Fall 2017 Cohort
2-Year Public
Central Community College
Metropolitan Community College
Mid-Plains Community College
Northeast Community College
Southeast Community College
Western Nebraska Community College
4-Year Public
Chadron State College
Peru State College
Wayne State College
University of Nebraska at Kearney
University of Nebraska-Lincoln
University of Nebraska Medical Center
University of Nebraska at Omaha
4-Year Private Nonprofit
Bellevue University
Bryan College of Health Sciences
Clarkson College
College of Saint Mary
Concordia University-Nebraska
Creighton University
Doane University
Hastings College
Midland University
Nebraska Christian College of Hope International University
Nebraska Methodist College of Nursing & Allied Health
Nebraska Wesleyan University
Purdue University Global
Union Adventist University
Data source: National Student Clearinghouse Research Center staff, December 19, 2023.

Table A12.2
Six-Year Outcomes for Fall 2017 Degree-Seeking, First-Time Freshmen by Type of Institution: Nebraska Compared to U.S. Overall

Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year		
Two-Year Public Institutions						
U.S. Overall	43.4%	32.7%	3.0%	7.7%	11.2%	45.4%
NE Overall (5,293)	44.6%	35.7%	3.2%	5.7%	8.6%	46.9%
Enrollment Status:						
<i>Exclusively Full-Time:</i>						
U.S. Overall	66.5%	53.6%	2.9%	10.0%	1.3%	32.1%
Nebraska	68.9%	61.0%	3.7%	4.2%	1.2%	29.9%
<i>Exclusively Part-Time:</i>						
U.S. Overall	20.2%	18.5%	1.1%	0.7%	7.1%	72.7%
Nebraska	11.1%	9.6%	0.2%	1.4%	7.2%	81.6%
<i>Mixed Enrollment Status:</i>						
U.S. Overall	38.1%	26.4%	3.4%	8.3%	16.6%	45.3%
Nebraska	36.5%	25.3%	3.6%	7.6%	13.6%	50.0%
Gender:						
<i>Male</i>						
U.S. Overall	41.0%	30.7%	2.7%	7.6%	10.4%	48.6%
Nebraska	45.2%	37.2%	3.1%	4.9%	6.9%	47.9%
<i>Female:</i>						
U.S. Overall	46.9%	35.2%	3.4%	8.2%	12.0%	41.1%
Nebraska	43.9%	34.0%	3.4%	6.6%	10.5%	45.6%
Age Group:						
<i>Students Age 20 or Younger:</i>						
U.S. Overall	44.5%	32.9%	3.1%	8.5%	11.5%	44.0%
Nebraska	46.3%	37.0%	3.5%	5.7%	8.5%	45.3%
<i>Students Age 21 Through Age 24:</i>						
U.S. Overall	34.9%	27.2%	2.6%	5.1%	11.2%	53.9%
Nebraska	32.7%	24.4%	1.8%	6.5%	9.9%	57.4%
<i>Students Age 25 or Older:</i>						
U.S. Overall	41.0%	34.8%	2.3%	3.8%	8.6%	50.4%
Nebraska	37.2%	30.9%	1.8%	4.5%	8.5%	54.3%

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Table A12.2 Continued						
Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year		
Four-Year Public Institutions						
U.S. Overall	67.4%	57.0%	2.8%	7.6%	8.4%	24.3%
NE Overall (8,745)	69.6%	56.0%	3.9%	9.6%	8.1%	22.3%
Enrollment Status:						
<i>Exclusively Full-Time:</i>						
U.S. Overall	84.3%	75.6%	1.6%	7.1%	1.6%	14.1%
Nebraska	85.0%	73.2%	2.0%	9.7%	1.2%	13.8%
<i>Exclusively Part-Time:</i>						
U.S. Overall	20.0%	17.8%	1.0%	1.2%	7.2%	72.7%
Nebraska	16.4%	12.7%	3.7%	0.0%	4.5%	79.1%
<i>Mixed Enrollment Status:</i>						
U.S. Overall	51.1%	37.7%	4.5%	8.9%	17.1%	31.9%
Nebraska	48.2%	31.6%	6.7%	9.8%	18.8%	33.0%
Gender:						
<i>Male</i>						
U.S. Overall	63.4%	53.8%	2.5%	7.1%	9.0%	27.6%
Nebraska	66.4%	54.8%	4.4%	7.2%	8.7%	24.9%
<i>Female:</i>						
U.S. Overall	70.8%	59.0%	3.2%	8.6%	8.1%	21.1%
Nebraska	74.1%	57.8%	3.8%	12.5%	8.0%	18.0%
Age Group:						
<i>Students Age 20 or Younger:</i>						
U.S. Overall	68.6%	57.6%	3.0%	8.0%	8.5%	22.9%
Nebraska	70.1%	56.2%	4.0%	9.8%	8.2%	21.7%
<i>Students Age 21 Through Age 24:</i>						
U.S. Overall	58.8%	53.8%	1.1%	3.9%	6.8%	34.5%
Nebraska	53.2%	46.4%	2.2%	4.7%	4.7%	42.1%
<i>Students Age 25 or Older:</i>						
U.S. Overall	56.3%	51.7%	0.7%	3.8%	7.8%	35.9%
Nebraska	70.5%	61.2%	1.8%	7.5%	8.4%	21.1%

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Table A12.2 Continued						
Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year		
Four-Year Private Nonprofit Institutions						
U.S. Overall	77.5%	66.0%	1.9%	9.6%	5.6%	16.9%
NE Overall (3,223)	76.3%	63.2%	2.7%	10.4%	5.7%	17.9%
Enrollment Status:						
<i>Exclusively Full-Time:</i>						
U.S. Overall	88.4%	78.8%	1.0%	8.6%	1.2%	10.4%
Nebraska	88.6%	78.1%	1.4%	9.1%	0.8%	10.5%
<i>Exclusively Part-Time:</i>						
U.S. Overall	36.2%	32.4%	0.5%	3.3%	6.0%	57.8%
Nebraska	24.6%	22.7%	0.0%	1.9%	0.0%	75.4%
<i>Mixed Enrollment Status:</i>						
U.S. Overall	54.8%	38.0%	4.3%	12.5%	15.9%	29.2%
Nebraska	50.9%	31.1%	5.9%	13.8%	17.4%	31.8%
Gender:						
<i>Male</i>						
U.S. Overall	73.6%	62.4%	1.9%	9.3%	6.2%	20.2%
Nebraska	71.0%	57.9%	2.6%	10.6%	6.5%	22.5%
<i>Female:</i>						
U.S. Overall	80.2%	68.0%	2.1%	10.1%	5.3%	14.5%
Nebraska	81.1%	67.7%	2.9%	10.4%	5.1%	13.8%
Age Group:						
<i>Students Age 20 or Younger:</i>						
U.S. Overall	78.7%	66.4%	2.2%	10.1%	5.7%	15.7%
Nebraska	77.4%	63.7%	2.9%	10.8%	5.9%	16.6%
<i>Students Age 21 Through Age 24:</i>						
U.S. Overall	76.0%	69.7%	0.5%	5.8%	4.2%	19.7%
Nebraska	57.0%	53.5%	0.0%	3.5%	4.7%	38.3%
<i>Students Age 25 or Older:</i>						
U.S. Overall	66.9%	59.3%	0.3%	7.4%	5.5%	27.5%
Nebraska	65.6%	59.0%	0.0%	6.6%	2.2%	32.3%
<p><i>Note.</i> The percentages reported in this table are based on the enrollment and completion records maintained by the National Student Clearinghouse. An analysis of these records resulted in a national cohort of over 2.4 million college students who were classified as degree-seeking, first-time freshmen in fall 2017. The enrollment and completion records of these students were then analyzed through the six-year period ending June 30, 2023. Each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. The percentage of Nebraska institutions with Clearinghouse records varied by type of institution. The data coverage rate for Nebraska's four-year public institutions was 100.0%, Nebraska's four-year private nonprofit institutions was 99.9%, and Nebraska's two-year public colleges was 100.0%. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record prior to fall 2017 (not counting dual enrollments while still in high school), and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2017, according to Clearinghouse data unless the award date was before the student turned 18 years old. Since Clearinghouse enrollment data does not include a flag for dual enrollment, students were classified as dual enrollment if their enrollment/degree records prior to fall 2017 were before the student turned 18 years old. Data source: National Student Clearinghouse Research Center, <i>Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates</i> (Signature Report 22), published November 2023.</p>						

Appendix 13

Estimated Nebraska Net Migration of 22- to 64-Year-Olds

Table A13.1				
Educational Attainment of 22- to 64-Year-Olds				
Based on the 2013-2017 and 2018-2022 American Community Survey				
Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
2013-2017				
High School Graduate or Below	330,872	32.0%	68,028,456	37.4%
Some College or Associate's	366,341	35.5%	56,496,512	31.1%
Bachelor's Degree or Higher	335,936	32.5%	57,319,694	31.5%
Total	1,033,149		181,844,662	
2018-2022				
High School Graduate or Below	317,074	30.2%	65,572,182	35.4%
Some College or Associate's	357,249	34.1%	54,482,781	29.4%
Bachelor's Degree or Higher	374,771	35.7%	64,997,854	35.1%
Total	1,049,094		185,052,817	
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017 and 2018-2022 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).				

**Table A13.2
Educational Attainment of 22- to 64-Year-Olds by Gender
Based on the 2013-2017 and 2018-2022 American Community Survey**

Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
2013-2017				
Male				
High School Graduate or Below	186,072	35.7%	36,985,403	41.0%
Some College or Associate's	180,646	34.6%	26,703,901	29.6%
Bachelor's Degree or Higher	154,712	29.7%	26,495,587	29.4%
Total	521,430		90,184,891	
Female				
High School Graduate or Below	144,800	28.3%	31,043,053	33.9%
Some College or Associate's	185,695	36.3%	29,792,611	32.5%
Bachelor's Degree or Higher	181,224	35.4%	30,824,107	33.6%
Total	511,719		91,659,771	
2018-2022				
Male				
High School Graduate or Below	180,455	33.7%	36,539,778	39.3%
Some College or Associate's	181,908	33.9%	26,308,574	28.3%
Bachelor's Degree or Higher	173,520	32.4%	30,079,236	32.4%
Total	535,883		92,927,588	
Female				
High School Graduate or Below	136,619	26.6%	29,032,404	31.5%
Some College or Associate's	175,341	34.2%	28,174,207	30.6%
Bachelor's Degree or Higher	201,251	39.2%	34,918,618	37.9%
Total	513,211		92,125,229	
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017 and 2018-2022 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).				

**Table A13.3
Educational Attainment of 22- to 64-Year-Olds by Race/Ethnicity
Based on the 2013-2017 and 2018-2022 American Community Survey**

Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
2013-2017				
White				
High School Graduate or Below	229,468	27.3%	35,831,396	31.8%
Some College or Associate's	312,734	37.2%	36,259,762	32.2%
Bachelor's Degree or Higher	298,522	35.5%	40,662,685	36.1%
Total	840,724		112,753,843	
Asian/Pacific Islander				
High School Graduate or Below	8,598	34.1%	2,733,870	24.9%
Some College or Associate's	4,406	17.5%	2,284,725	20.8%
Bachelor's Degree or Higher	12,241	48.5%	5,976,006	54.4%
Total	25,245		10,994,601	
Hispanic				
High School Graduate or Below	65,492	67.6%	17,894,598	58.3%
Some College or Associate's	21,357	22.1%	8,125,923	26.5%
Bachelor's Degree or Higher	9,986	10.3%	4,677,595	15.2%
Total	96,835		30,698,116	
Native American				
High School Graduate or Below	3,744	52.3%	584,766	48.8%
Some College or Associate's	2,492	34.8%	440,177	36.8%
Bachelor's Degree or Higher	926	12.9%	172,355	14.4%
Total	7,162		1,197,298	
Black				
High School Graduate or Below	19,076	39.8%	9,906,487	43.6%
Some College or Associate's	19,562	40.8%	8,117,848	35.8%
Bachelor's Degree or Higher	9,337	19.5%	4,673,711	20.6%
Total	47,975		22,698,046	
Two or More Races				
High School Graduate or Below	4,293	29.8%	932,342	29.8%
Some College or Associate's	5,531	38.4%	1,159,524	37.1%
Bachelor's Degree or Higher	4,572	31.8%	1,033,208	33.1%
Total	14,396		3,125,074	
Other				
High School Graduate or Below	201	24.8%	144,997	38.4%
Some College or Associate's	259	31.9%	108,553	28.7%
Bachelor's Degree or Higher	352	43.3%	124,134	32.9%
Total	812		377,684	

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Table A13.3 (Continued)				
Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
2018-2022				
White				
High School Graduate or Below	206,596	25.2%	32,648,402	30.0%
Some College or Associate's	293,974	35.9%	32,915,756	30.3%
Bachelor's Degree or Higher	318,777	38.9%	43,215,552	39.7%
Total	819,347		108,779,710	
Asian/Pacific Islander				
High School Graduate or Below	10,154	33.8%	2,691,695	22.4%
Some College or Associate's	5,358	17.8%	2,216,778	18.4%
Bachelor's Degree or Higher	14,517	48.3%	7,107,356	59.1%
Total	30,029		12,015,829	
Hispanic				
High School Graduate or Below	68,731	59.9%	18,261,405	53.7%
Some College or Associate's	26,517	23.1%	9,106,135	26.8%
Bachelor's Degree or Higher	19,426	16.9%	6,630,240	19.5%
Total	114,674		33,997,780	
Native American				
High School Graduate or Below	3,260	49.0%	507,762	49.4%
Some College or Associate's	2,590	38.9%	363,566	35.4%
Bachelor's Degree or Higher	807	12.1%	156,529	15.2%
Total	6,657		1,027,857	
Black				
High School Graduate or Below	20,302	40.7%	9,627,842	41.7%
Some College or Associate's	18,549	37.2%	7,843,353	34.0%
Bachelor's Degree or Higher	11,066	22.2%	5,621,165	24.3%
Total	49,917		23,092,360	
Two or More Races				
High School Graduate or Below	7,398	28.6%	1,603,289	29.6%
Some College or Associate's	9,381	36.2%	1,825,964	33.7%
Bachelor's Degree or Higher	9,106	35.2%	1,982,223	36.6%
Total	25,885		5,411,476	
Other				
High School Graduate or Below	633	24.5%	231,787	31.8%
Some College or Associate's	880	34.0%	211,229	29.0%
Bachelor's Degree or Higher	1,072	41.5%	284,789	39.1%
Total	2,585		727,805	
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017 and 2018-2022 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).				

Table A13.4
Nebraska Average Annual In-Migration, Out-Migration, and
Net Migration of 22- to 64-Year-Olds by Education Level
Based on the 2013-2017 and 2018-2022 American Community Survey

Level of Education	Estimated In-Migration	Estimated Out-Migration	Estimated Net Migration	Number of Sample Cases
2013-2017				
High School Graduate or Below	8,353	7,309	1,044	684
Some College or Associate's	9,603	8,749	854	800
Bachelor's Degree or Higher	12,066	13,753	-1,687	1,124
Total Migration	30,022	29,811	211	2,608
2018-2022				
High School Graduate or Below	7,266	7,505	-239	674
Some College or Associate's	8,302	8,550	-248	678
Bachelor's Degree or Higher	12,269	16,824	-4,555	1,139
Total Migration	27,837	32,879	-5,042	2,491
<p><i>Note.</i> The number of sample cases is the actual number of survey responses that were used to arrive at the migration estimates. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2013-2017 (compiled and prepared by the Center for Public Affairs Research, University of Nebraska Omaha) and 2018-2022 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).</p>				

Nebraska's Coordinating Commission for Postsecondary Education

P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508
Phone: (402) 471-2847

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