
2020 Nebraska Higher Education Progress Report



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Presented at the March 12, 2020, Commission Meeting

Background

- Coordinating Commission is required by statute to provide an annual report evaluating progress made toward achieving **three key priorities**:
 1. Increase the number of students who enter postsecondary education in Nebraska (Section 1)
 2. Increase the percentage of students who persist and successfully complete a degree (Section 2)
 3. Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment (Section 3)
- *Progress Report* is provided to the Governor, Legislature, the state's higher education institutions, the media, and other interested parties

Important Technical Notes

- Adjustments are occasionally made to improve data accuracy
 - e.g., Data sources may revise previous estimates
 - Therefore, it is generally advisable to reference the most current edition of this report
- Due to rounding...
 - Percentages may not sum to 100.0%
 - Totals may not equal the sum of their parts
- Throughout this presentation, you'll see a graphic like this in the lower left side of the screen. For more information about data presented on a particular slide, please refer to the corresponding page number in the *2020 Progress Report*.



What's New for 2020

- Merged the independent sector and the for-profit/career school sector
 - The new sector is now “nonpublic colleges and universities”
- Institution changes
 - Purdue University Global-Omaha and National American University-Bellevue closed
 - Purdue University Global-Lincoln is no longer reporting to IPEDS at the institution level
 - Doane University-Arts & Sciences and Doane University-Graduate and Professional Studies are now reporting their data to IPEDS as one institution

What's New for 2020

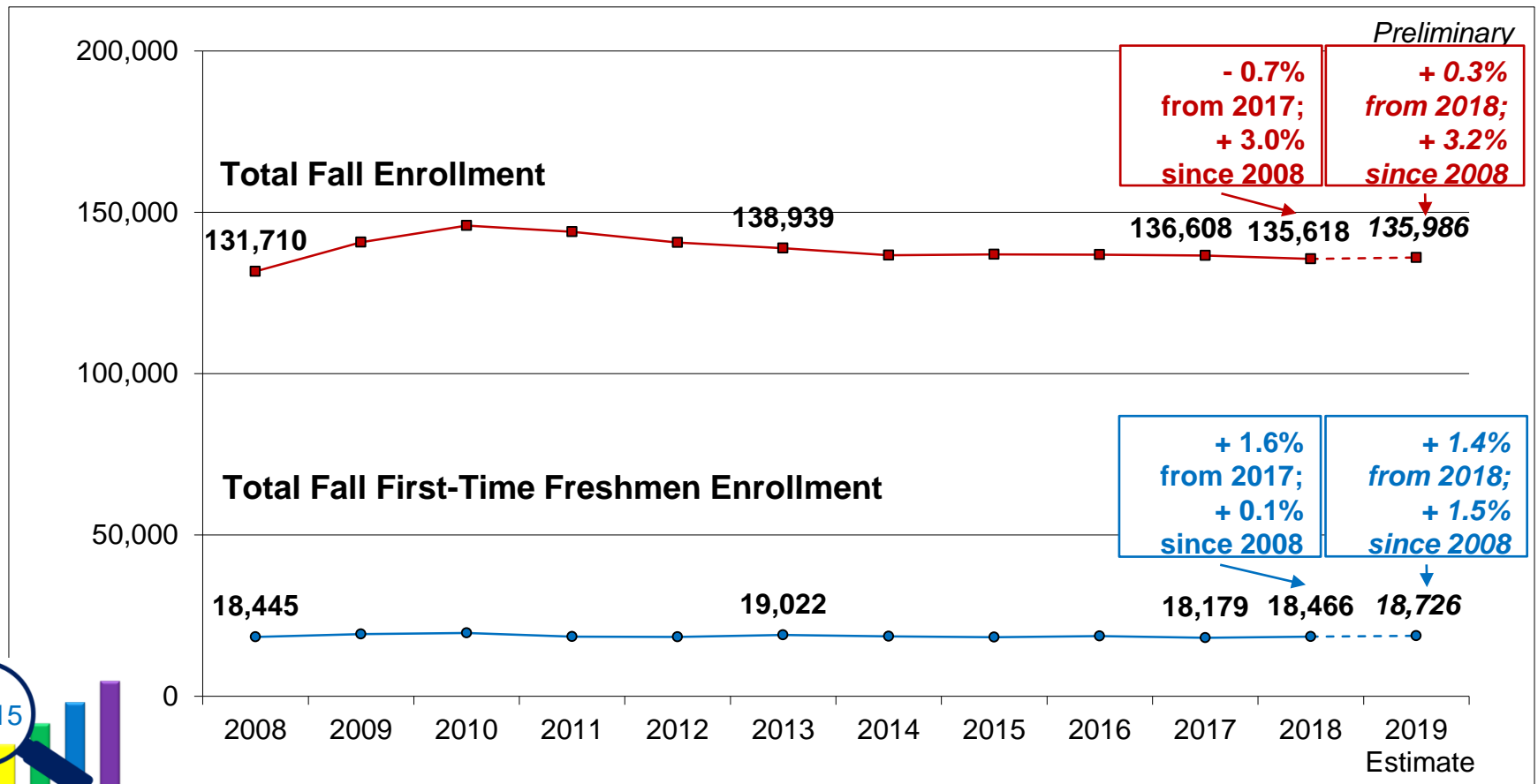
- IPEDS migration data
 - Added details on the students' residency (U.S. and outlying areas versus foreign countries)
 - Net migration analysis on page 66 now excludes the in-migration of students with foreign residency
- Removed comparison of race/ethnicity of high school graduates to first-time freshmen
 - We now receive the actual college continuation data for public high school graduates by race/ethnicity, so there is no need for the comparison
- Removed graphs that separated out enrollments of first-time freshmen at the tribal colleges
 - Comparisons are still available in Table A7.2

PRIORITY 1

INCREASE POSTSECONDARY ENROLLMENT

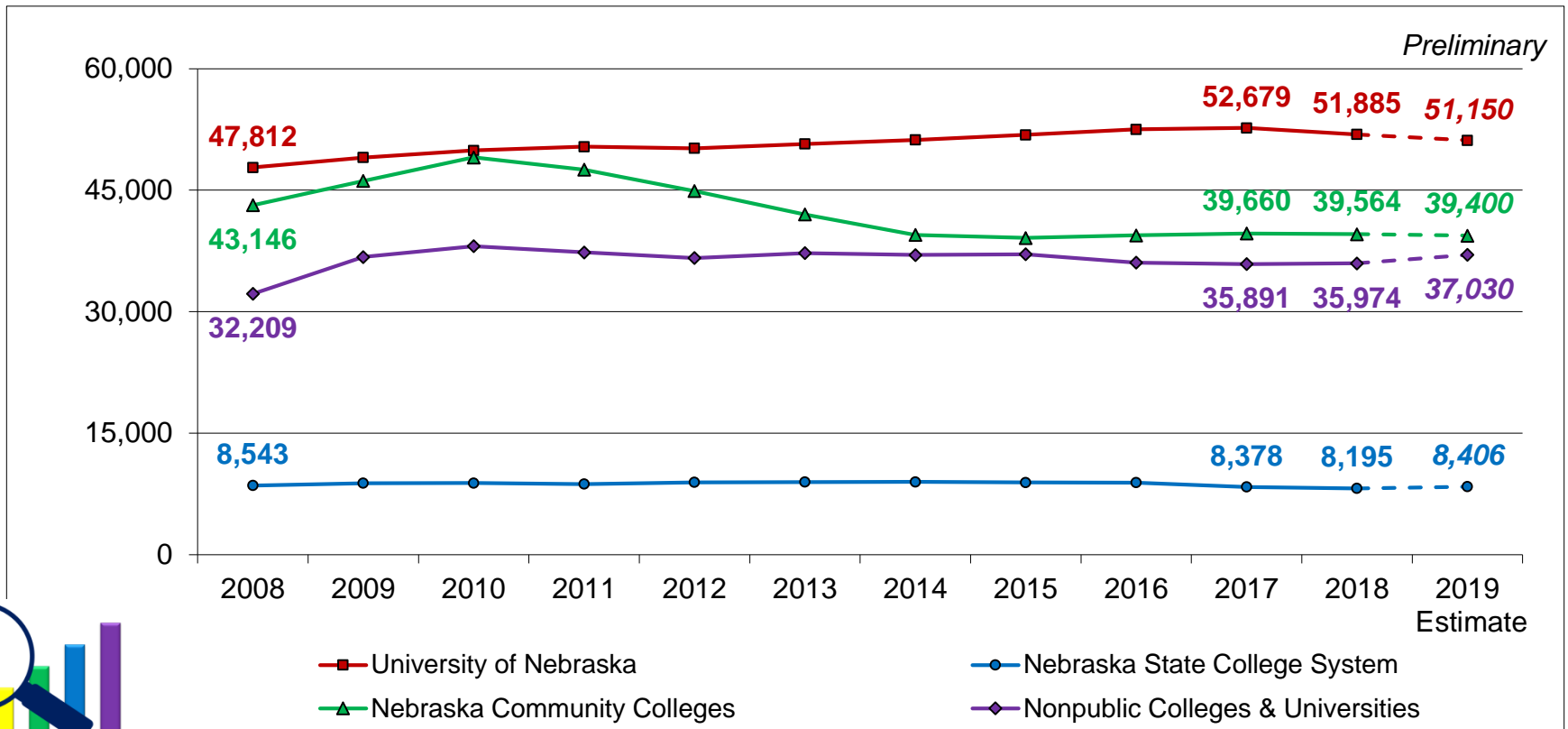
Fall Enrollment at Nebraska's Postsecondary Institutions

- **Total fall enrollment** increased an estimated **0.3%** over the last year for a total 11-year increase of **3.2%**
- **Fall first-time freshmen enrollment** increased an estimated **1.4%** over the last year for a total 11-year decrease of **1.5%**



Total Fall Enrollment by Sector

SECTOR	1-Year Change 2017 to 2018	Est. 1-Year Change 2018 to 2019	10-Year Change 2008 to 2018	Est. 11-Year Change 2008 to 2019
■ University of Nebraska	-1.5%	-1.4%	8.5%	7.0%
● Neb. State College System	-2.2%	2.6%	-4.1%	-1.6%
▲ Neb. Community Colleges	-0.2%	-0.4%	-8.3%	-8.7%
◆ Nonpublic Colleges & Univ.	0.2%	2.9%	11.7%	15.0%



High School Graduation Rates

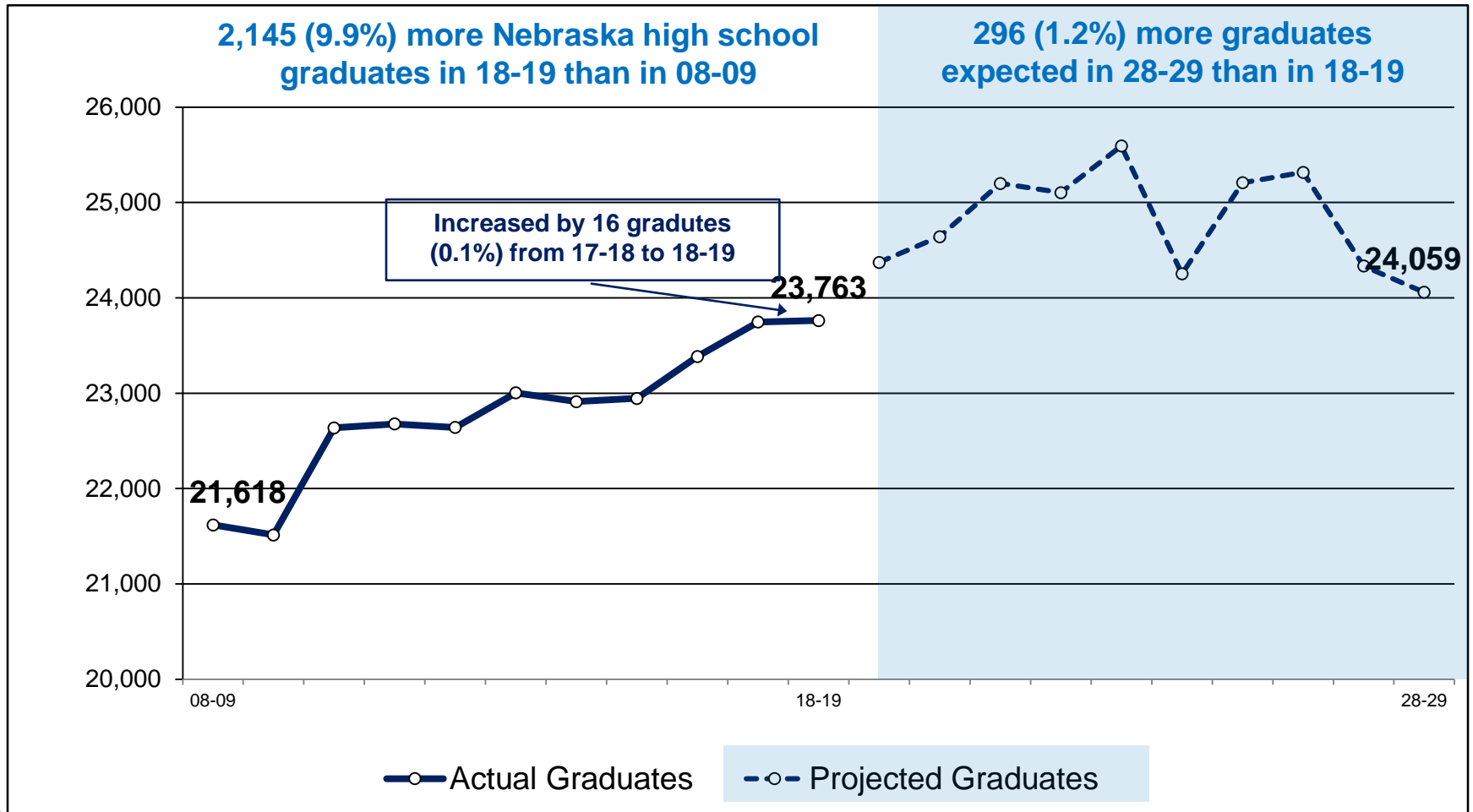
Section 1.1.a

Increase high school graduation rates, and in the process, increase the pool of high school students who could potentially attend college.



Total Number of Nebraska High School Graduates

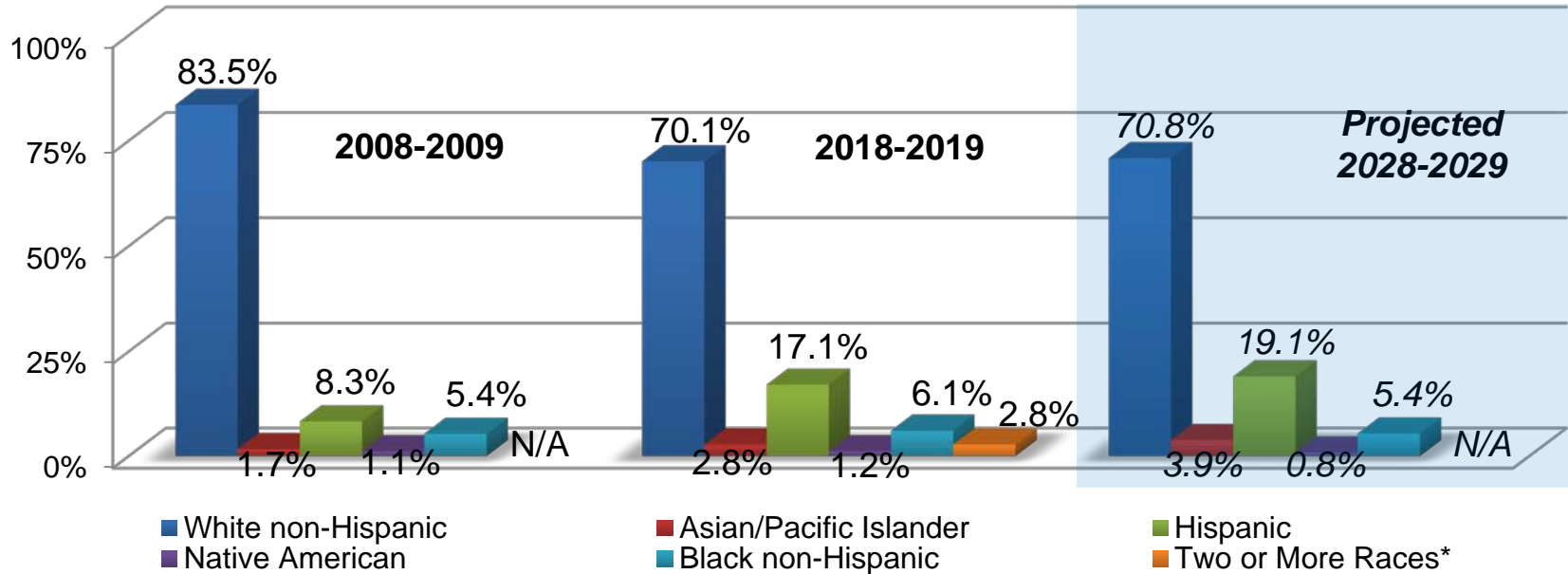
Actual (08-09 through 18-19) and Projected (19-20 through 28-29)



Note. Projections include students from educational service units and state-operated schools (estimated 100 per year). The latest projections released by WICHE are from December 2016.



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



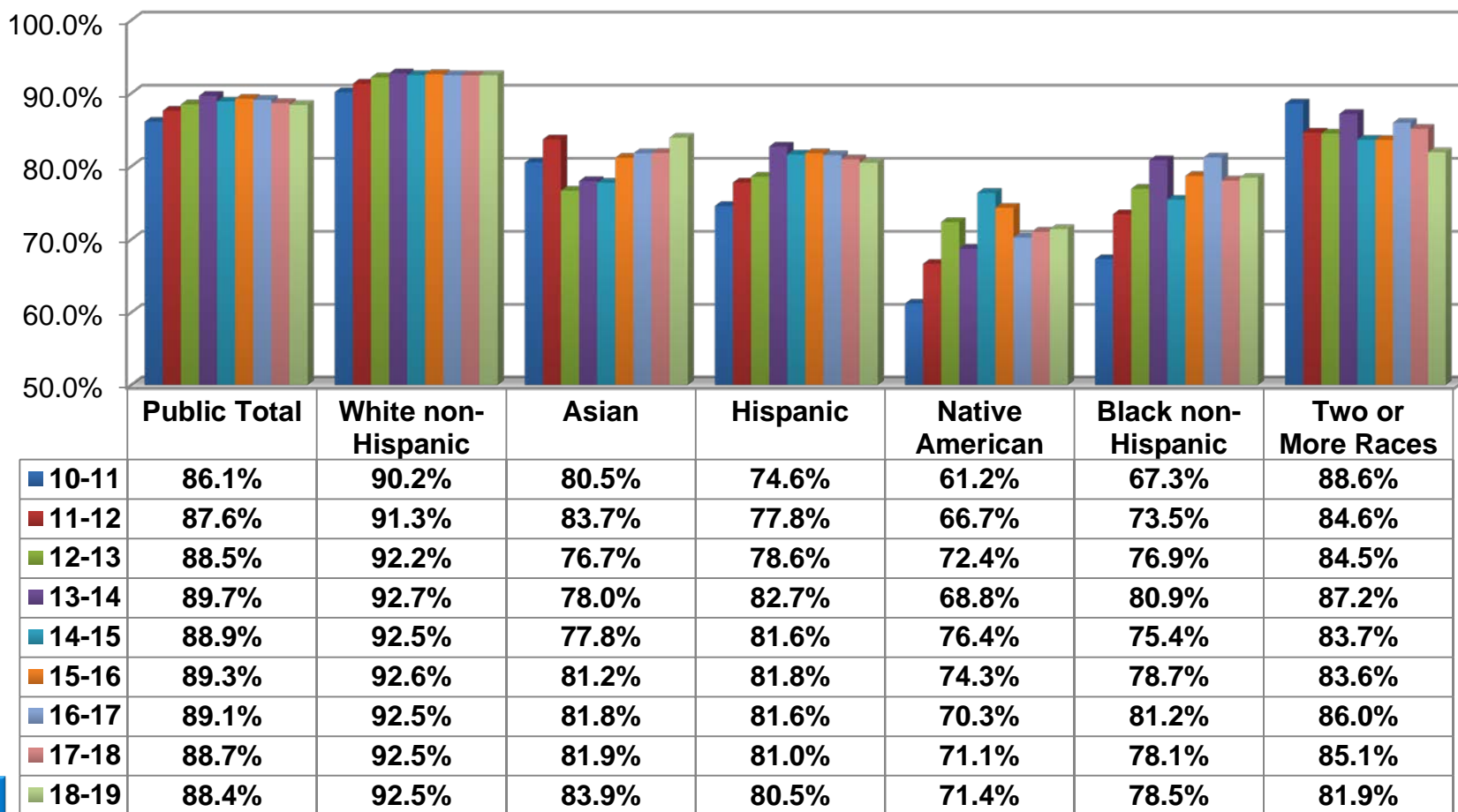
	2008-2009	2018-2019	Projected 2028-2029	10-Year Change 08-09 to 18-19	Projected 10-Year Change 18-19 to 28-29
White (non-Hispanic)	16,203	14,937	15,433	-7.8%	3.3%
Asian/Pacific Islander	328	591	839	80.2%	42.0%
Hispanic	1,609	3,644	4,153	126.5%	14.0%
Native American	222	246	183	10.8%	-25.6%
Black (non-Hispanic)	1,039	1,302	1,179	25.3%	-9.4%
Two or More Races*	*	591	*	*	*
Total*	19,401	21,311	21,606	9.8%	1.4%

* "Two or more races" was not a racial/ethnic category in NDE records until 2010-11. For projections, multiracial graduates were proportionally distributed to the four race categories (Asian/Pacific Islander, black non-Hispanic, Native American, and white non-Hispanic).



Nebraska Public High School Cohort 4-Year Graduation Rates by Race/Ethnicity

- In 2017, Nebraska was ranked **9th highest** in the nation
- *(National data for 2018 has not been released for state-to-state comparisons)*



Note. Due to methodological changes by NDE, the 2010-2011 cohort four-year graduation rate established a new baseline for comparisons.

Preparation for College

Section 1.1.b

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



The ACT Assessment

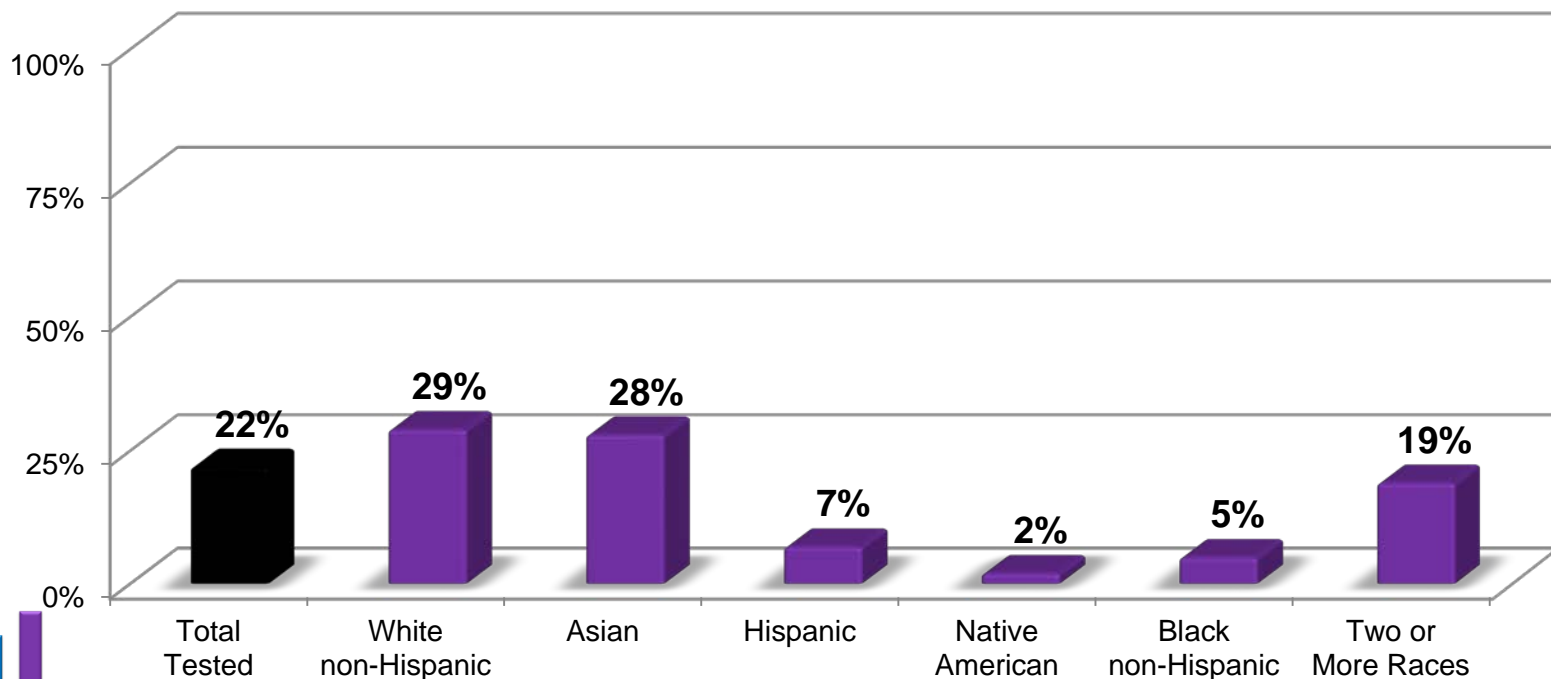
- In Nebraska, ACT is the predominant college entrance exam used to measure the extent to which Nebraska students are prepared for college
- Beginning with the class of 2018, all students take the ACT test in the cohort minus one year (typically, the student's junior year)
 - In comparison, only 3.0% of high school graduates took the SAT Reasoning Test in 2019
- Therefore, this section focuses on the ACT Assessment
 - ACT Composite Scores:
 - 2009: Nebraska = 22.1 National = 21.1
 - 2019: Nebraska = 20.0 National = 20.7



Percent of ACT-Tested Students Who Meet or Exceed ACT Benchmark Scores in All Four Areas

Nebraska High School Graduating Class of 2019

- **Only 22% are sufficiently prepared** to earn B's or C's in entry-level college courses in English, algebra, biology, and social science (ranked 5th out of 17 states where at least 95% of graduates were tested)
 - In comparison, 29% were sufficiently prepared in 2009
- Hispanics, Native Americans, black non-Hispanics, and multiracial students are less prepared for these courses than their white non-Hispanic or Asian classmates



Note. Does not show Native Hawaiian/Other Pacific Islanders because of small cell counts.



College Continuation Rates

Section 1.1.c

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



Two Measures of Nebraska's College Continuation Rates

1. IPEDS

- Collected every two years
- Public and non-public high school graduates
- First-time freshmen (FTF) who go to college in the fall following graduation from high school
 - FTF enrolled in the fall term who attended college for the first time in the prior summer term are also included
- Cannot be calculated for any subgroups (gender, race, etc.)
- Can be used for state-to-state comparisons

2. National Student Clearinghouse

- Since 2007-2008, calculated every year
- Nebraska's public high school graduates
- FTF who continue onto college in the summer, fall, winter, or spring term
- Comparisons by race/ethnicity, gender, and student income status can be calculated



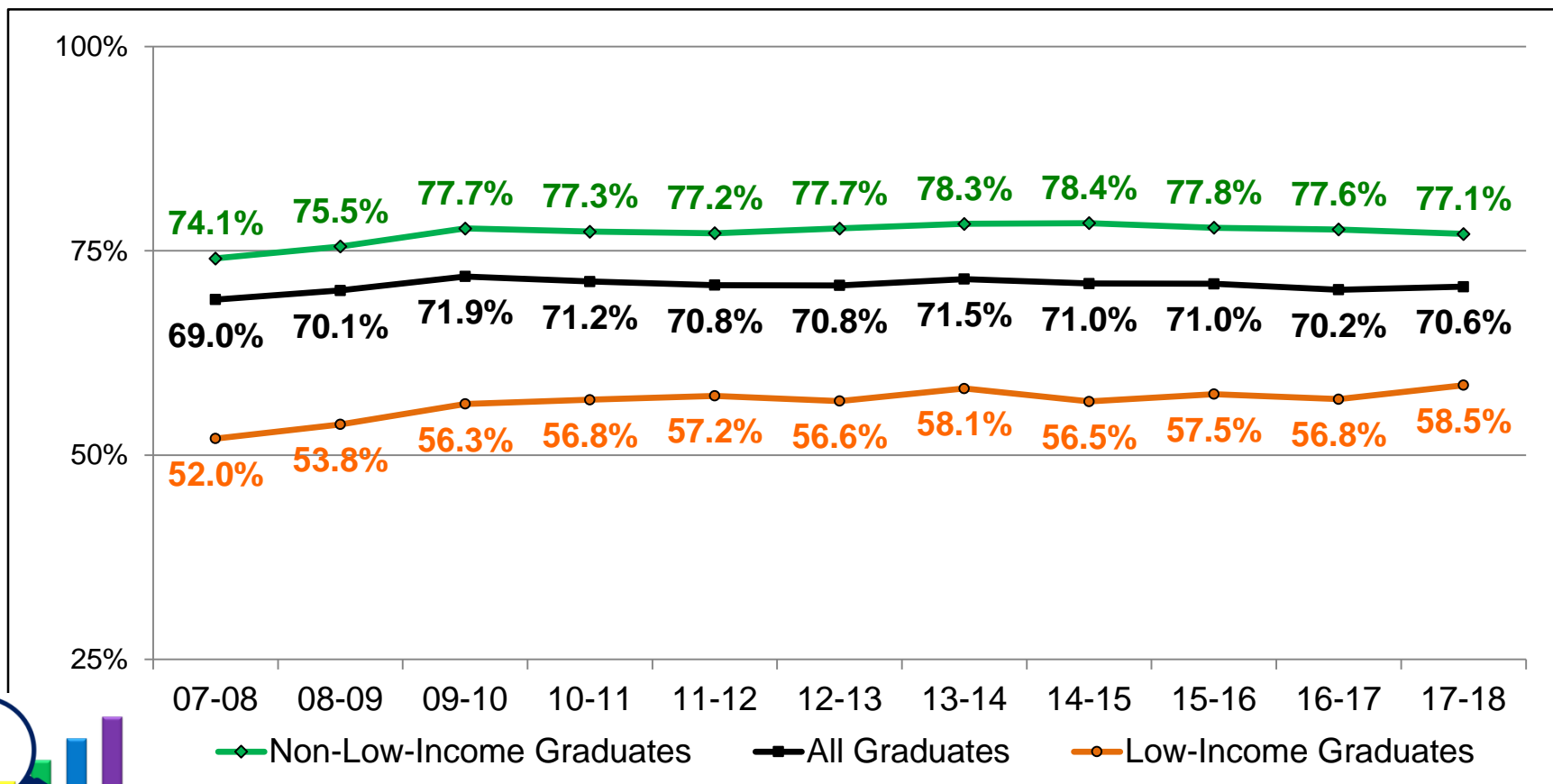
College Continuation Rates

- IPEDS
 - Fall 2008 = 66.4%
 - Fall 2018 = 63.8%
 - Ranked 25th highest nationally in fall 2018 (62.6%, estimated)
- National Student Clearinghouse
 - Graduating class of 2007-2008 = 69.0%
 - Graduating class of 2017-2018 = 70.6%
 - While Nebraska's overall college-going rate has improved since baseline, rates are not consistent across all groups of students...



College Continuation Rates for Nebraska Public High School Graduates by Student Income Status

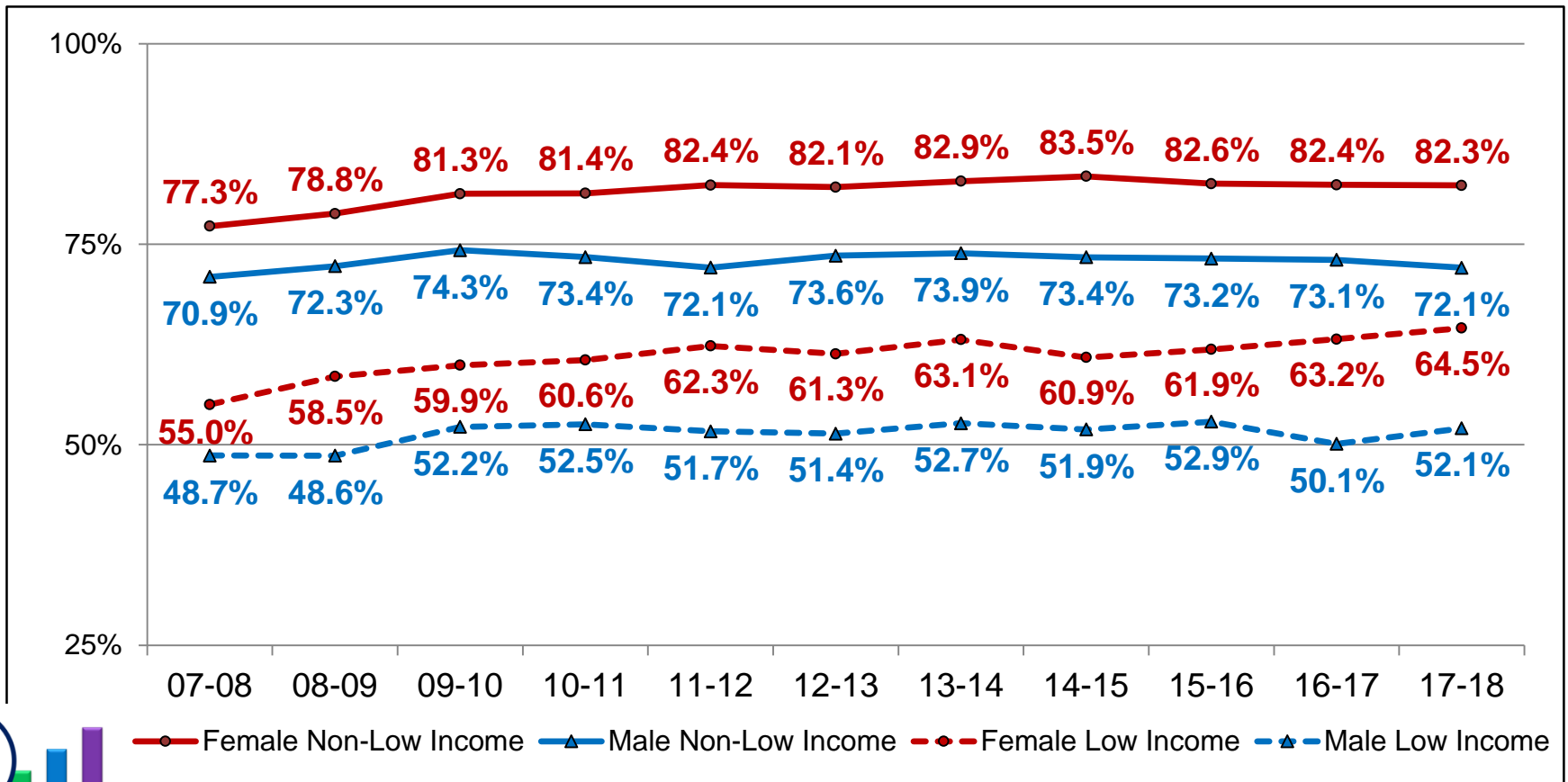
- While college continuation rates have risen for low-income and non-low-income graduates, non-low-income graduates have consistently continued on to college at higher rates than low-income graduates:



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

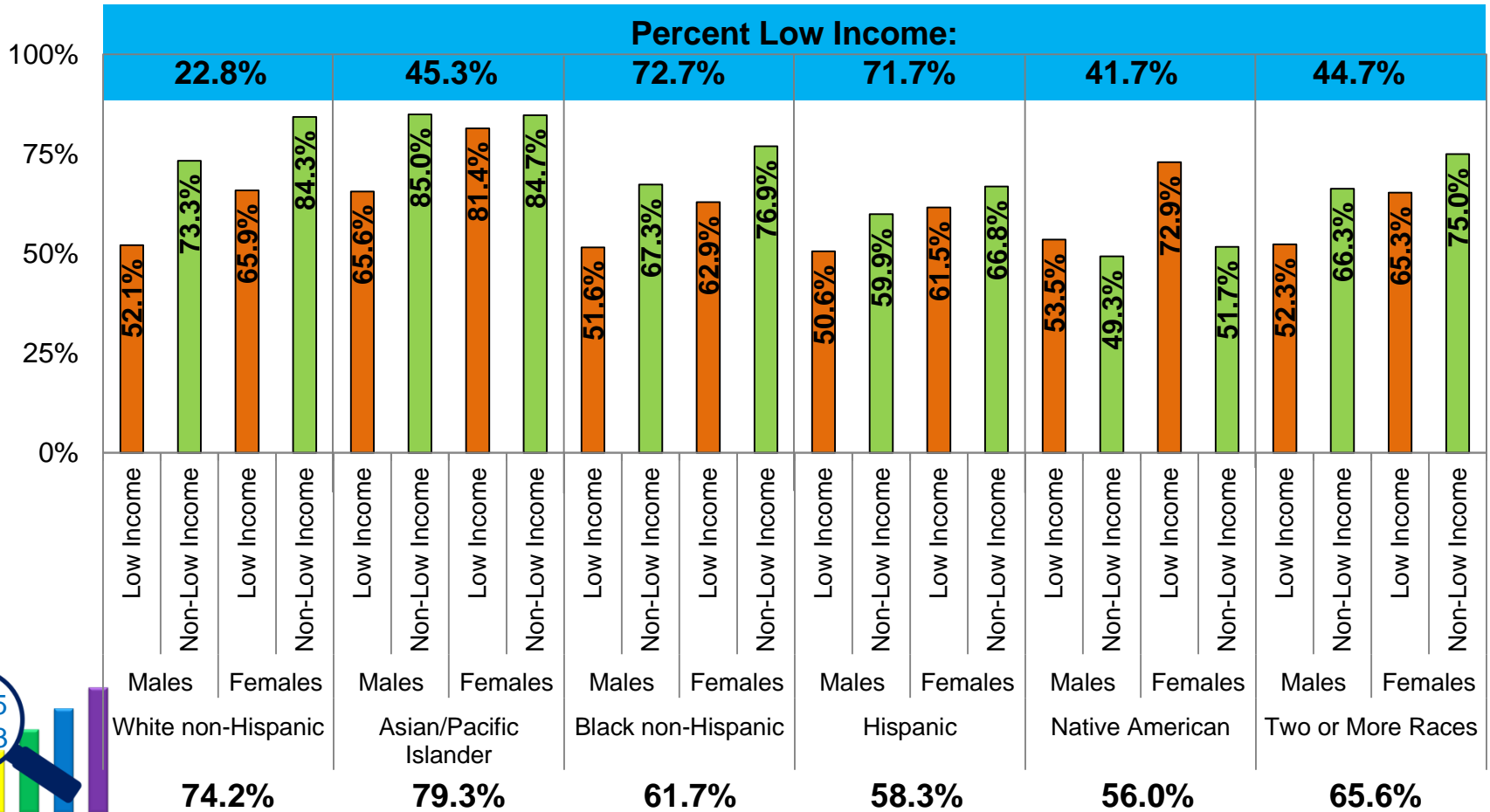
- **Female** college continuation rate:
 - 07-08 = **71.9%**
 - 17-18 = **75.9%**

- **Male** college continuation rate:
 - 07-08 = **66.1%**
 - 17-18 = **65.4%**



College Continuation Rates for Nebraska Public High School Graduates by Race/Ethnicity, Gender, and Student Income Status 2017-18

- By race/ethnicity, rates ranged from 56.0% for Native Americans to 79.3% for Asian/Pacific Islanders
- The lowest college continuation rate among the 24 subgroups was for non-low-income, Native American, male graduates; the highest was for non-low-income, Asian/Pacific Islander, male graduates



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Nebraska High School Graduates Who Go to School in Nebraska

Section 1.2

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



- Of Nebraska's high school graduates who go on to college, over 80% already go to college in Nebraska
 - Fall 2008 = 81.9%
 - Fall 2018 = 81.8%
- Consequently, it is difficult to increase Nebraska college enrollments only by increasing the percentage of Nebraska high school graduates who go to college in the state



Non-Nebraska FTF Who Enroll at Nebraska Colleges and Net Migration

Section 1.3

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



- Out-of-state and foreign first-time freshmen enrolled at Nebraska's colleges increased by 31.2% between fall 2008 and fall 2018:
 - Fall 2008 = 3,403
 - Fall 2018 = 4,464
 - Out-of-state FTF increased 26.3% while foreign FTF increased 91.4%
- Looking at non-foreign FTF who attended postsecondary institutions *within 12 months of high school graduation*:



Enrollment of First-Time Freshmen by Race/Ethnicity

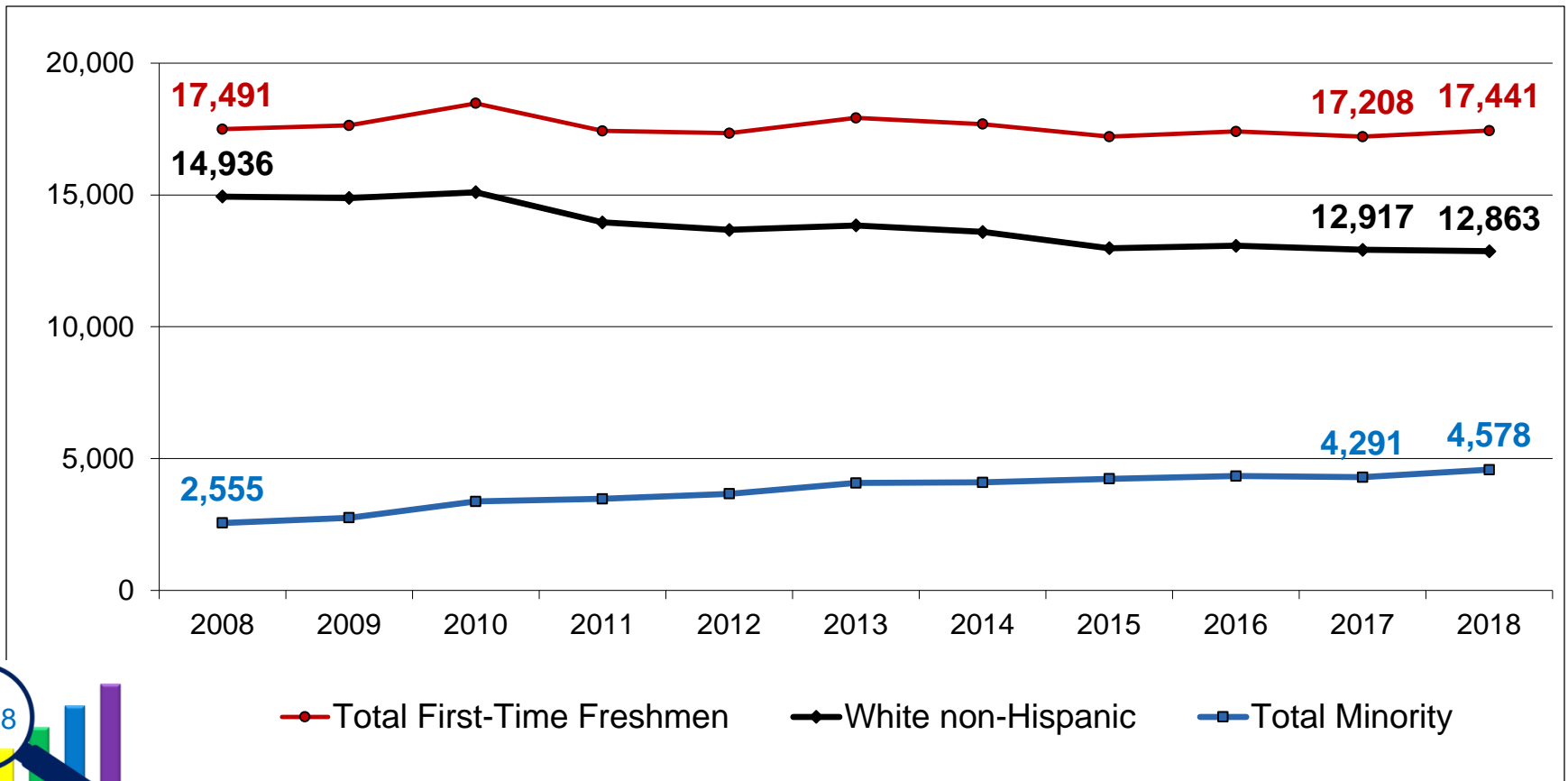
Section 1.4

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



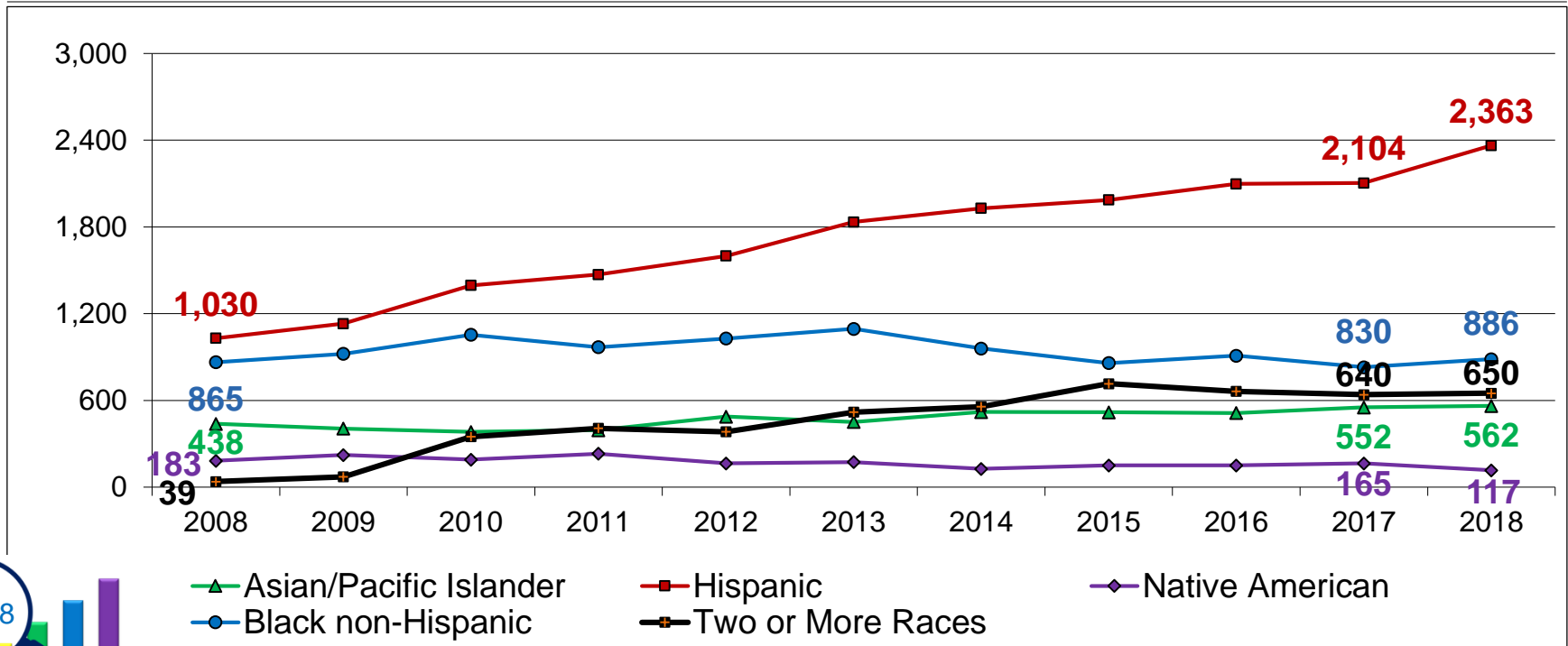
White Non-Hispanic and Minority First-Time Freshmen

	1-YEAR CHANGE	10-YEAR CHANGE
● Nebraska State Total (Known Race)	1.4%	-0.3%
◆ White (non-Hispanic)	-0.4%	-13.9%
■ Total Minority	6.7%	79.2%



Minority First-Time Freshmen

	1-YEAR CHANGE	10-YEAR CHANGE
▲ Asian/Pacific Islander	1.8%	28.3%
● Black (non-Hispanic)	6.7%	2.4%
■ Hispanic	12.3%	129.4%
◆ Native American	-29.1%	-36.1%
⊕ Two or More Races	1.6%	N/A



Note. The race/ethnicity category "two or more races" was an optional reporting category for enrollments reported for fall 2008 and fall 2009. Adoption of the category was mandatory beginning with data reported for fall 2010.



Financial Aid

Section 1.5

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



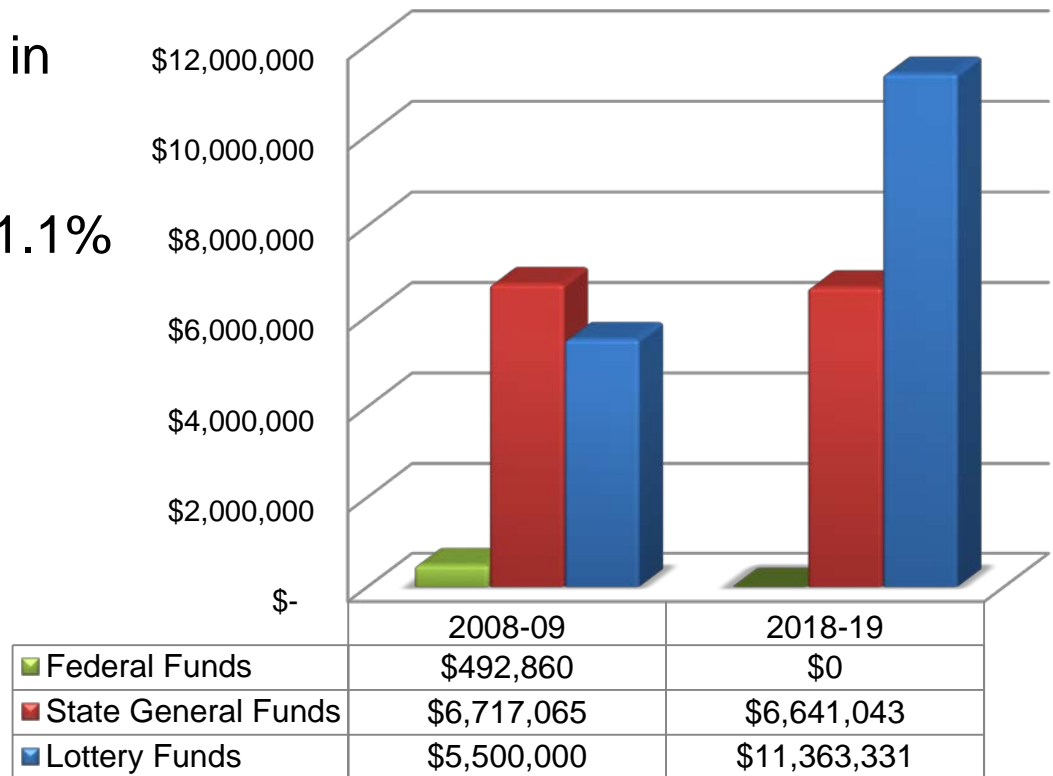
- To improve access to higher education, Nebraska has increased the amount of state funding for:
 - The Nebraska Opportunity Grant (NOG)
 - Access College Early (ACE) Scholarship

NOG Funding

Change in Funding:

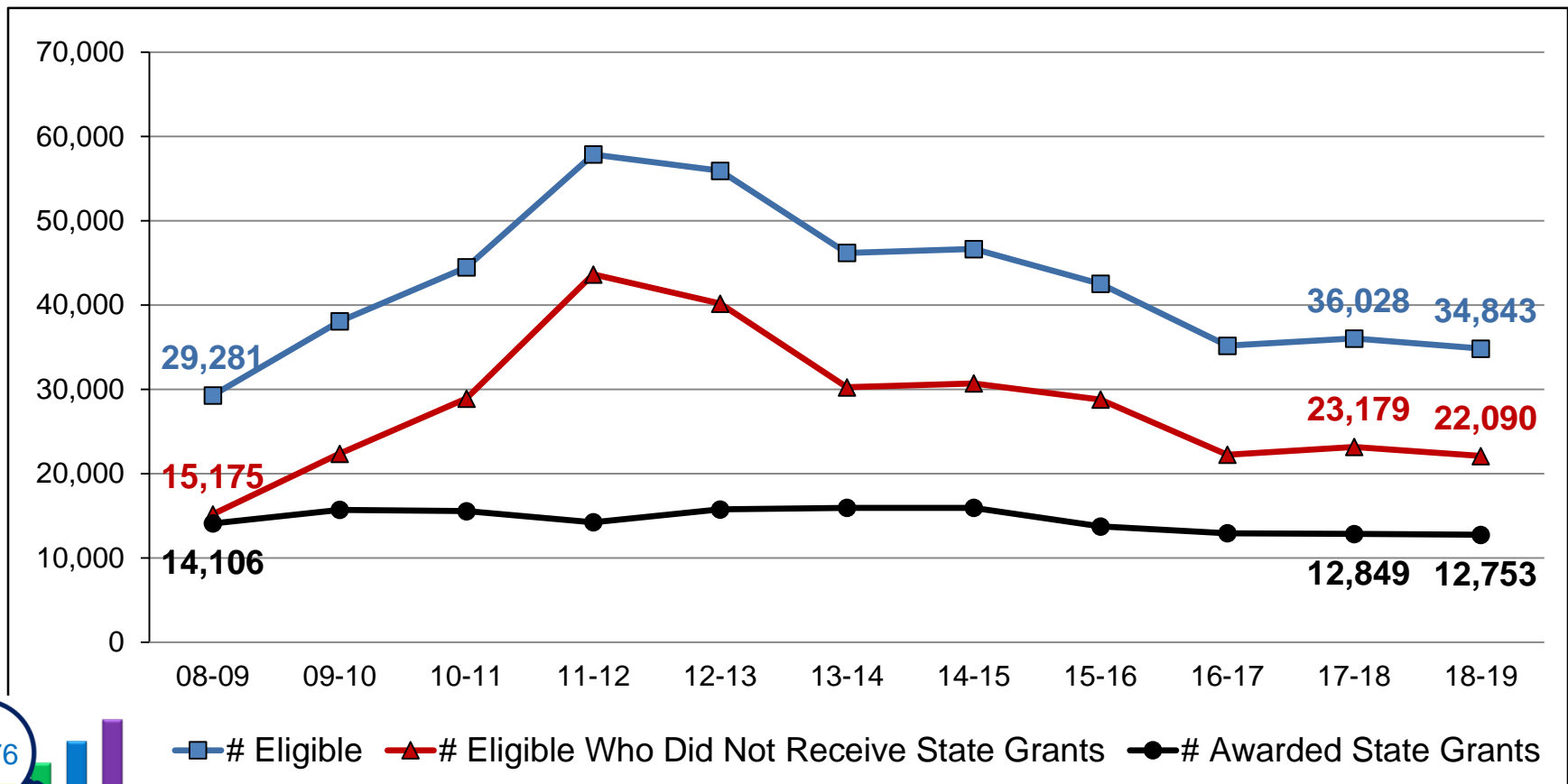
- Federal funding ceased in 2011-12
- State General Funds: -1.1%
- Lottery Funds: 106.6%
- **Total Funds: 41.7%**

Total Funds: \$12.7M Increased to \$18.0M



Number of Students Eligible to Receive NOGs Compared to the Number of Students Awarded NOGs

- In 2008-09 , **48.2%** of eligible students received a state grant
- By 2018-19, only **36.6%** of eligible students received a state grant



Note. Part of the increase beginning in 2010-11 in the number of students eligible to receive Nebraska Opportunity Grants is likely due to the expansion of Pell Grant eligibility.



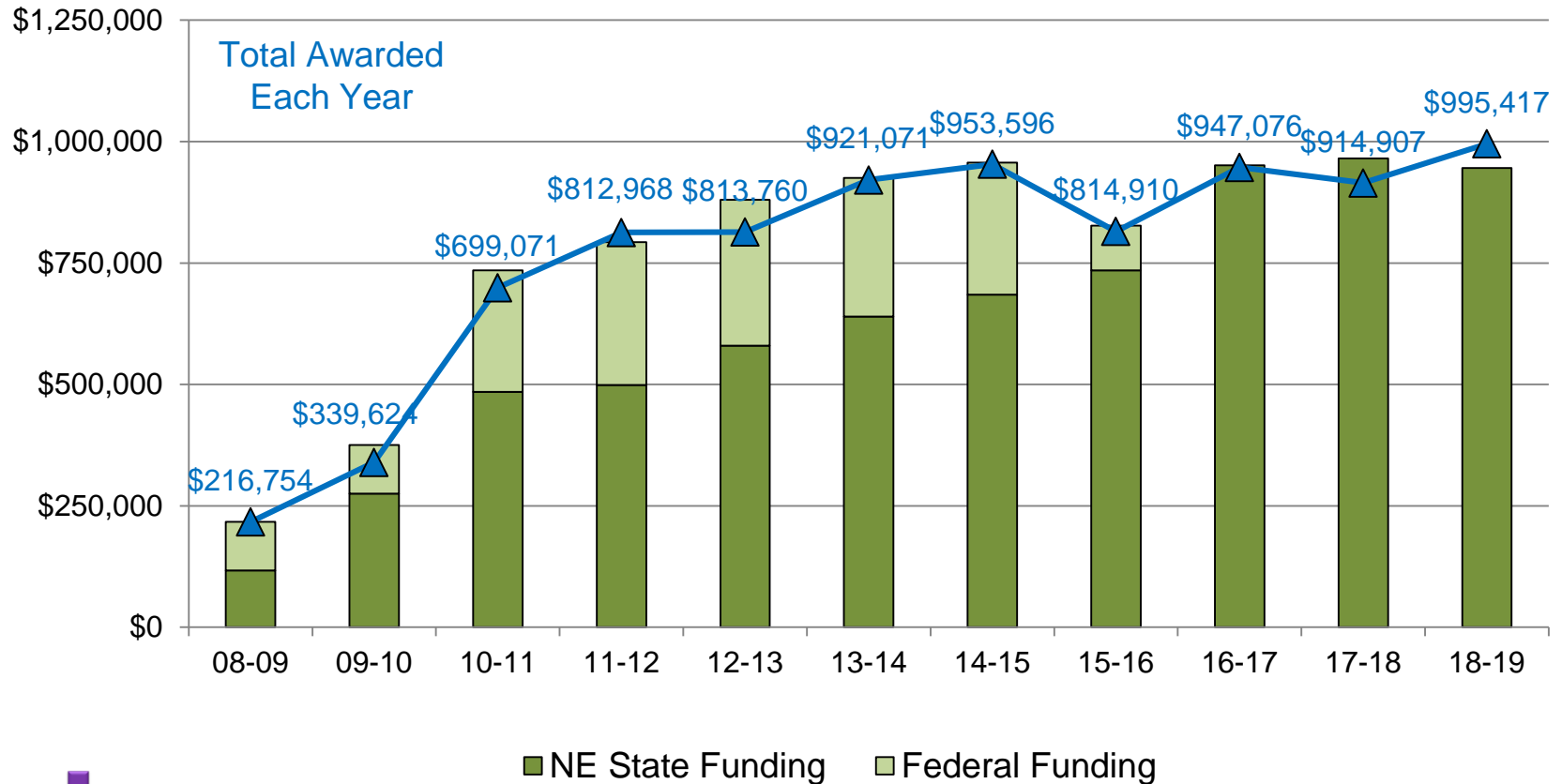
ACE Scholarships

- Another approach to expanding access to higher education is through the Access College Early (ACE) Scholarship Program, initiated in 2007-2008
 - ACE Scholarships are awarded to eligible low-income Nebraska high school students who take college courses for credit while the students are in high school



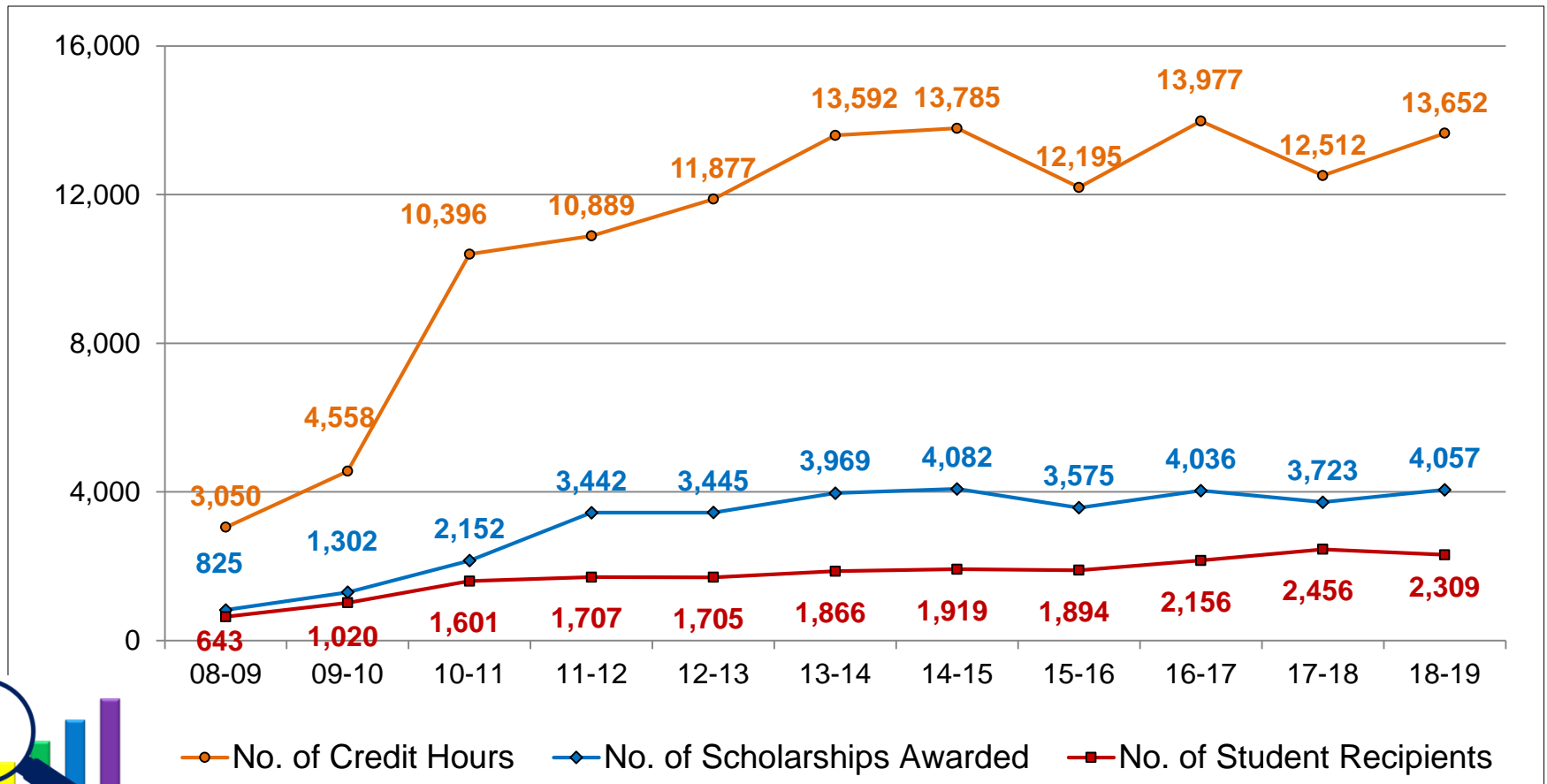
Growth of ACE Scholarship Program in Dollars Awarded

- Dollars awarded increased **359.2%** between 2008-09 and 2018-19



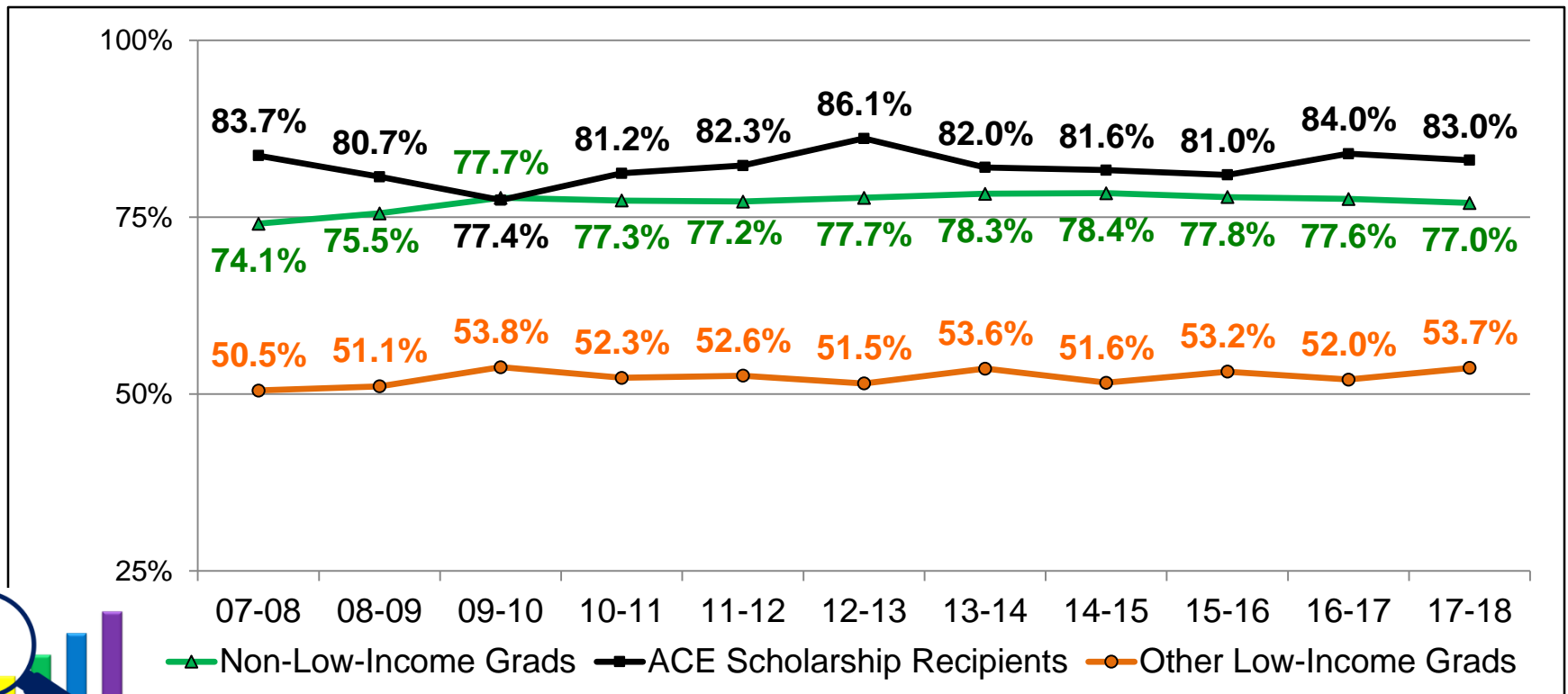
Growth of ACE Scholarship Program in Student Recipients, ACE Scholarships, and Credit Hours

- Number of students has increased **259.1%**
- Number of scholarships has increased **391.8%**
- Number of credit hours has increased **347.7%**



College Continuation Rates for Public High School Seniors Who Received ACE Scholarships and Other Graduates of Nebraska Public High Schools by Income Status

- College continuation rates of ACE scholarship recipients have been:
 - Higher than, or about equal to, the rates for non-low-income graduates of the state's public high schools; and
 - Significantly higher than the college-going rates for other low-income students who graduated from Nebraska's public high schools



PRIORITY 2

**INCREASE THE PERCENT OF STUDENTS
WHO ENROLL AND SUCCESSFULLY
COMPLETE A DEGREE**

Freshmen Retention Rates

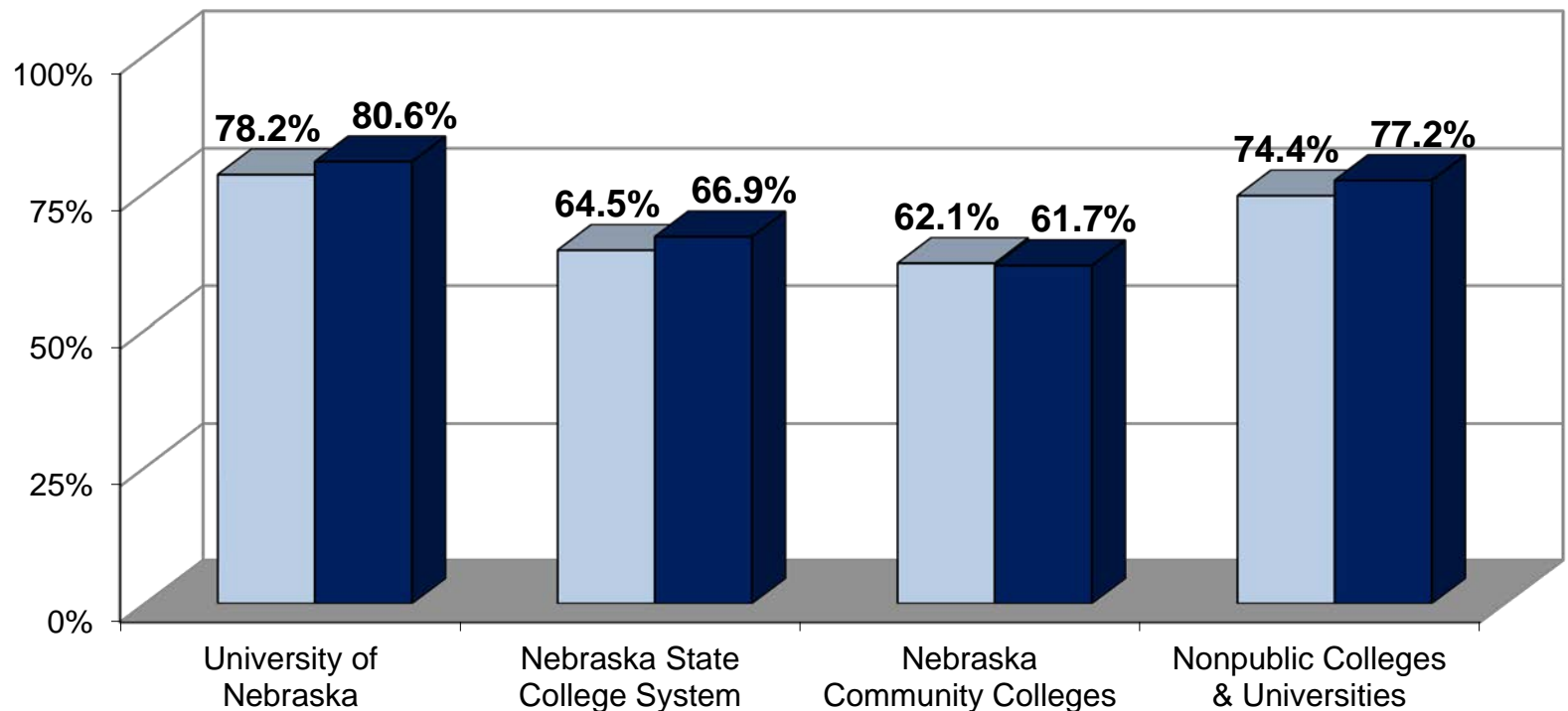
Section 2.1

Increase the percentage of students who persist beyond their first year(s) of enrollment.



IPEDS Full-Time, First-Time Freshmen Retention Rates

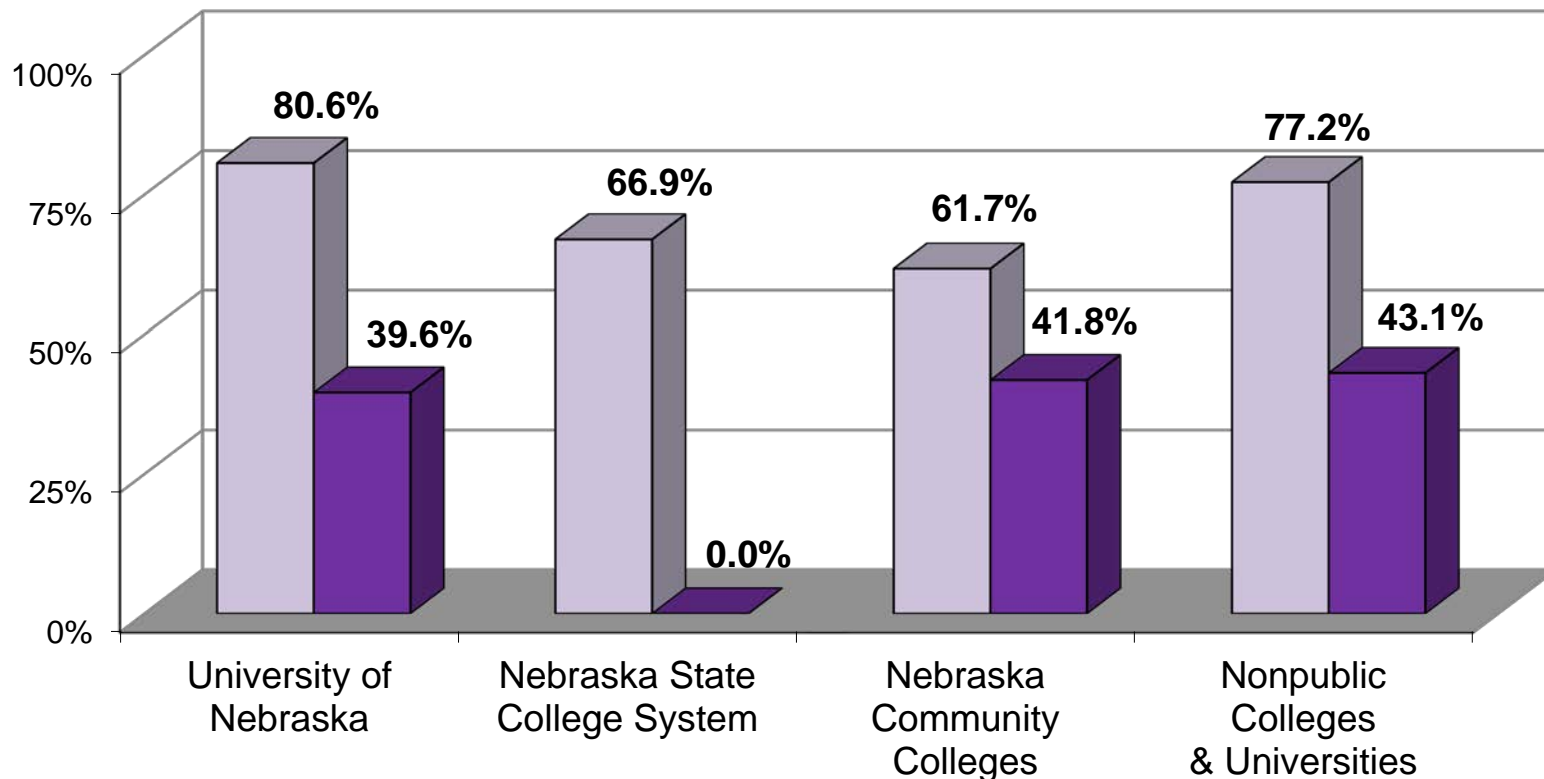
- Overall retention rate in fall 2008 = **72.3%**
- Overall retention rate in fall 2018 = **74.4%**
- As shown below, retention rates have improved across all sectors except for the state's community colleges, which declined slightly:



□ 2008 Full-Time Freshmen Retention Rate ■ 2018 Full-Time Freshmen Retention Rate

IPEDS Full-Time and Part-Time First-Time Freshmen Retention Rates

- Students who start college full time are much more likely than part-time students to continue going to college beyond their freshmen year:



□ 2018 Full-Time Freshmen Retention Rate ■ 2018 Part-Time Freshmen Retention Rate

Note. The state colleges reported a cohort of only nine part-time freshmen for 2018.

College Graduation and Transfer Rates

Section 2.2

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



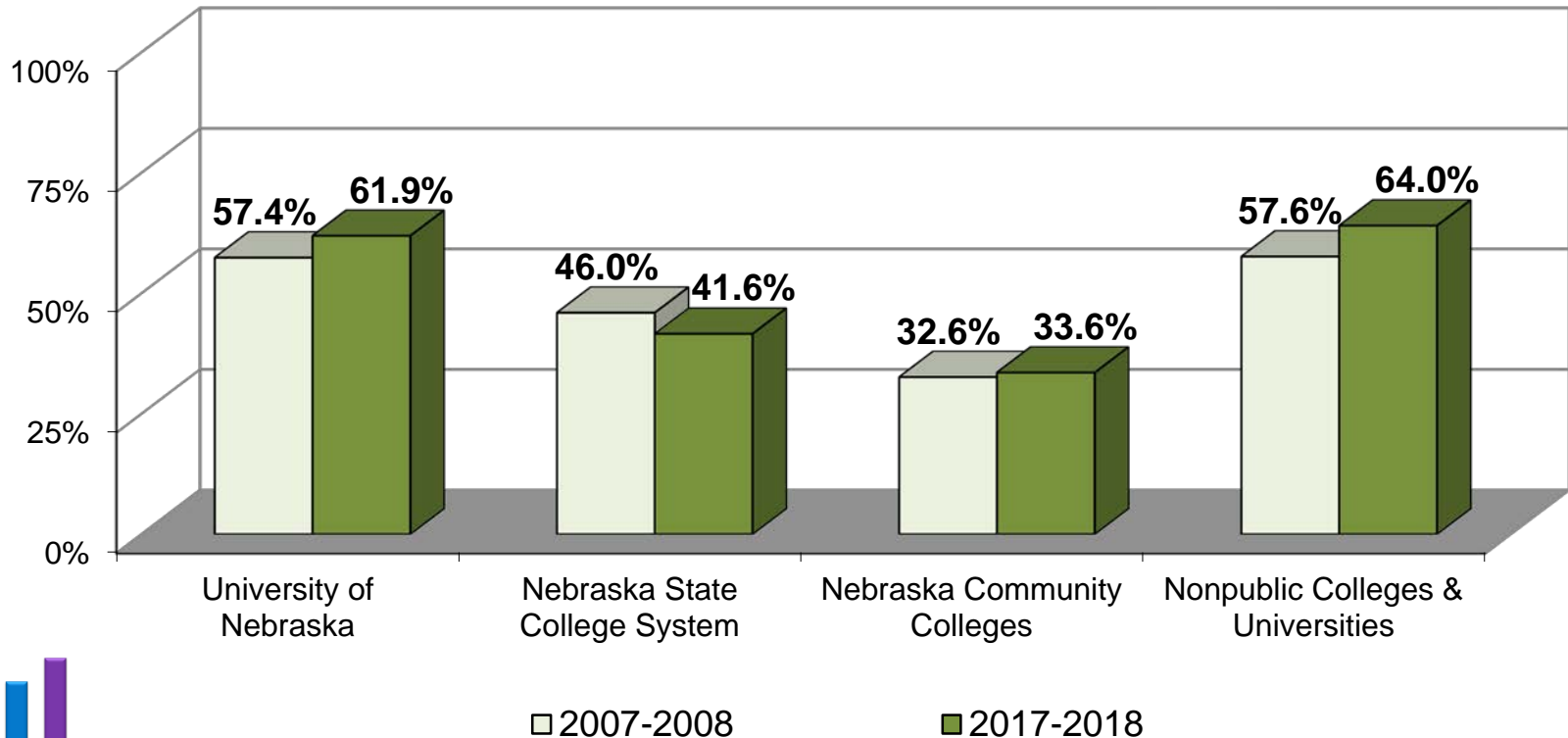
IPEDS Graduation Rates

Public 2-Year Graduation Rates:

- 2007-08 = **33.2%**
- 2017-18 = **34.1%**
 - **17-18 = highest rate during reporting period (16-17 was 2nd highest)**

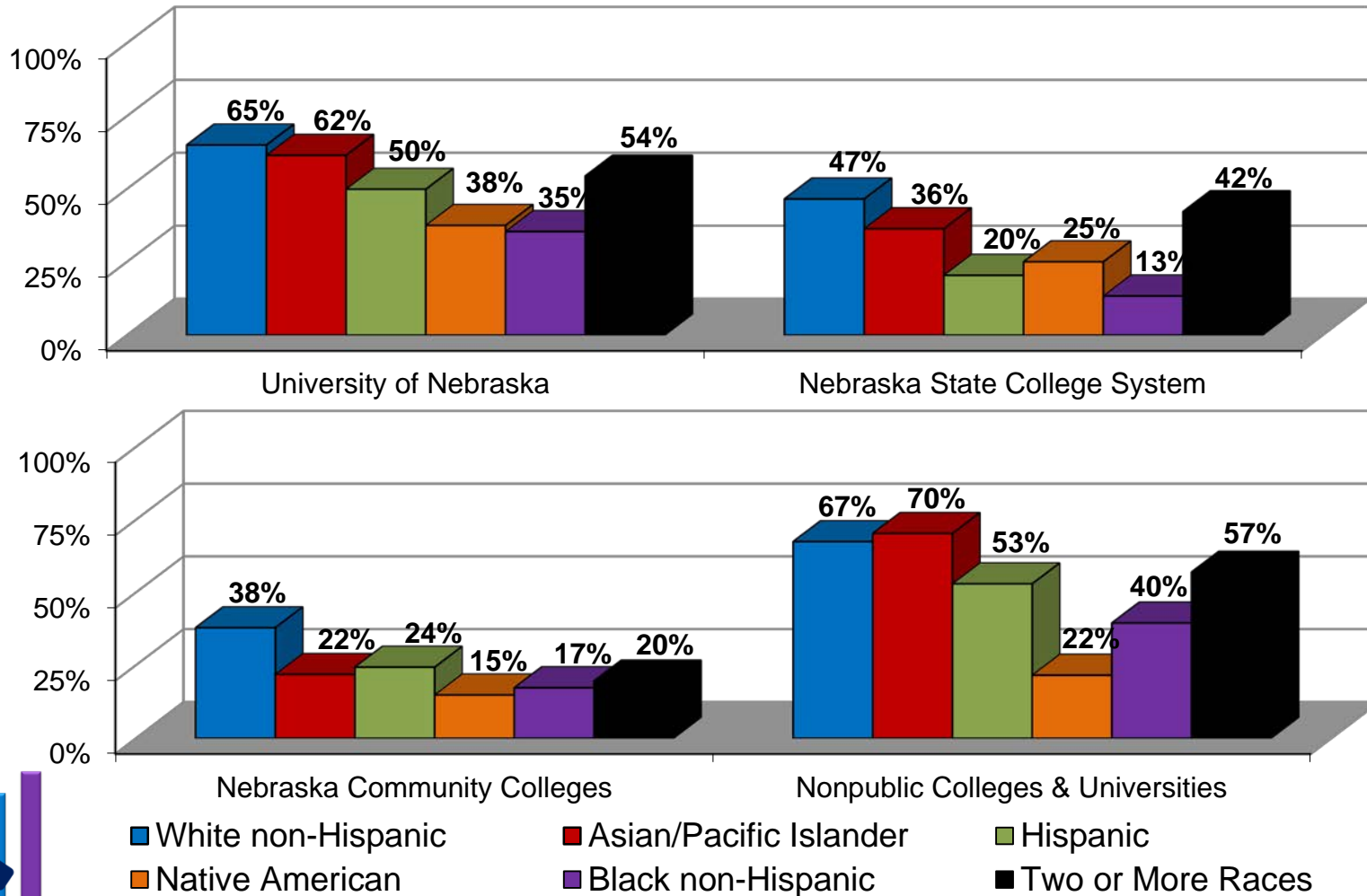
Public 4-Year Graduation Rates:

- 2007-08 = **55.7%**
- 2017-18 = **58.7%**
 - **17-18 = 2nd highest rate during reporting period (16-17 was highest)**



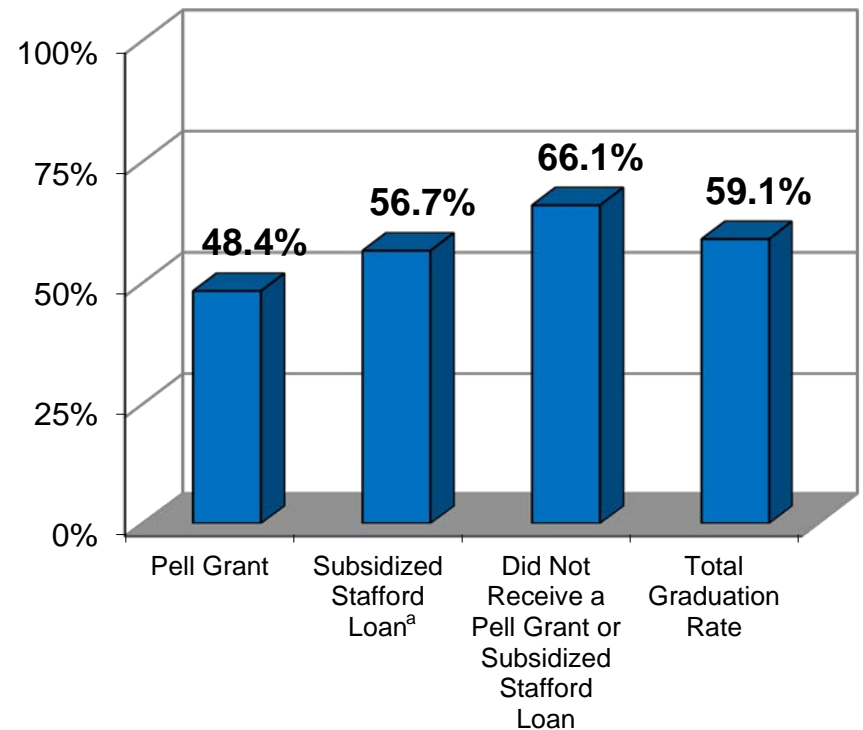
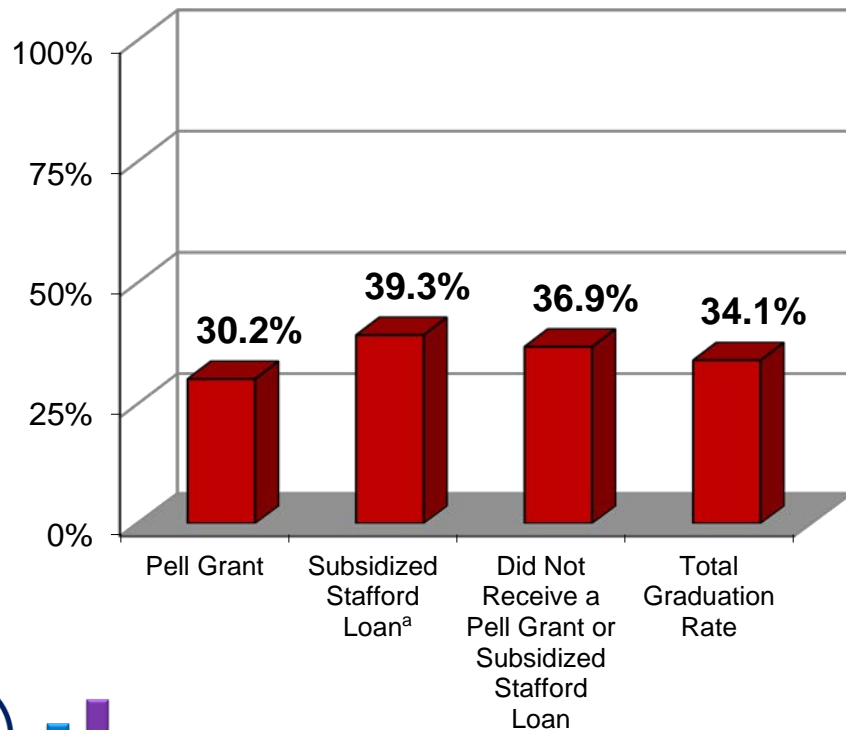
2017-2018 IPEDS Graduation Rates by Sector and by Race/Ethnicity

- Segmenting graduation rates by sector and by race/ethnicity results in graduation rates for 24 subgroups



2017-2018 IPEDS Graduation Rates by Financial Aid Received

- Federal Pell Grant recipients and Subsidized Stafford Loan recipients have demonstrated financial need and serve as a proxy for low-income students



■ Total Two-Year Public Institutions

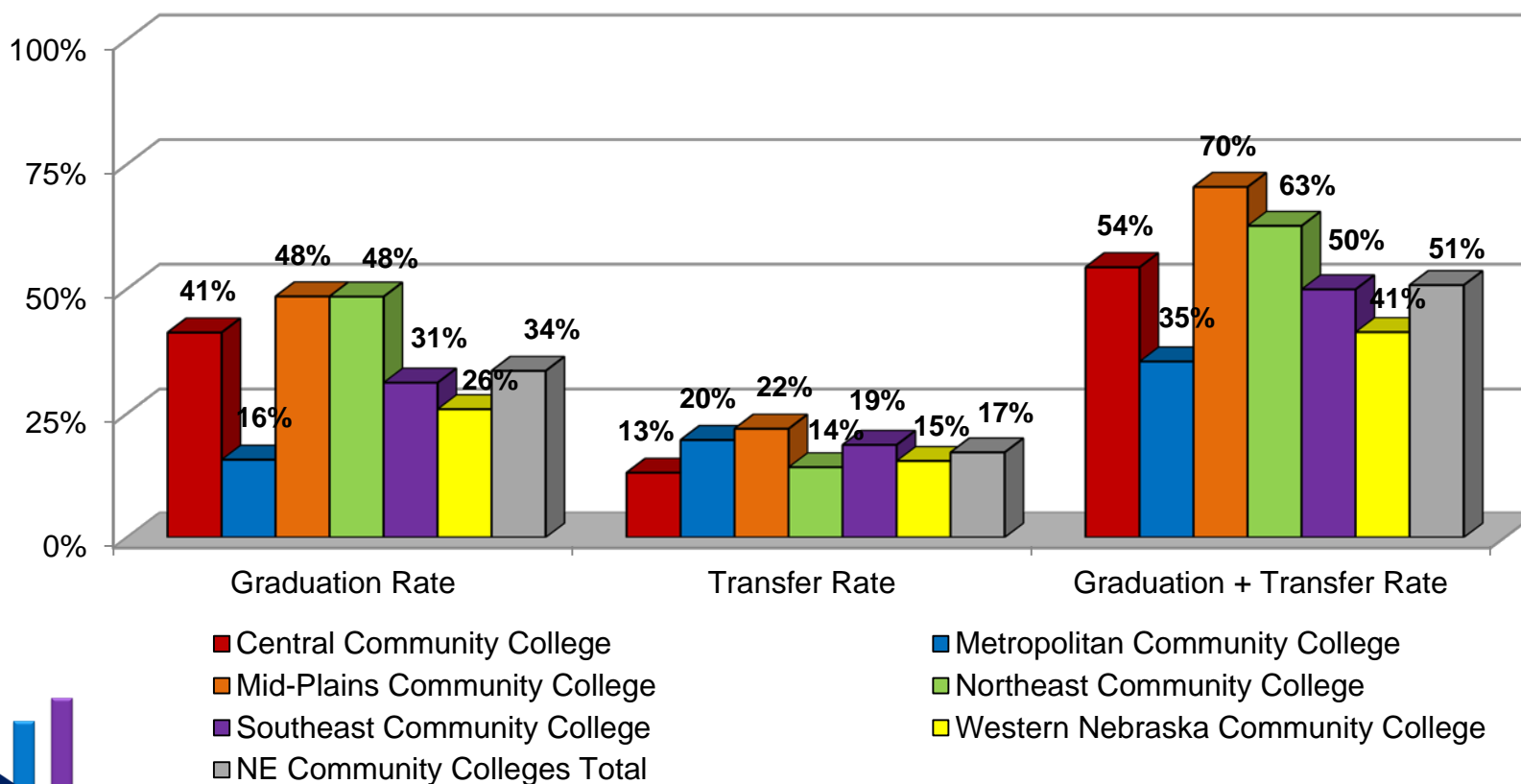
■ Total Four-Year Public Institutions

^a Only includes recipients that did not receive a Pell Grant.



2017-2018 Transfer Rates for Nebraska Community Colleges

- The overall transfer rate for the community colleges was **17%**
- Transfer rates ranged from **13%** at Central to **22%** at Mid-Plains
- The rates produced by combining each institution's graduation rates and transfer rates ranged from **35%** at Metro to **70%** at Mid-Plains



Graduation and Persistence Rates

Section 2.3

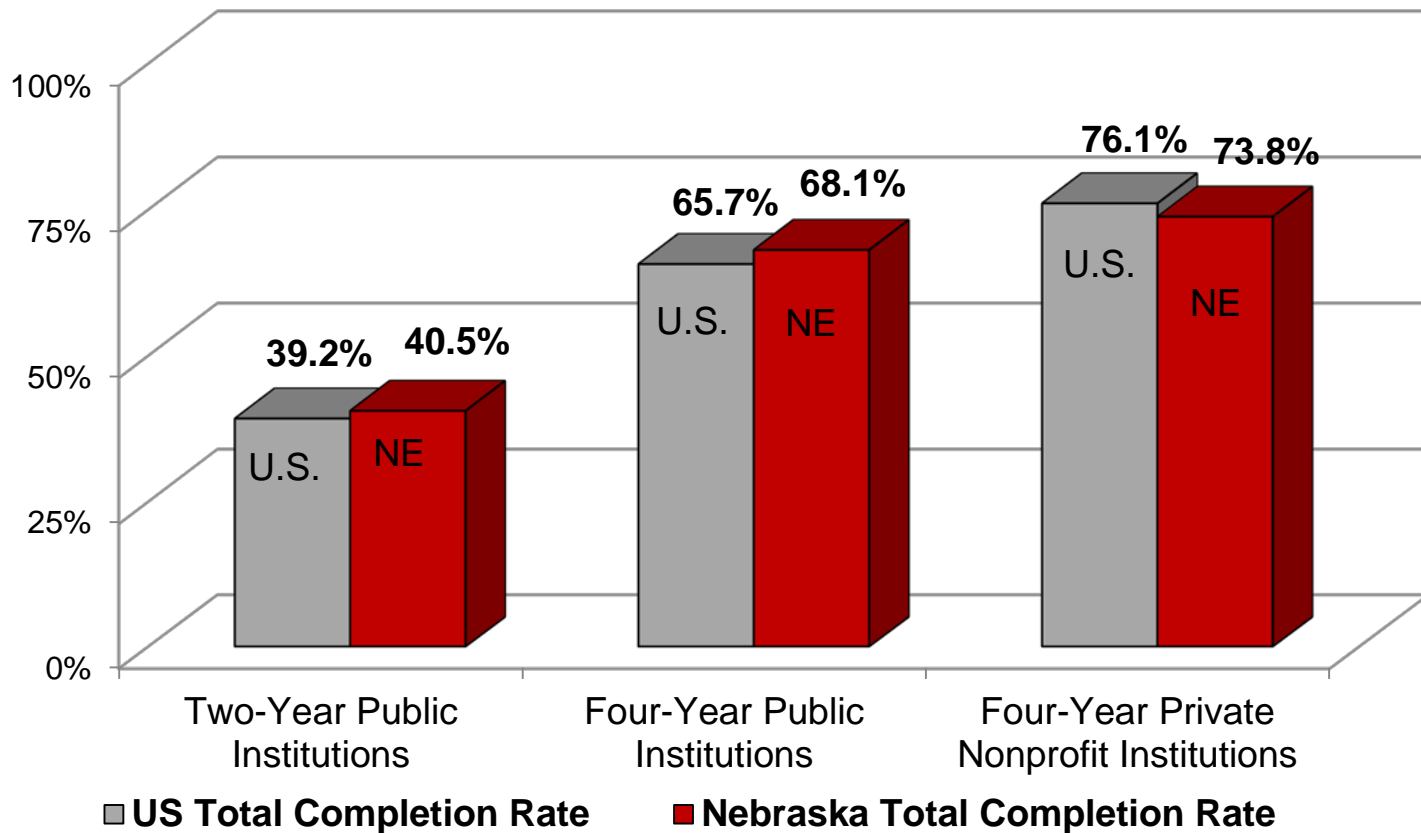
Research by the National Student Clearinghouse Research Center (*Completing College: A State-Level View of Student Attainment Rates*) provides important information about the completion and persistence rates of students who start college at Nebraska's public and independent institutions.



- Historically, IPEDS graduation rates are only for **first-time, full-time** students who graduate from the **same campus** where they began as first-time, full-time students
- In comparison, the NSC graduation rates are for **all first-time students**, regardless of full-time status, and they **include students who graduate from campuses other than the campus of initial enrollment**



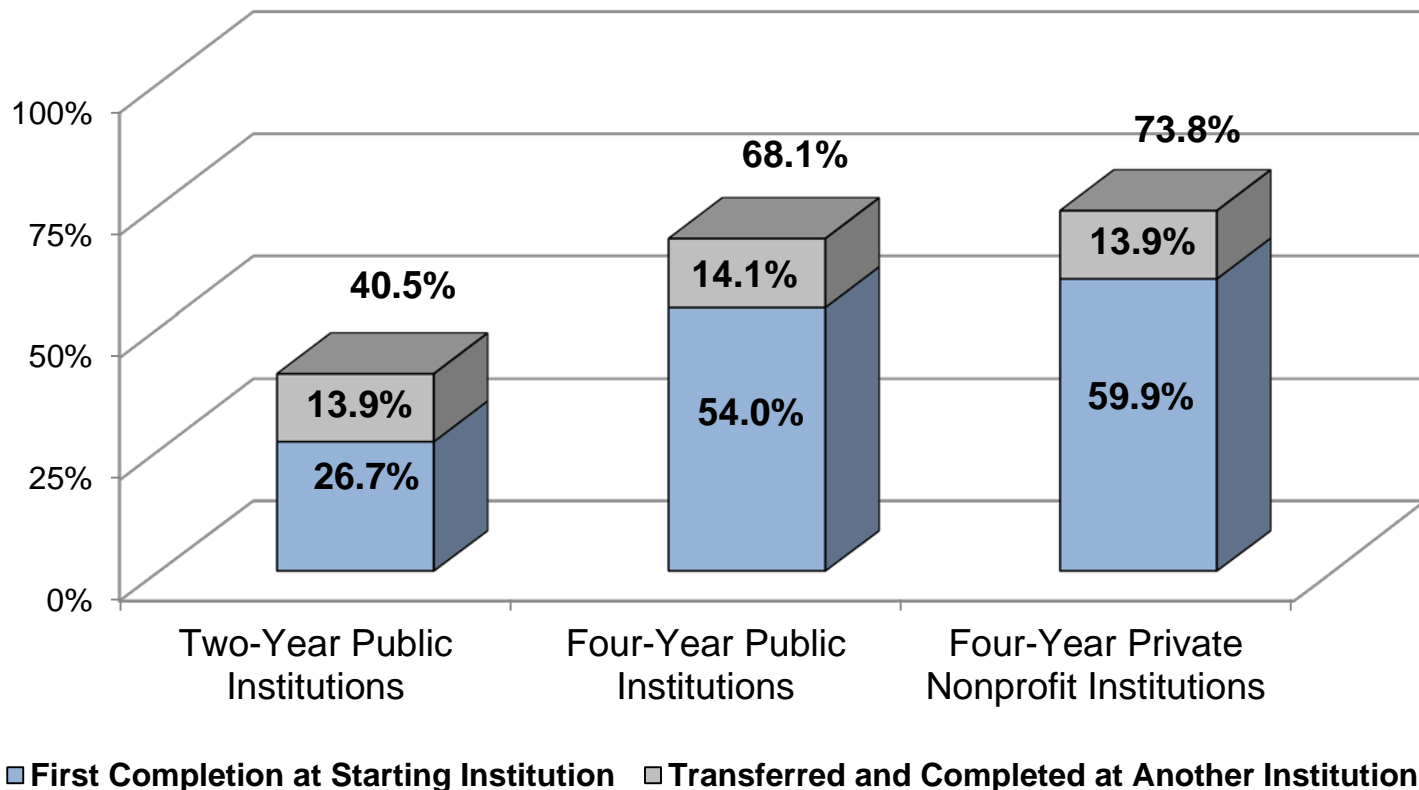
Six-Year Total Completion Rates for Nebraska and the United States for First-Time Degree-Seeking Freshmen Fall 2012 Cohort



Six-Year Completion Rates for Nebraska for First-Time Degree-Seeking Freshmen

Fall 2012 Cohort

- Completion rates for starting institutions range from 26.7% - 59.9%
- Roughly 14% of students actually received their first completion at an institution in the U.S. other than their starting institution, no matter the sector of first enrollment



■ First Completion at Starting Institution ■ Transferred and Completed at Another Institution

Completing College: A State-Level View of Student Attainment Rates Fall 2012 Cohort Summary

- Students are most likely to earn degrees or certificates if they:
 - Attend college full time
 - Start college at a four-year institution
 - Start college before they are 20 years old
- Students who enroll part-time are:
 - Less likely to persist in their studies
 - Less likely to earn degrees or certificates
 - More likely to drop out of college
- Importantly, for the Nebraska community colleges
 - By June 30, 2018, 40.5% of students had completed degrees
 - 26.7% earned degrees at their starting institution
 - 8.2% at a different two-year school in U.S.
 - 5.7% at a four-year school in U.S.
 - And 11.1% were still enrolled (at any institution)



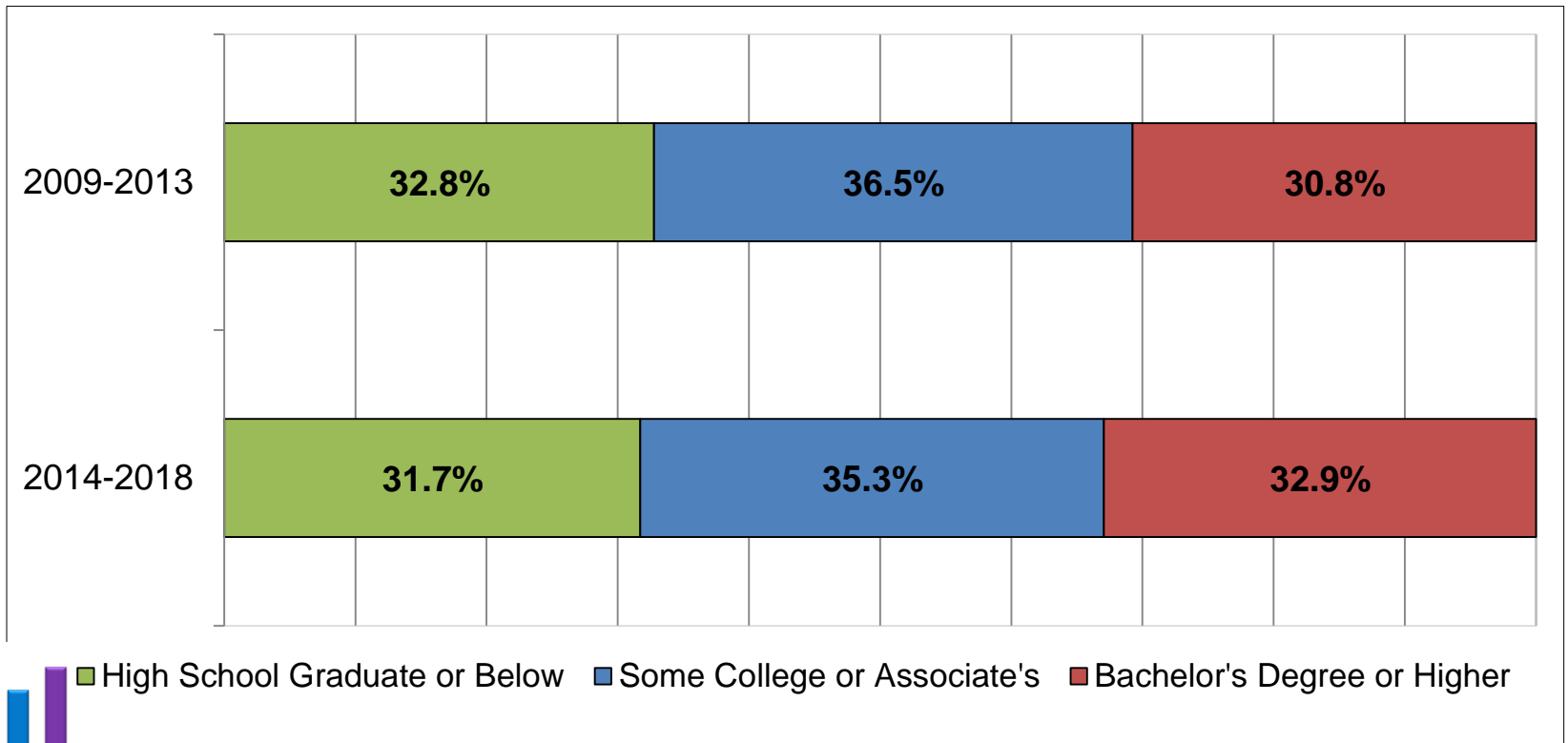
PRIORITY 3

**REDUCE, ELIMINATE, AND THEN REVERSE THE
NET OUT-MIGRATION OF NEBRASKANS WITH
HIGH LEVELS OF EDUCATIONAL ATTAINMENT**

- Data for this section comes from the U.S. Census Bureau's American Community Survey's (ACS) 5-year Public Use Microdata Sample (PUMS) files
 - Since data comes from a sample, and not a census, caution should be exercised when interpreting data (especially migration estimates)
 - While the data is not perfect, it is the best measure we currently have for studying the migration of Nebraskans with high levels of educational attainment

Educational Attainment for 22- to 64-Year-Olds

- Estimated population of 22- to 64-year olds increased 1.6% between 2009-2013 and 2014-2018
- **By education level, the estimated population:**
 - **High school graduates or below: Decreased 1.1 percentage points**
 - **Some college or associate's: Decreased 1.2 percentage points**
 - **Bachelor's degree or higher: Increased 2.1 percentage points**



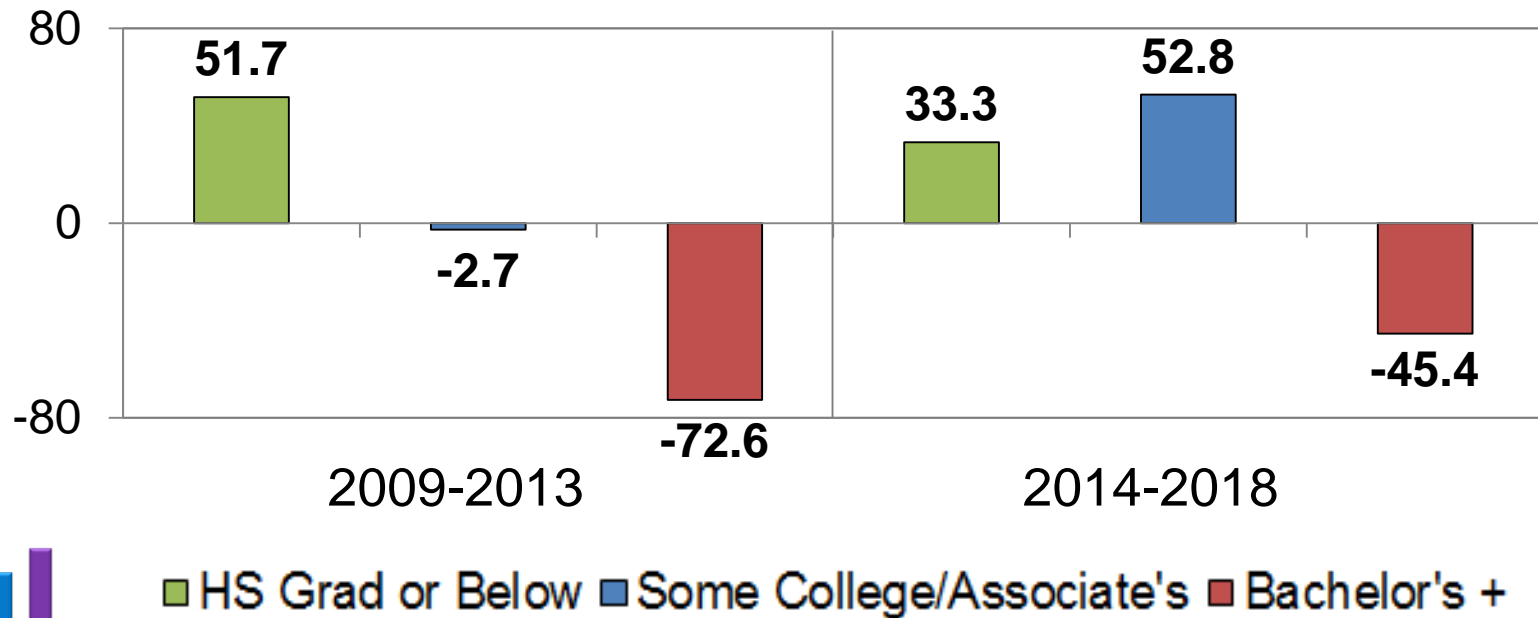
Migration Estimates Compared to Educational Attainment for 22- to 64-Year-Olds

2009-2013

- For every 10,000 people in Nebraska age 22 to 64, with a bachelor's degree or higher, there was an average annual **net out-migration of 72.6** people with a bachelor's or higher
 - Estimated annual net out-migration of 2,276 people, or 11,380 over the five-year period, with a bachelor's or higher

2014-2018

- For every 10,000 people in Nebraska age 22 to 64, with a bachelor's degree or higher, there was an average annual **net out-migration of 45.4** people with a bachelor's or higher
 - Estimated annual net out-migration of 1,548 people, or 7,740 over the five-year period, with a bachelor's or higher

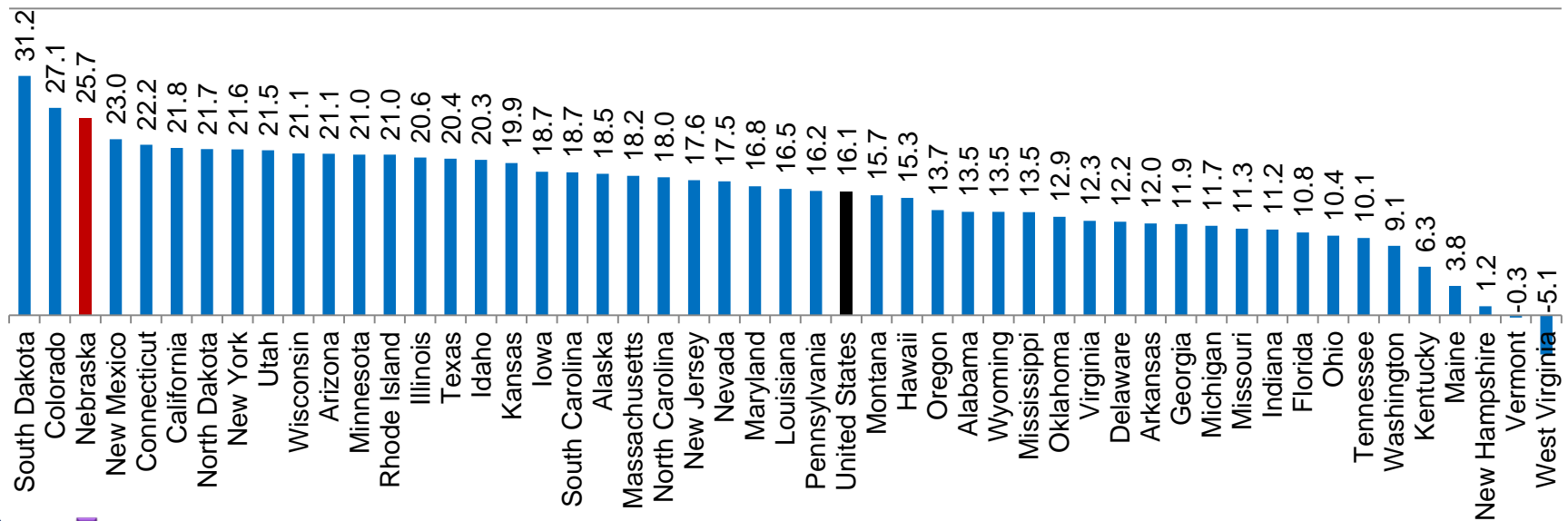


Estimated Difference in College Attainment Between Whites and Minorities Ages 25 to 44 by State Based on the 2014-2018 American Community Survey

- A consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that Nebraska's gap in educational attainment between whites and minorities is the **third largest (worst) in the nation**

Percentage of 25- to 44-year olds who have completed an associate's degree or higher:

- Nebraska: **55.6%** white non-Hispanics versus **29.9%** of minorities
- Net difference is an attainment gap of 25.7 percentage points



CONCLUSION

Nebraska Key Takeaways

- **2018-2019 PUBLIC HIGH SCHOOL GRADUATION RATE:** **88.4%**
- **2017-2018 COLLEGE CONTINUATION RATES**
PUBLIC HIGH SCHOOL GRADUATING CLASS: **70.6%**
ACE SCHOLARSHIP RECIPIENTS: **83.0%**
- **6-YEAR COMPLETION RATE, FALL 2012 COHORT:** **40.5% (PUBLIC 2-YR)**
68.1% (PUBLIC 4-YR)
- **AVERAGE ANNUAL NET MIGRATION FOR EVERY 10,000 WORKING-AGE NEBRASKA'S WITH A BACHELOR'S +:** **-45.4**
- **BACHELOR'S DEGREE OR HIGHER 22 TO 64 YEARS:** **32.9%**
- **ATTAINMENT GAP BETWEEN WHITES AND MINORITIES:** **25.7**



- Given the findings of the *2020 Nebraska Higher Education Progress Report*, more work needs to be done in order for Nebraskans to enroll in college and complete degrees.
- So, what do we need to do?

- At the high school level:
 - Increase the percentage of students who stay in school and earn diplomas
 - Increase the percentage of students who are prepared academically for college
 - **Increase the number of students who take dual and concurrent enrollment courses**
 - For males, minorities, and low-income students especially, exert more effort to increase:
 - The percentage who are prepared for college academically
 - The number who take dual enrollment courses
 - High school graduation rates,
 - Completion of the FAFSA, and
 - College-going rates
 - Increase opportunities for students to connect to career pathways of interest that lead to employment and additional education
 - **Increase counseling resources to improve students' awareness of career pathways, employment outcomes, and financial aid availability**



- 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**
 - Encourage students to enroll full time and not delay enrollment
 - Increase efforts to improve retention and persistence rates
 - **Support and expand efforts (ex., Transfer Nebraska and 2+2 agreements) to improve students' knowledge of how credits will transfer**
 - Increase efforts to improve graduation rates for all students, especially at the community colleges and for minority students
 - **Identify and reach out to adults with college credit but no earned certificates or degrees with degree completion initiatives**
 - Reach out to adults who have not attained a high school diploma to enroll them in adult education programs that result in GED and prepare them for the workforce/postsecondary
 - Partner with other colleges and universities and state departments to use longitudinal data to study employment patterns of recent graduates and develop strategies to reduce brain-drain



- At the state government level:
 - 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 programs connected to Nebraska’s statewide and regional economic needs is available
 - **Continue to support and increase funding for the Nebraska Opportunity Grant Program and the ACE program**
 - Consider new programs that are aimed at adults without degrees (ex., Tennessee Reconnect and Indiana Adult Student Grants)
 - **Implement and grow Governor Ricketts’ proposed Nebraska Career Scholarship Program to attract students to occupations identified as high wage, high demand, and high skill in Nebraska**
 - Initiate incentives for the state’s public colleges and universities to:
 - Improve graduation rates, and
 - Increase the number of degrees and certificates awarded
 - 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
 - Encourage the growth of high-wage, high-skill jobs that keep Nebraska graduates in Nebraska and inspire students to pursue postsecondary credentials
 - Annually measure progress toward the *Comprehensive Statewide Plan for Postsecondary Education’s* goal that Nebraska be among the top 10 states in educational attainment



Questions?

For further information, please contact:

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