



2024 Nebraska Higher Education Progress Report Executive Summary



**Approved by the Coordinating Commission for
Postsecondary Education — March 15, 2024**

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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.

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.

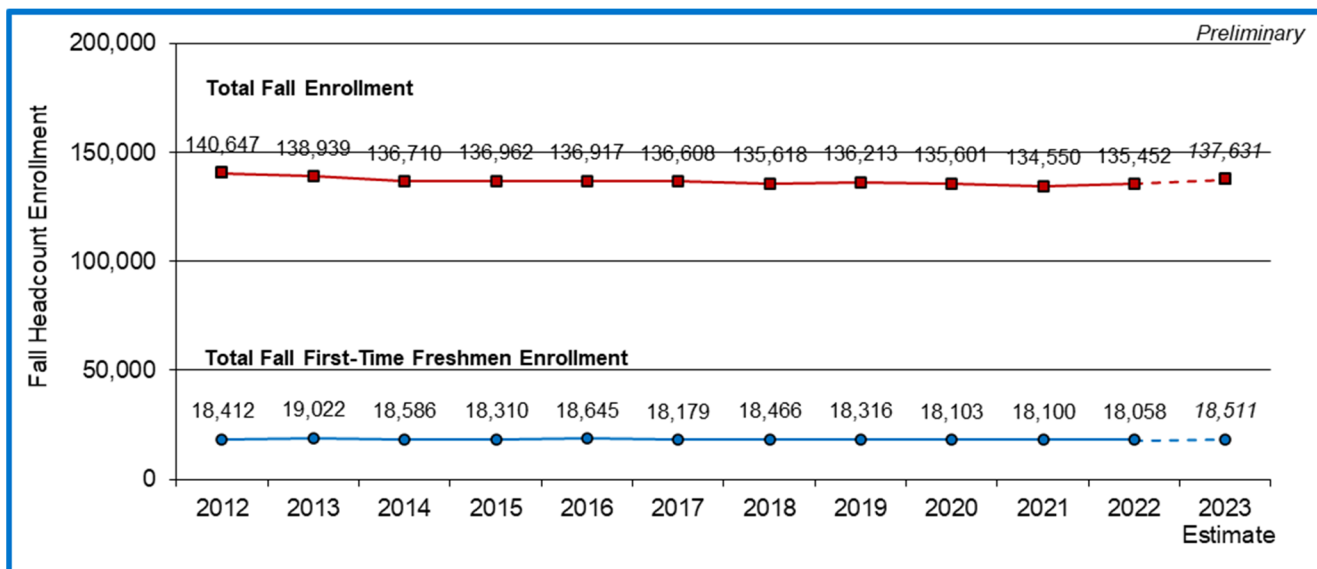
Total fall enrollments

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**



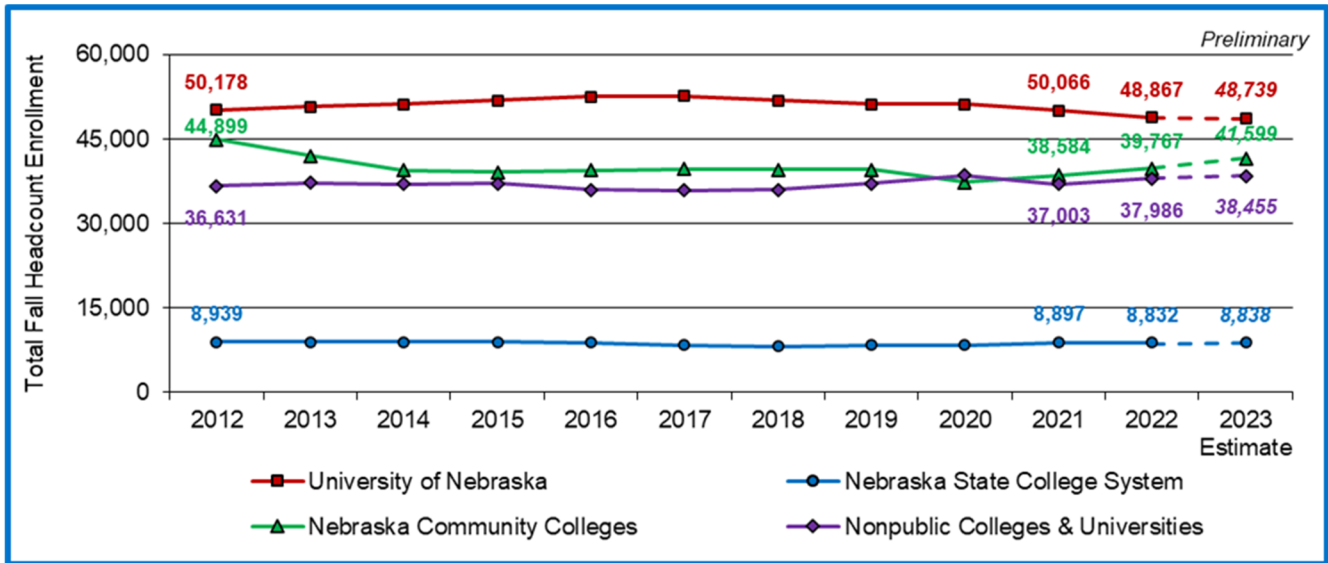
Note. See Figure 1.1 (page 3) and Figure 1.13 (page 15).

Freshmen fall enrollments

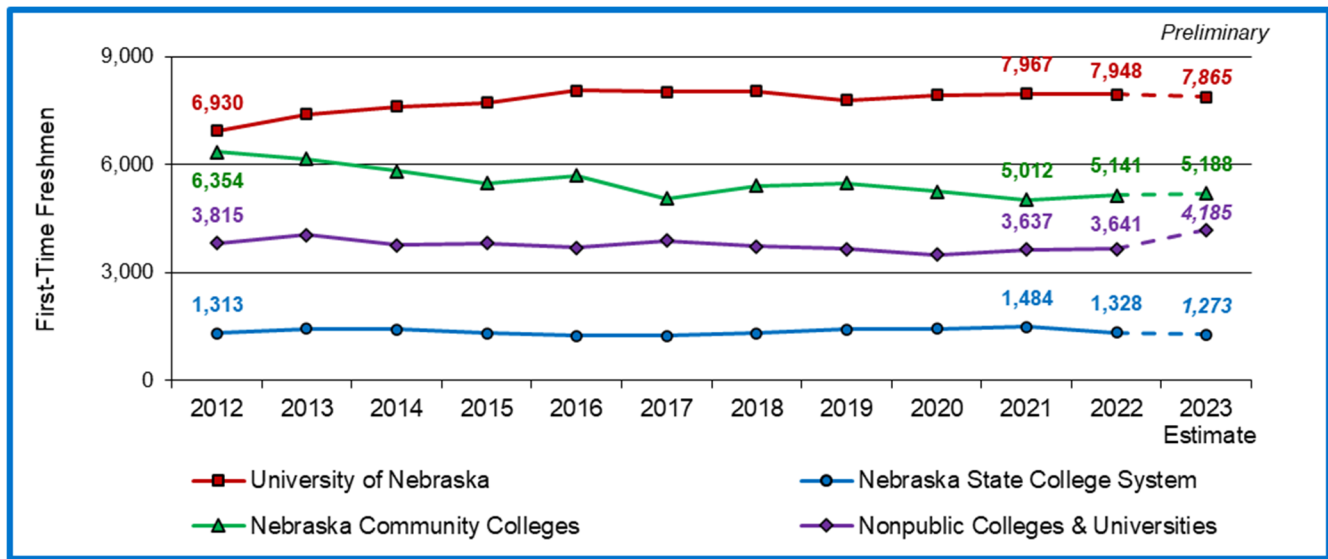
Total enrollment of first-time freshmen (FTF) at the state’s postsecondary institutions decreased 1.9%, from 18,412 in fall 2012 to 18,058 in fall 2022. FTF enrollment increased 14.7% at the University of Nebraska and 1.1% at the state colleges while declining 19.1% at the community colleges and 4.6%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

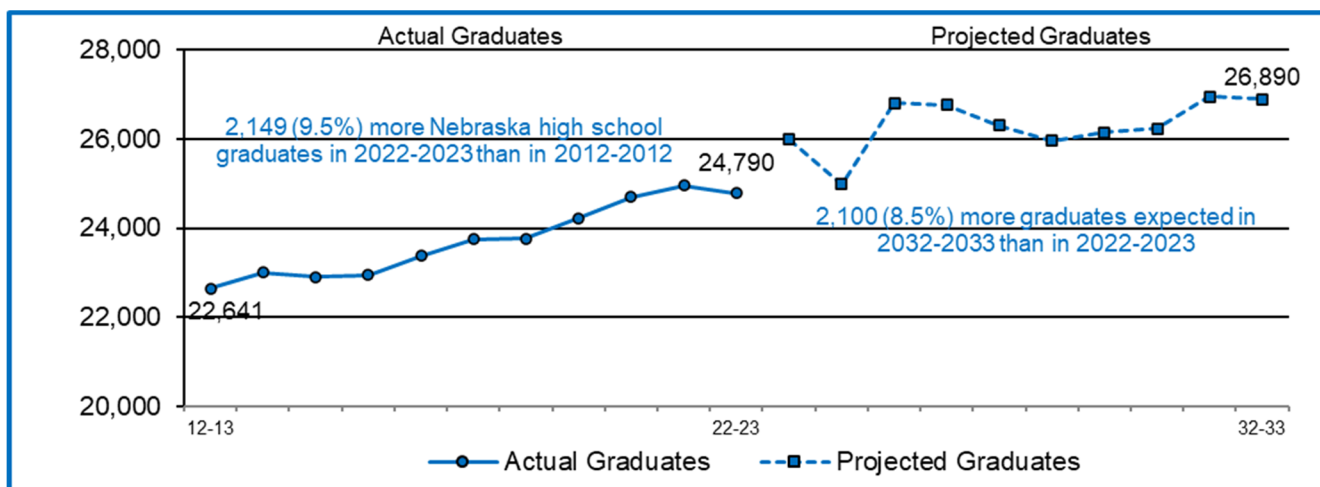
As shown on the next page, the demographic profile of Nebraska’s public high school graduates has changed considerably over the last decade and is forecast to continue to change over the next decade.

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.

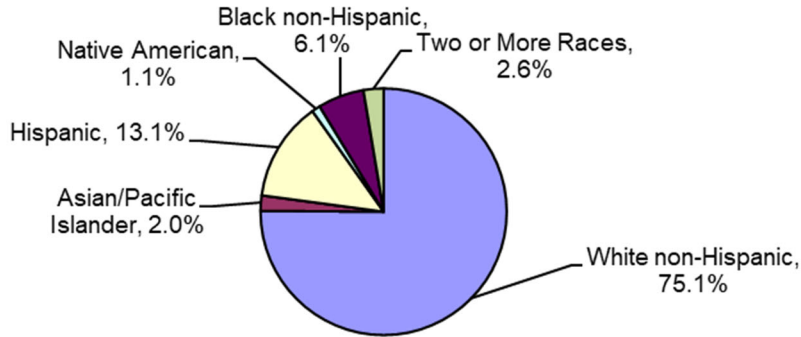
Actual and Projected Number of Nebraska High School Graduates 2012-2013 through 2032-2033



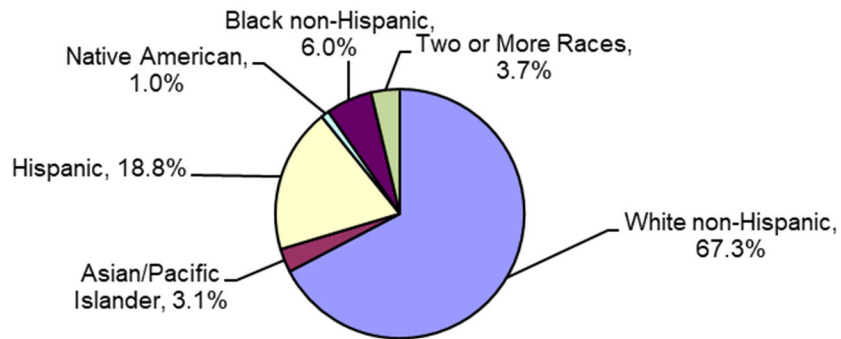
Note. The gap in the above line graph separates actual from projected graduates. See Figure 1.1.a.1 (page 19) and Figure 1.1.a.2 (page 21).

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

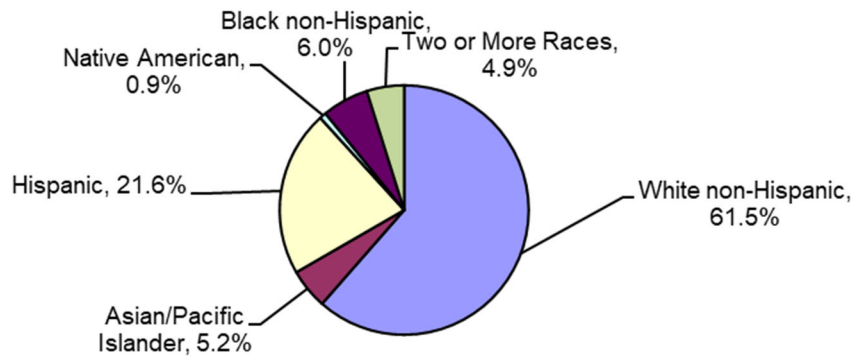
Actual Percentages of Graduates: 2012-2013



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.)

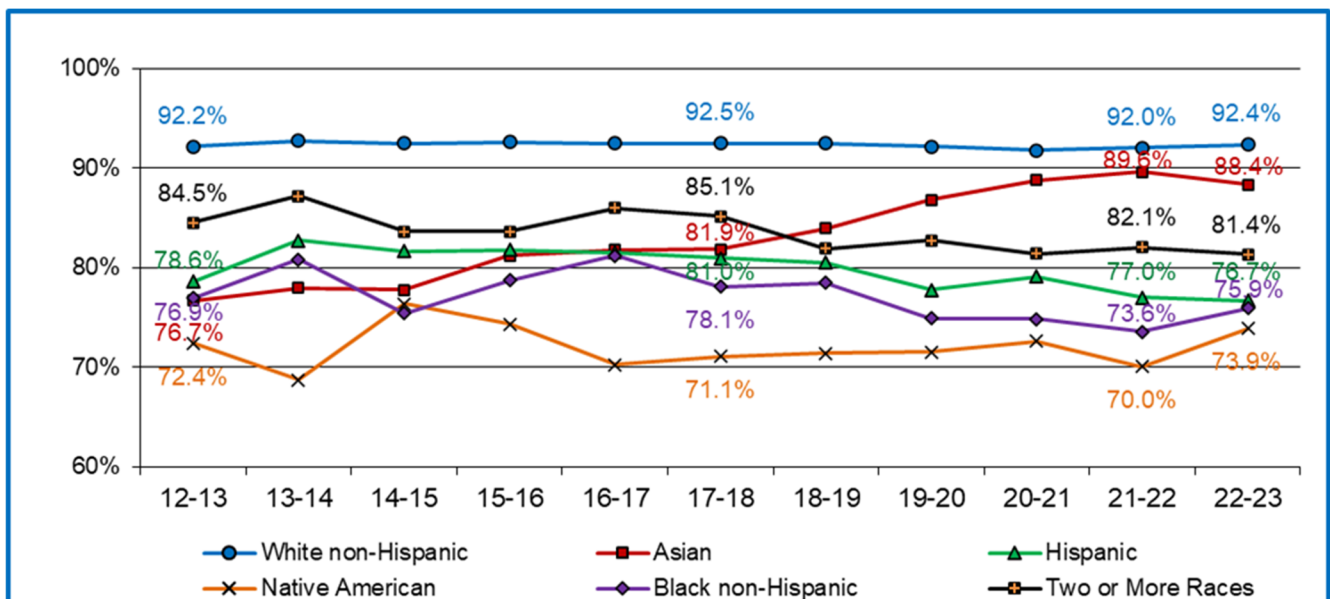
As shown below, between 2012-2013 and 2022-2023, cohort four-year graduation rates decreased 1.9 percentage points for Hispanics, 1.0 percentage point for Black non-Hispanics, and 3.1 percentage points for multiracial individuals. During this same time, cohort four-year graduation rates increased for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

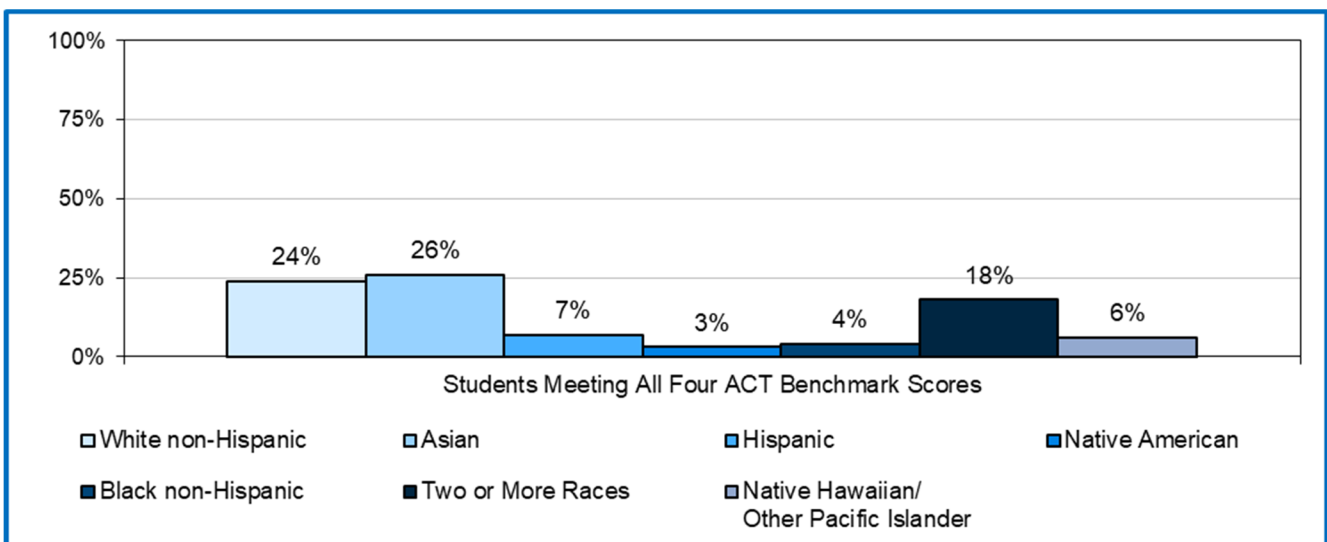
Public high school college continuation rates based on National Student Clearinghouse data

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



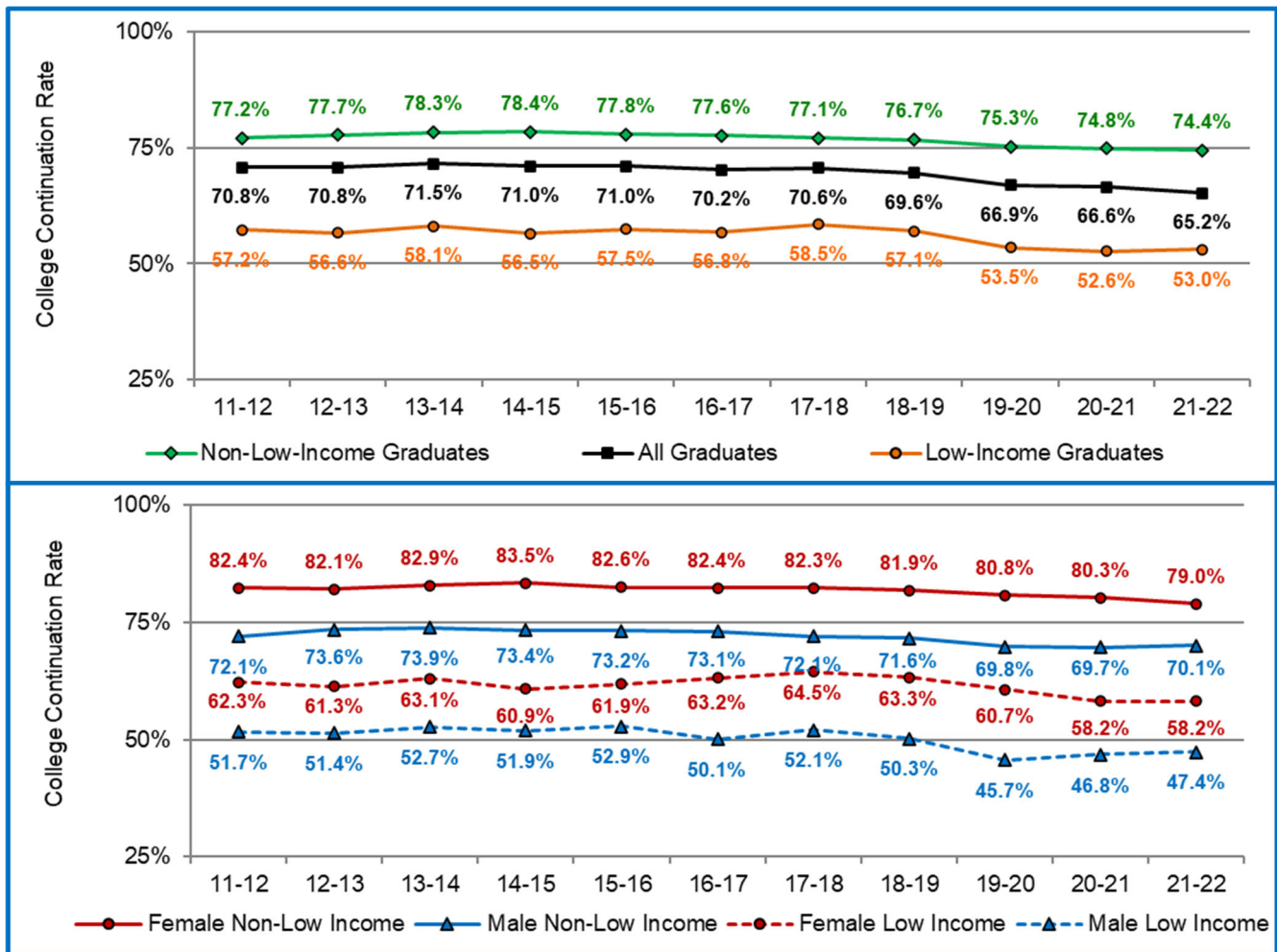
Note. Figure 1.1.b.7 (page 40).

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%).

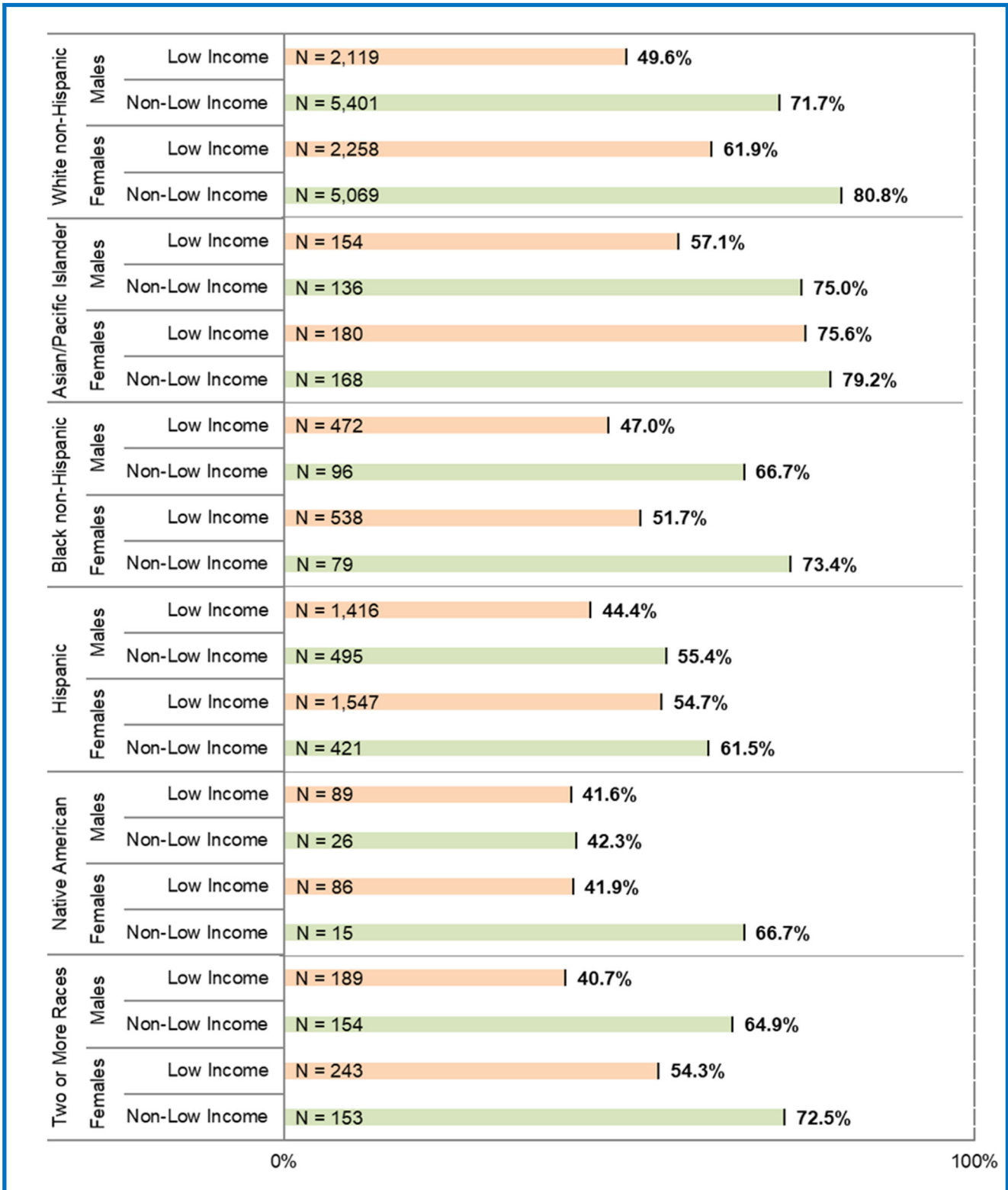
College continuation data is also available by race/ethnicity. Segmenting college continuation rates by race/ethnicity, gender, and student income status results in college continuation rates for 24 subgroups.

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		

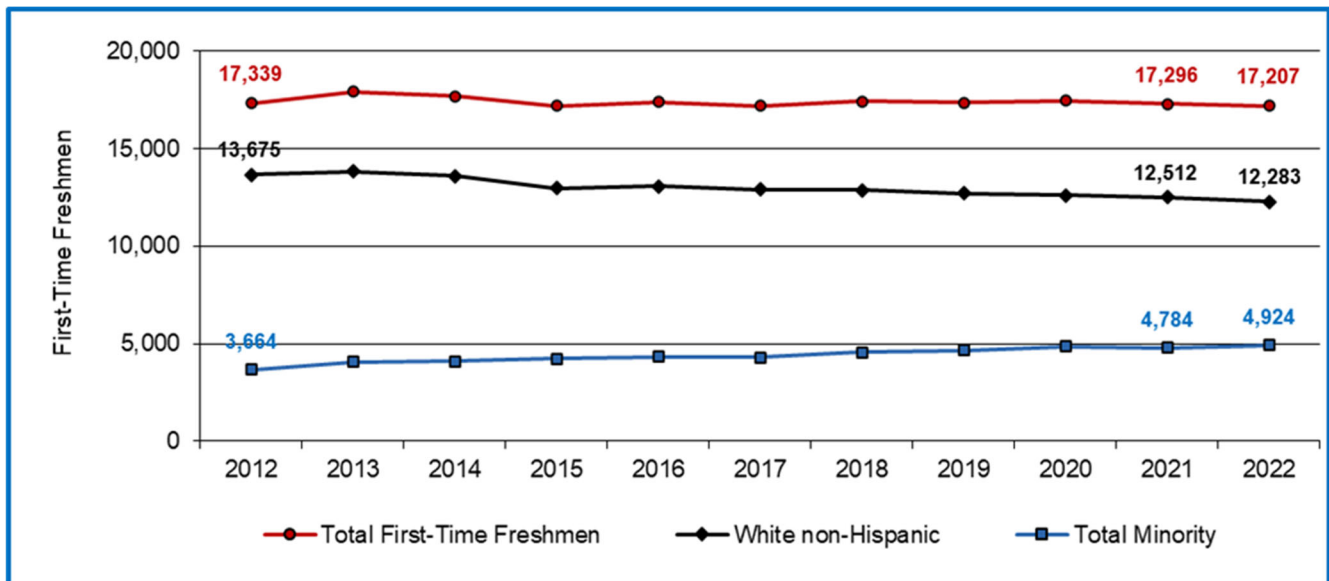
Note. Includes full-time and part-time students. Does not include students with foreign residency, reported unknown states of residence, or students for whom no residence information was reported. Does not include fall 2022 migration data for Texas State Technical College. (see Table 1.3.2 for more information).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

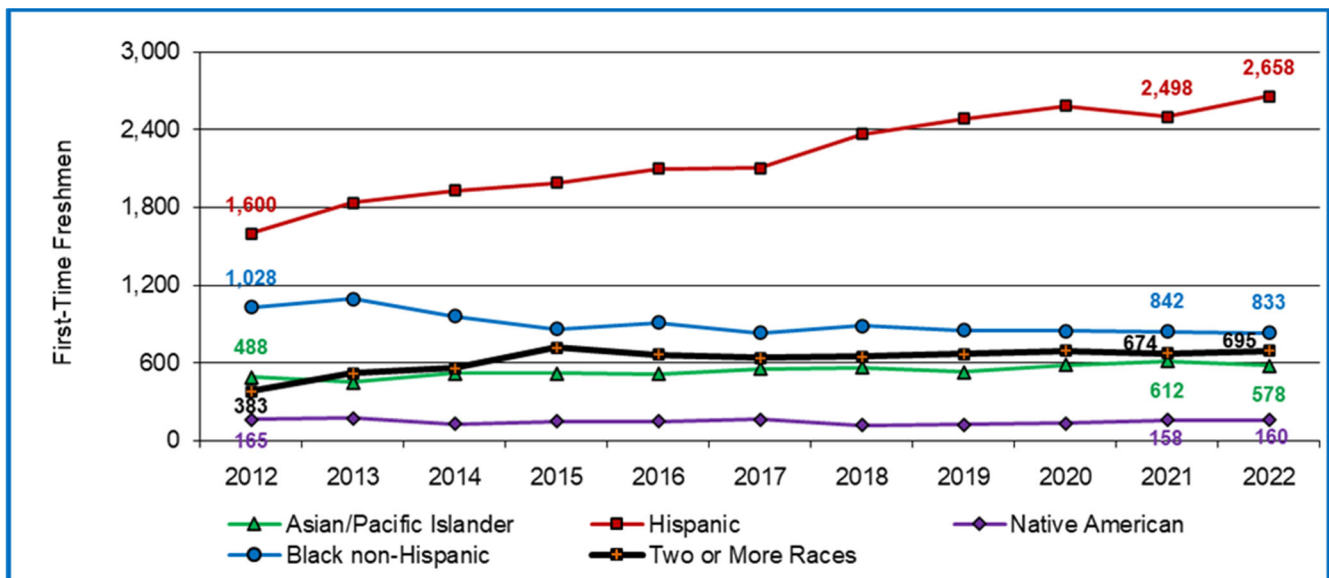
The net effect of these changes is that there were 1,260 more minority students attending Nebraska colleges as first-time freshmen in fall

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.

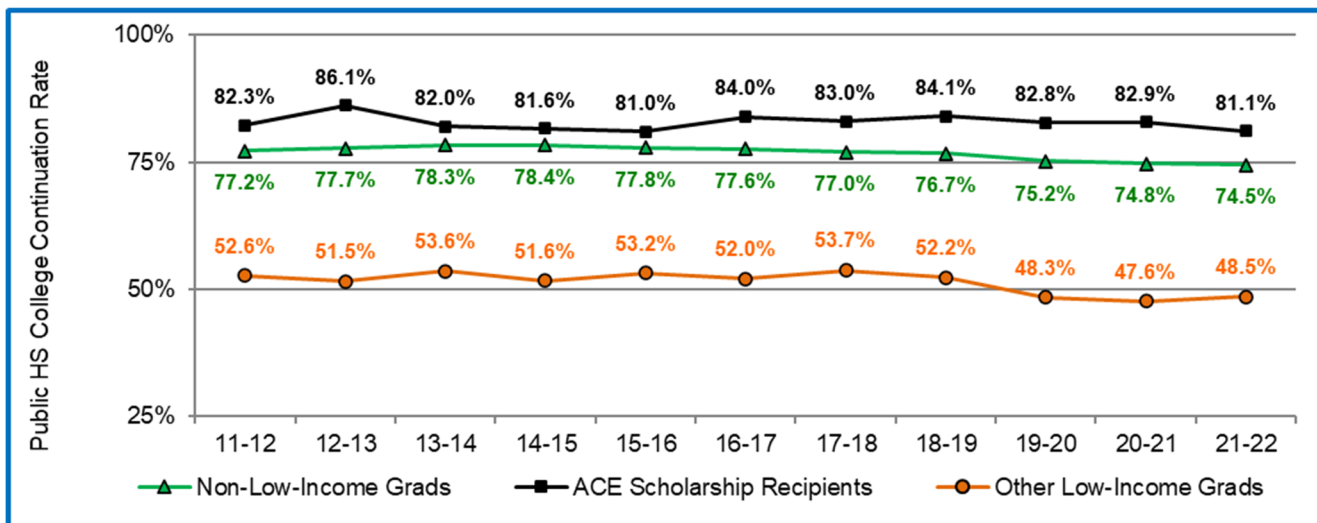
In 2012-2013, 1,705 Nebraska high school students took 11,877 credit hours of college coursework paid for by their ACE scholarships. With increased funding, 2,635 low-income Nebraska high school students were able to take 18,574 credit hours of college coursework in 2022-2023. (See Figure 1.5.7 on page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

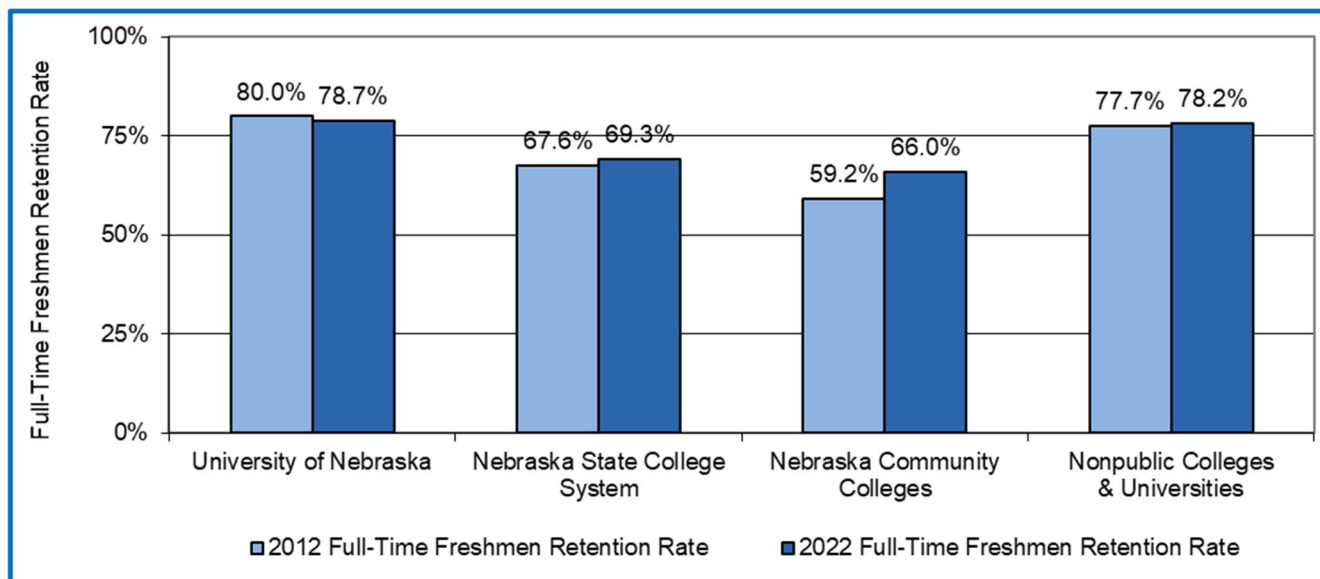
complete degree or certificate programs than students who attend college full time.

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.)

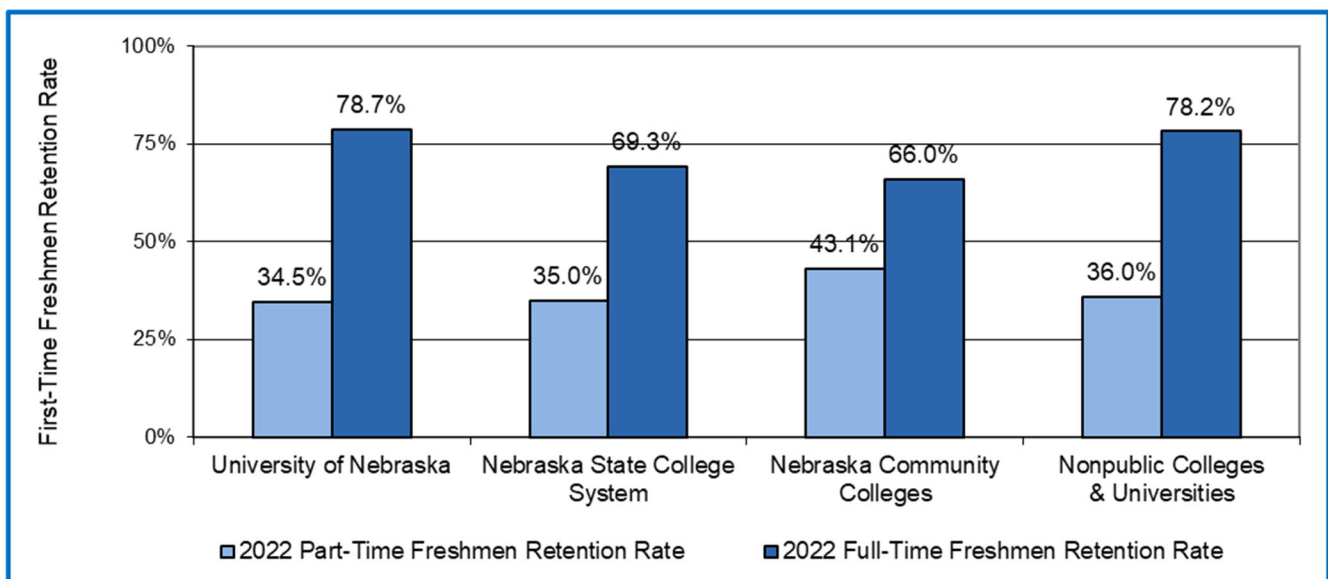
College graduation rates based on IPEDS data

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



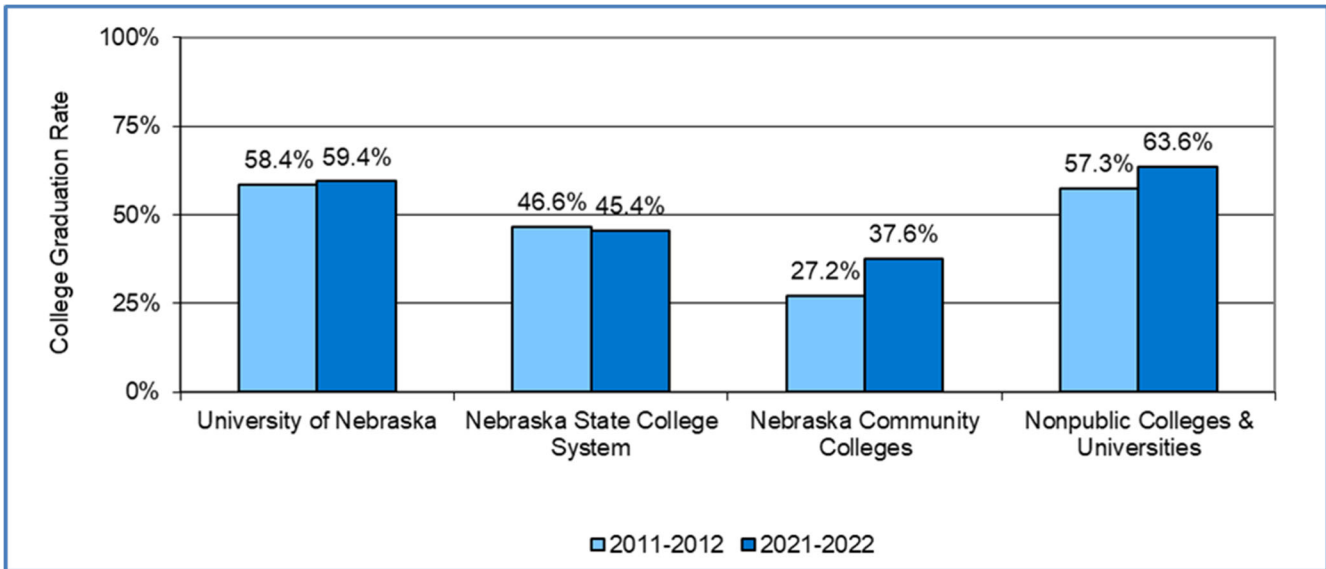
Note. See Figure 2.1.1 (page 91) and Figure 2.1.2 (page 92).

Gender disparities in graduation rates

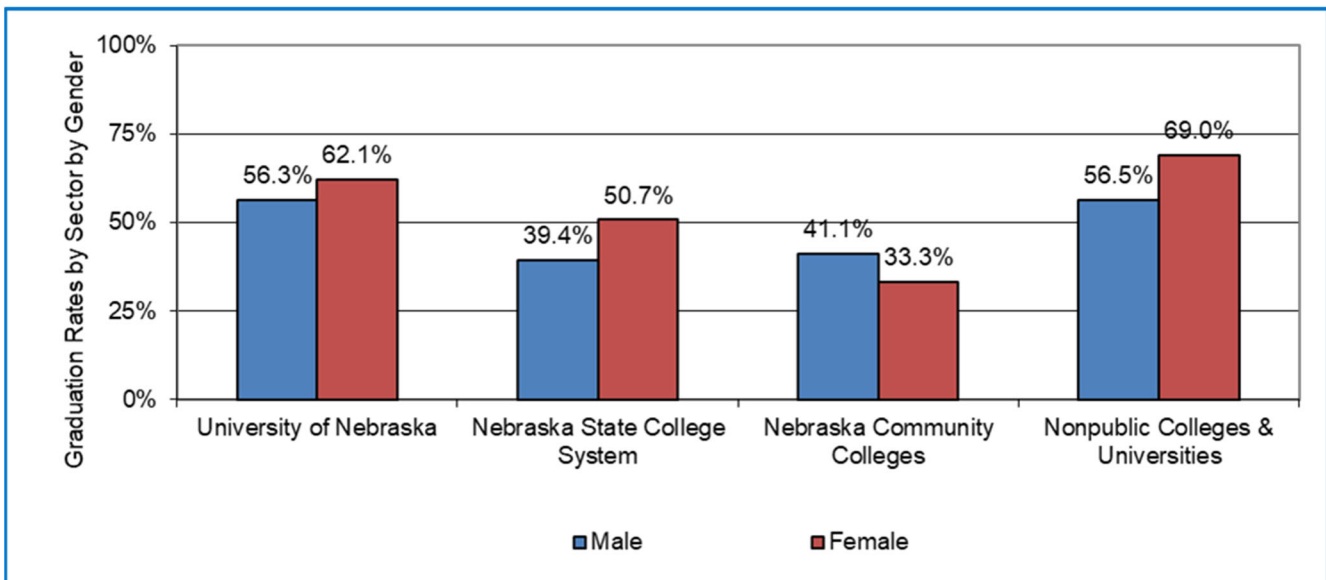
Segmenting college graduation rates by sector and gender results in graduation rates for eight subgroups. Between 2011-2012 and 2021-2022, graduation rates increased for six out of eight of these subgroups. Graduation rates at the state college decreased for both males and females during this time period.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

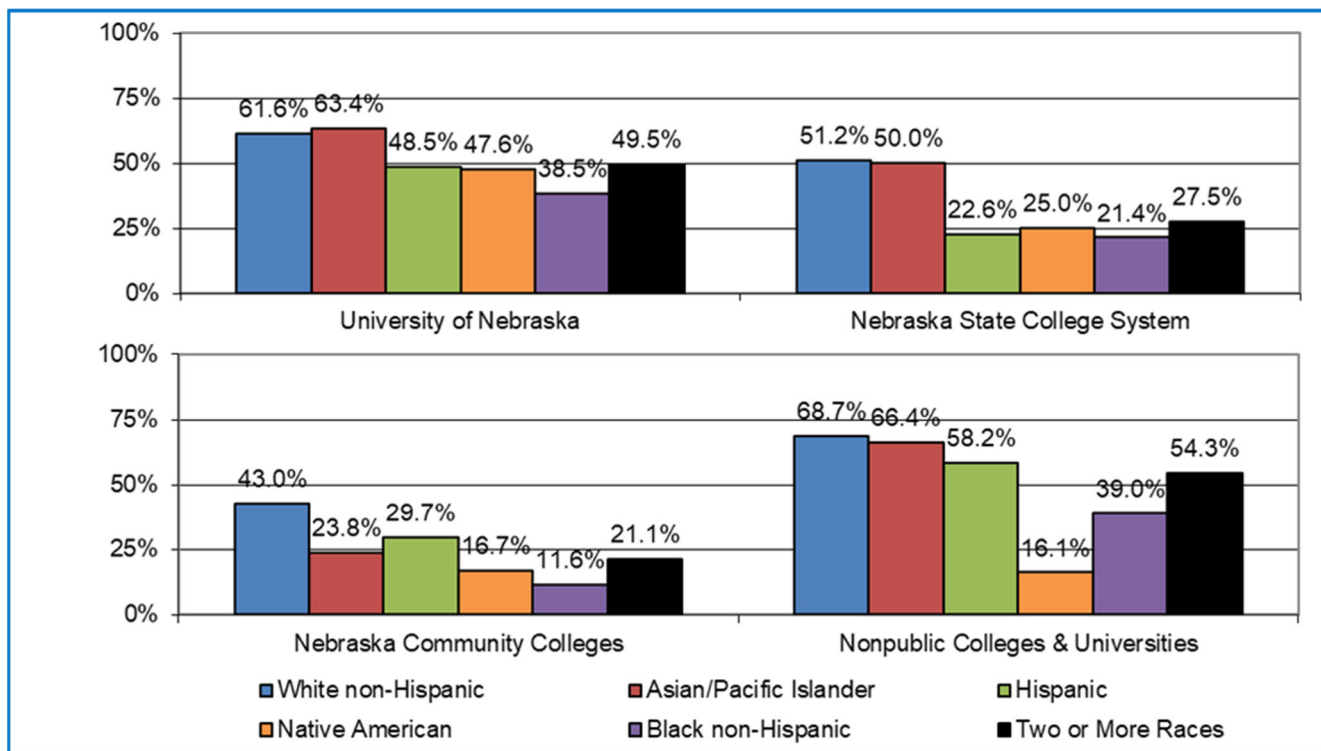
College graduation rates by financial aid received

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.

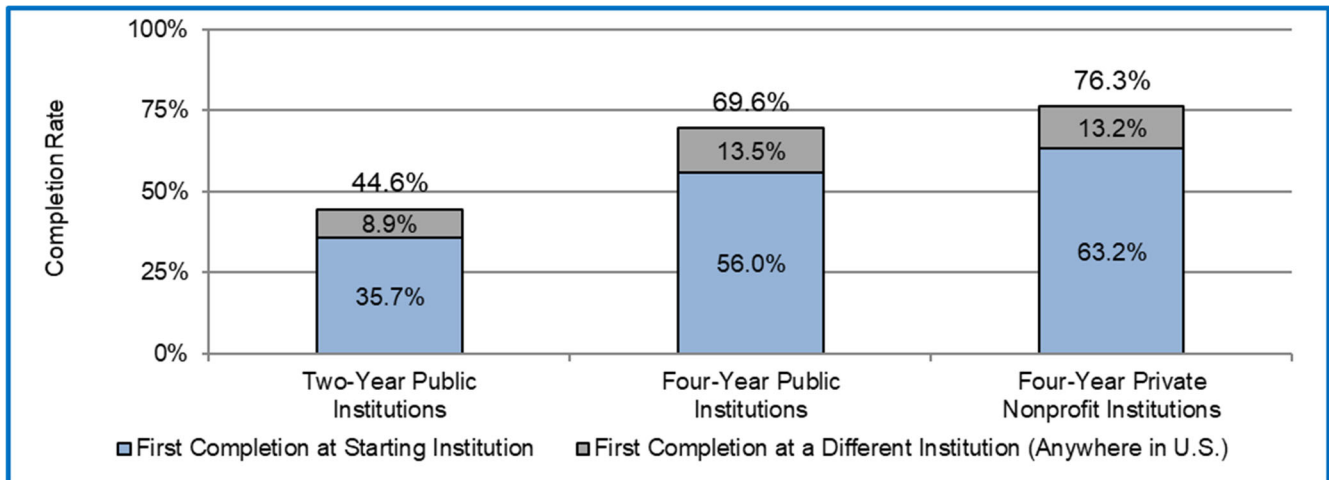
For the study, students were classified by the state of the institution where they first started college and by type of institution. Based on Clearinghouse enrollment and completion records, comparable six-year completion and persistence rates were calculated for the students who started college at (a)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

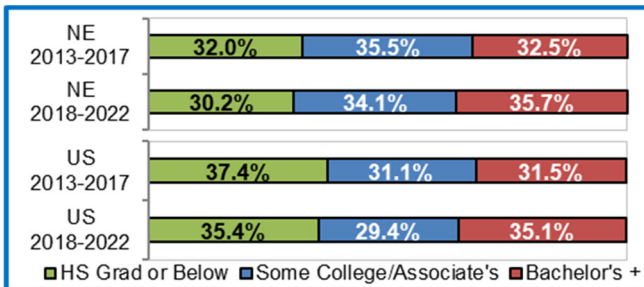
Migration Estimates for 22- to 64-Year-Olds

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

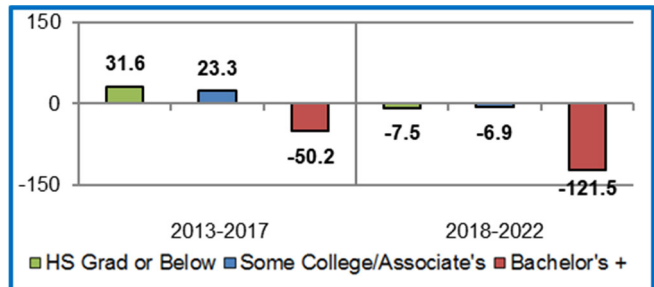
As shown below, for every 10,000 people in Nebraska with a bachelor’s degree or higher, there was an average annual net out-migration of 121.5 people for 2018-2022, compared to an average annual net out-migration of 50.2 people for 2013-2017.

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.

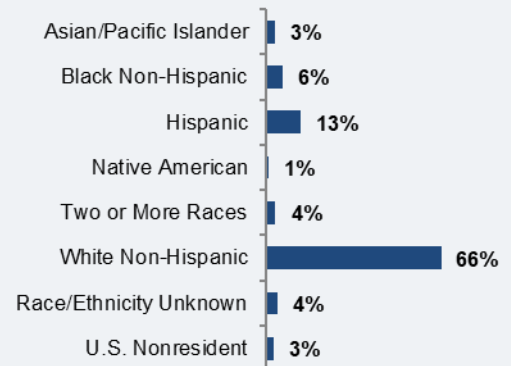
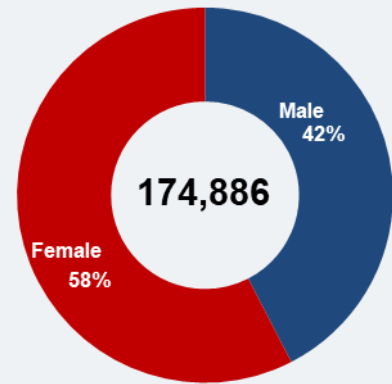
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Nebraska Postsecondary Enrollment and Degrees

January 2024

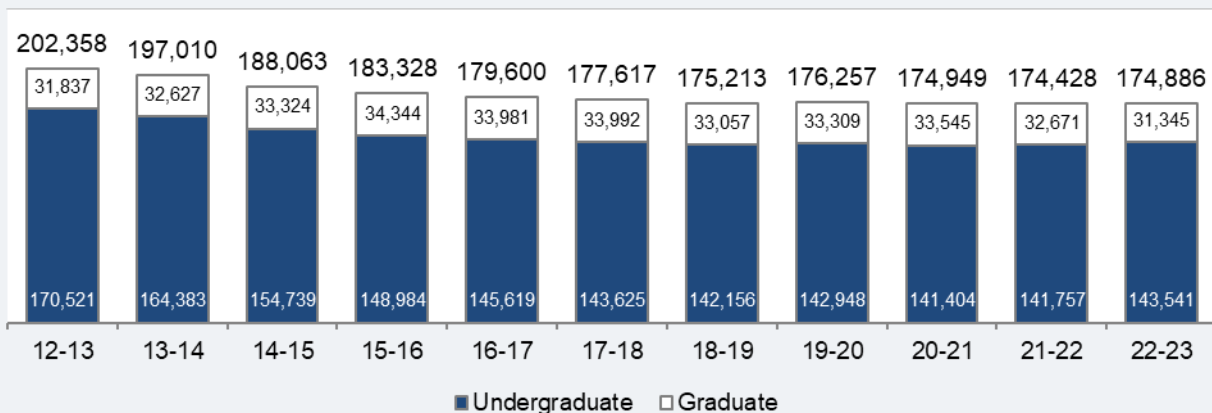
2022-2023 12-Month Enrollment

Sector/Institution	Undergrad	Graduate	Total
University of Nebraska	40,029	15,299	55,328
NCTA	340	-	340
UNK	4,683	2,529	7,212
UNL	20,139	5,585	25,724
UNMC	1,068	3,012	4,080
UNO	13,799	4,173	17,972
State Colleges	8,983	2,273	11,256
Chadron	2,186	616	2,802
Peru	2,103	407	2,510
Wayne	4,694	1,250	5,944
Community Colleges	56,891	-	56,891
Central	9,681	-	9,681
Metropolitan	22,686	-	22,686
Mid-Plains	2,867	-	2,867
Northeast	6,610	-	6,610
Southeast	13,035	-	13,035
Western	2,012	-	2,012
Total Publics	105,903	17,572	123,475
Nonpublic Institutions	37,638	13,773	51,411
Grand Total	143,541	31,345	174,886



12-Month Enrollment Trends

- Since 2021-22, enrollment increased 0.3% (**undergraduate increased 1.3%, graduate decreased 4.1%**).
- Between 2012-13 and 2022-23, enrollment decreased 13.6% (**undergraduate decreased 15.8%, graduate decreased 1.5%**).



Note. 12-month enrollment is the total, unduplicated headcount of students enrolled during the academic year.

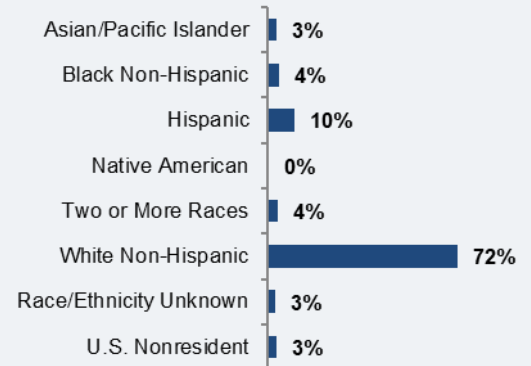
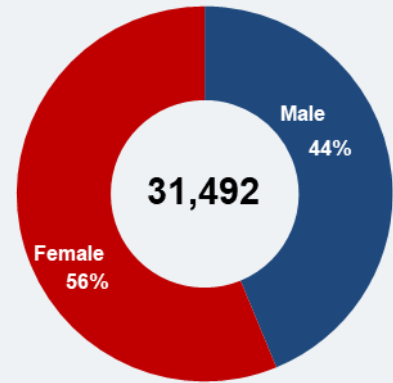
2022-2023 Degrees/Awards

Top 10 Fields - Undergraduate Degrees

Field Category	#	Rank
Business, Management, Marketing	4,522	1
Health Professions	3,644	2
Liberal Arts & Sciences/General Studies	1,540	3
Education	1,410	4
Computer & Information Sciences	1,271	5
Mechanic & Repair Technologies	1,094	6
Biological & Biomedical Sciences	931	7
Agriculture, Animal, Veterinary Science	910	8
Homeland Security/Law Enforce/Firefighting	872	9
Psychology	774	10
All Other CIP Codes*	6,925	-
Total Undergraduate	23,893	-

Top 10 Fields - Graduate Degrees

Field Category	#	Rank
Health Professions	2,268	1
Education	1,751	2
Business, Management, Marketing	1,224	3
Legal Professions & Studies	264	4
Biological & Biomedical Sciences	259	5
Computer & Information Sciences	254	6
Multi/Interdisciplinary Studies	190	7
Engineering	184	8
Public Administration & Social Service	179	9
Social Sciences	153	10
All Other CIP Codes*	673	-
Total Graduate	7,599	-



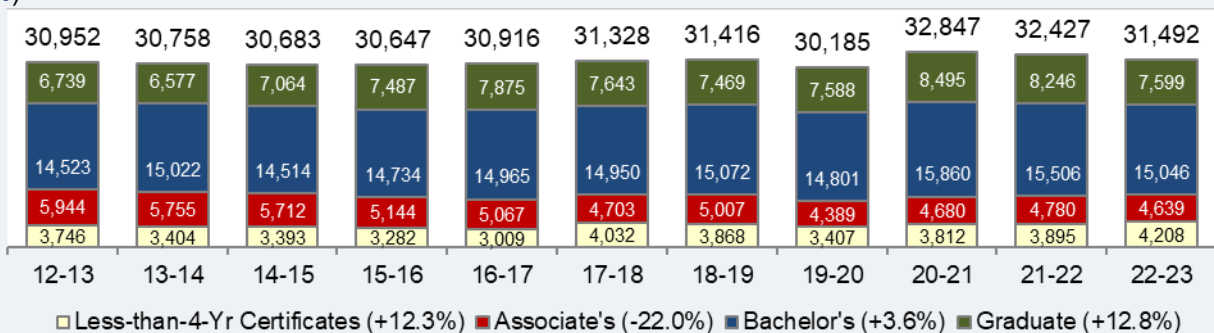
* The National Center for Education Statistics designed the Classification of Instructional Program (CIP) code to provide a means of reporting of fields of study and program completions activity.

Level	University of Nebraska	State Colleges	Community Colleges	Nonpublic Institutions	Grand Total
Less-than-4-Year Certificates	88	-	3,526	593	4,208
Associate's	73	-	4,321	245	4,639
Bachelor's*	8,441	1,220	-	5,385	15,046
Graduate	3,766	548	-	3,285	7,599
Sector Total	12,368	1,769	7,847	9,508	31,492

* Includes postbaccalaureate certificates.

Degrees/Awards Trends

- Since 2021-22, awards decreased 2.9% (**undergraduate decreased 1.2%, graduate decreased 7.8%**).
- Between 2012-13 and 2022-23, awards increased 1.7% (**undergraduate decreased 1.3%, graduate increased 12.8%**).





NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

FACT SHEET

Coordinating Commission BY THE NUMBERS:

81

Percentage of 2021-22 Access
College Early scholarship
recipients who went to
college after high school -
compared to 48% of other
low-income, public school
students. The Commission
administers this program.

13,183

The number of low-income
Nebraska college students who
received a Nebraska
Opportunity Grant in 2022-23.
The Commission administers
this program.

VII-14

Article in the
Nebraska constitution that
created the current
Coordinating Commission

11

Commissioners, appointed by
the Governor and confirmed
by the Legislature, who serve
as voting members of the
Commission

Originally formed in 1976, Nebraskans amended the state constitution in 1990 to create a new **Coordinating Commission for Postsecondary Education** with increased duties and responsibilities. Those duties and responsibilities now include:

- Creating and putting into action a **comprehensive statewide plan** to guide Nebraska's higher education system
- Partnering with Legislators to develop **innovative and results-driven higher education policy**
- **Helping low-income Nebraska students** attend college by awarding over \$26 million in need-based financial aid programs and developing state financial aid strategy
- Administering the **Community College Gap Assistance Program**, which offers financial aid to students who want to work in high-need fields
- Ensuring the **efficient use of taxpayer funds** by approving or disapproving postsecondary construction projects that rely on tax funds and reviewing institutional biennial budget requests
- **Approving or disapproving academic programs based on specific criteria:** need, demand, unnecessary duplication, resources, and cost
- **Reviewing and verifying information submitted by institutions** to the Integrated Postsecondary Education Data System at the U.S. Department of Education
- Assembling and analyzing **statewide data** and publishing reports **tied to the state's higher education goals**. The Coordinating Commission is the only Nebraska entity that does this kind of work on a statewide level
- Administering roughly **\$110 million** in annual State appropriations and **\$75 million** of federal American Rescue Plan Act (ARPA) funds to **Nebraska's six community colleges**
- **Saving Nebraska colleges and universities thousands of dollars** through the administration of a nationwide distance learning agreement
- **Protecting Nebraska students** who attend for-profit institutions in the state by administering the Guaranty Recovery Cash Fund

Contact us if you want to know more about: Graduation rates • Enrollment • Degrees and certificate programs • Remedial education • Assessment • Online education • Dual enrollment • Higher ed funding • Postsecondary construction projects • Financial aid • College affordability and student debt • Workforce development • Tuition and fees

Nebraska's Coordinating Commission for Postsecondary Education

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The full version of this report and others are available online at ccpe.nebraska.gov/reports

Promoting high quality, ready access, and efficient use of resources in Nebraska higher education.