
2017 Nebraska Higher Education Progress Report



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Thanks to:

Dr. Duncan Hsu, Ben Civic, Ritchie Morrow, Jason Keese

Presented at the March 16, 2017, 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 *2017 Progress Report*.



What's New for 2017

- Biggest change is that the latest available statistics are now analyzed in the context of 10-year trends
 - If the latest available statistic is an estimate, the 10-year actual change and the 11-year estimated change are provided
- Paul Mitchell the School Lincoln, a two-year for-profit cosmetology school, is now an IPEDS reporting institution and is included in the *Progress Report* when possible
- Key Takeaways has been reformatted to a one-page handout
- Appendix 9 (freshmen retention) now includes an explanatory note to outline definitions and data limitations
- Section 3 (migration/brain drain) now uses 5-year ACS data rather than 1-year ACS data, and educational attainment information has also been added to this section

Commission Draft Updates

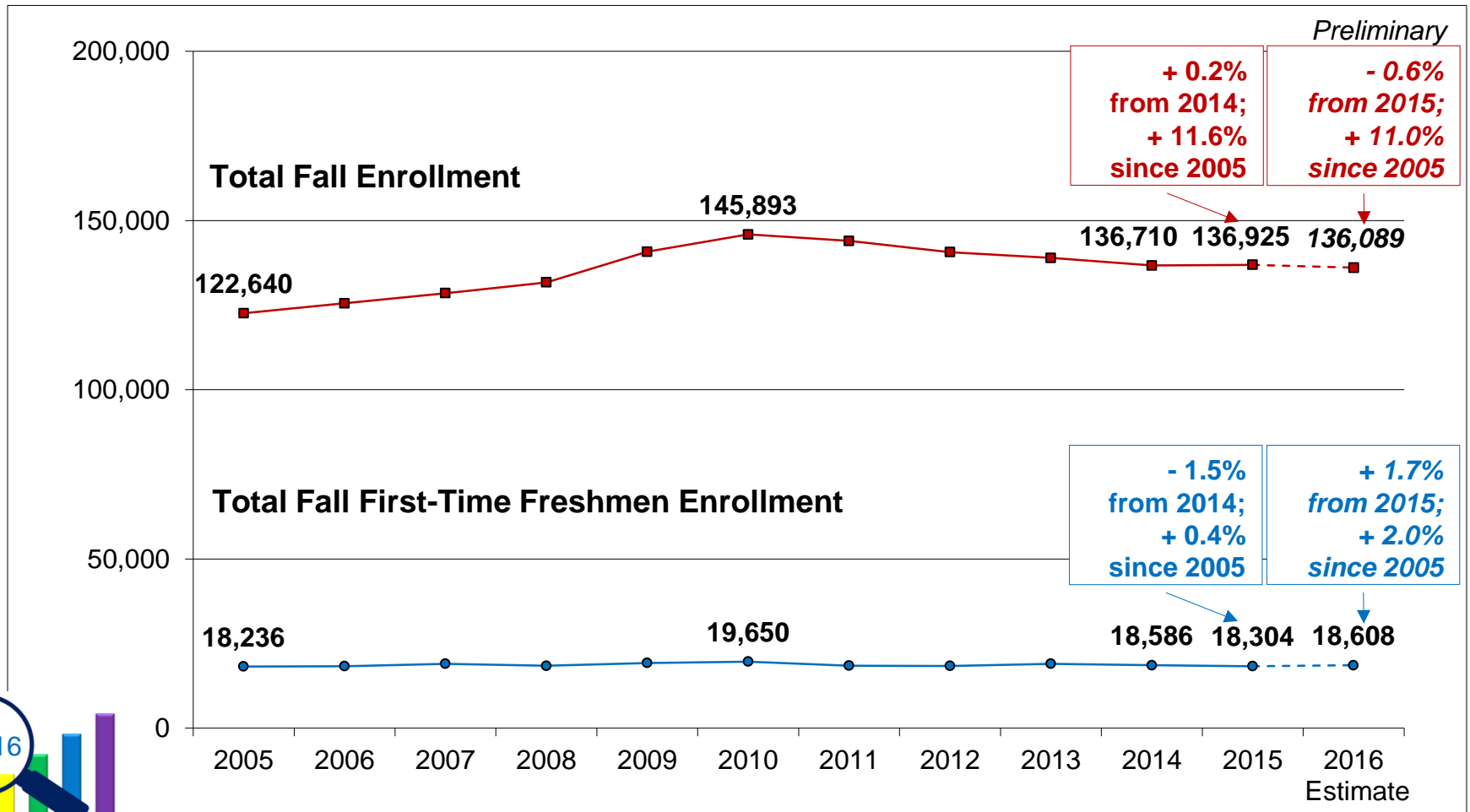
- Page 25, second sub-bullet should read, “Asian/Pacific Islanders increased **46.6%** (from 337 to 494 graduates)” (not **45.6%**)
- Page 143, title should read, “...Based on the **2006-2010** and **2011-2015** American Community Survey” (not the **2014** ACS)
- Page 143, Part B should read, “...2011-**2015**” (not 2011-**2012**)

PRIORITY 1

INCREASE POSTSECONDARY ENROLLMENT

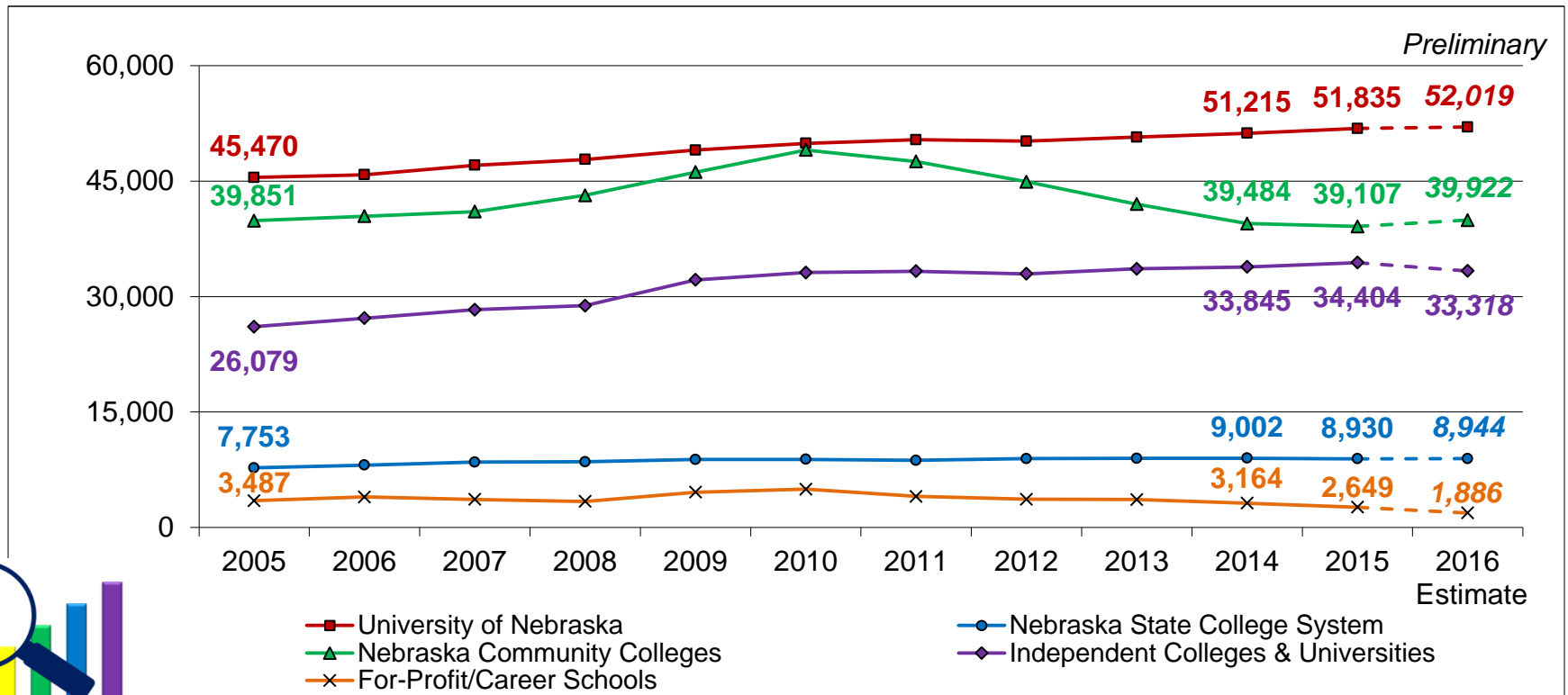
Fall Enrollment at Nebraska's Postsecondary Institutions

- While enrollment steadily increased between 2005 and 2010, **total fall enrollment** decreased an estimated **6.7%** between 2010 and 2016
- In addition, **fall first-time freshmen enrollment** is down an estimated **5.3%** since 2010:



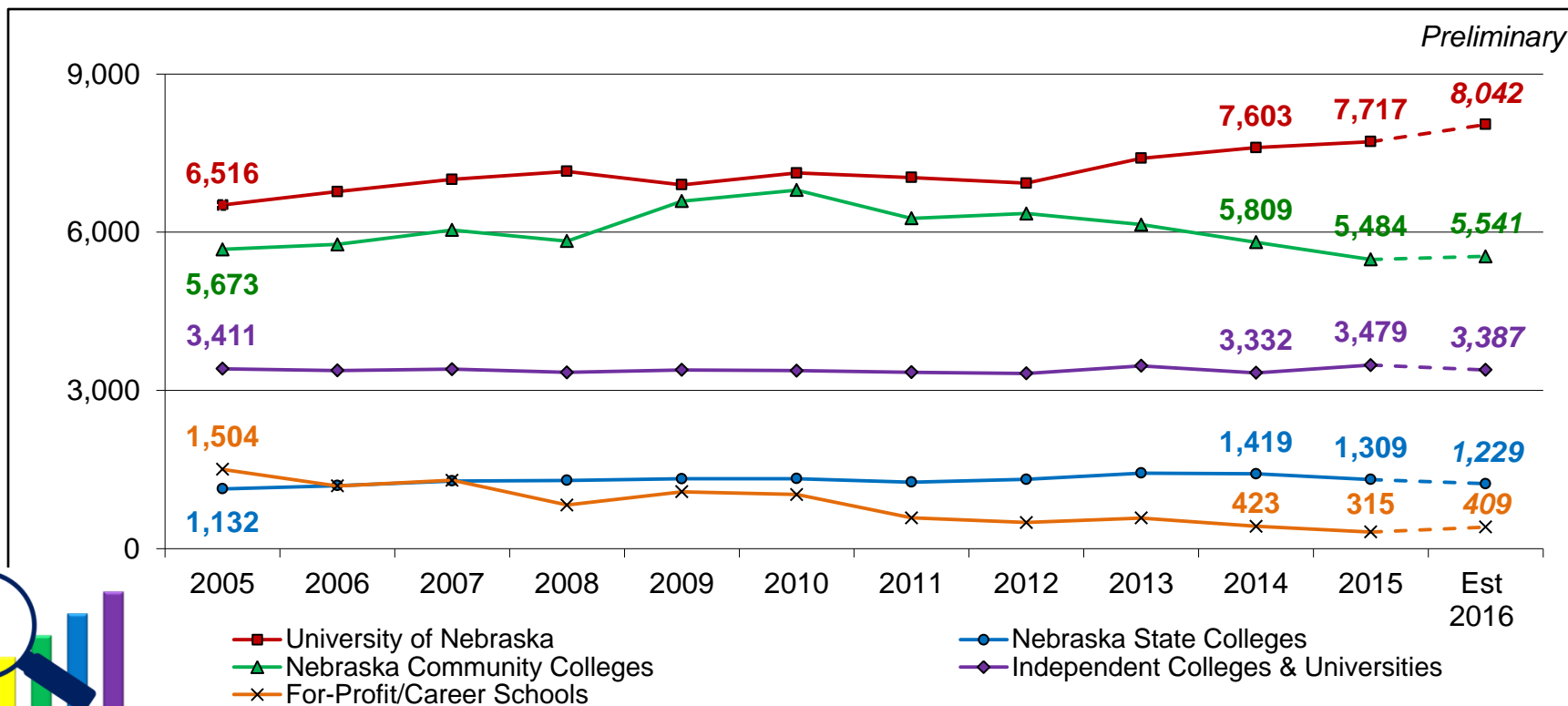
Total Fall Enrollment by Sector

SECTOR	1-Year Change 2014 to 2015	Est. 1-Year Change 2015 to 2016	10-Year Change 2005 to 2015	Est. 11-Year Change 2005 to 2016
■ University of Nebraska	1.2%	0.4%	14.0%	14.4%
● Neb. State College System	-0.8%	0.2%	15.2%	15.4%
▲ Neb. Community Colleges	-1.0%	2.1%	-1.9%	0.2%
◆ Independent Colleges & Univ.	1.7%	-3.2%	31.9%	27.8%
✕ For-Profit/Career Schools	-16.3%	-28.8%	-24.0%	-45.9%



First-Time Freshmen Fall Enrollment by Sector

SECTOR	1-Year Change 2014 to 2015	Est. 1-Year Change 2015 to 2016	10-Year Change 2005 to 2015	Est. 11-Year Change 2005 to 2016
■ University of Nebraska	1.5%	4.2%	18.4%	23.4%
● Neb. State College System	-7.8%	-6.1%	15.6%	8.6%
▲ Neb. Community Colleges	-5.6%	1.0%	-3.3%	-2.3%
◆ Independent Colleges & Univ.	4.4%	-2.6%	2.0%	-0.7%
✕ For-Profit/Career Schools	-25.5%	29.8%	-79.1%	-72.8%



High School Graduation Rates

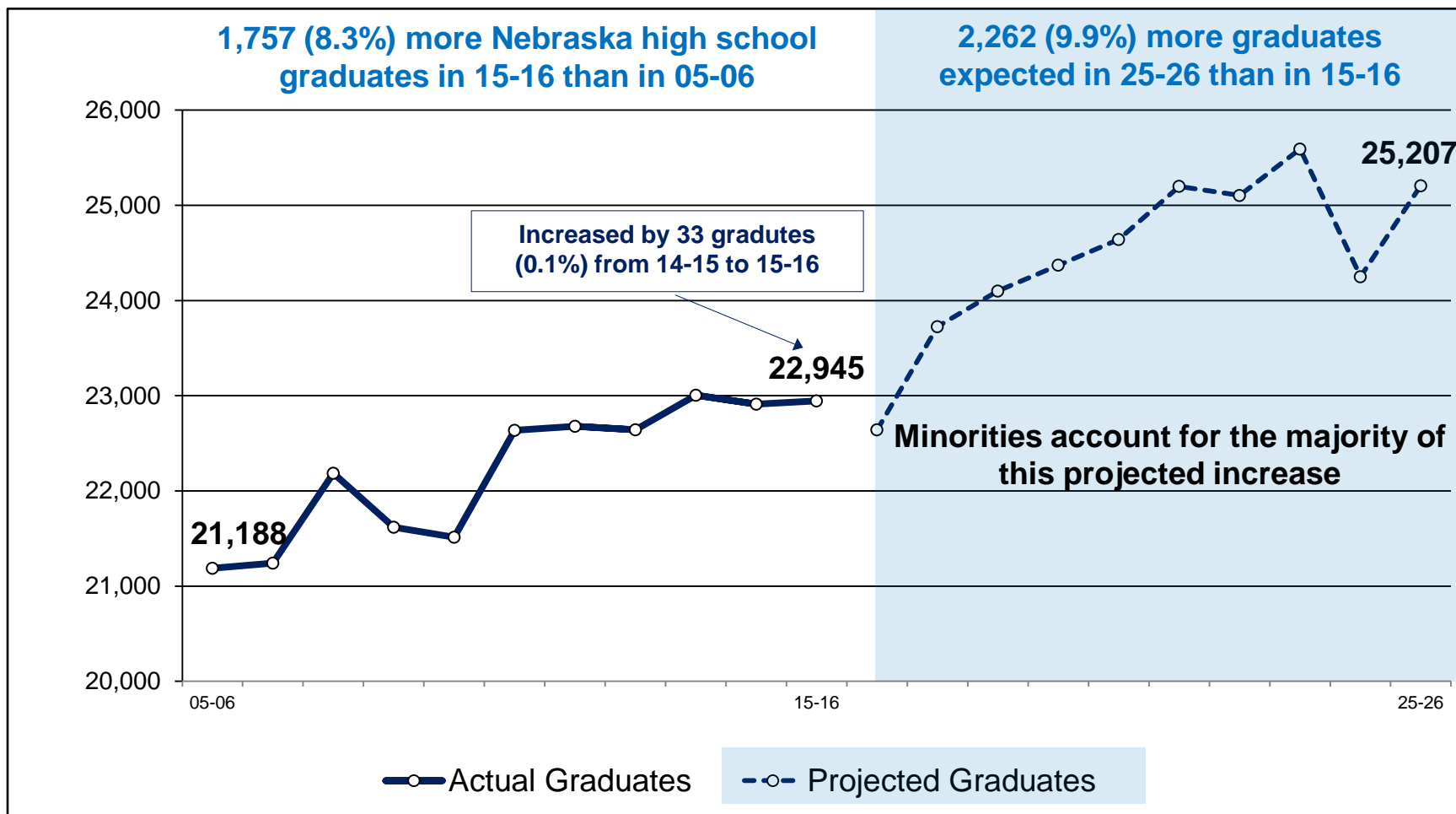
Section 1.1.a

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

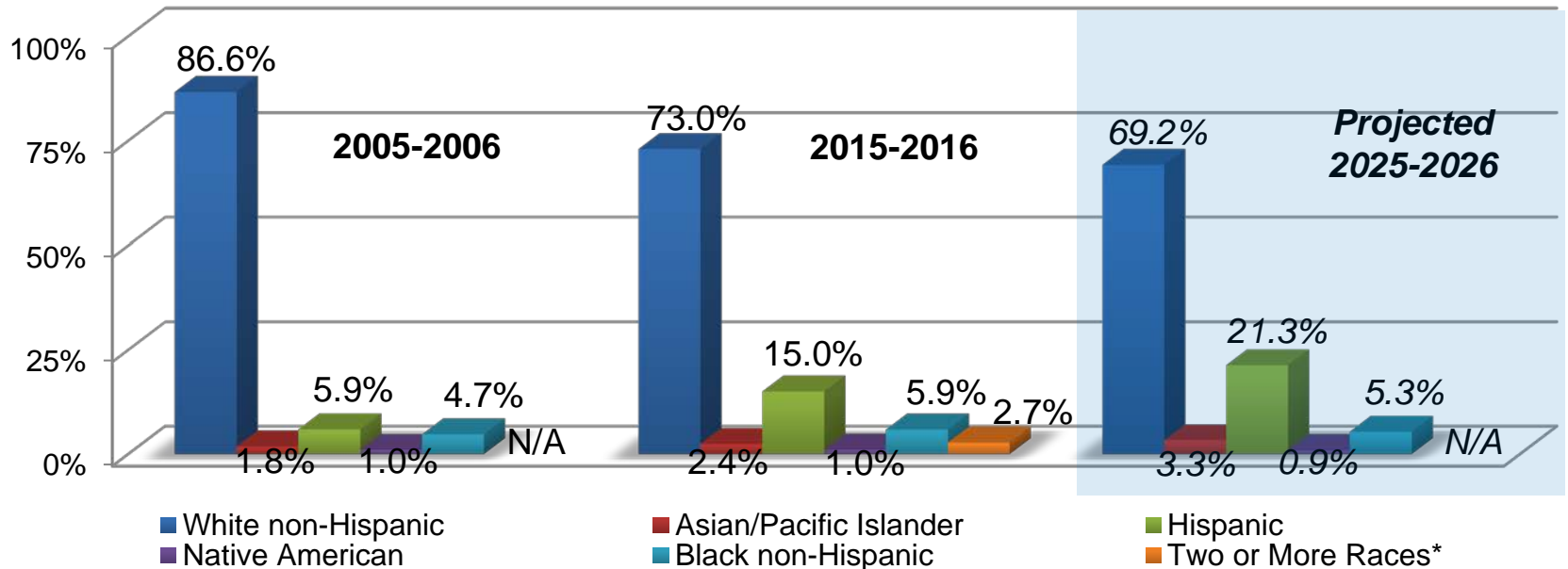
Actual (05-06 through 15-16) and Projected (16-17 through 25-26)



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



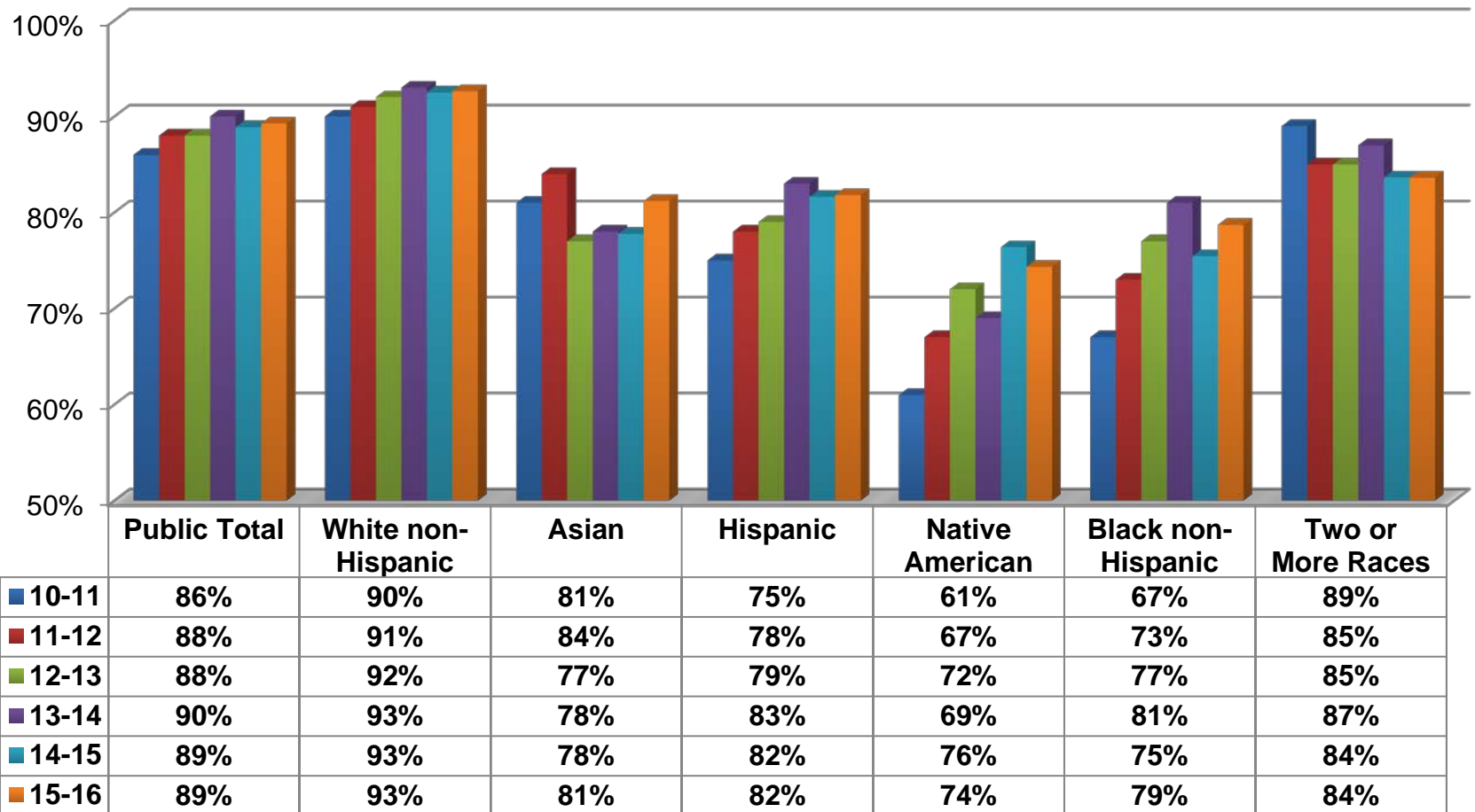
	2005-2006	2015-2016	Projected 2025-2026	10-Year Change 05-06 to 15-16	Projected 10-Year Change 15-16 to 25-26
White (non-Hispanic)	16,389	15,007	15,901	-8.4%	6.0%
Asian/Pacific Islander	337	494	756	46.6%	53.0%
Hispanic	1,119	3,082	4,893	175.4%	58.8%
Native American	181	211	204	16.6%	-3.3%
Black (non-Hispanic)	892	1,206	1,228	35.2%	1.8%
Two or More Races*	*	562	*	*	*
Total*	18,918	20,562	22,639	8.7%	10.1%

* "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 2015, Nebraska was ranked **4th highest** in the nation
- *(National data for 2016 is not yet available for state-to-state comparisons)*

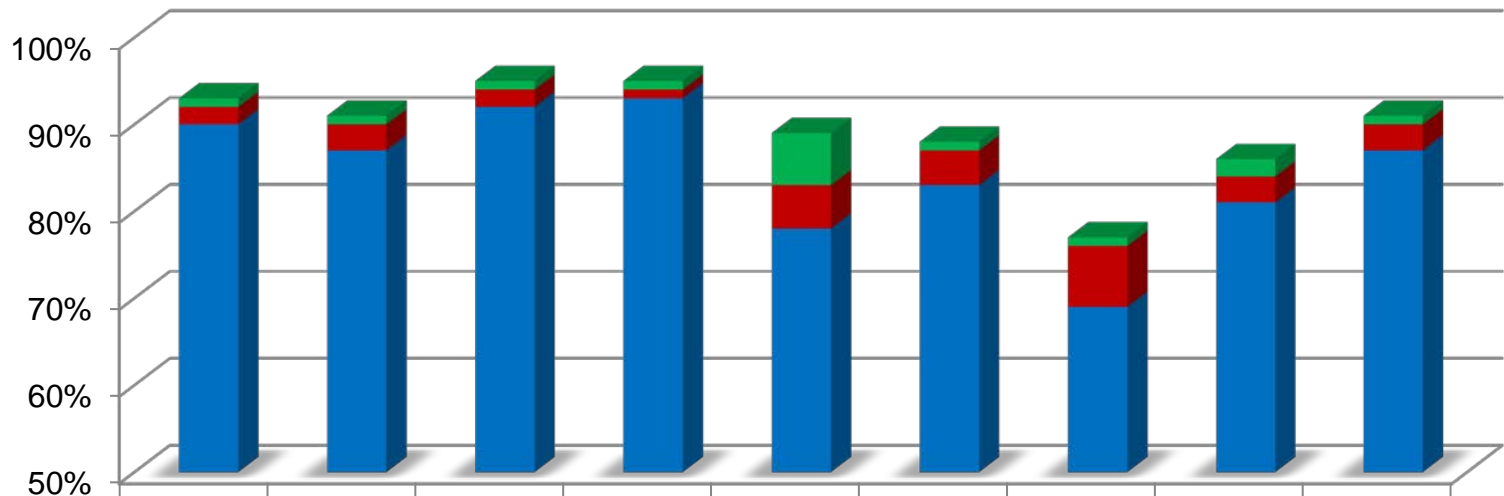


Note. Due to methodological changes by NDE, the 2010-2011 cohort four-year graduation rate established a new baseline for comparisons.



Nebraska Public High School 2013-2014 Cohort Extended Graduation Rates by Race/Ethnicity

- Extending cohort graduation rates to five and six years narrows the gender gap as well as the racial/ethnic gaps
 - Males are more likely than females to take longer to graduate from high school
 - Asian, Hispanic, Native American, black non-Hispanic, and multi-racial students are more likely than white non-Hispanics to take longer to graduate from high school

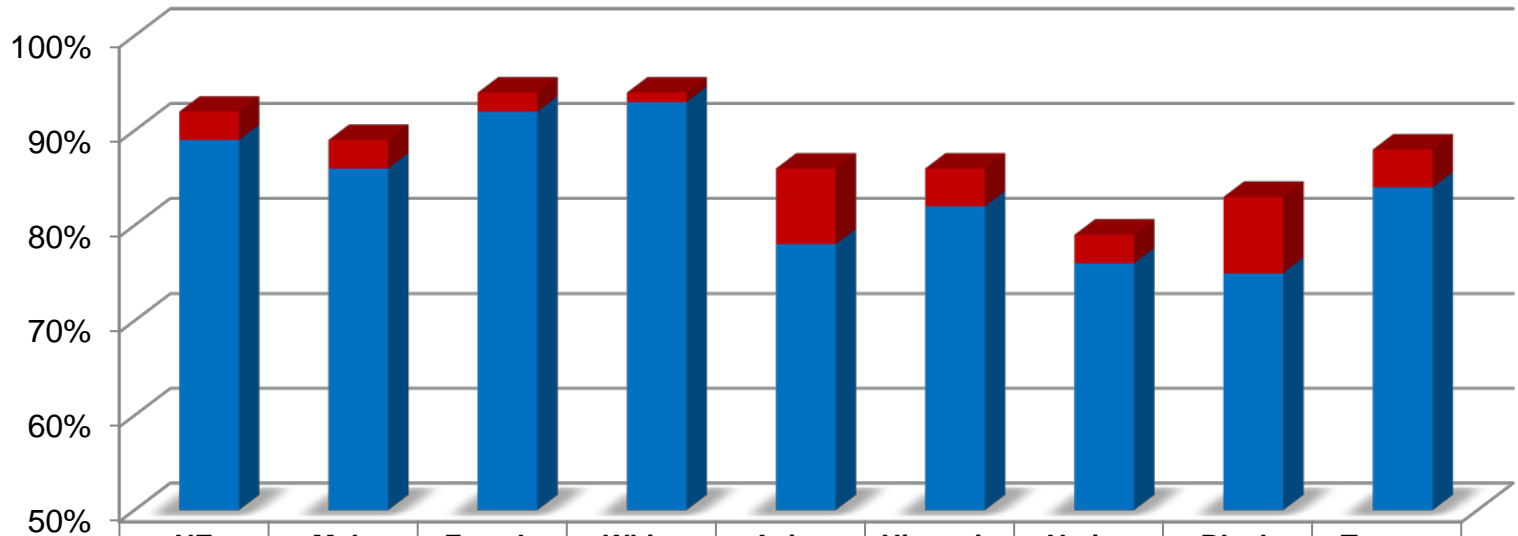


	NE Public Total	Male	Female	White non-Hispanic	Asian	Hispanic	Native American	Black non-Hispanic	Two or More Races
6-Year	93%	91%	95%	95%	89%	88%	77%	86%	91%
6 Year Gain	1%	1%	1%	1%	6%	1%	1%	2%	1%
5 Year Gain	2%	3%	2%	1%	5%	4%	7%	3%	3%
4-Year	90%	87%	92%	93%	78%	83%	69%	81%	87%



Nebraska Public High School 2014-2015 Cohort Extended Graduation Rates by Race/Ethnicity

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 - Asian, Native American, black non-Hispanic, and multi-racial students are more likely than white non-Hispanics to take longer to graduate from high school



	NE Public Total	Male	Female	White non-Hispanic	Asian	Hispanic	Native American	Black non-Hispanic	Two or More Races
5-Year	92%	89%	94%	94%	86%	86%	79%	83%	88%
5 Year Gain	3%	3%	2%	1%	8%	4%	3%	8%	4%
4-Year	89%	86%	92%	93%	78%	82%	76%	75%	84%



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.



SAT Reasoning Test and ACT Assessment

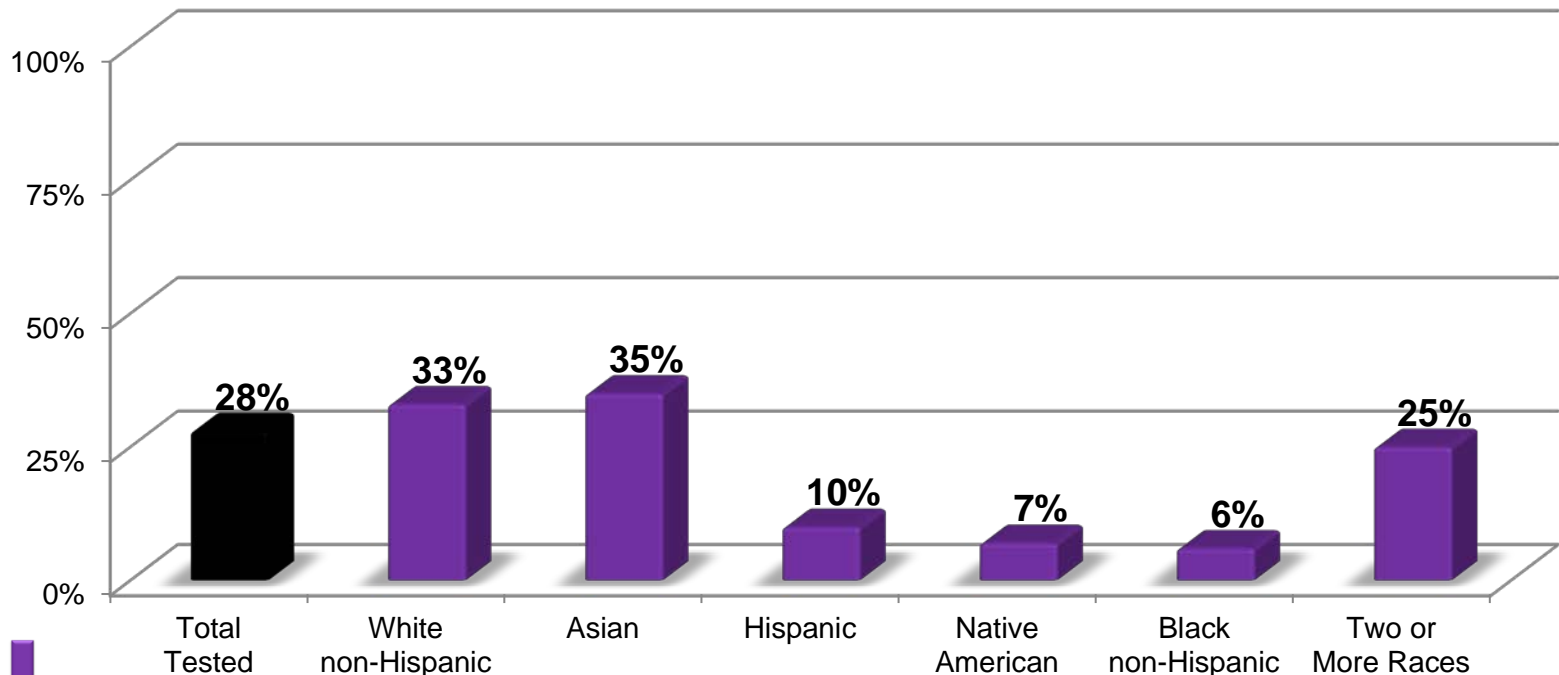
- In Nebraska, ACT is the predominant college entrance exam used to measure the extent to which Nebraska students are prepared for college
 - In 2016, 81.1% of high school graduates took the ACT Assessment (up from 75.0% in 2006)
 - In comparison, only 2.6% of high school graduates took the SAT Reasoning Test (down from 7.1% in 2006)
- Therefore, this section focuses on the ACT Assessment
 - ACT Composite Scores:
 - 2006: Nebraska = 21.9 National = 21.1
 - 2016: Nebraska = 21.4 National = 20.8



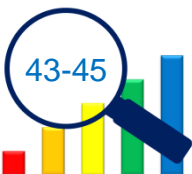
Percent of ACT-Tested Students Who Meet or Exceed ACT Benchmark Scores in All Four Areas

Nebraska High School Graduating Class of 2016

- **Only 28% are sufficiently prepared** to earn B's or C's in entry-level college courses in English, algebra, biology, and social science
 - In comparison, 26% were sufficiently prepared in 2006
- Hispanics, Native Americans, and black non-Hispanics are less prepared for these courses than their white non-Hispanic, Asian, or multiracial classmates



Note. Does not include 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
- Data in the *2017 Progress Report* is a repeat of the data presented last year, with the only difference being the baseline year changed

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



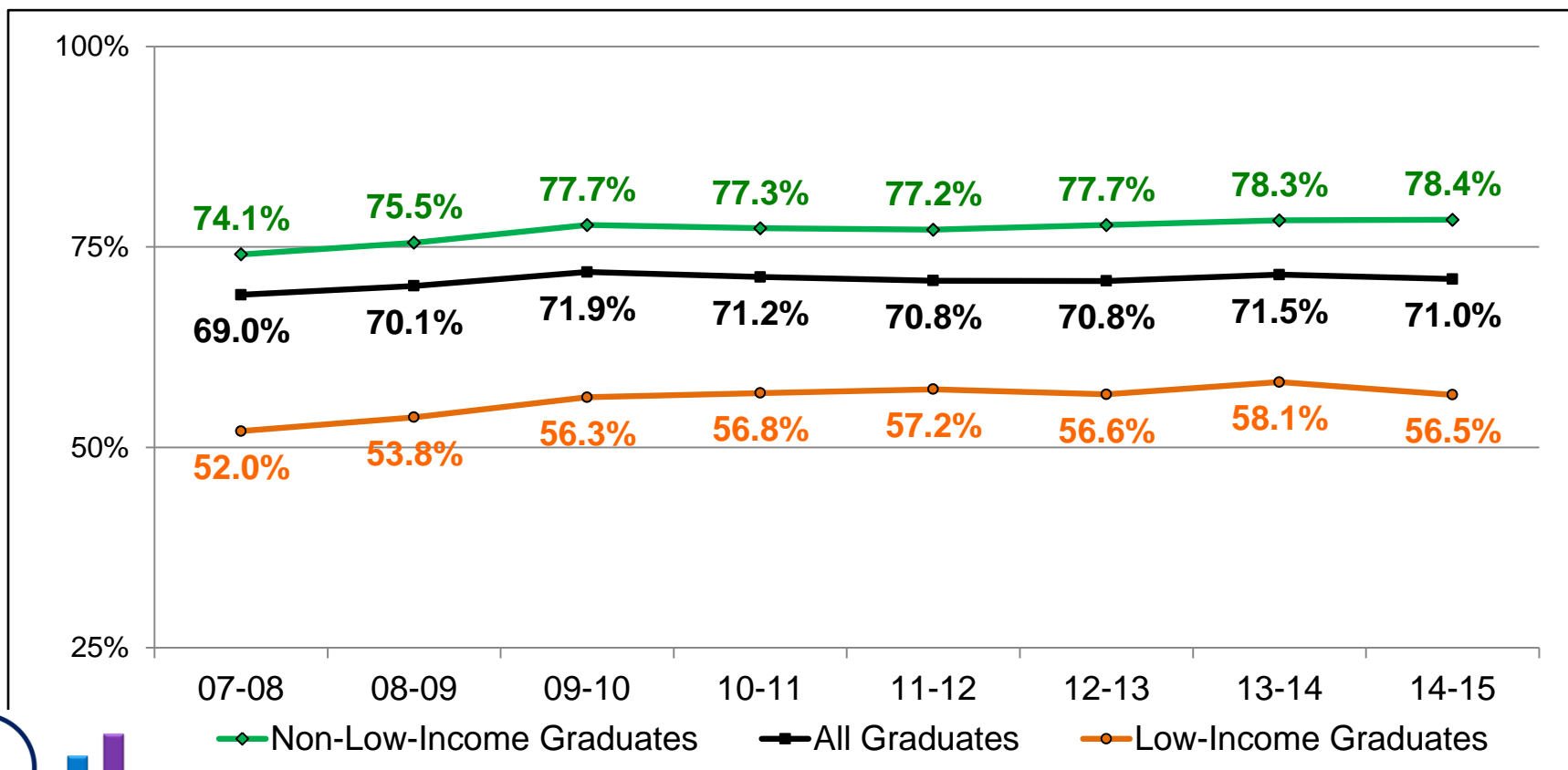
College Continuation Rates

- IPEDS
 - Degree-granting and non-degree-granting institutions
 - Fall 2004 = 63.5%
 - Fall 2014 = 62.1%
 - This is the lowest rate since 2004 and is a decrease of 3.7 percentage points from 65.8% in fall 2012
 - Degree-granting institutions only
 - Ranked 18th highest nationally in fall 2012 (64.8%)
 - Latest data for national comparisons
- National Student Clearinghouse
 - Graduating class of 2007-2008 = 69.0%
 - Graduating class of 2014-2015 = 71.0%
- 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

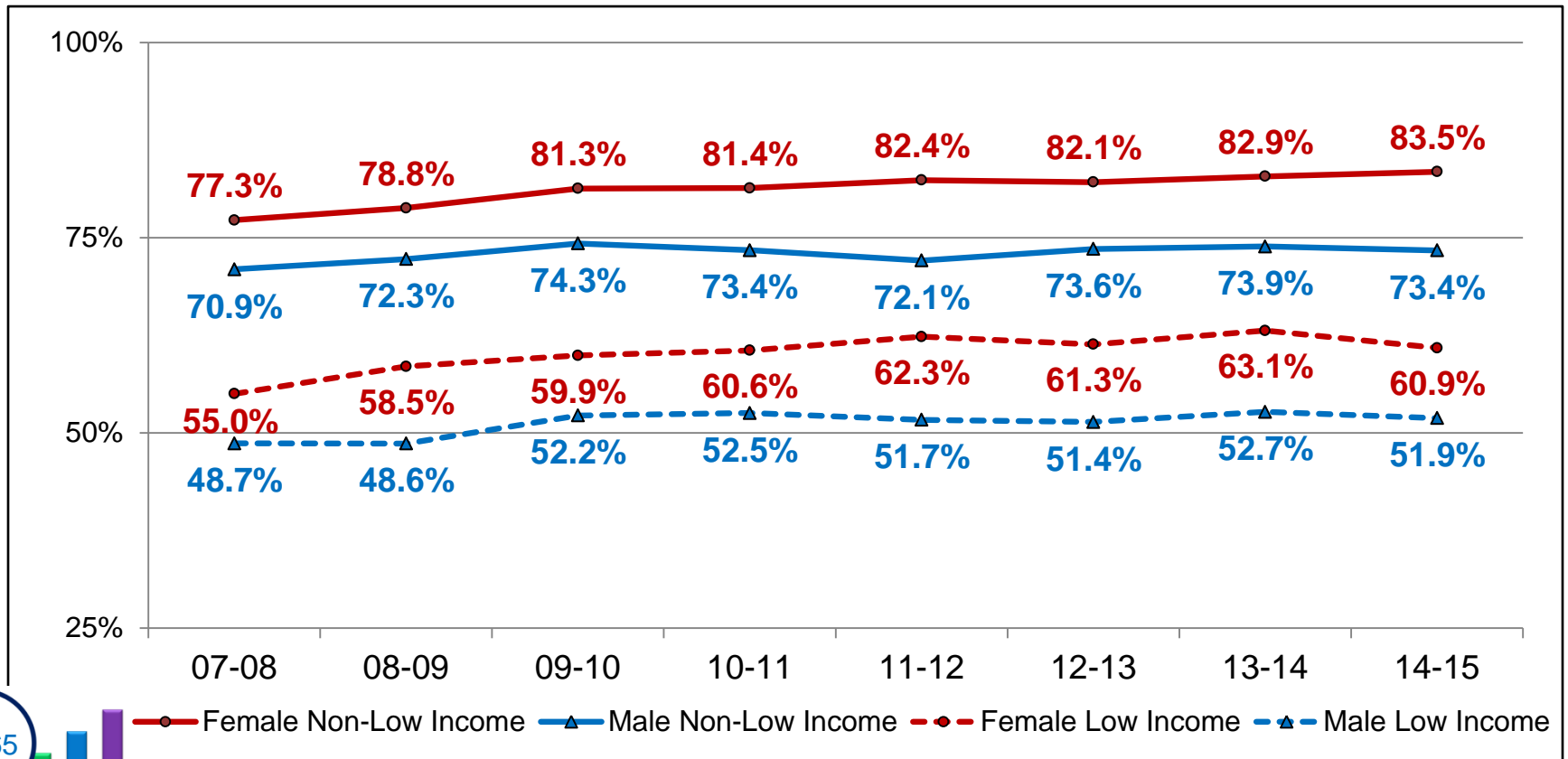
- While college continuation rates have risen for low-income and non-low-income graduates, non-low-income graduates have consistently continued on to college at higher rates than low-income graduates:



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

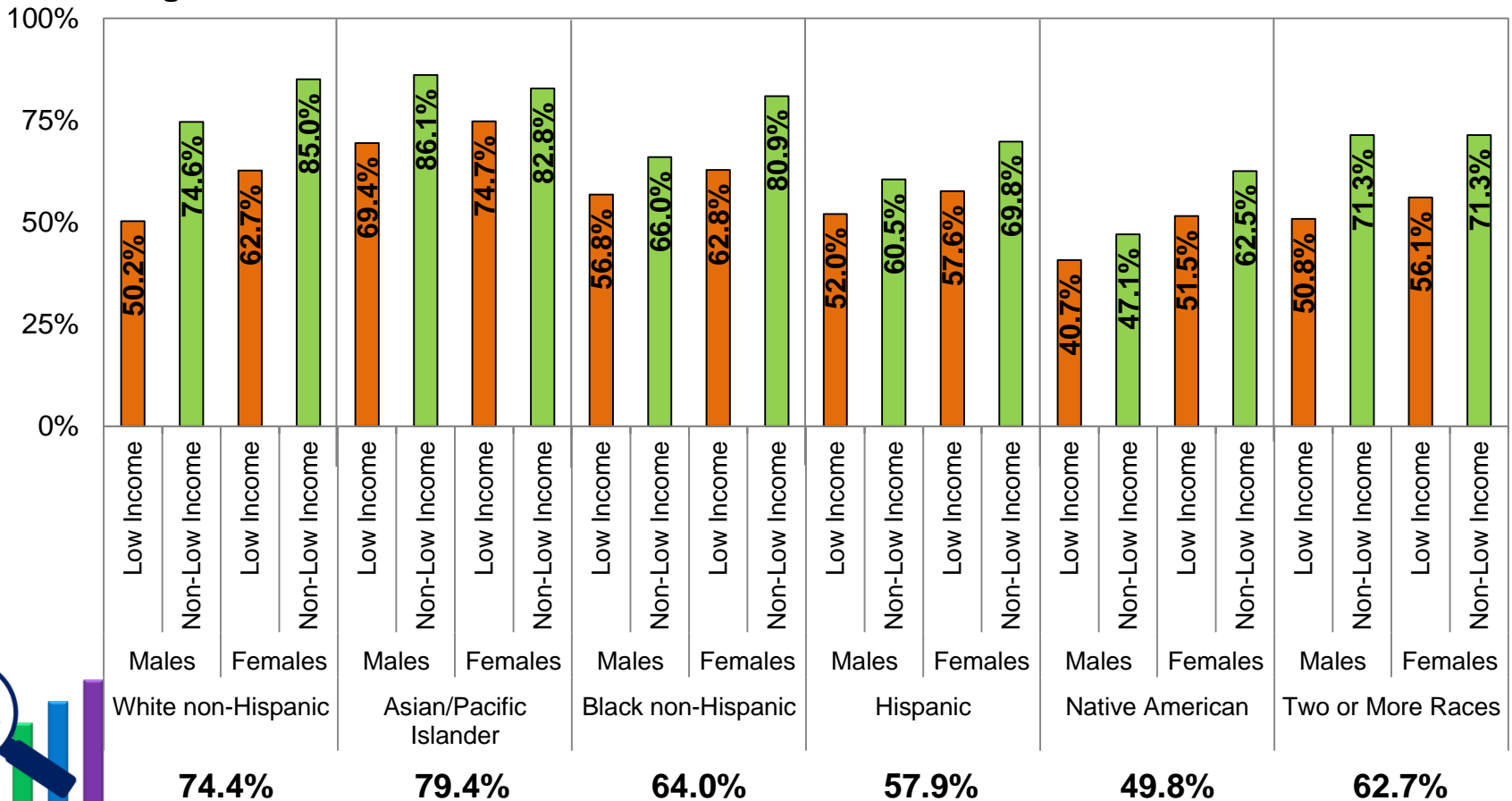
- **Female** college continuation rate:
 - 07-08 = **71.9%**
 - 14-15 = **75.6%**

- **Male** college continuation rate:
 - 07-08 = **66.1%**
 - 14-15 = **66.3%**



College Continuation Rates for Nebraska Public High School Graduates by Race/Ethnicity, Gender, and Student Income Status 2014-15

- By race/ethnicity, rates ranged from 49.8% for Native Americans to 79.4% for Asian/Pacific Islanders
- The lowest college continuation rate among the 24 subgroups was for low-income, Native American, male graduates; the highest was for non-low-income, Asian/Pacific Islander, male graduates



74.4%

79.4%

64.0%

57.9%

49.8%

62.7%

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 2004 = 80.3%
 - Fall 2014 = 81.1%
- 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



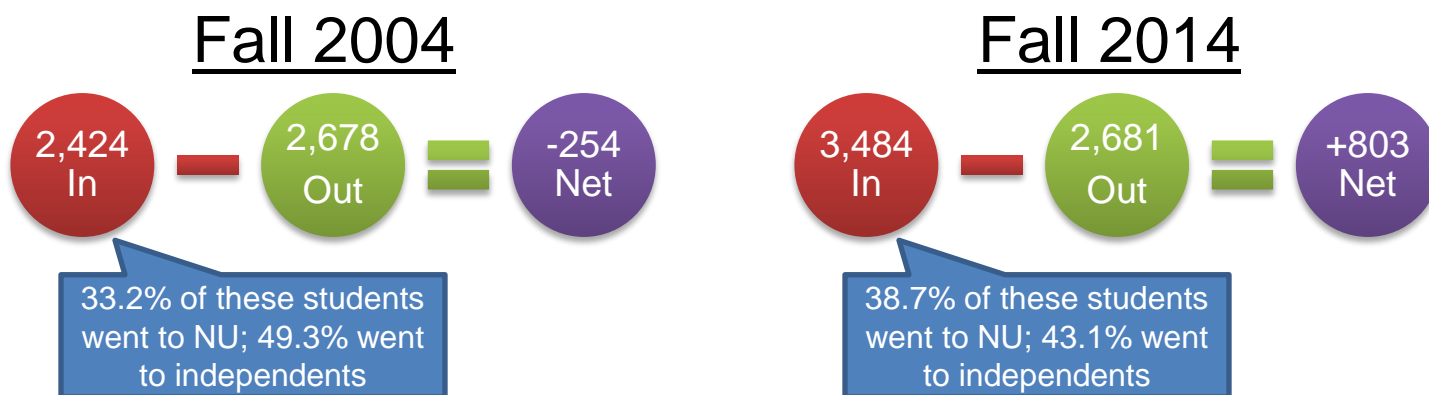
Non-Nebraska FTF Who Enroll at Nebraska Colleges and Net Migration

Section 1.3

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



- Out-of-state and non-resident alien first-time freshmen enrolled at Nebraska's colleges increased by 33.0% between fall 2004 and fall 2014:
 - Fall 2004 = 3,050
 - Fall 2014 = 4,055
 - Notably, this was an increase of 446 students (12.4%) since fall 2012
- Looking at FTF who attend degree-granting institutions *within 12 months of high school graduation*:



Enrollment of First-Time Freshmen by Race/Ethnicity

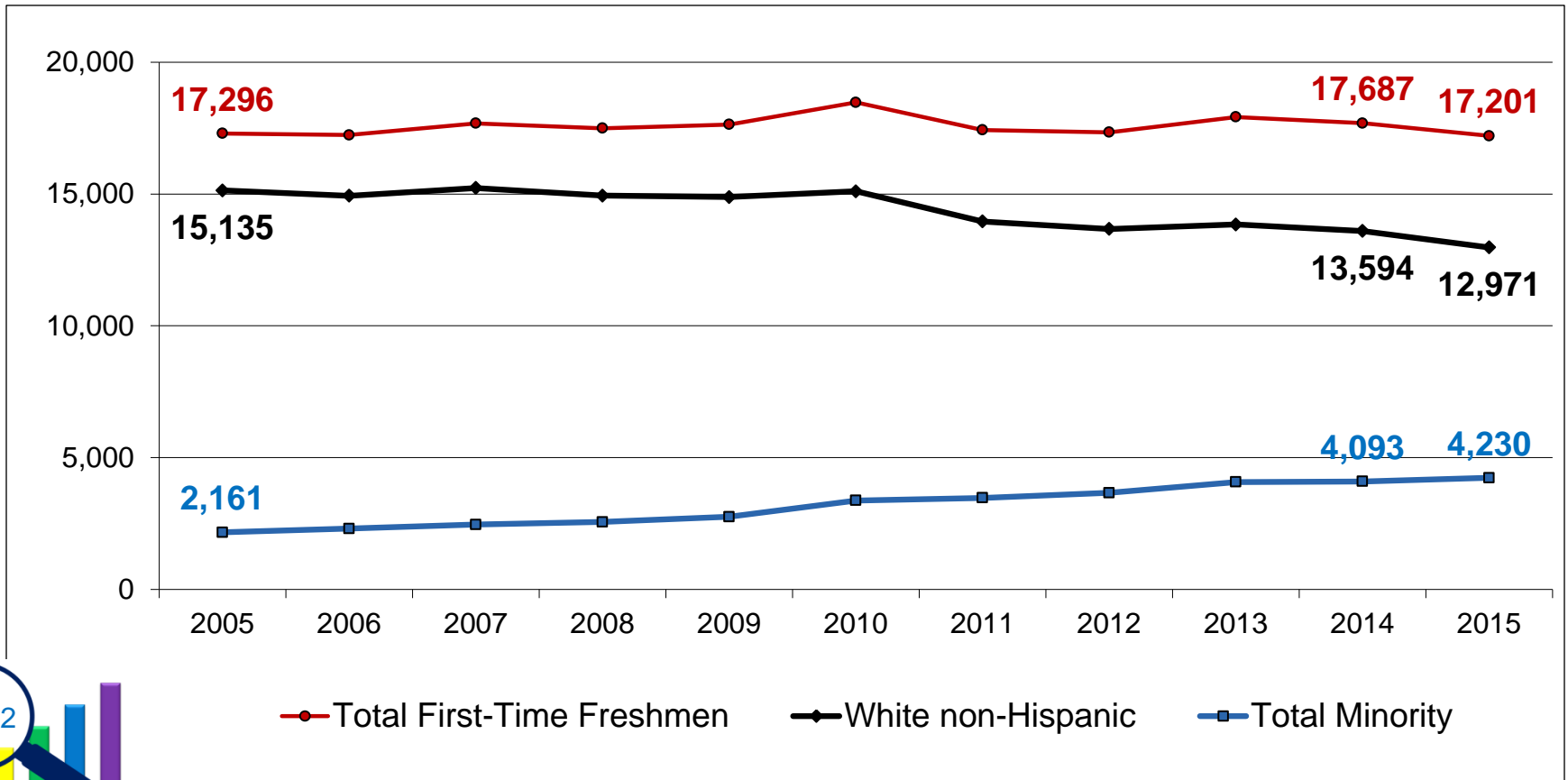
Section 1.4

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



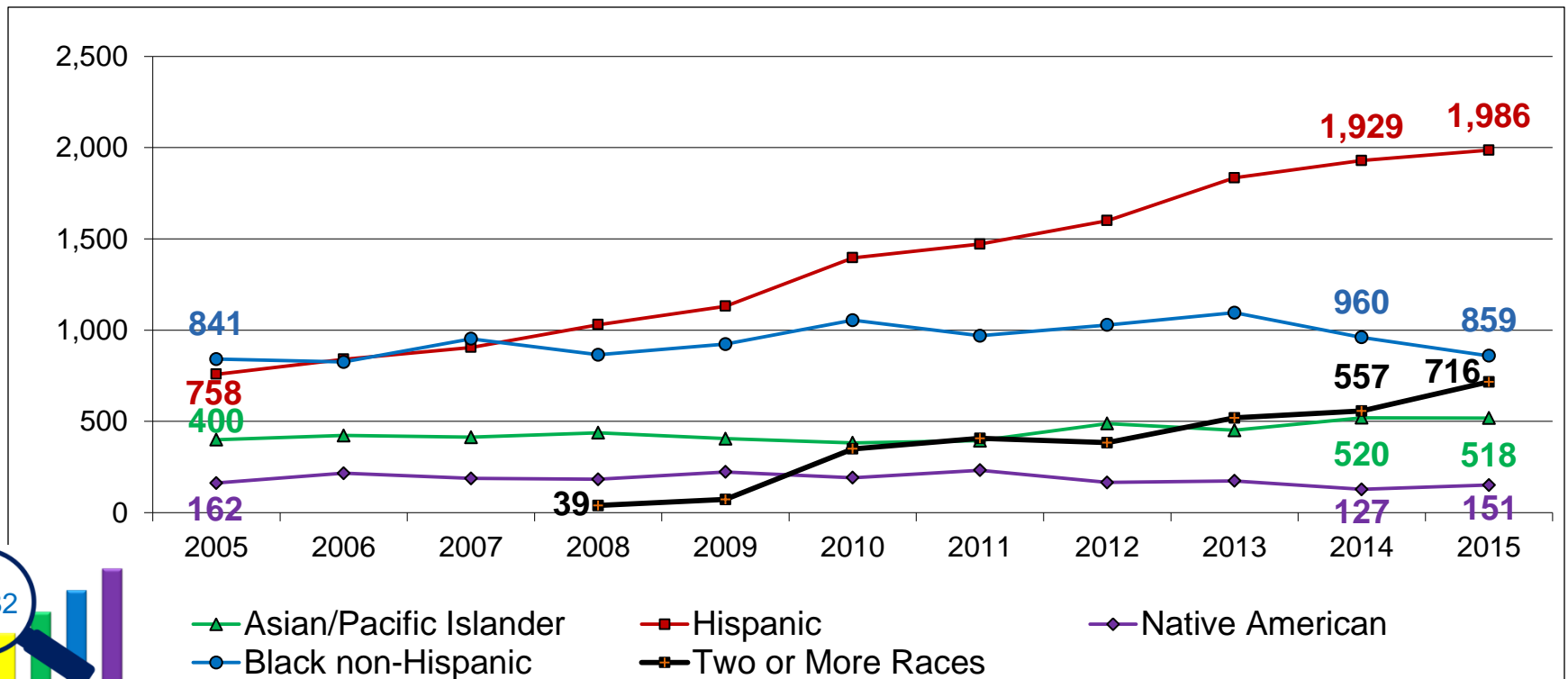
White Non-Hispanic and Minority First-Time Freshmen

	1-YEAR CHANGE	10-YEAR CHANGE
● Nebraska State Total (Known Race)	-2.7%	-0.5%
◆ White (non-Hispanic)	-4.6%	-14.3%
■ Total Minority	3.3%	95.7%



Minority First-Time Freshmen

	1-YEAR CHANGE	10-YEAR CHANGE
▲ Asian/Pacific Islander	-0.4%	29.5%
● Black (non-Hispanic)	-10.5%	2.1%
■ Hispanic	3.0%	162.0%
◆ Native American	18.9%	-6.8%
⊕ Two or More Races	28.5%	N/A



Financial Aid

Section 1.5

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



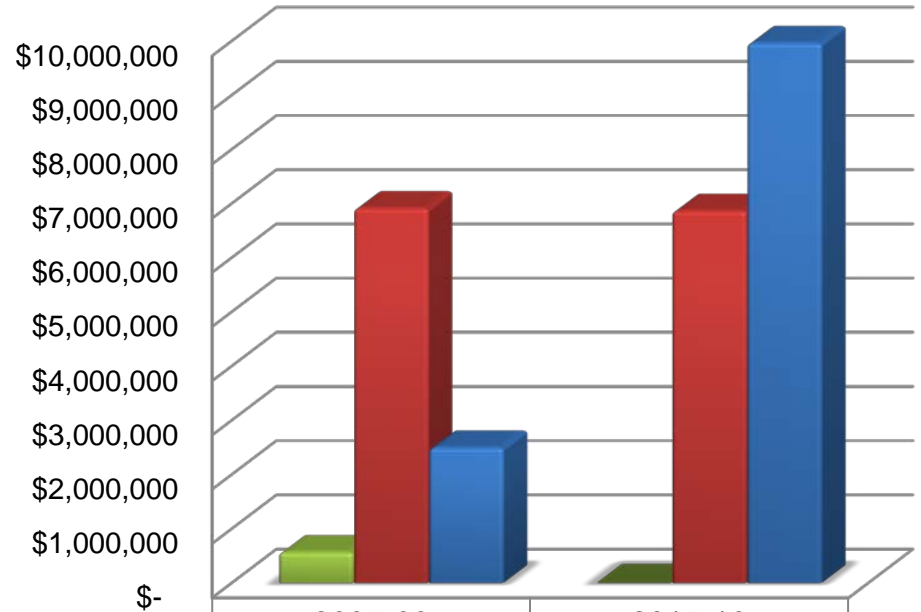
- To improve access to higher education, Nebraska has increased the amount of state funding for:
 - The Nebraska Opportunity Grant (NOG)
 - Access College Early (ACE) Scholarship

NOG Funding

Change in Funding:

- Federal funding ceased in 2011-12
- State General Funds: -0.7%
- Lottery Funds: 298.6%
- **Total Funds: 68.5%**

Total Funds: \$10.0M Increased to \$16.8M

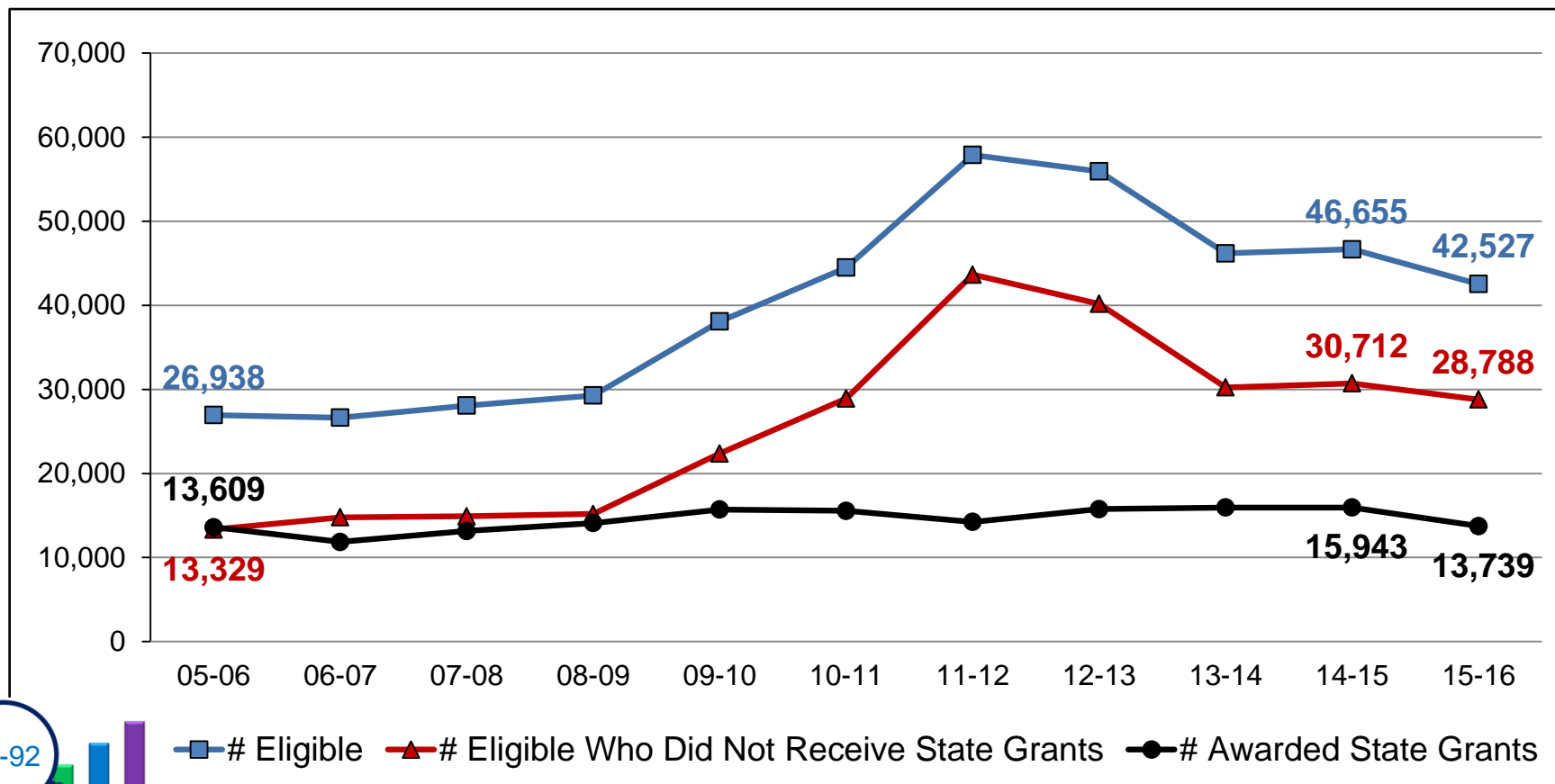


	2005-06	2015-16
■ Federal Funds	\$573,348	\$0
■ State General Funds	\$6,917,065	\$6,868,156
■ Lottery Funds	\$2,500,000	\$9,965,762



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

- In 2005-06 , **50.5%** of eligible students received a state grant
- By 2015-16, only **32.3%** of eligible students received a state grant



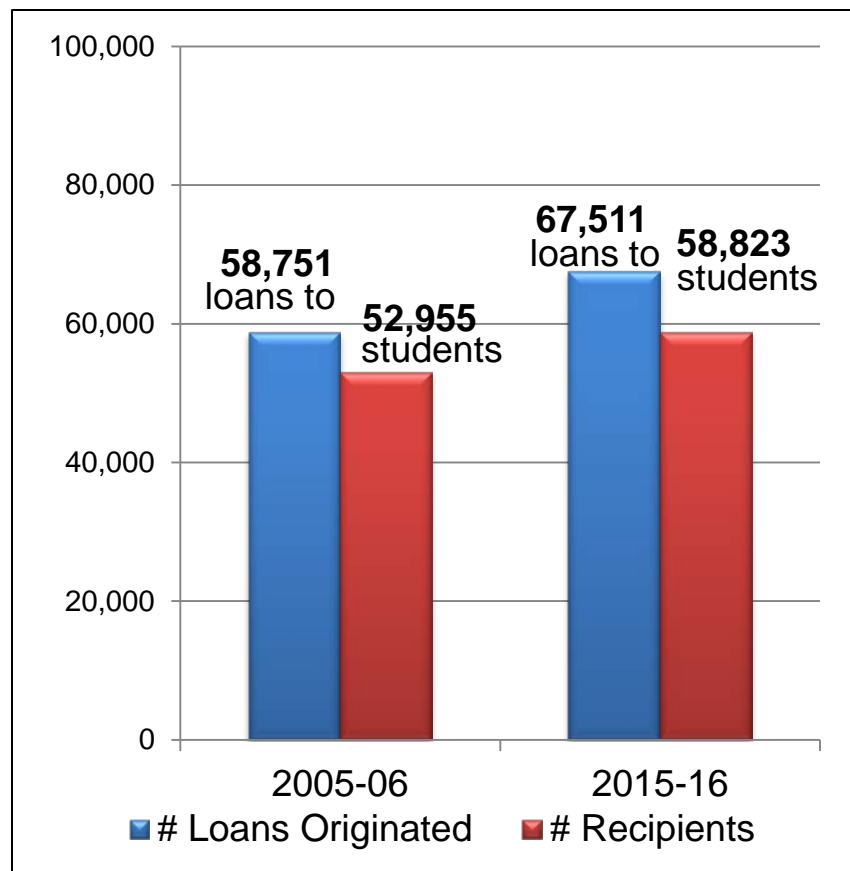
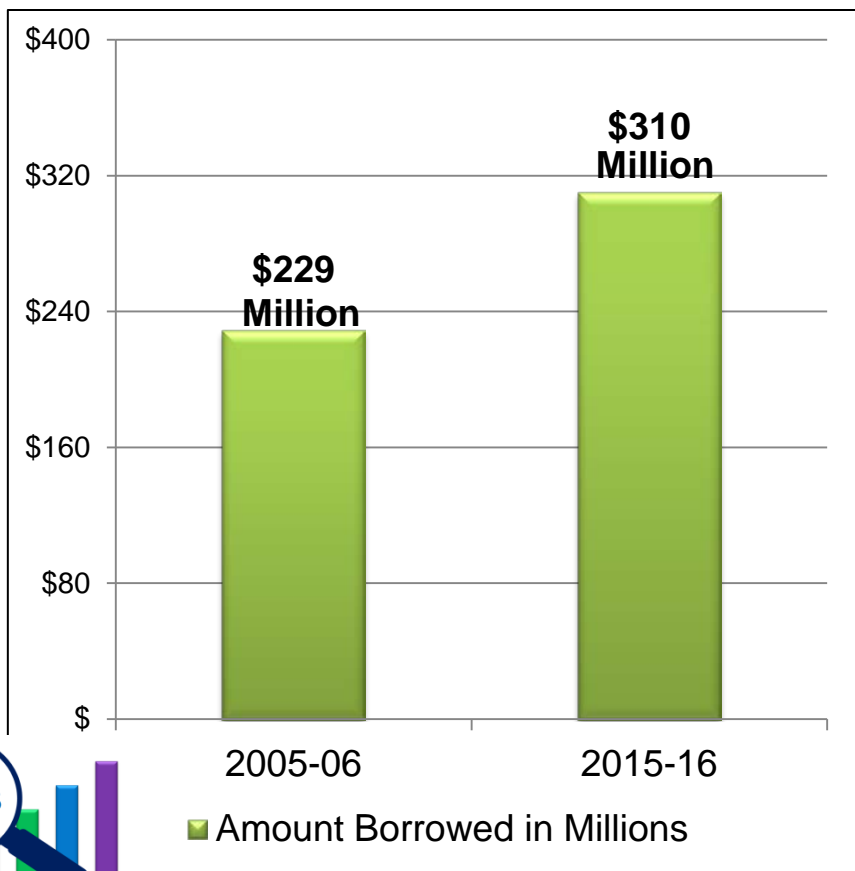
Note. Part of the increase beginning in 2010-11 in the number of students eligible to receive Nebraska Opportunity Grants is likely due to the expansion of Pell Grant eligibility.



- While Nebraska has increased the amount of state funds allocated for need-based financial aid:
 - State funding has not kept pace with the increasing number of students who are eligible for state grants
 - Student borrowing continues to increase

Level of Student Borrowing to Attend Nebraska's Public Colleges and Universities

- Amount borrowed: **35.5%**
- Loans originated: **14.9%**
- Recipients: **11.1%**



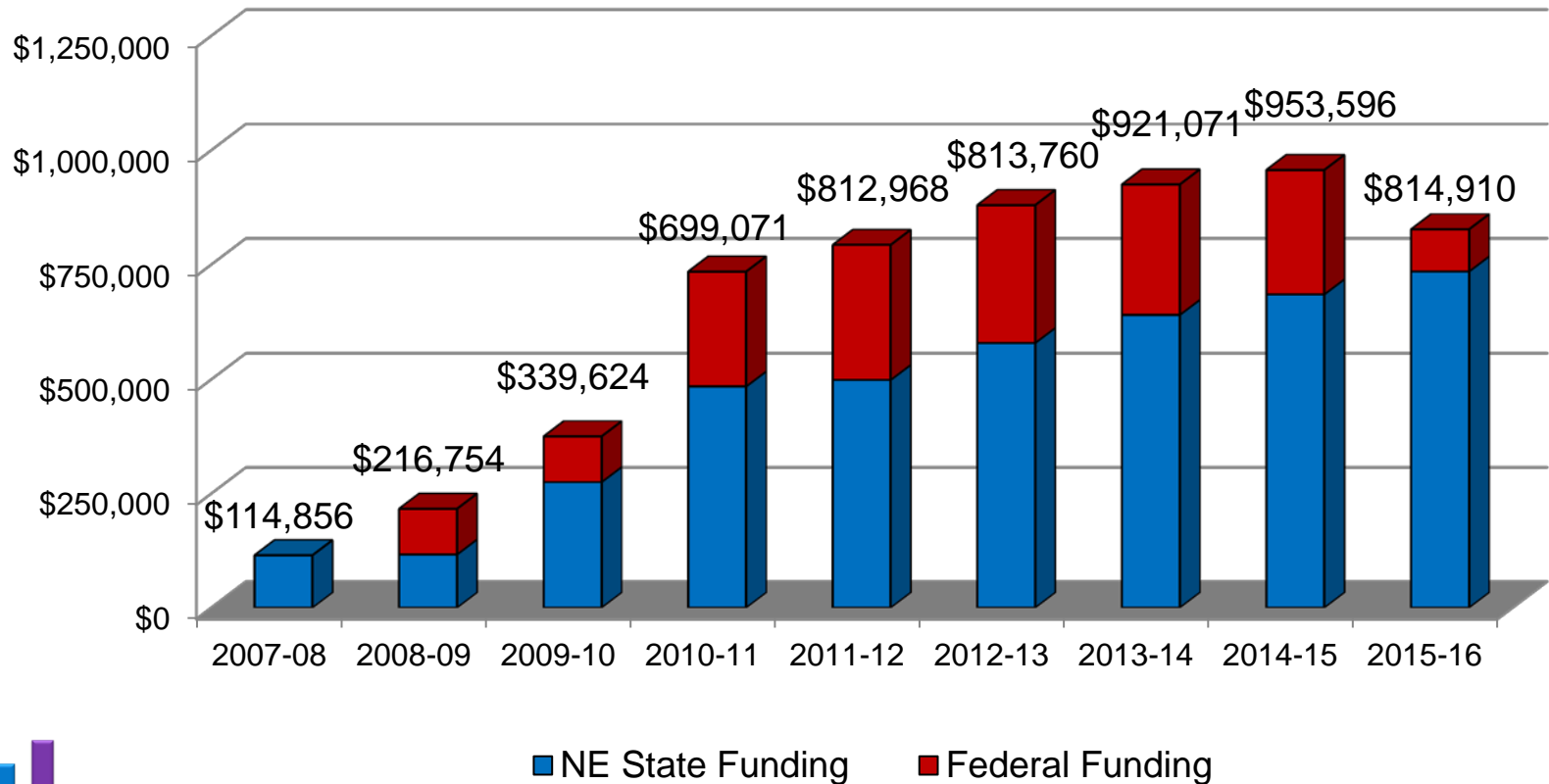
ACE Scholarships

- 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

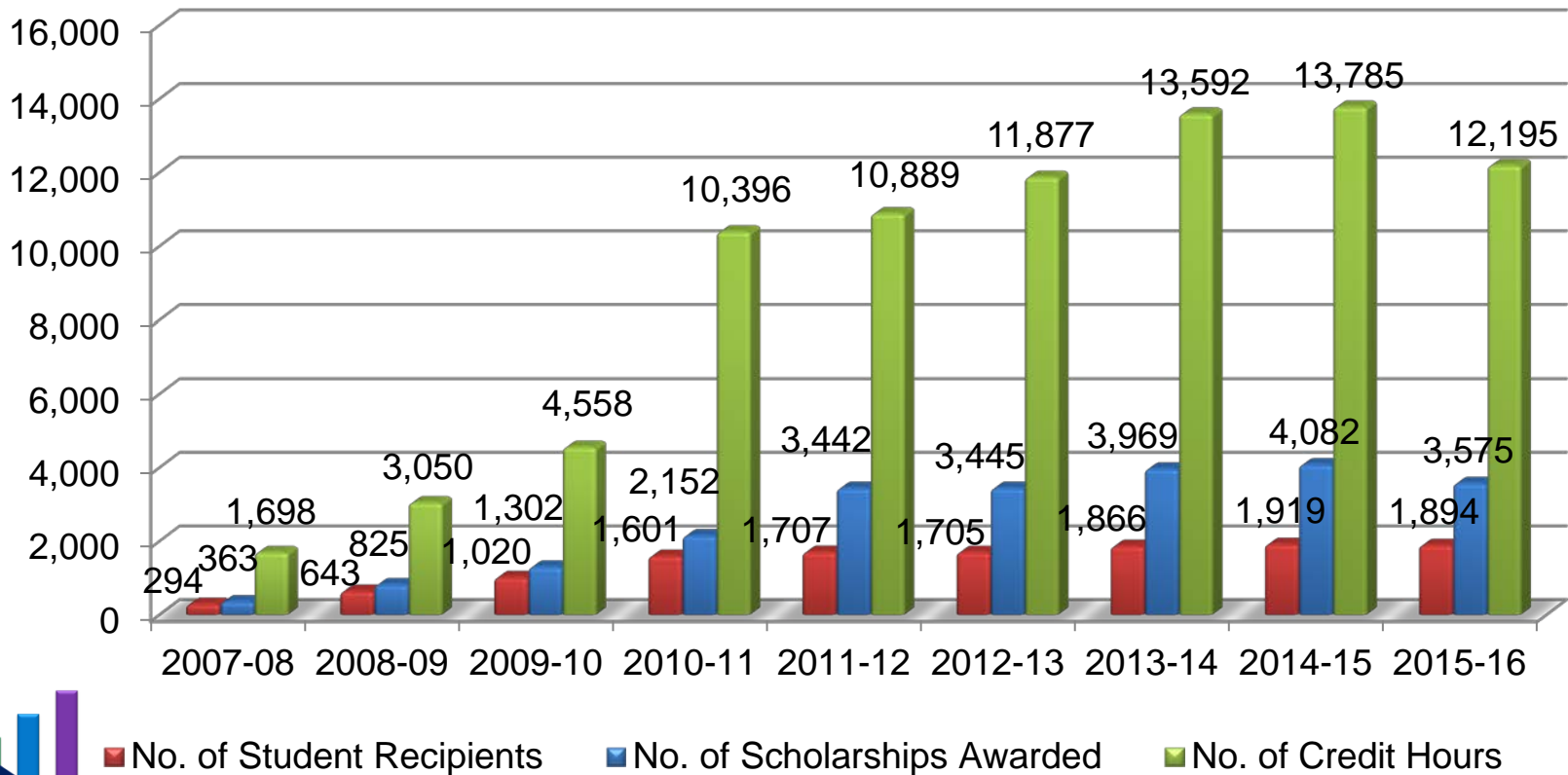
- Dollars awarded increased **609.5%** between 2007-08 and 2015-16



■ NE State Funding ■ Federal Funding

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

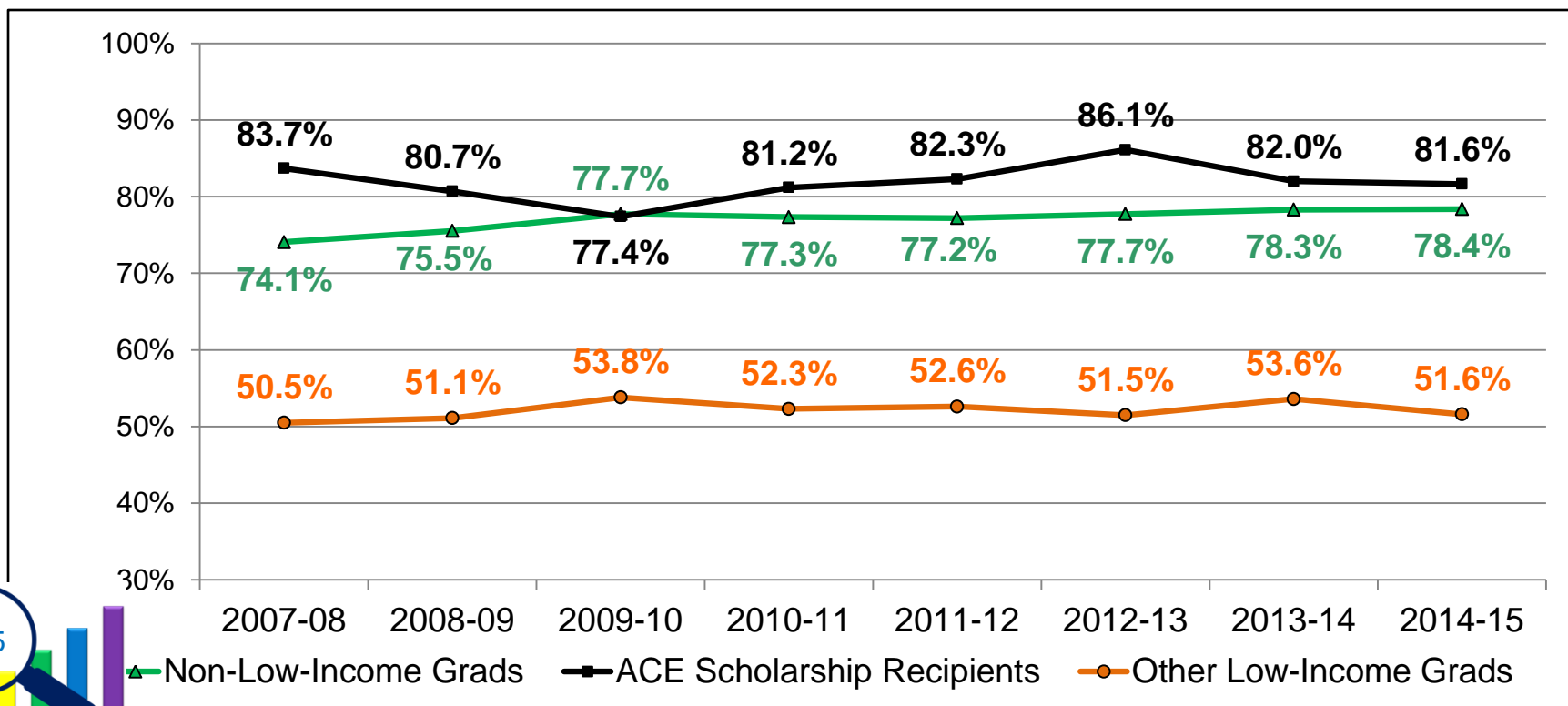
- Number of students has increased **544.2%**
- Number of scholarships has increased **884.8%**
- Number of credit hours has increased **618.4%**



■ No. of Student Recipients ■ No. of Scholarships Awarded ■ No. of Credit Hours

College Continuation Rates for ACE Scholarship Recipients 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

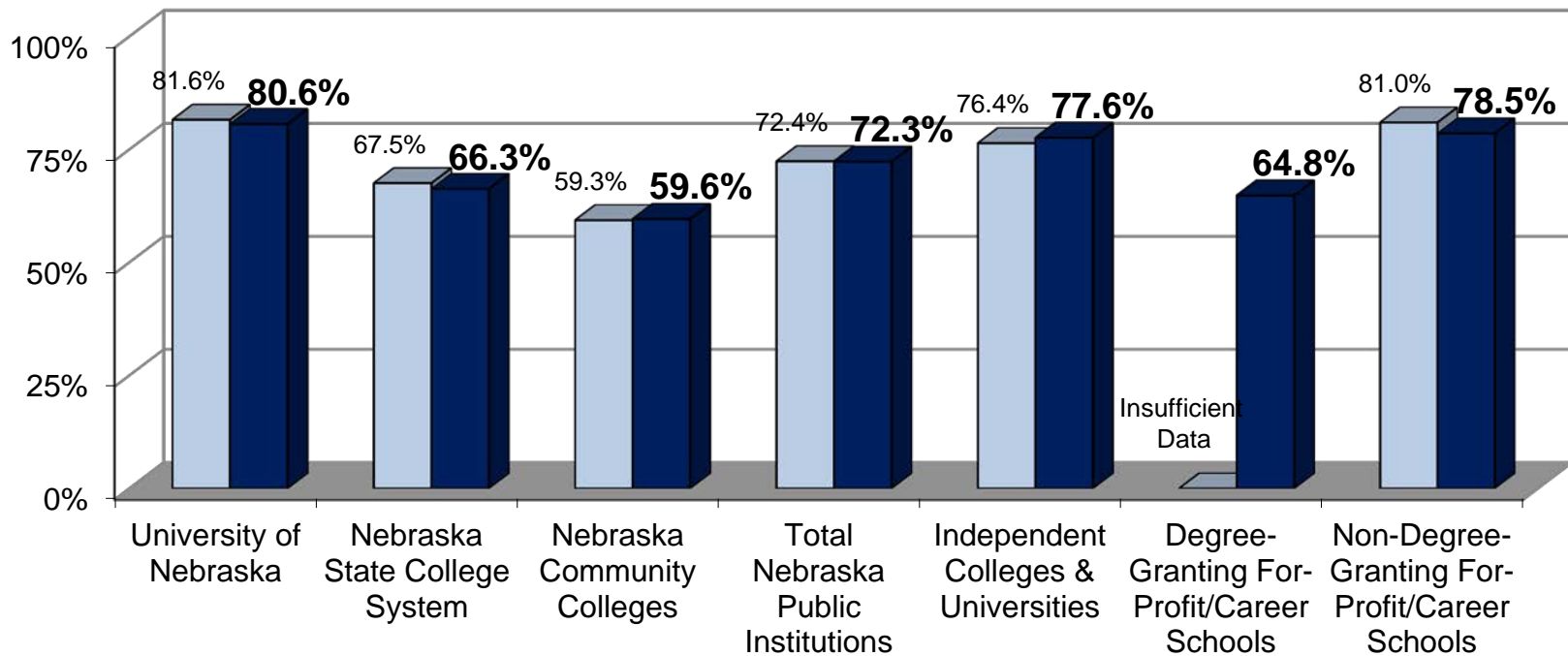
Section 2.1

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



IPEDS Full-Time, First-Time Freshmen Retention Rates

- Overall retention rate in fall 2005 (excluding degree-granting for-profit schools) = **73.7%**
- Overall retention rate in fall 2015 (excluding degree-granting for-profit schools) = **73.4%**
- As shown below, retention rates have not improved significantly or consistently:

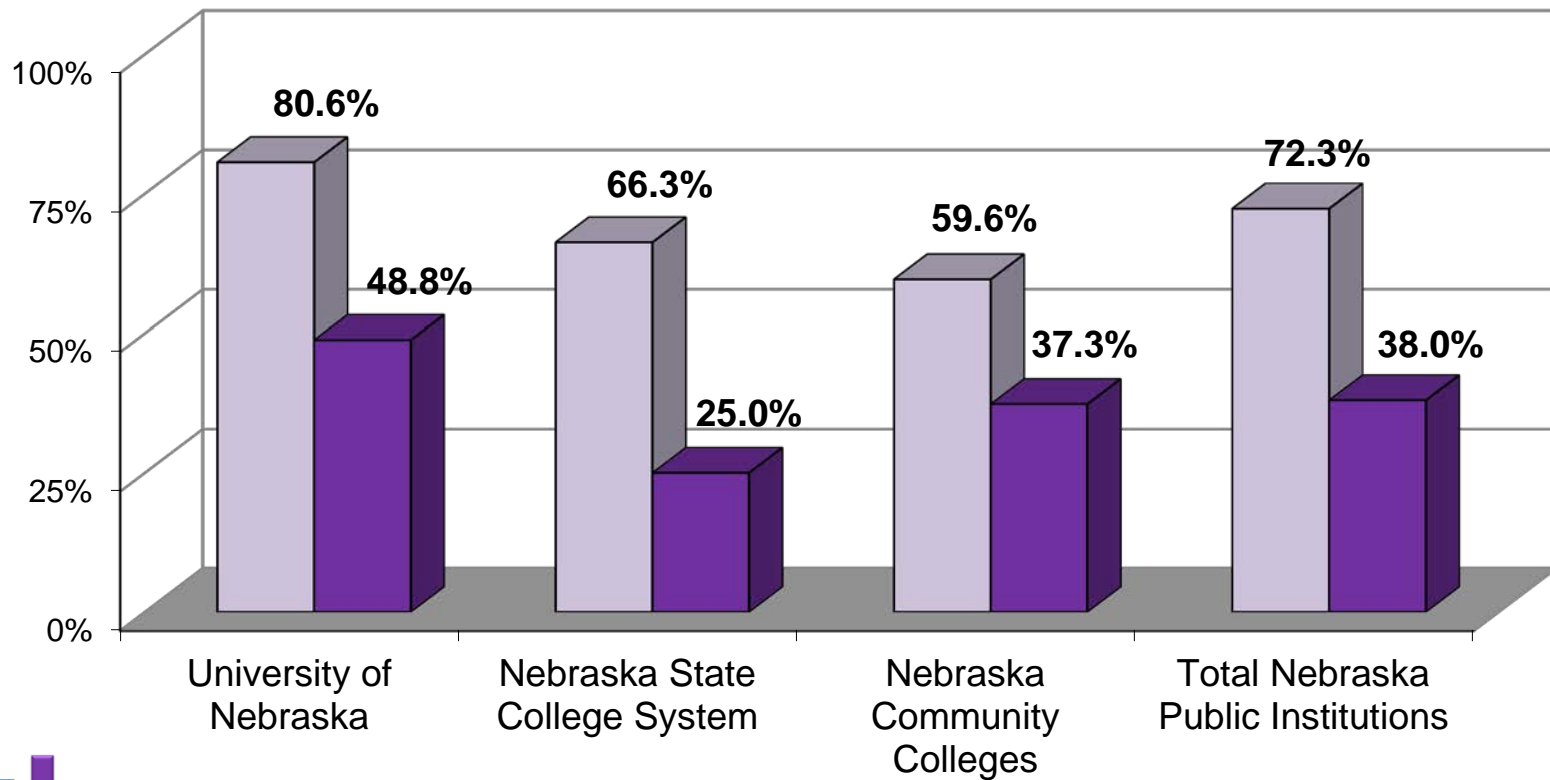


□ 2005 Full-Time Freshmen Retention Rate

■ 2015 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:



□ 2015 Full-Time Freshmen Retention Rate

■ 2015 Part-Time Freshmen Retention Rate

College Graduation and Transfer Rates

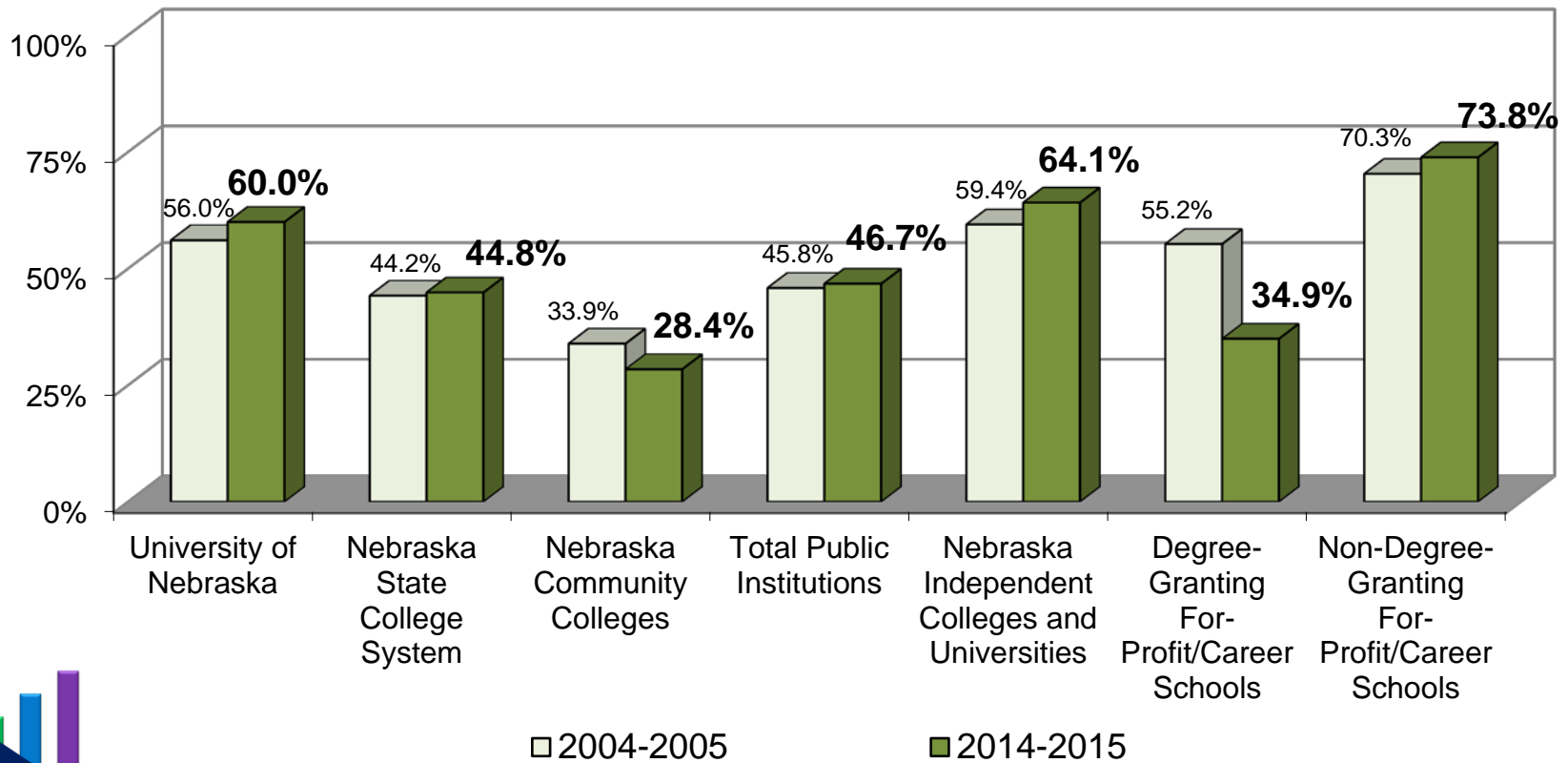
Section 2.2

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



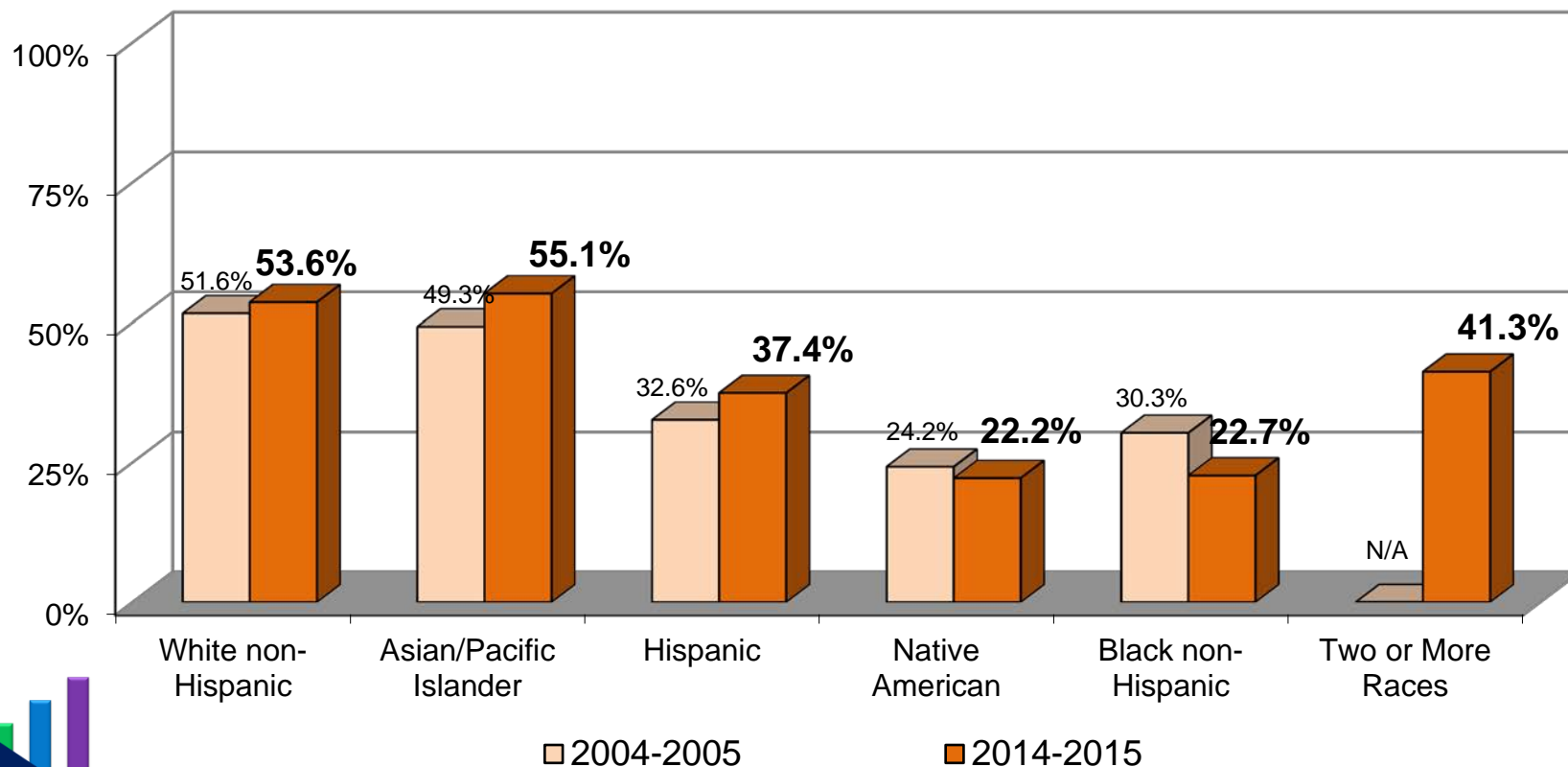
IPEDS Graduation Rates

- Overall graduation rate in 2004-05 = **49.9%**
- Overall graduation rate in 2014-15 = **49.8%**
- As shown below, graduation rates have not improved significantly or consistently:



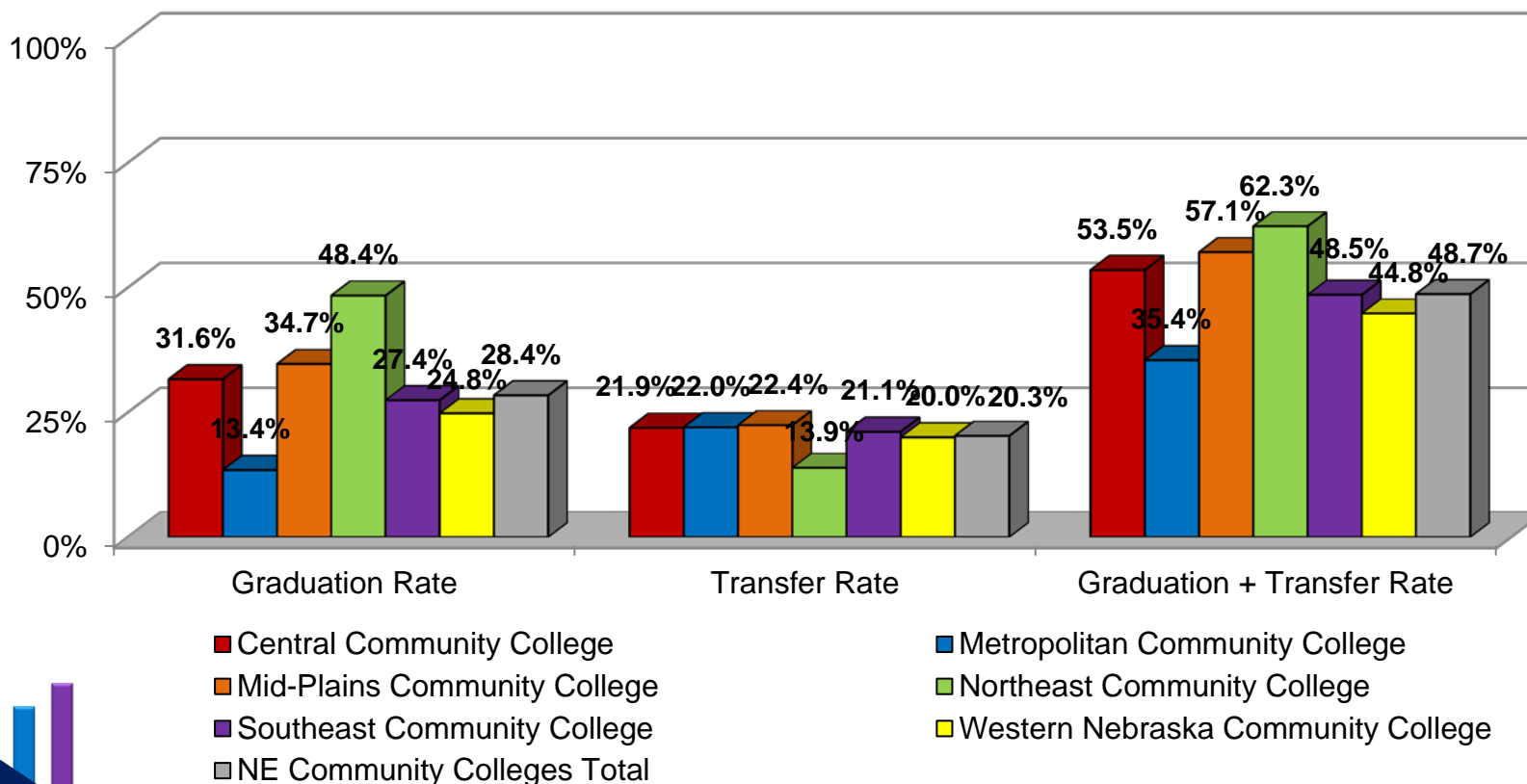
IPEDS Graduation Rates by Race/Ethnicity

- Graduation rates improved for white non-Hispanics, Asian/Pacific Islanders, and Hispanics but declined for Native Americans and black non-Hispanics
- As shown below, disparities continue to exist between white non-Hispanics and Asian/Pacific Islanders, and Hispanics, Native Americans, black non-Hispanics, and multiracial students:



2014-2015 Transfer Rates for Nebraska Community Colleges

- The overall transfer rate for the community colleges was **20.3%**
- Transfer rates ranged from **13.9%** at Northeast to **22.4%** at Mid-Plains
- The rates produced by combining each institution's graduation rates and transfer rates ranged from **35.4%** at Metro to **62.3%** at Northeast



Graduation and Persistence Rates

Section 2.3

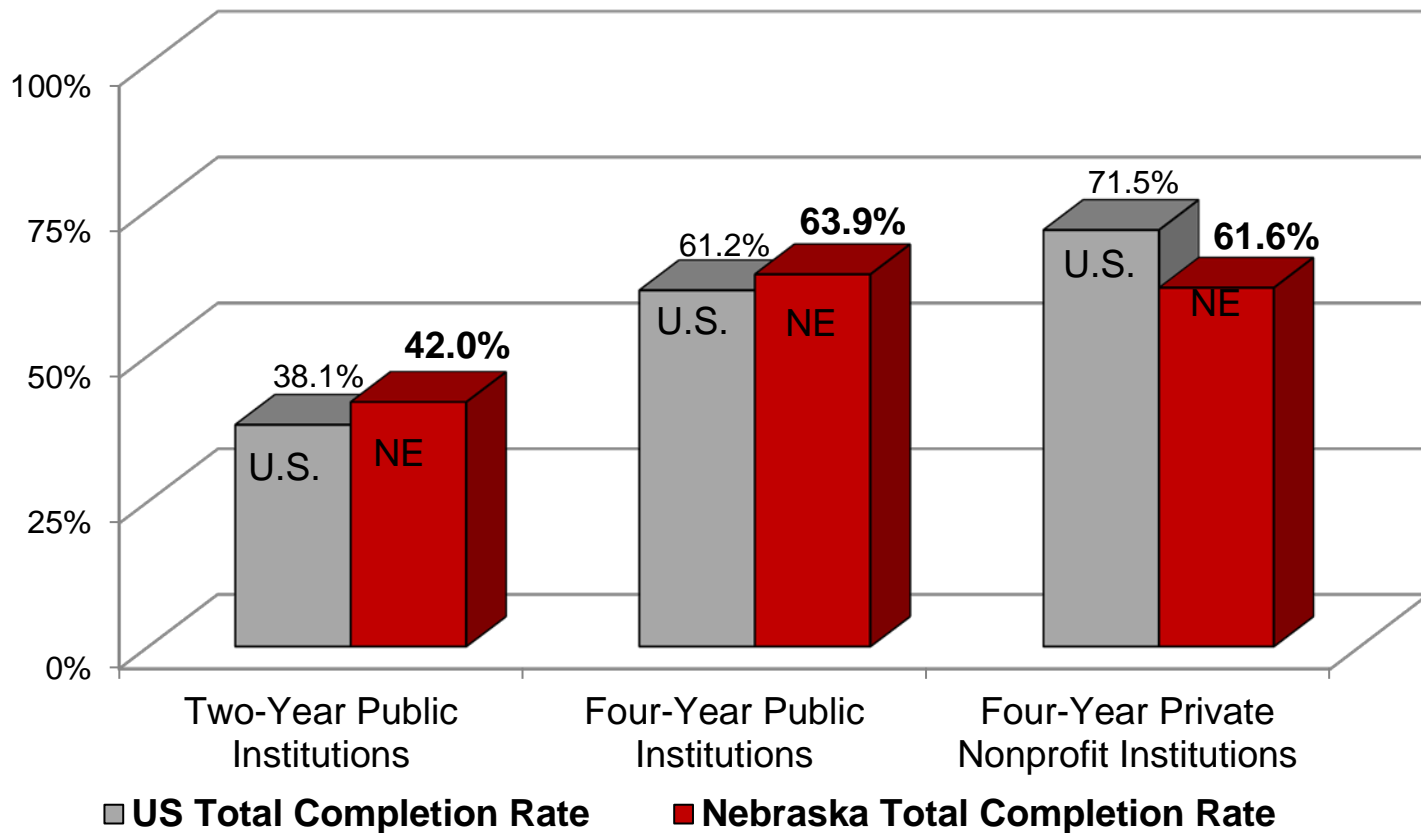
Research by the National Student Clearinghouse Research Center (*Completing College: A State-Level View of Student Attainment Rates*) provides important information about the completion and persistence rates of students who start college at Nebraska's public and independent institutions.



- 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**

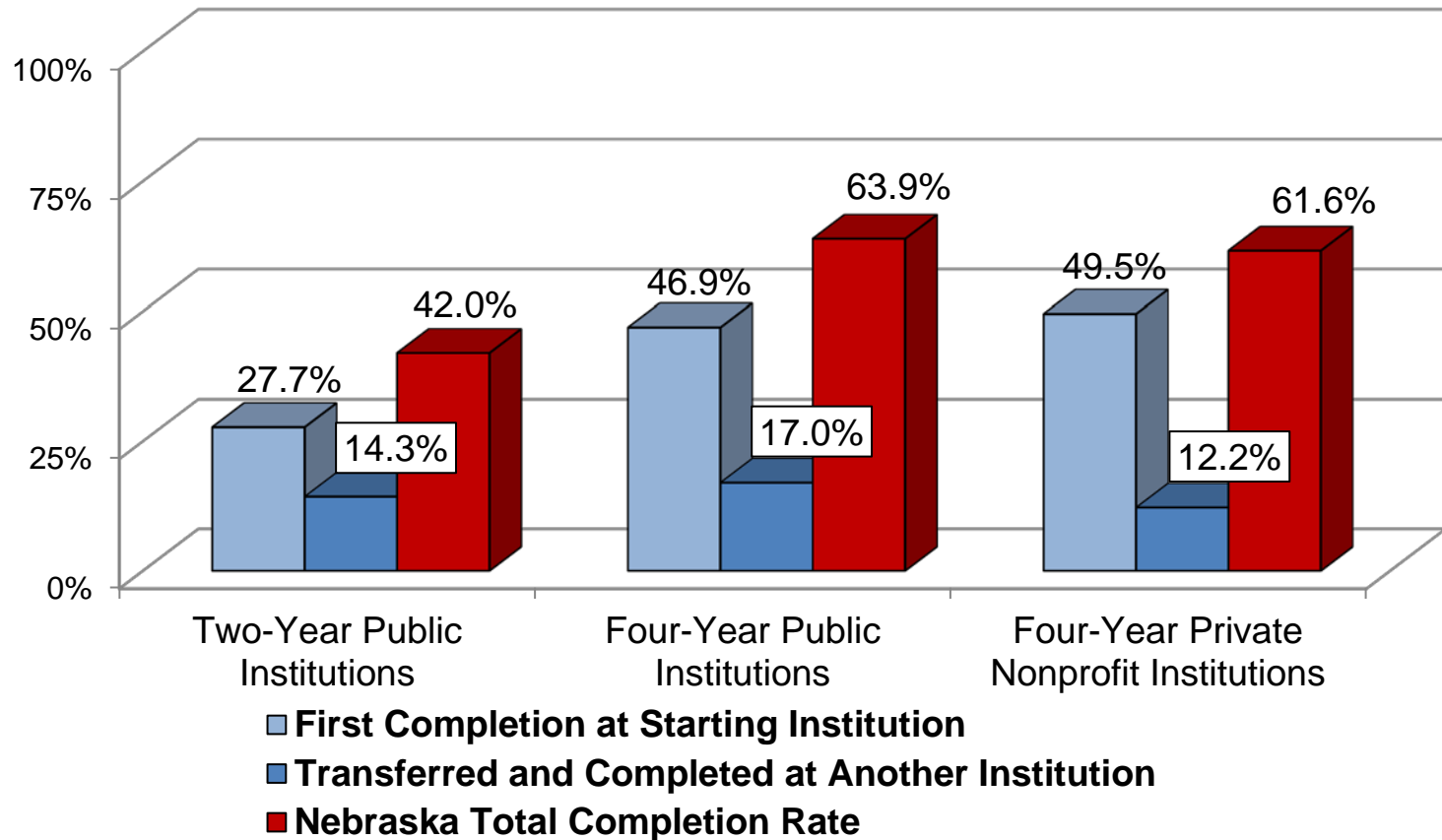


Six-Year Total Completion Rates for Nebraska and the United States for First-Time Degree-Seeking Freshmen Fall 2009 Cohort



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

Fall 2009 Cohort



Completing College: A State-Level View of Student Attainment Rates Fall 2009 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 included in the study*:
 - By May 31, 2015, 42.0% of students had completed degrees
 - 27.7% earned degrees at their starting institution
 - 3.8% at a different two-year school in U.S.
 - 10.5% at a four-year school in U.S.
 - And 13.2% were still enrolled (at any institution)



Note. Western Nebraska Community College was not included in the NSC study.

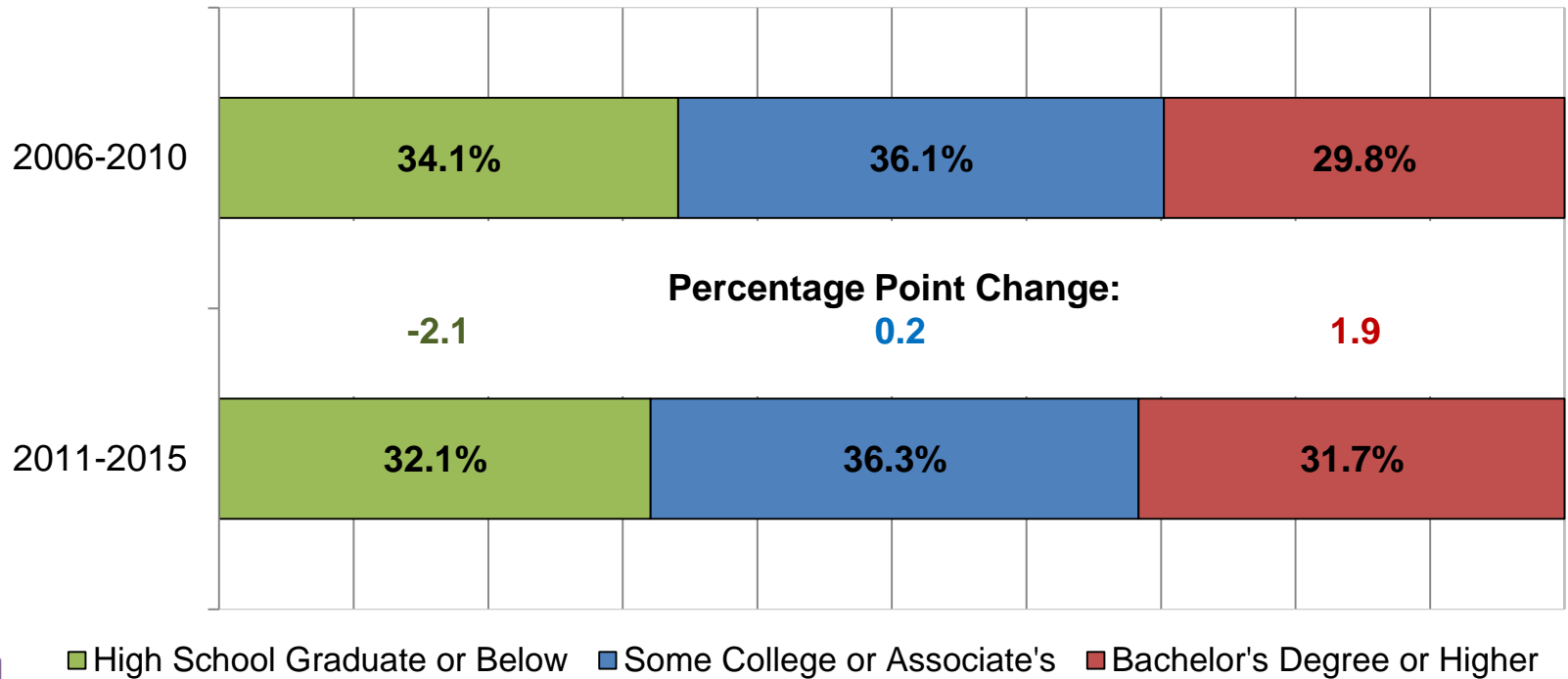
PRIORITY 3

**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 (ACS)
 - Beginning with the *2017 Progress Report*, this section:
 1. Uses the 5-year Public Use Microdata Sample (PUMS) files (rather than the 1-year files)
 - ACS migration estimates can vary dramatically from one year to another, not because any significant changes in migration patterns have occurred, but because estimates based on small samples commonly fluctuate as a result of sampling error
 2. Includes information on educational attainment and compares that information to the average annual migration estimates to provide context

Educational Attainment for 22- to 64-Year-Olds

- Estimated population of 22- to 64-year olds increased 3.2% between 2006-2010 and 2011-2015
- **By education level, the estimated population:**
 - **Decreased 3.0% for high school graduates or below**
 - **Increased 3.8% for some college or associate's**
 - **Increased 9.7% for bachelor's degree or higher**



- Confidence intervals 101

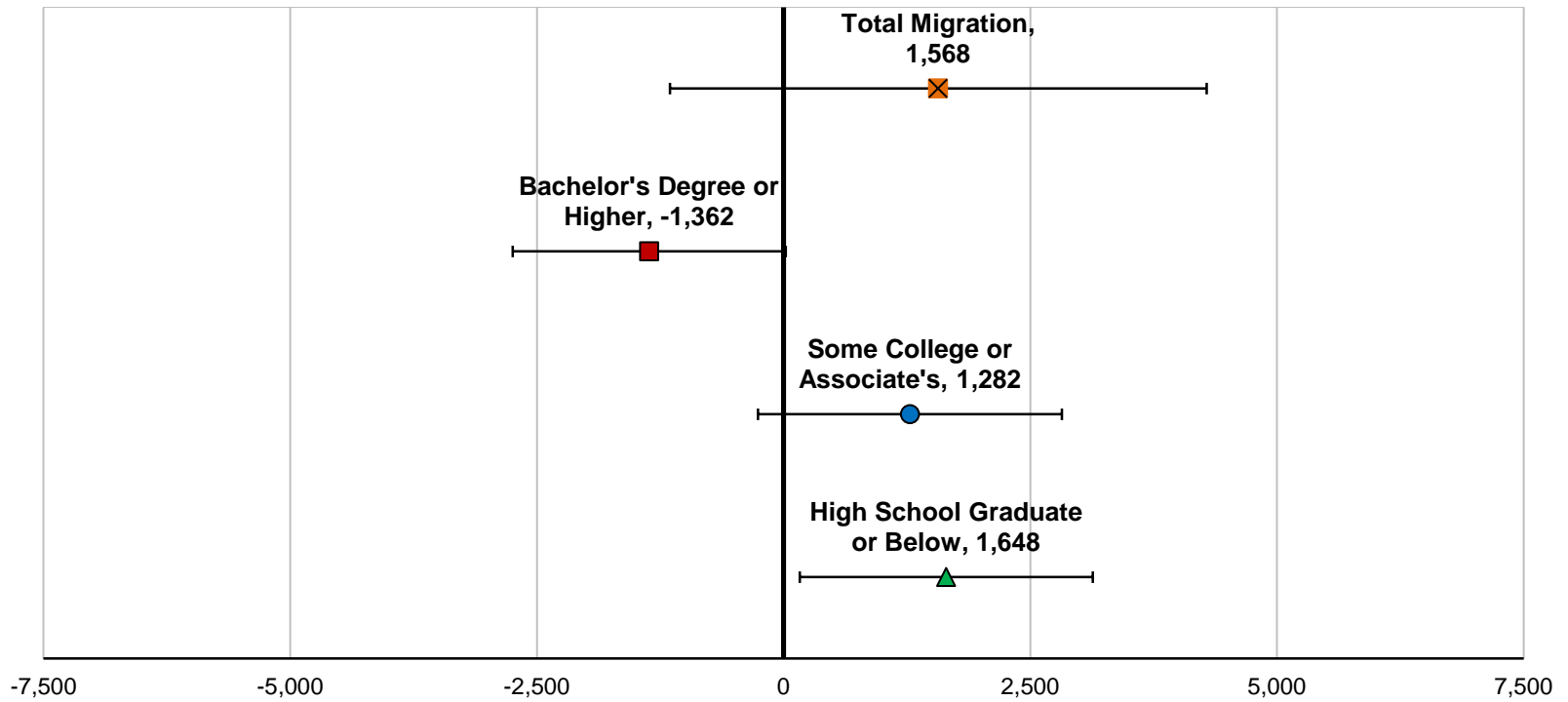
- Whenever we use data from a survey, there is random error associated with the data called sampling error
- Sampling error is a theoretical concept that if one were to draw indefinite samples of the exact same population under the exact same conditions, the point estimate would fall between +/- the margin of error X% of the time
 - For ACS data, a 90% margin of error is used

- Example:

- Average annual net migration estimate for 2011-2015: -2,501 +/- 3,275
 - Thus, the 90% confidence interval was -5,776 to 774
- In words:
 - The ACS shows that between 2011-2015, Nebraska experienced an estimated average annual net out-migration of 2,501 people between the ages of 22 to 64. The 90% margin of error associated with this point estimate is +/- 3,275. If one were to draw indefinite samples of this exact same population, the true value would fall between an average annual net out-migration of 5,776 people to an average annual net in-migration of 774 people, 90% of the time.

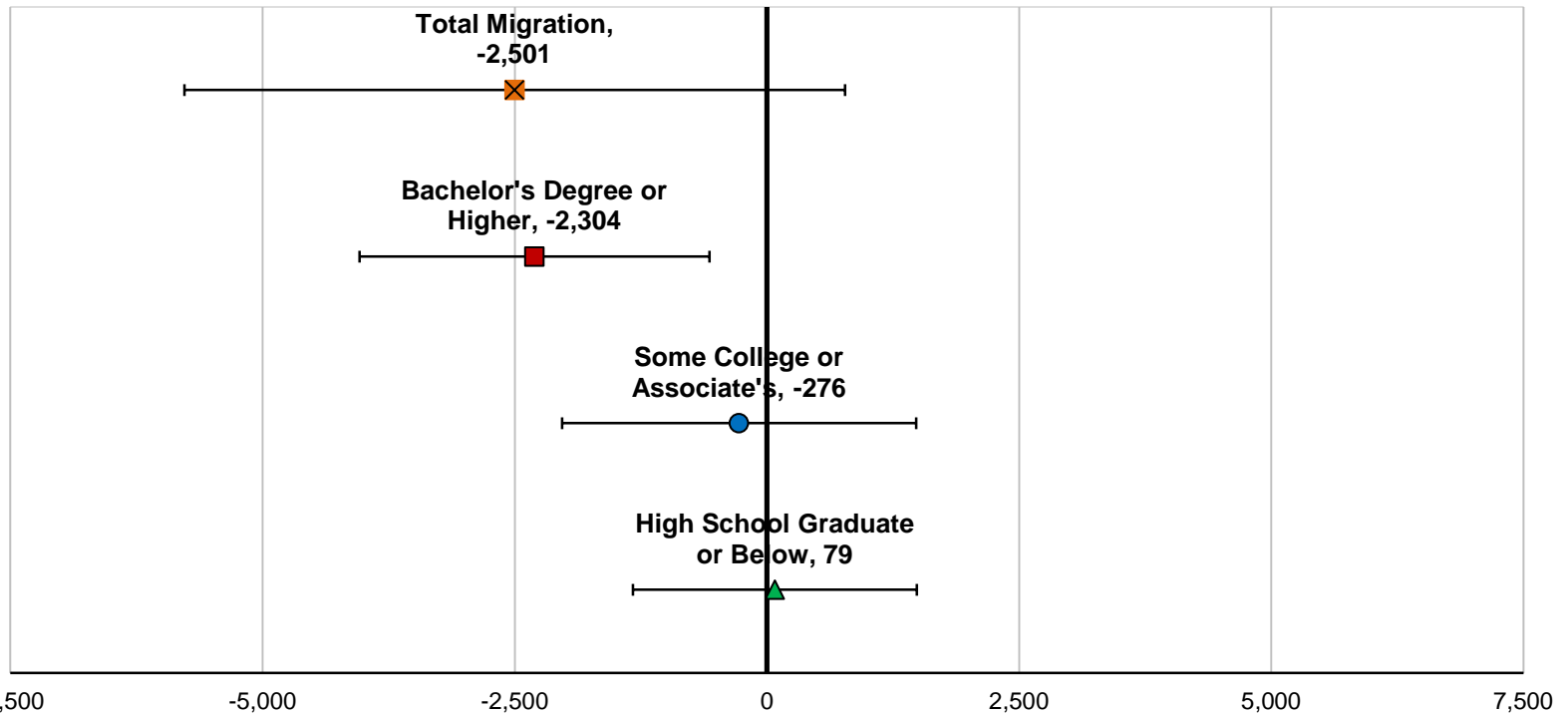
Migration Estimates for 22- to 64-Year-Olds Based on the 2006-2010 American Community Survey

- When the margin of error (MOE) is greater than the estimate itself, no conclusion can be drawn
- The 90% MOE is larger than the estimate for bachelor's degrees or higher and some college or associate's
- The only conclusion that can be drawn is that for 2006-2010, Nebraska's average annual net migration for high school graduates or below was estimated to be 1,648 with a 90% confidence interval of 163 to 3,133



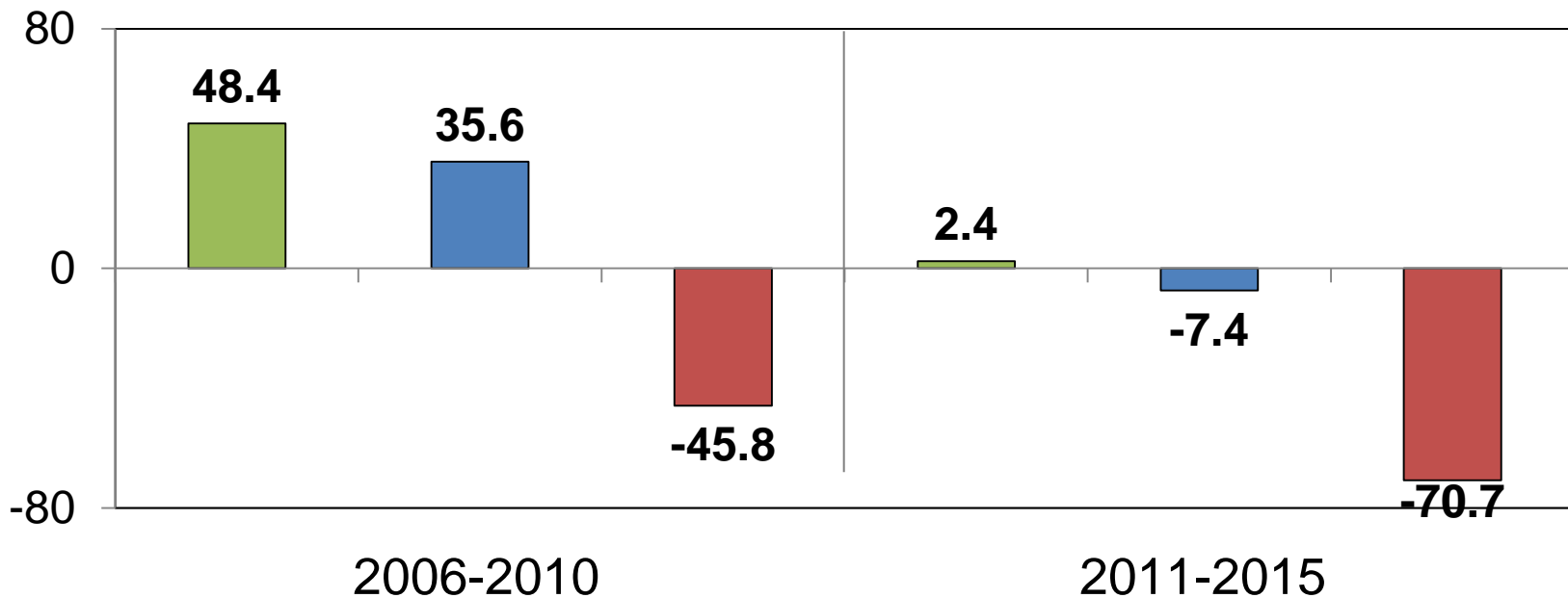
Migration Estimates for 22- to 64-Year-Olds Based on the 2011-2015 American Community Survey

- When the margin of error (MOE) is greater than the estimate itself, no conclusion can be drawn
- The 90% MOE is larger than the estimate for some college or associate's and high school graduate or below
- The only conclusion that can be drawn is that for 2011-2015, Nebraska's average annual net migration for bachelor's degrees or higher was estimated to be -2,304 with a 90% confidence interval of -4,036 to -569



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

- For every 10,000 people in Nebraska with a high school degree or below, there was an **average annual net in-migration of 48.4** 22- to 64-year olds between **2006-2010**
- For every 10,000 people in Nebraska with a bachelor's degree or higher, there was an **average annual net out-migration of 70.7** 22- to 64-year olds between **2011-2015**



■ HS Grad or Below
 ■ Some College/Associate's
 ■ Bachelor's +

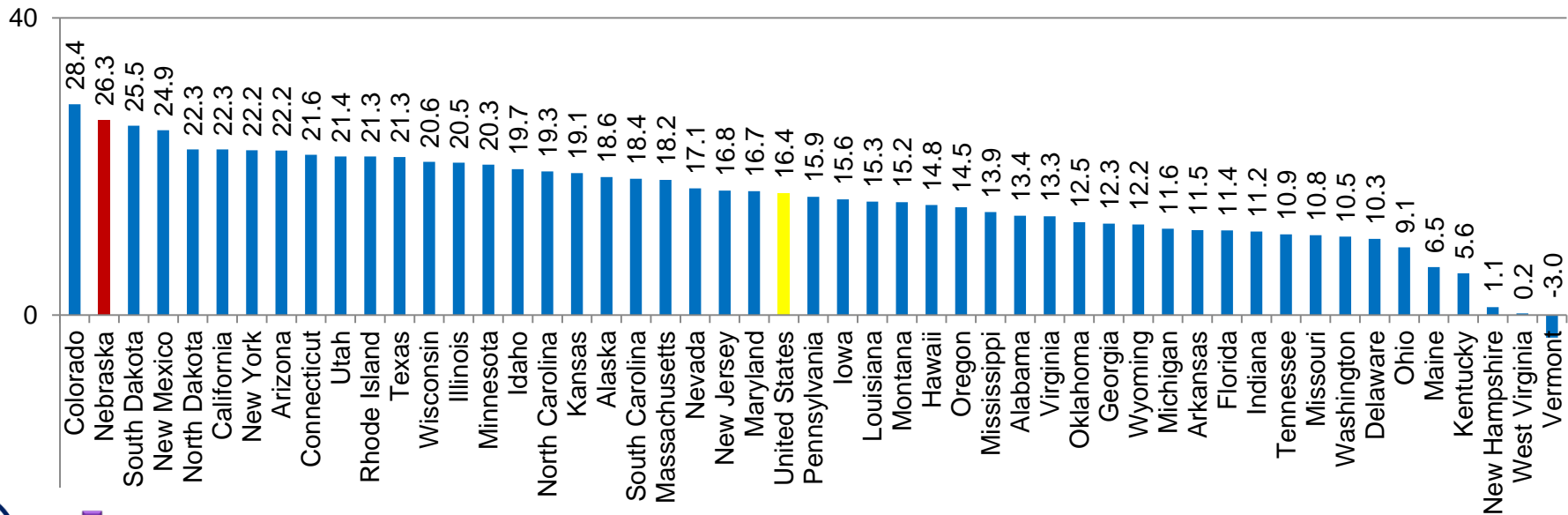


Estimated Difference in College Attainment Between Whites and Minorities Ages 25 to 44 by State Based on the 2011-2015 American Community Survey

- The 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 **second largest in the nation**

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

- Nebraska: **52.77%** white non-Hispanics versus **26.47%** of minorities
- Nationally: **48.84%** white non-Hispanics versus **32.43%** of minorities



CONCLUSION

Nebraska Key Takeaways

- **BACHELOR'S DEGREE OR HIGHER
22 TO 64 YEARS:** **31.7%**
- **2015-2016 PUBLIC HIGH SCHOOL
GRADUATION RATE:** **89.3%**
- **COLLEGE CONTINUATION RATES
FOR 2014-2015 PUBLIC HIGH SCHOOL
GRADUATING CLASS:** **71.0%**
- **6-YEAR COMPLETION RATE,
FALL 2009 COHORT:** **42.0% (PUBLIC 2-YR)
63.9% (PUBLIC 4-YR)**
- **AVERAGE ANNUAL NET MIGRATION
OF BACHELOR'S + PER 10,000
22 TO 64 YEARS:** **-70.7**
- **ATTAINMENT GAP BETWEEN
WHITES AND MINORITIES:** **26.3**



- Given the findings of the *2017 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
 - New requirement that all high school juniors take the ACT presents an opportunity to identify students likely to need developmental education prior to enrolling in college courses and remediate deficiencies during the students' senior year
 - Increase the number of students who take dual enrollment courses
 - This will require districts to have the resources and information to partner with postsecondary institutions and that interested high school teachers have the opportunity to meet faculty qualification standards
 - 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, and
 - College-going rates
 - Increase opportunities for students to connect to career pathways of interest that lead them to employment and additional education



- At the postsecondary level:
 - Increase the percentage of high school graduates who go on to college, encouraging as many as possible to enroll full-time and not delay enrollment
 - Increase awareness of the range of higher education opportunities and their associated career pathways, especially at the community colleges
 - Increase efforts to improve retention and persistence rates
 - Continue and expand efforts (ex., Transfer Nebraska) to improve students' knowledge of how credits will transfer among Nebraska institutions, allowing them to plan their path to a degree in the most efficient manner
 - Increase efforts to improve graduation rates for all students across all sectors of higher education in Nebraska, and especially:
 - At the community colleges, and
 - For minority students at all institutions
 - Reach out to adults with college credit but no earned certificates or degrees with 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



- At the state government level:
 - Adequately fund public colleges and universities to maintain affordable tuition and fees and ensure that a full range of programs connected to Nebraska’s economic needs is available
 - Continue to support and increase funding for the Nebraska Opportunity Grant Program and the ACE program
 - Annually measure progress toward the *Comprehensive Statewide Plan for Postsecondary Education*’s goal that Nebraska be among the top ten states in educational attainment
 - Initiate incentives for the state’s public-funded colleges and universities to:
 - Improve graduation rates, and
 - Increase the number of degrees and certificates awarded
 - Encourage the growth of high-wage, high-skill jobs that keep Nebraska graduates in Nebraska and inspire students to pursue postsecondary credentials



Questions?

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The full report is available online at ccpe.nebraska.gov

Data Sources

- ACT, Inc.
- College Examination Board
- Integrated Postsecondary Education Data System (IPEDS)
 - Maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education
- National Center for Higher Education Management Systems (NCHEMS)
- National Student Clearinghouse
- Nebraska Department of Education
- Postsecondary Education OPPORTUNITY
- University of Nebraska at Omaha, Center for Public Affairs Research
- U.S. Census Bureau
 - American Community Survey
 - Current Population Survey
- Western Interstate Commission for Higher Education (WICHE)
- Records maintained by the Commission
- Information received directly from Nebraska's postsecondary institutions