
2016 Nebraska Higher Education Progress Report



Jill M. Heese, MS
Research Coordinator

Presented at the March 10, 2016, 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 *2016 Progress Report*.

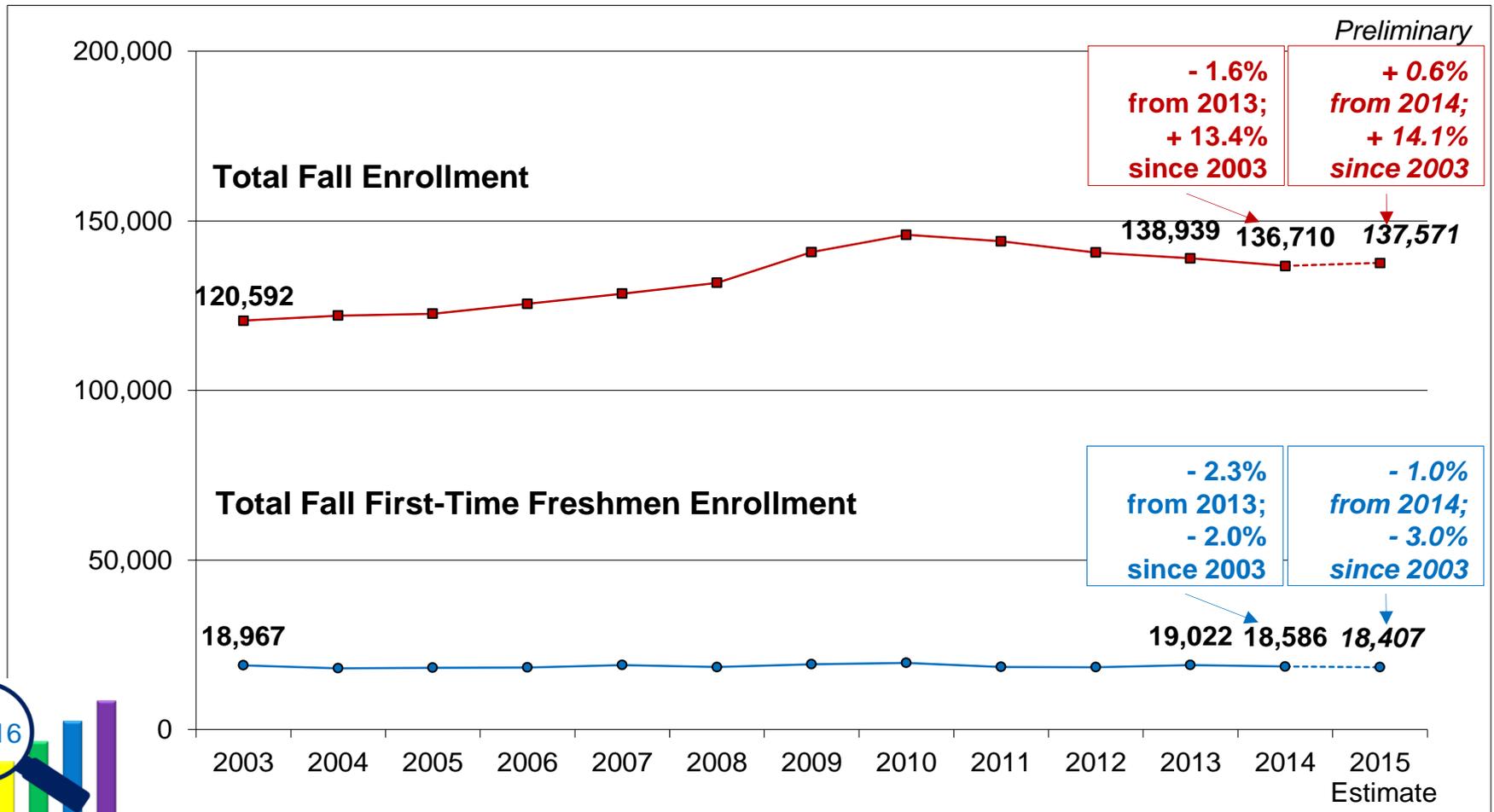


PRIORITY 1

INCREASE POSTSECONDARY ENROLLMENT

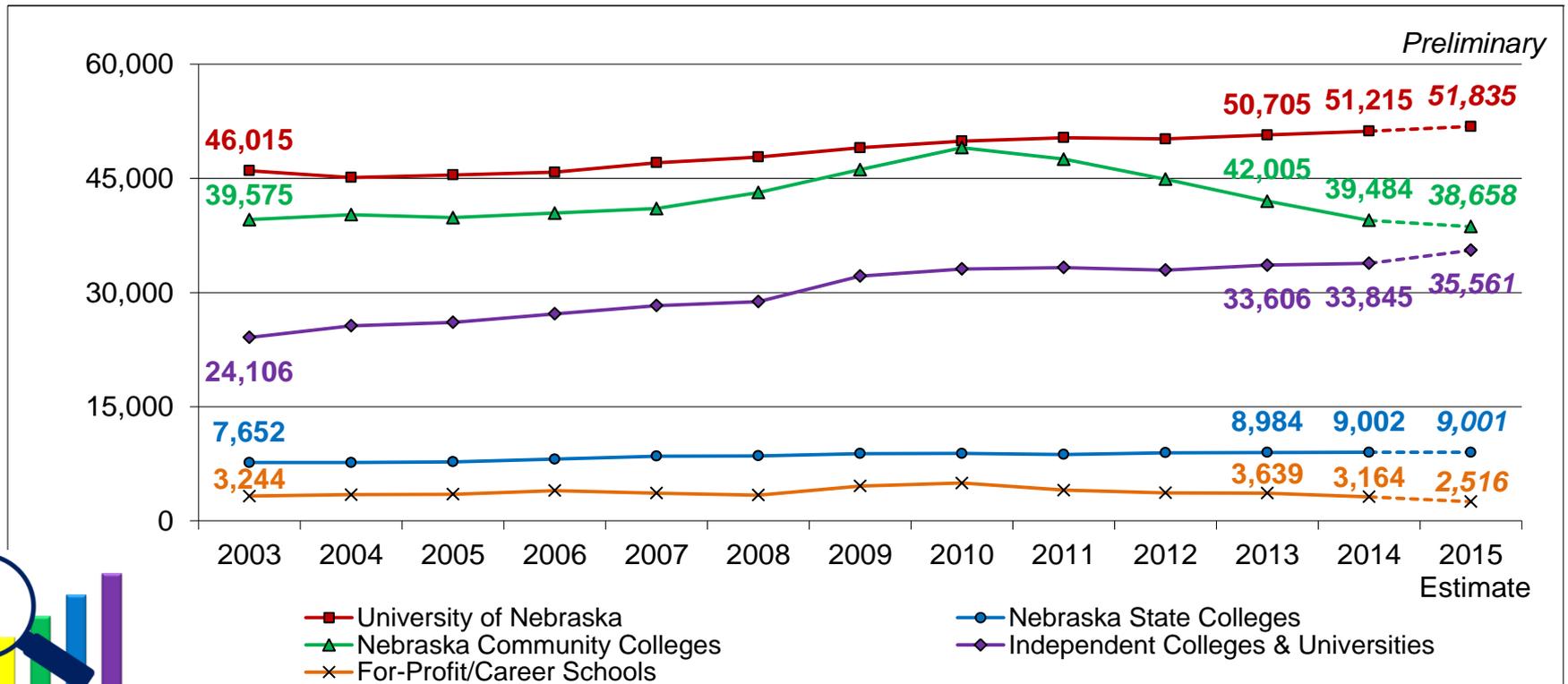
Fall Enrollment at Nebraska's Postsecondary Institutions

- While enrollment steadily increased between baseline (2003) and 2010, **total fall enrollment** decreased an estimated **5.8%** between 2010 and 2015
- In addition, **fall first-time freshmen enrollment** is down an estimated **6.5%** since 2010:



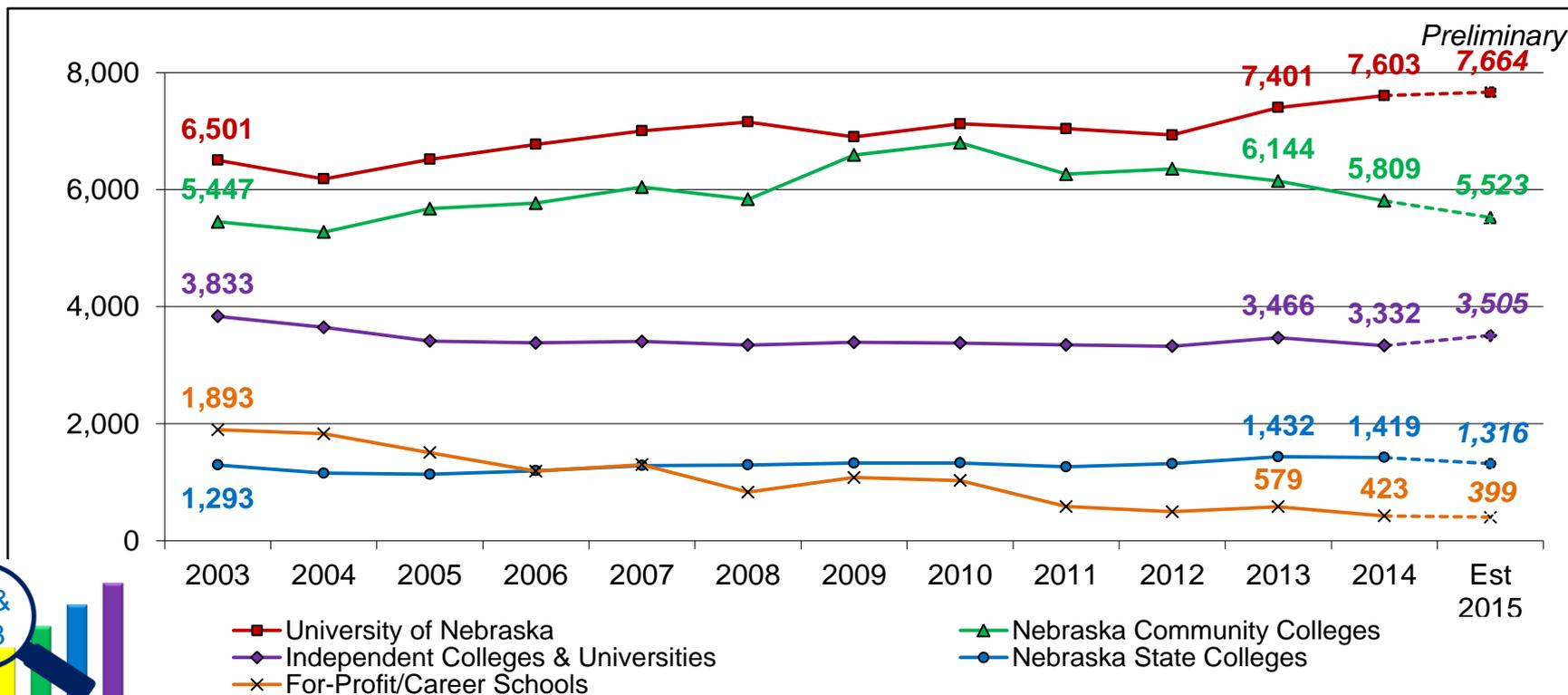
Total Fall Enrollment by Sector

SECTOR	1-Year Change 2013 to 2014	Est. 1-Year Change 2014 to 2015	11-Year Change 2003 to 2014	Est. 12-Year Change 2003 to 2015
■ University of Nebraska	1.0%	1.2%	11.3%	12.6%
● Neb. State College System	0.2%	0.0%	17.6%	17.6%
▲ Neb. Community Colleges	-6.0%	-2.1%	-0.2%	-2.3%
◆ Independent Colleges & Univ.	0.7%	5.1%	40.4%	47.5%
✕ For-Profit/Career Schools	-13.1%	-20.5%	-2.5%	-22.4%



First-Time Freshmen Fall Enrollment by Sector

SECTOR	1-Year Change 2013 to 2014	Est. 1-Year Change 2014 to 2015	11-Year Change 2003 to 2014	Est. 12-Year Change 2003 to 2015
■ University of Nebraska	2.7%	0.8%	17.0%	17.9%
● Neb. State College System	-0.9%	-7.3%	9.7%	1.8%
▲ Neb. Community Colleges	-5.5%	-4.9%	6.6%	1.4%
◆ Independent Colleges & Univ.	-3.9%	5.2%	-13.1%	-8.6%
✕ For-Profit/Career Schools	-26.9%	-5.7%	-77.7%	-78.9%



High School Graduation Rates

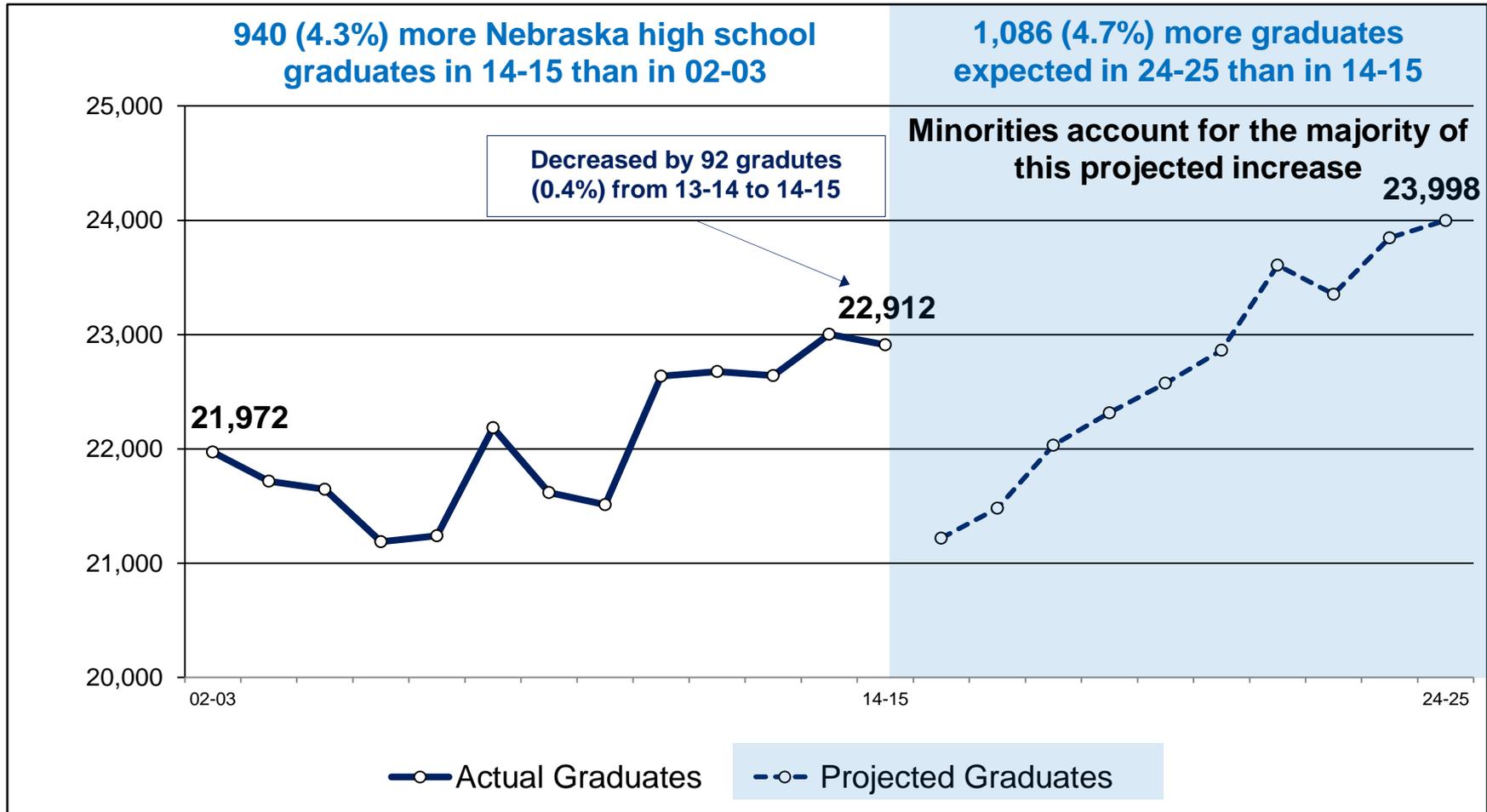
Section 1.1.a

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

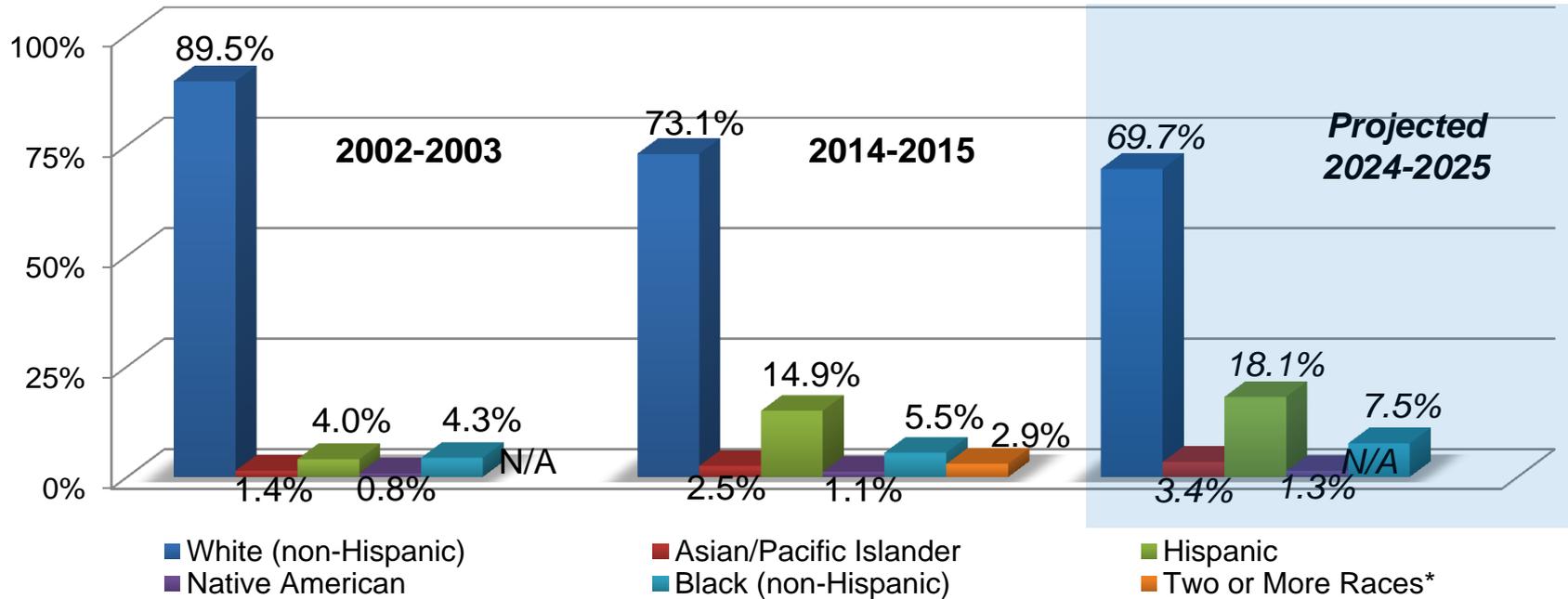
Actual (02-03 through 14-15) and Projected (15-16 through 24-25)



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 2012. (This is the reason for the apparent drop between 2014–2015 (actual) and 2015–2016 (projected).)



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



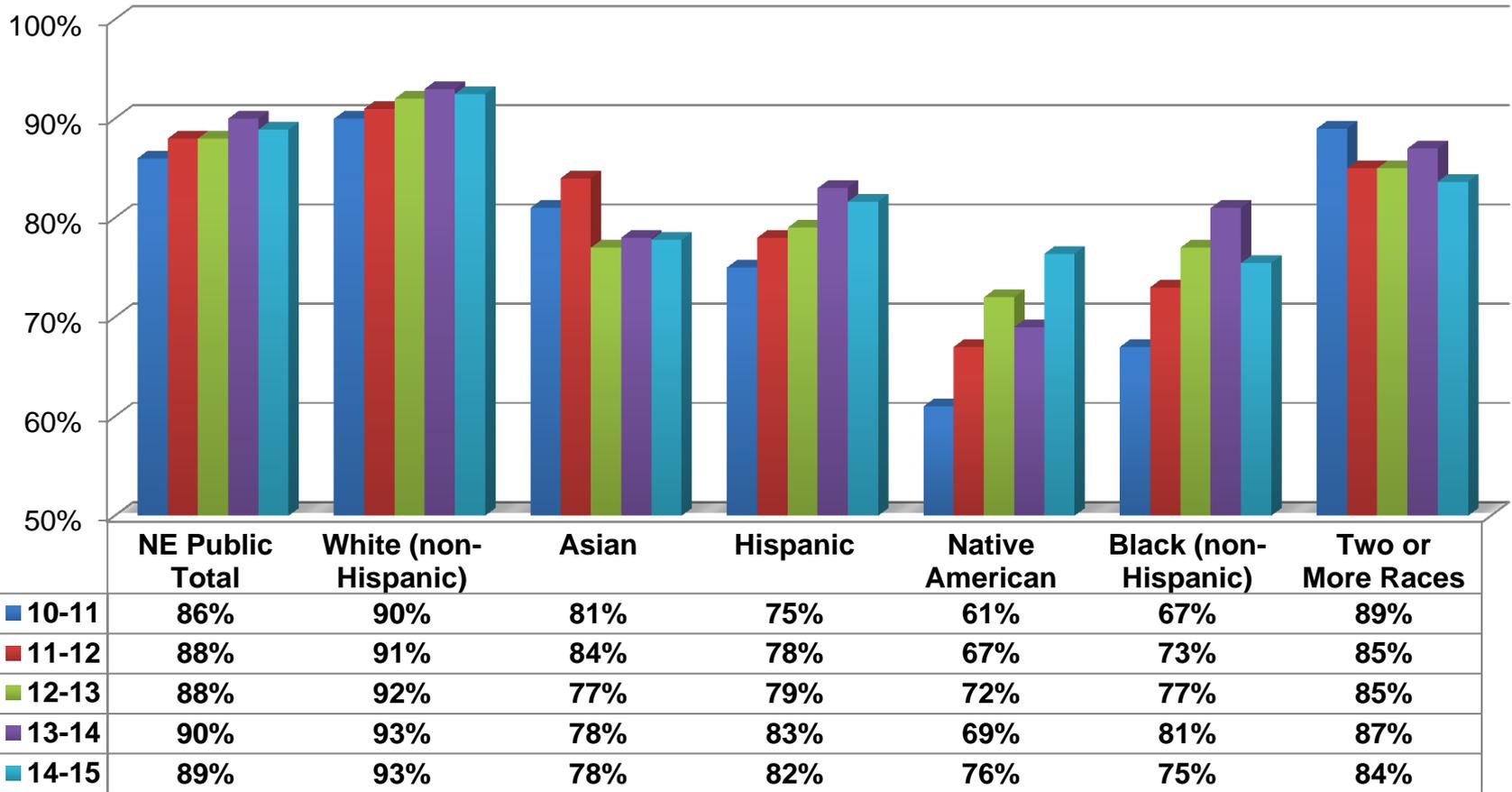
	2002-2003	2014-2015	2024-2025
White (non-Hispanic)	17,541	14,817	15,070
Asian/Pacific Islander	279	503	733
Hispanic	776	3,026	3,912
Native American	167	228	284
Black (non-Hispanic)	841	1,112	1,631
Two or More Races*	*	595	*
Total*	19,604	20,281	22,157

* "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 2014, Nebraska was ranked **2nd highest** in the nation
- *(National data for 2015 is not yet available for state-to-state comparisons)*

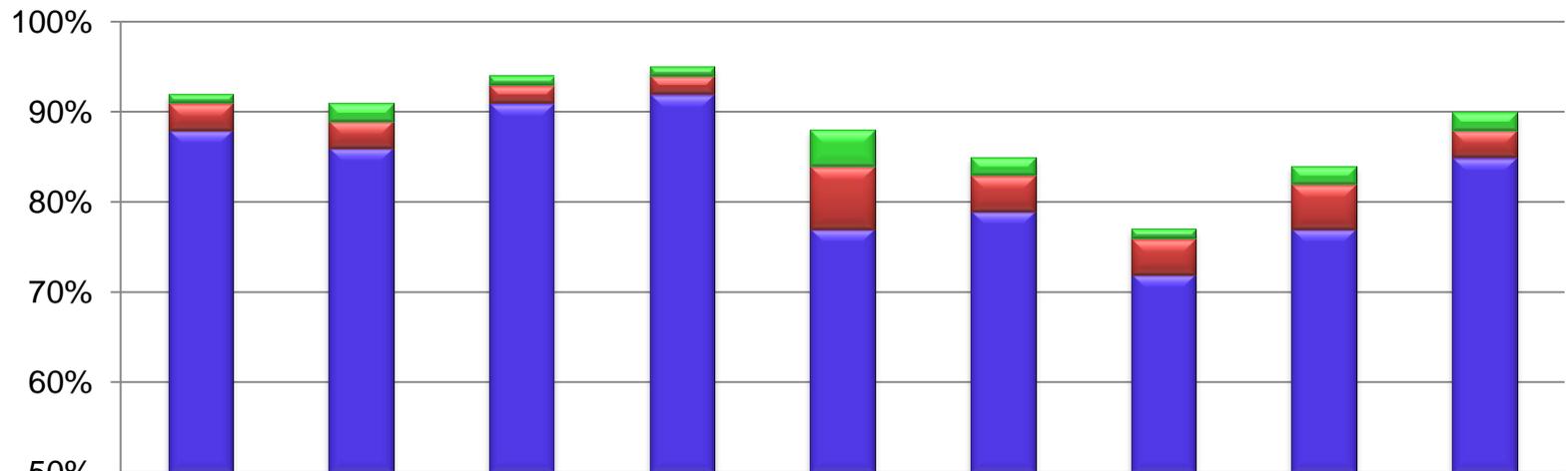


Note. Due to methodological changes by NDE, the 2010–11 cohort four-year graduation rate established a new baseline for comparisons.



Nebraska Public High School 2012–2013 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, Native American, black non-Hispanic, and multi-racial students are more likely than white non-Hispanics to take longer to graduate from high school

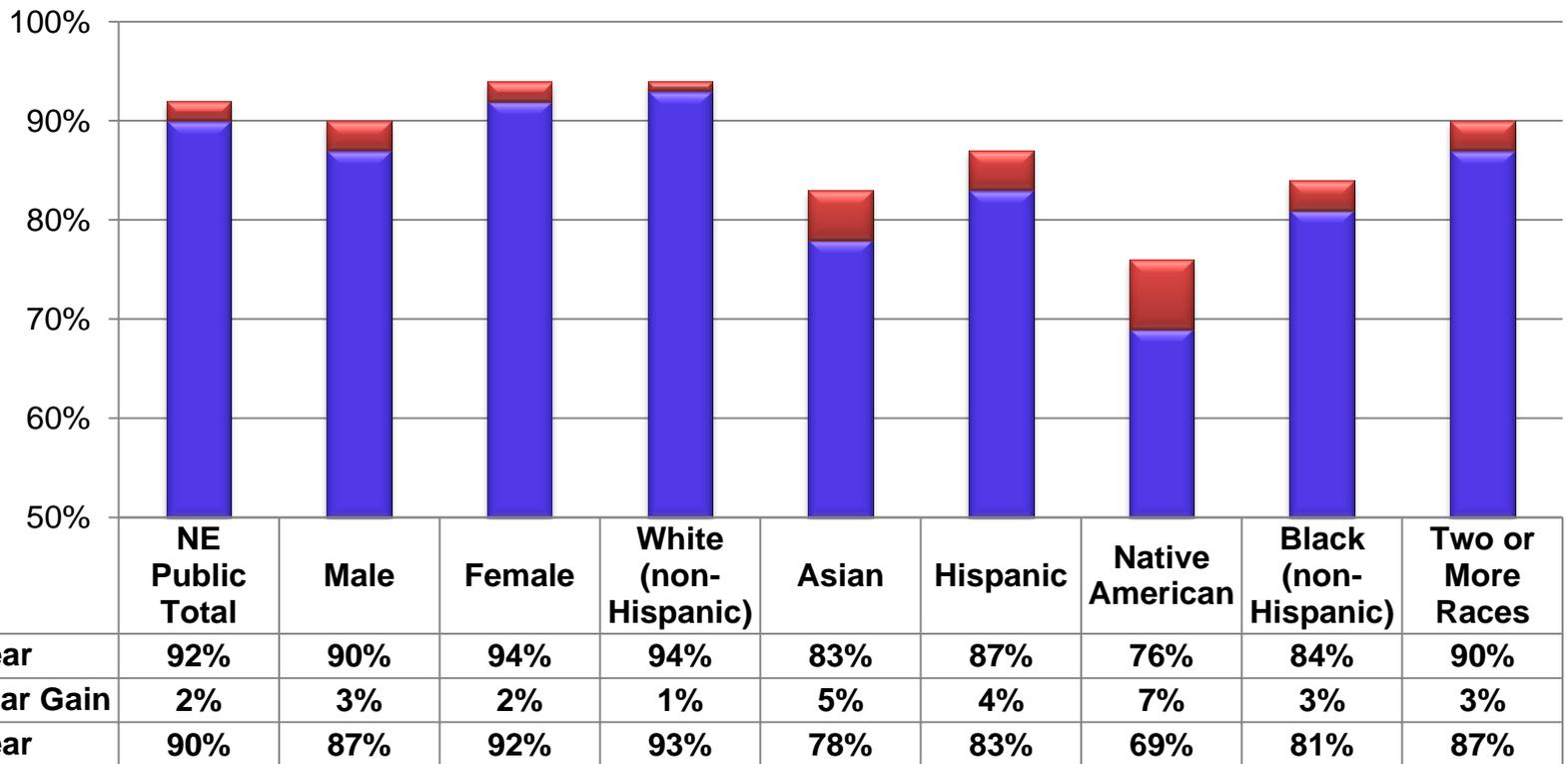


	NE Public Total	Male	Female	White (non-Hispanic)	Asian	Hispanic	Native American	Black (non-Hispanic)	Two or More Races
6-Year	92%	91%	94%	95%	88%	85%	77%	84%	90%
6 Year Gain	1%	2%	1%	1%	4%	2%	1%	2%	2%
5 Year Gain	3%	3%	2%	2%	7%	4%	4%	5%	3%
4-Year	88%	86%	91%	92%	77%	79%	72%	77%	85%



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



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

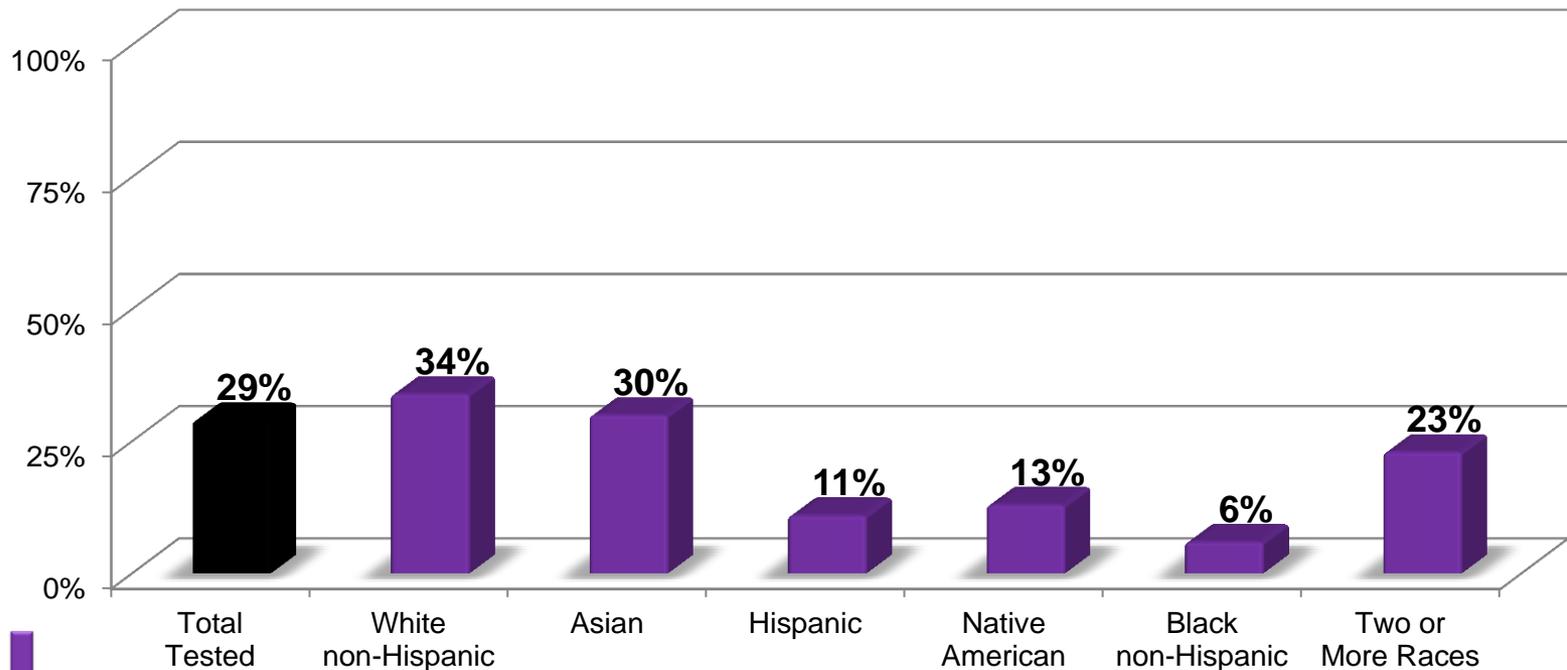
- In Nebraska, ACT is the predominant college entrance exam used to measure the extent to which Nebraska students are prepared for college
 - In 2015, 80.1% of high school graduates took the ACT Assessment
 - In comparison, only 3.2% of high school graduates took the SAT Reasoning Test™
- Therefore, this section focuses on the ACT Assessment
 - ACT Composite Scores:
 - 2004: Nebraska = 21.7 National = 20.9
 - 2015: Nebraska = 21.5 National = 21.0



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

Nebraska High School Graduating Class of 2015

- **Only 29% are sufficiently prepared** to earn B's or C's in entry-level college courses in English, algebra, biology, social science
 - In comparison, at baseline (2004) 24% were sufficiently prepared
- Hispanics, Native Americans, and blacks (non-Hispanic) 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

2. IPEDS

- Collected every two years
- Public and non-public high school graduates
- First-time freshmen (FTF) who go to college in the fall or preceding summer following graduation from high school
- 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 gender, student income status, and race/ethnicity can be calculated



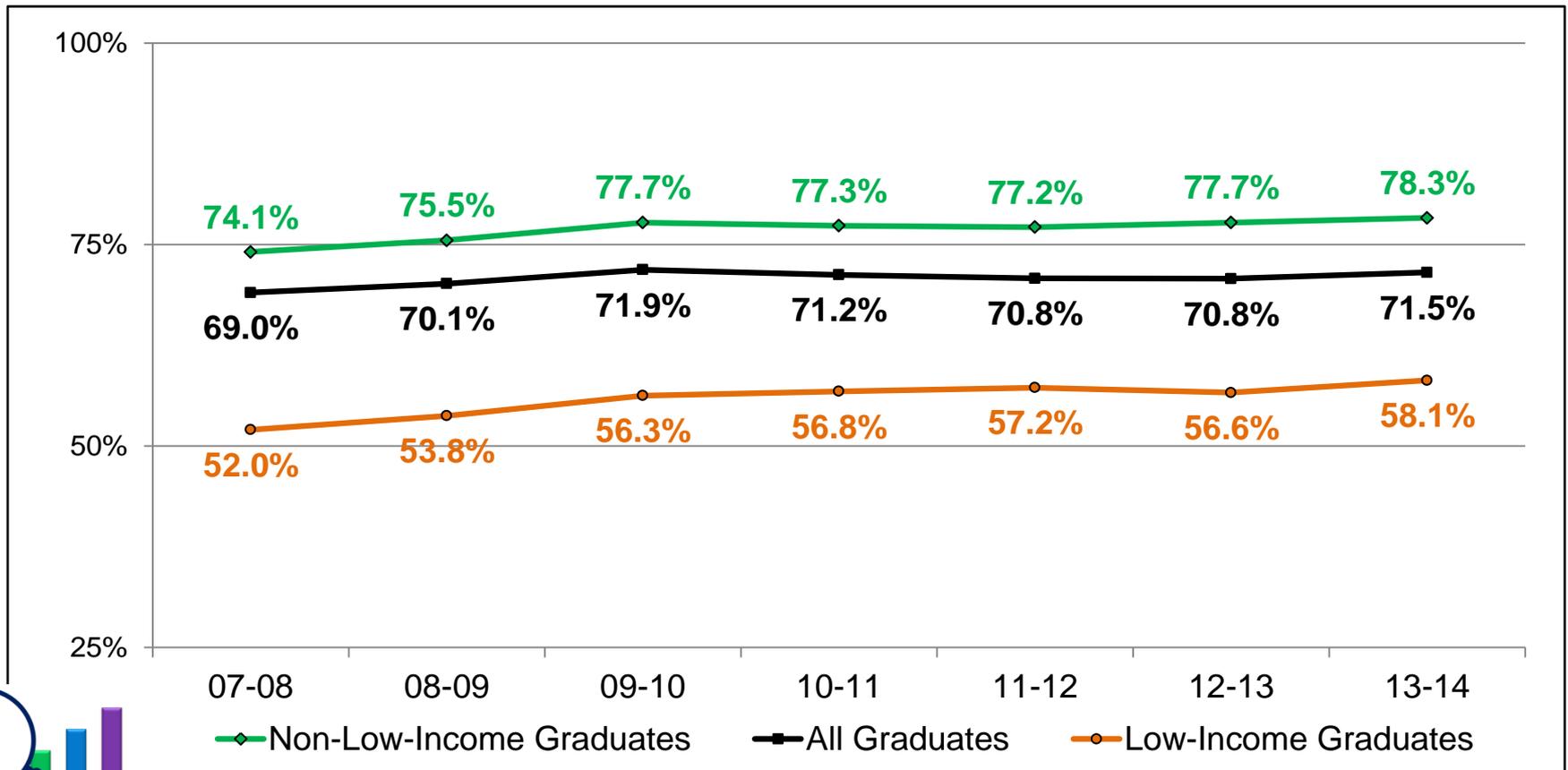
College Continuation Rates

- IPEDS
 - Degree-granting and non-degree-granting institutions
 - Fall 2002 (baseline) = 63.5%
 - Fall 2014 = 62.1%
 - This is the lowest rate since baseline 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 2013–2014 = 71.5%
- 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

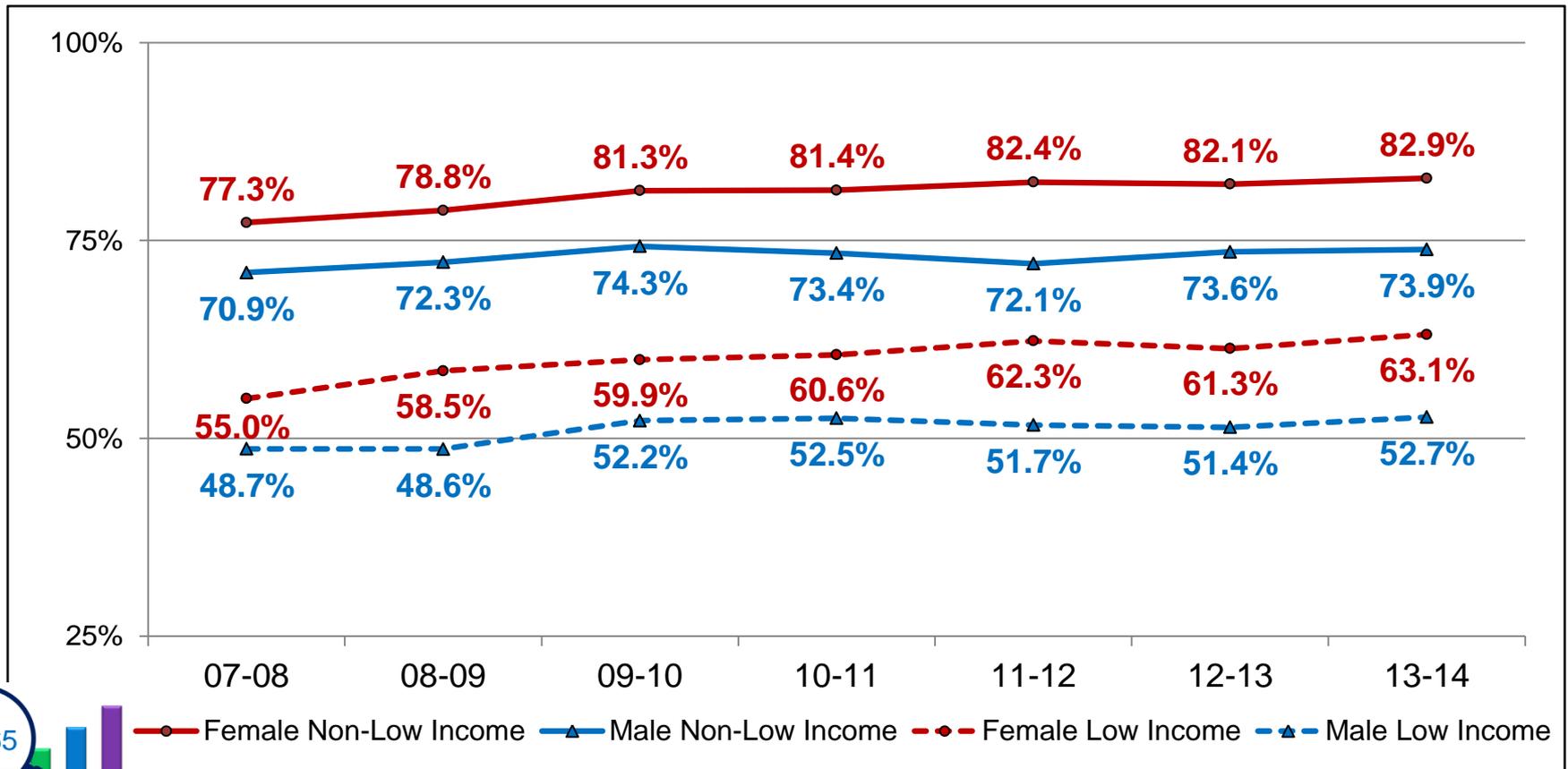
- While college continuation rates have risen for low-income and non-low-income graduates, non-low-income graduates have consistently continued on to college at higher rates than low-income graduates:



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

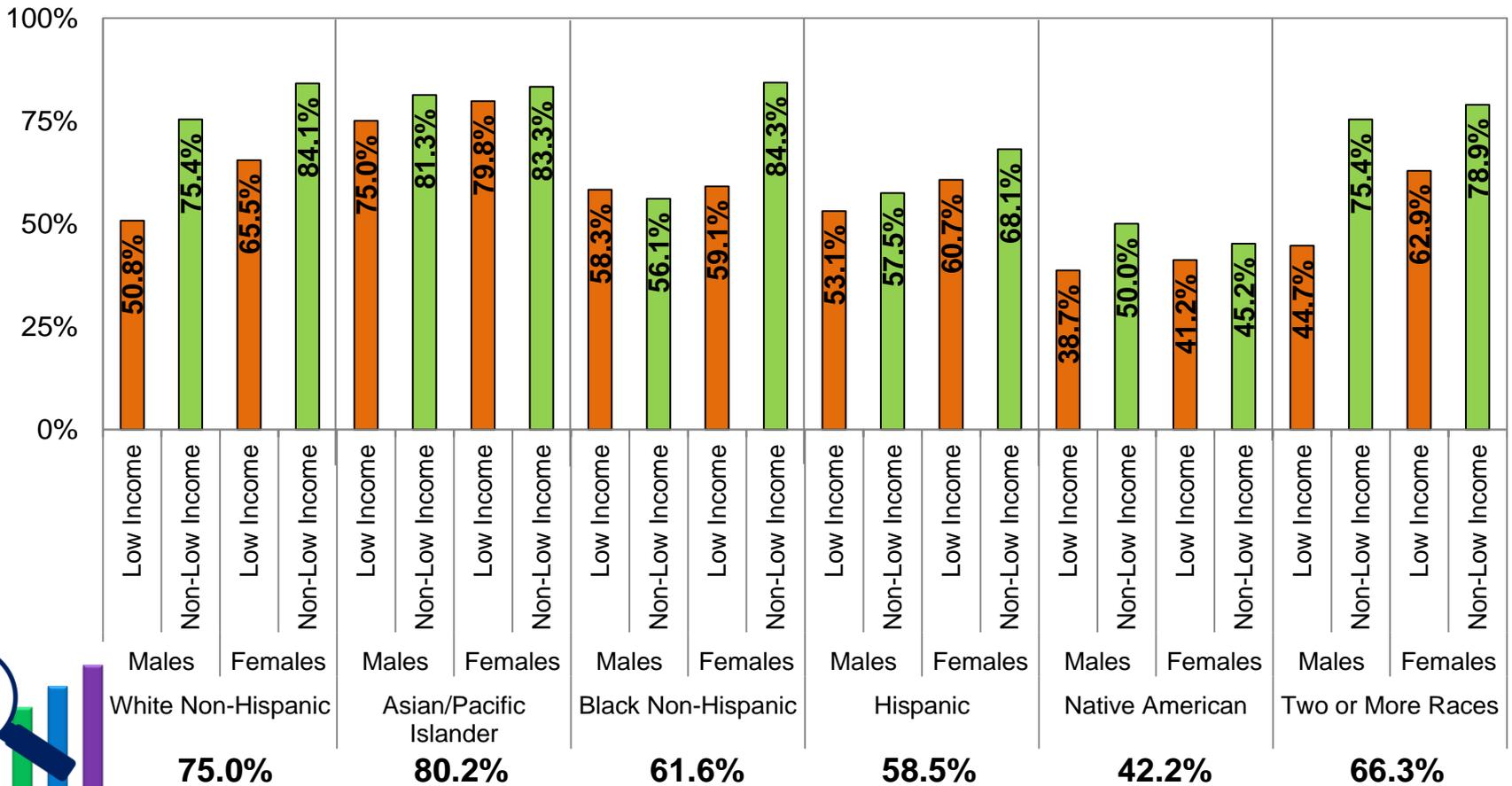
- **Female** college continuation rate:
 - 07-08 = **71.9%**
 - 13-14 = **76.0%**

- **Male** college continuation rate:
 - 07-08 = **66.1%**
 - 13-14 = **67.0%**



College Continuation Rates for Nebraska Public High School Graduates by Race/Ethnicity, Gender, and Student Income Status 2013–14

- By race/ethnicity, rates ranged from 42.2% for Native Americans to 80.2% 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, black non-Hispanic, female graduates



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 2002 = 81.3%
 - 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 35.7% between fall 2002 and fall 2014:
 - Fall 2002 = 2,989
 - 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

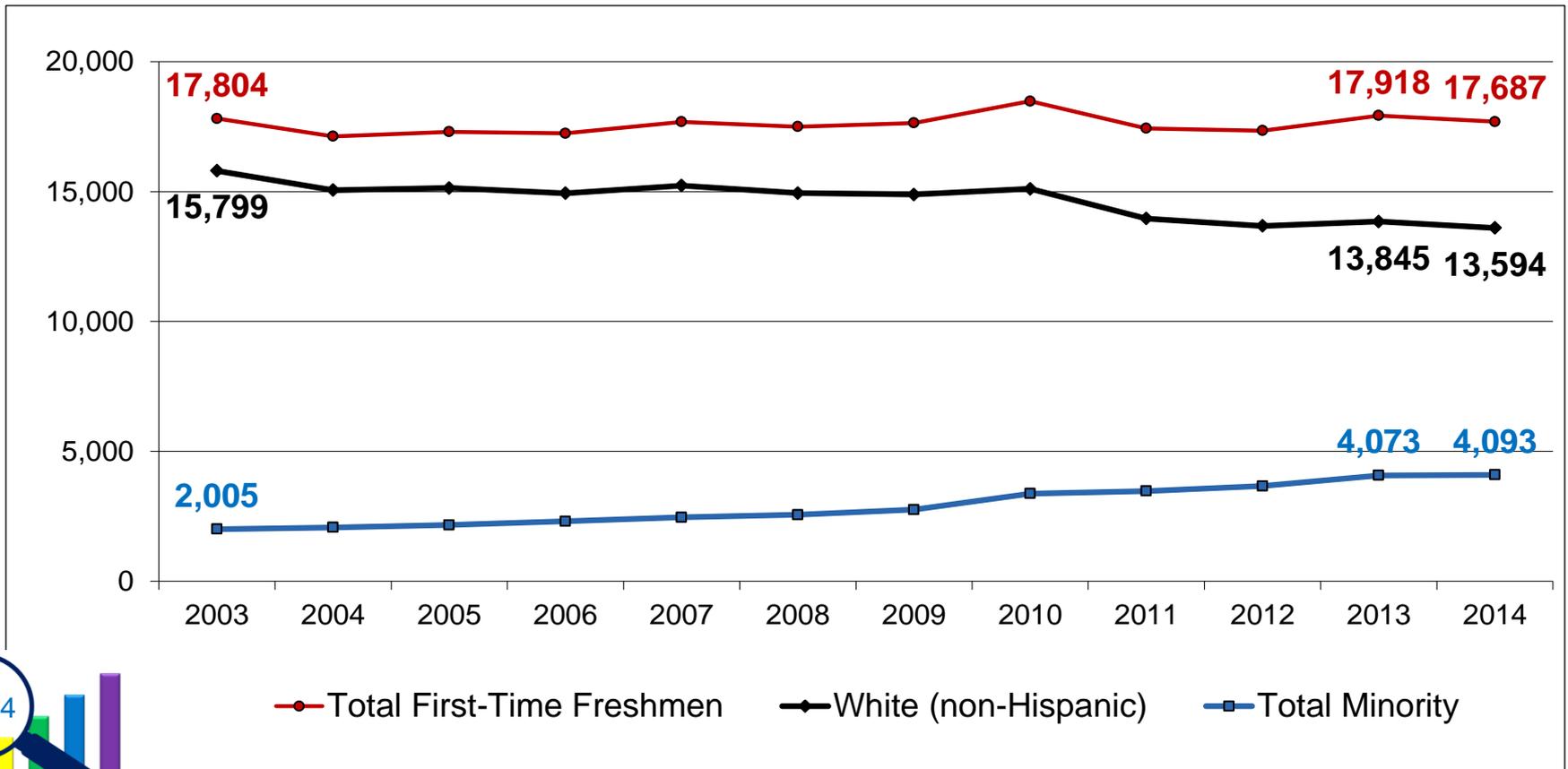
Section 1.4

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	11-YEAR CHANGE
● Nebraska State Total	-1.3%	-0.7%
◆ White (non-Hispanic)	-1.8%	-14.0%
■ Total Minority	0.5%	104.1%

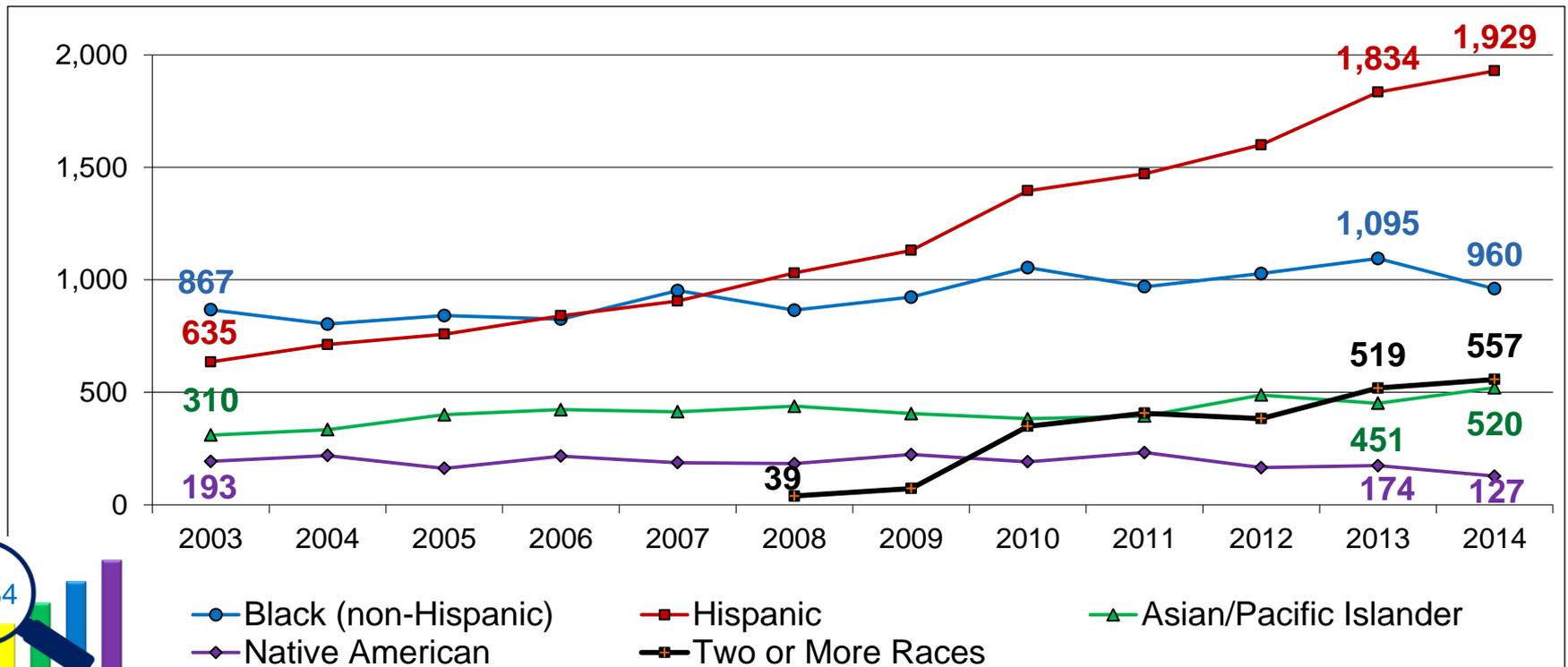


Minority First-Time Freshmen

1-YEAR CHANGE

11-YEAR CHANGE

● Black (non-Hispanic)	-12.3%	10.7%
■ Hispanic	5.2%	203.8%
▲ Asian/Pacific Islander	15.3%	67.7%
◆ Native American	-27.0%	-34.2%
⊞ Two or More Races	7.3%	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.



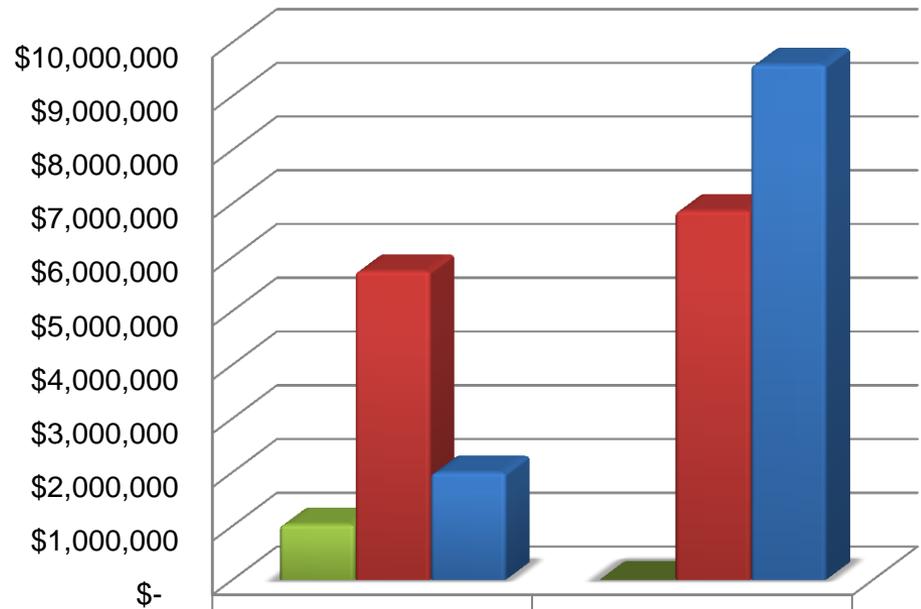
- To improve access to higher education, Nebraska has increased the amount of state funding for:
 - The Nebraska Opportunity Grant (NOG)
 - Access College Early (ACE) Scholarship

NOG Funding

Change in funding:

- Federal funding ceased in 2011-12
- State General Funds: +19.5%
- Lottery Funds: +379.4%
- **Total Funds: +87.5%**

Total Funds: \$8.8M Increased to \$16.9M

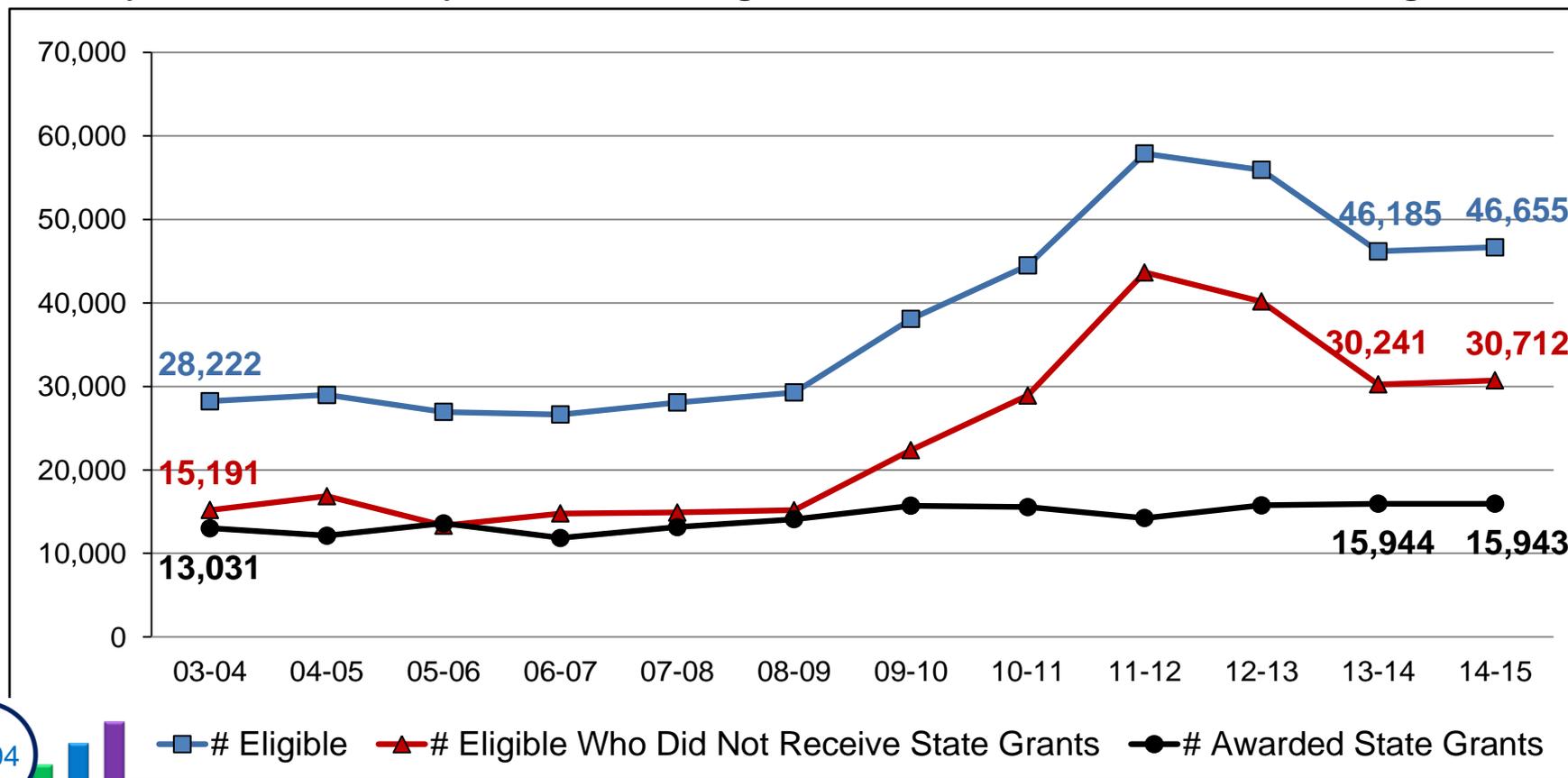


	2003-04	2014-15
■ Federal Funds	\$1,030,858	\$0
■ State General Funds	\$5,745,794	\$6,868,156
■ Lottery Funds	\$2,000,000	\$9,587,116



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

- In 2003–04 , **46.2%** of eligible students received a state grant
- By 2014–15, only **34.2%** of eligible students received a state grant



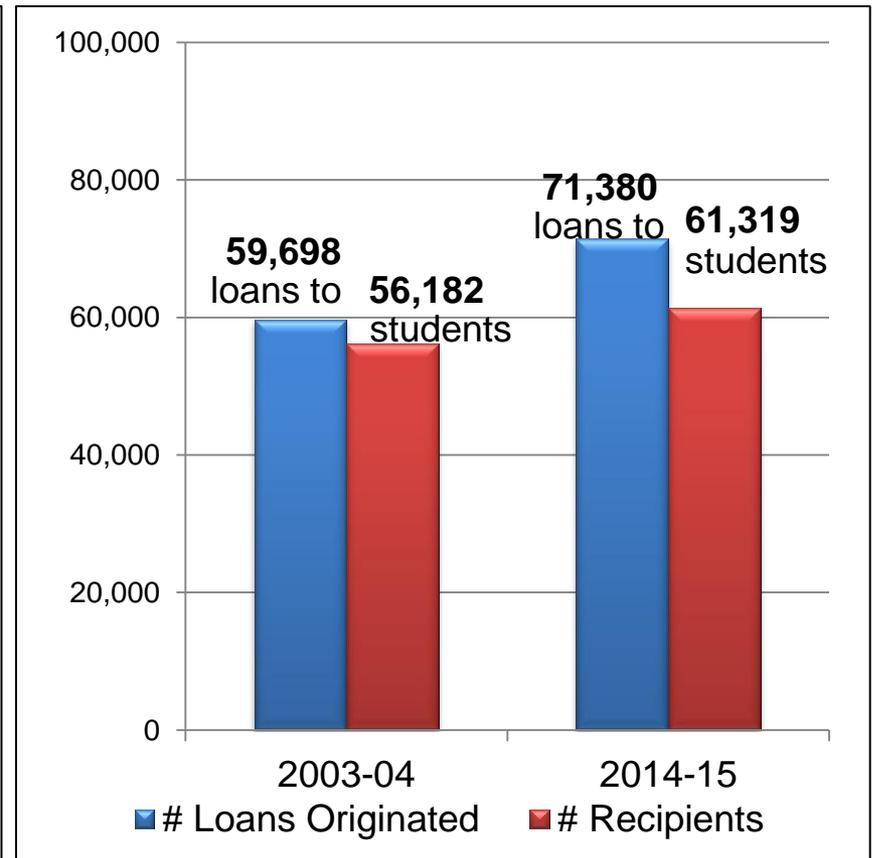
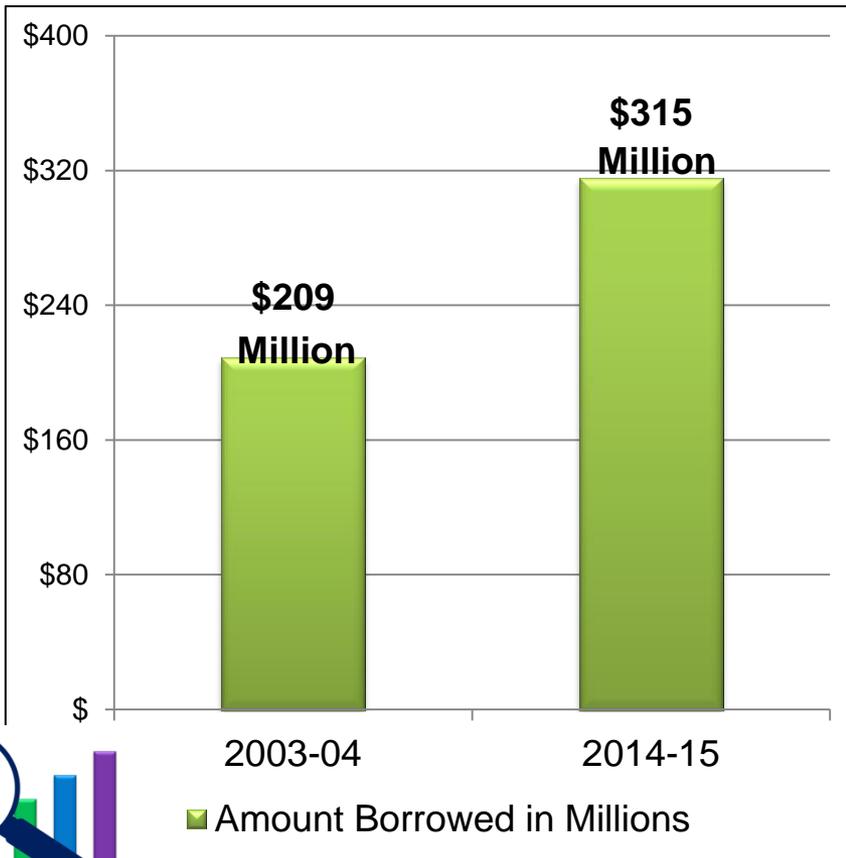
Note. Part of the increase beginning in 2010–2011 in the number of students eligible to receive Nebraska Opportunity Grants is likely due to the expansion of Pell Grant eligibility.



- 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 2003-04 Compared to 2013-14

- Amount borrowed **+50.9%**
- Loans originated **+19.6%**
- Recipients **+9.1%**



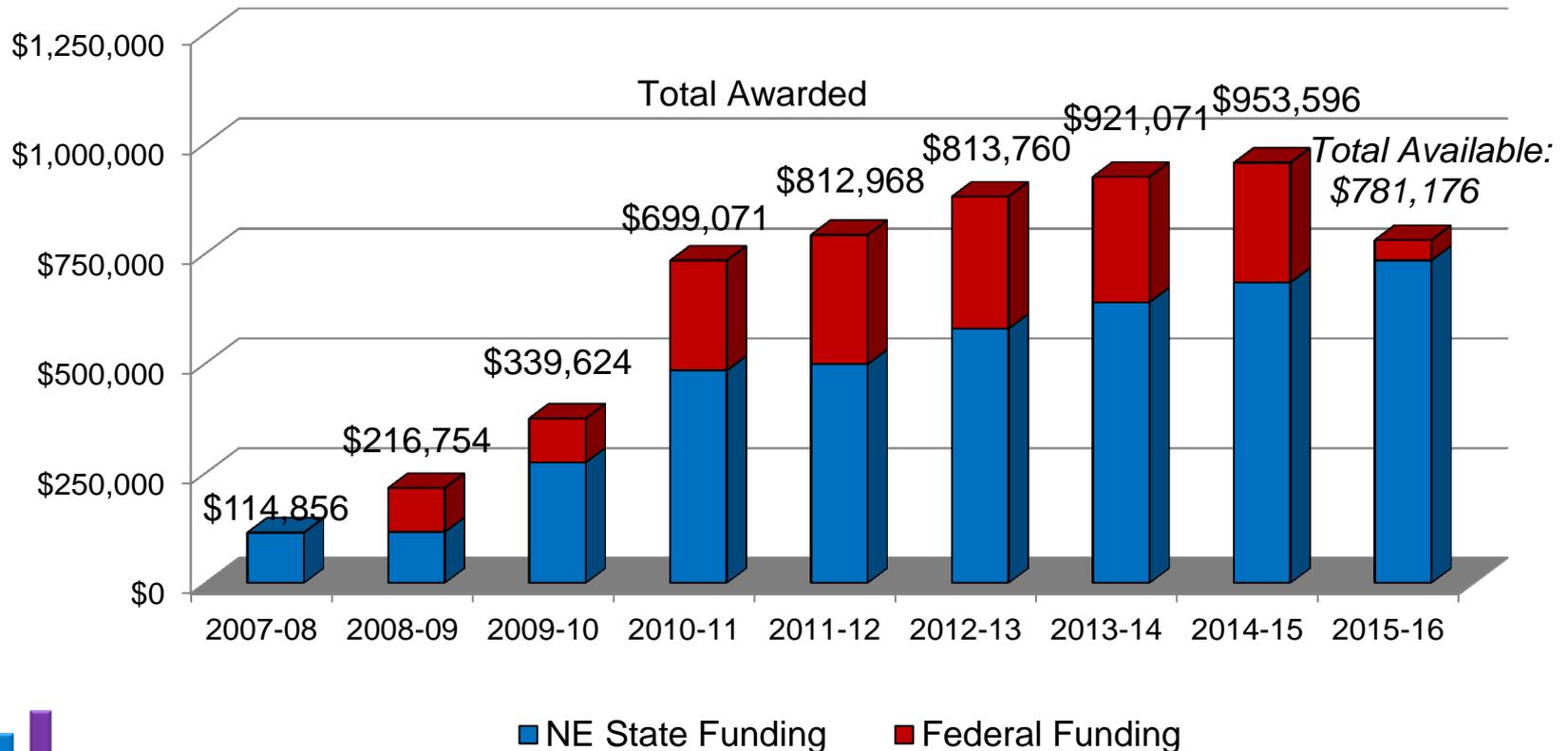
ACE and ACE Plus Scholarships

- Another approach to expanding access to higher education is through the Access College Early (ACE) Scholarship Program, initiated in 2007–2008, and the ACE Plus Scholarship Program, which was introduced in 2011–2012
 - 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
 - ACE Plus Scholarships are available for eligible first and second year college students who received ACE scholarships during high school



Growth of ACE Scholarship Program in Dollars Awarded

- Dollars awarded increased **730.3%** between 2007–08 and 2014–15
- Total available funding will **decrease an estimated 18.1%** between 2014–15 and 2015–16 due to decreased federal funding

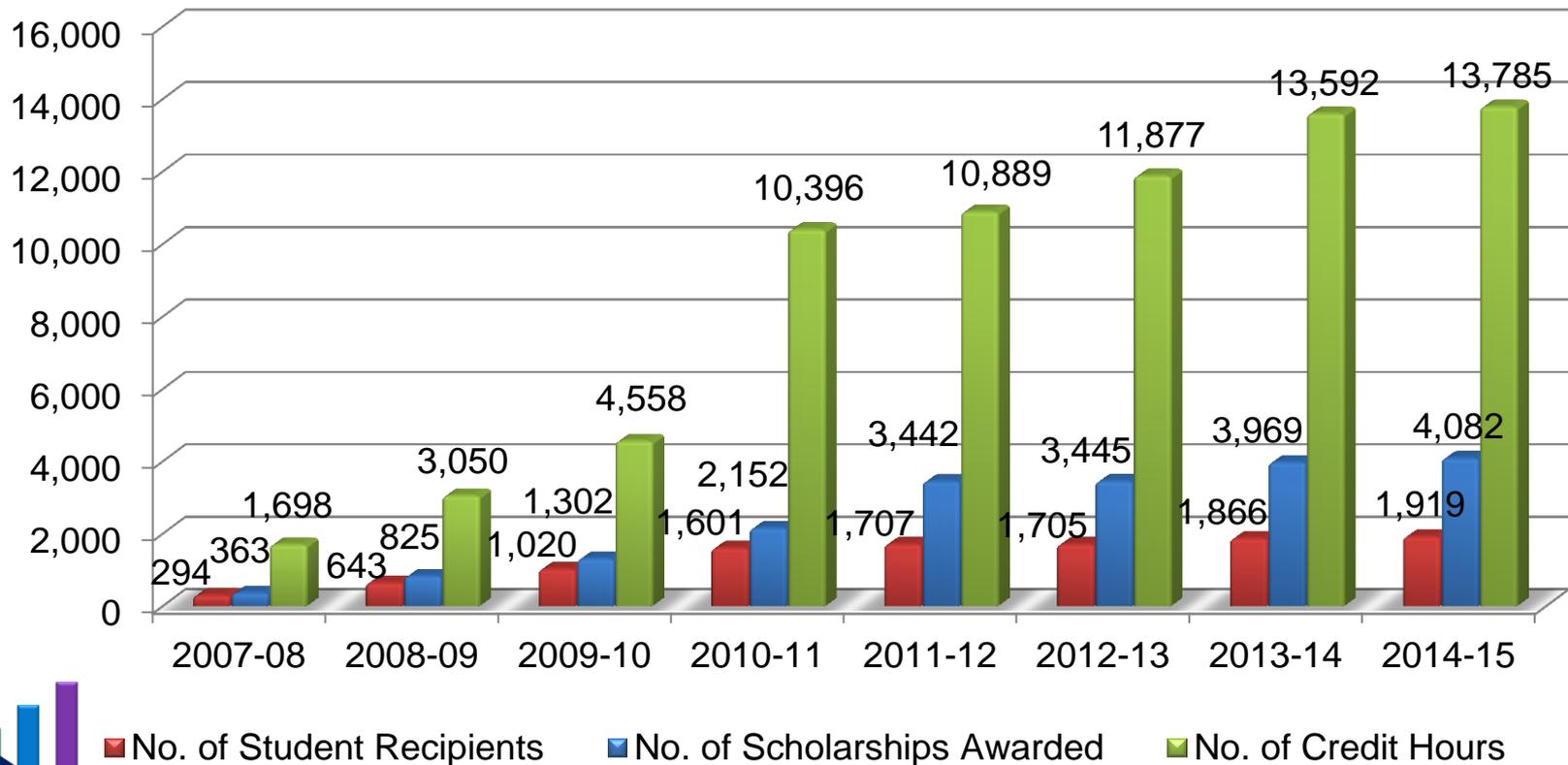


Note. \$538,086 has been awarded for the 2015–16 academic year as of January 29, 2016. Academic year 2015–16 available funding includes \$735,000 in Nebraska state funding and an estimated \$46,176 in federal funding.



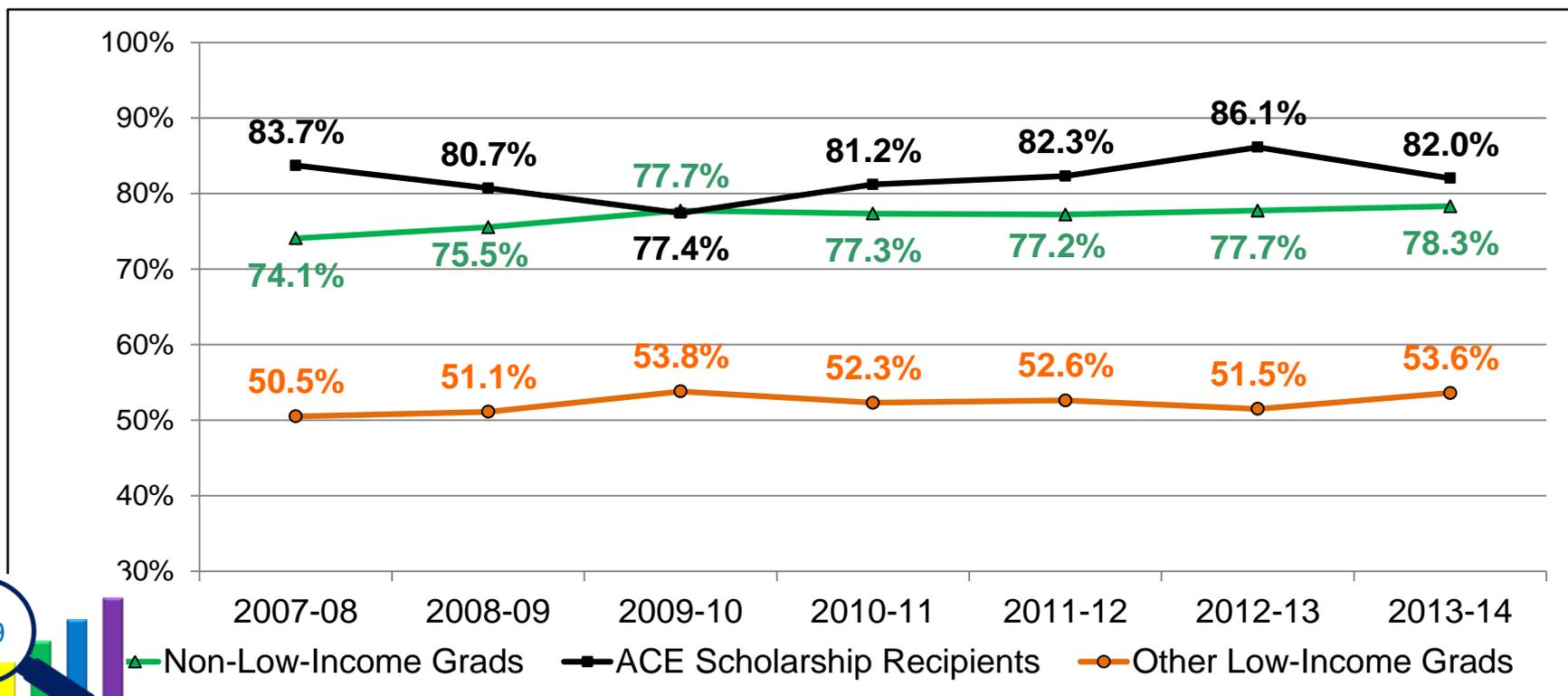
Growth of ACE Scholarship Program in Student Recipients, ACE Scholarships, and Credit Hours

- Number of students has increased **552.7%**
- Number of scholarships has increased **1024.5%**
- Number of credit hours has increased **711.8%**



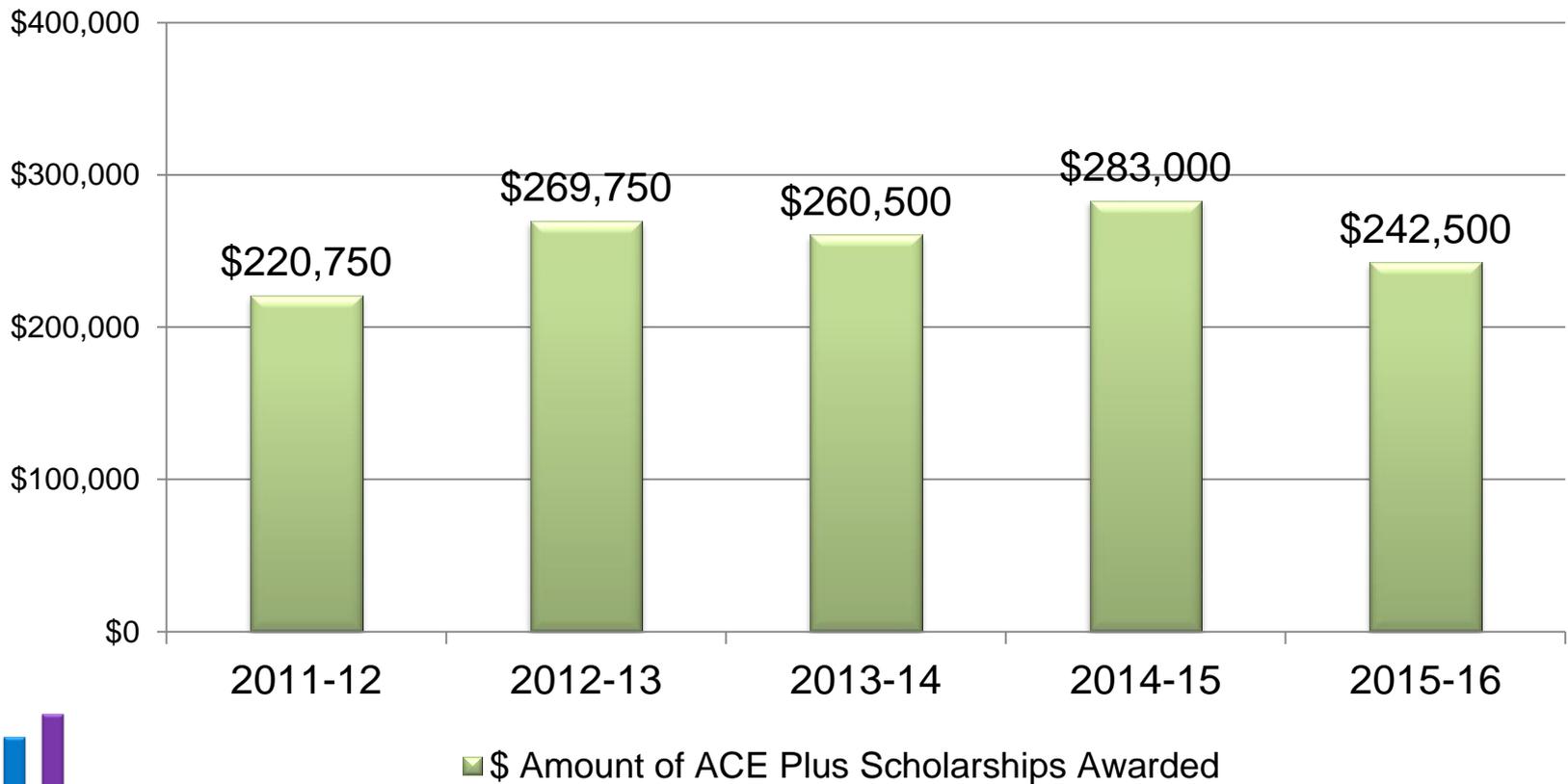
College Continuation Rates for ACE Scholarship Recipients and Other Graduates of Nebraska Public High Schools by Income Status

- 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



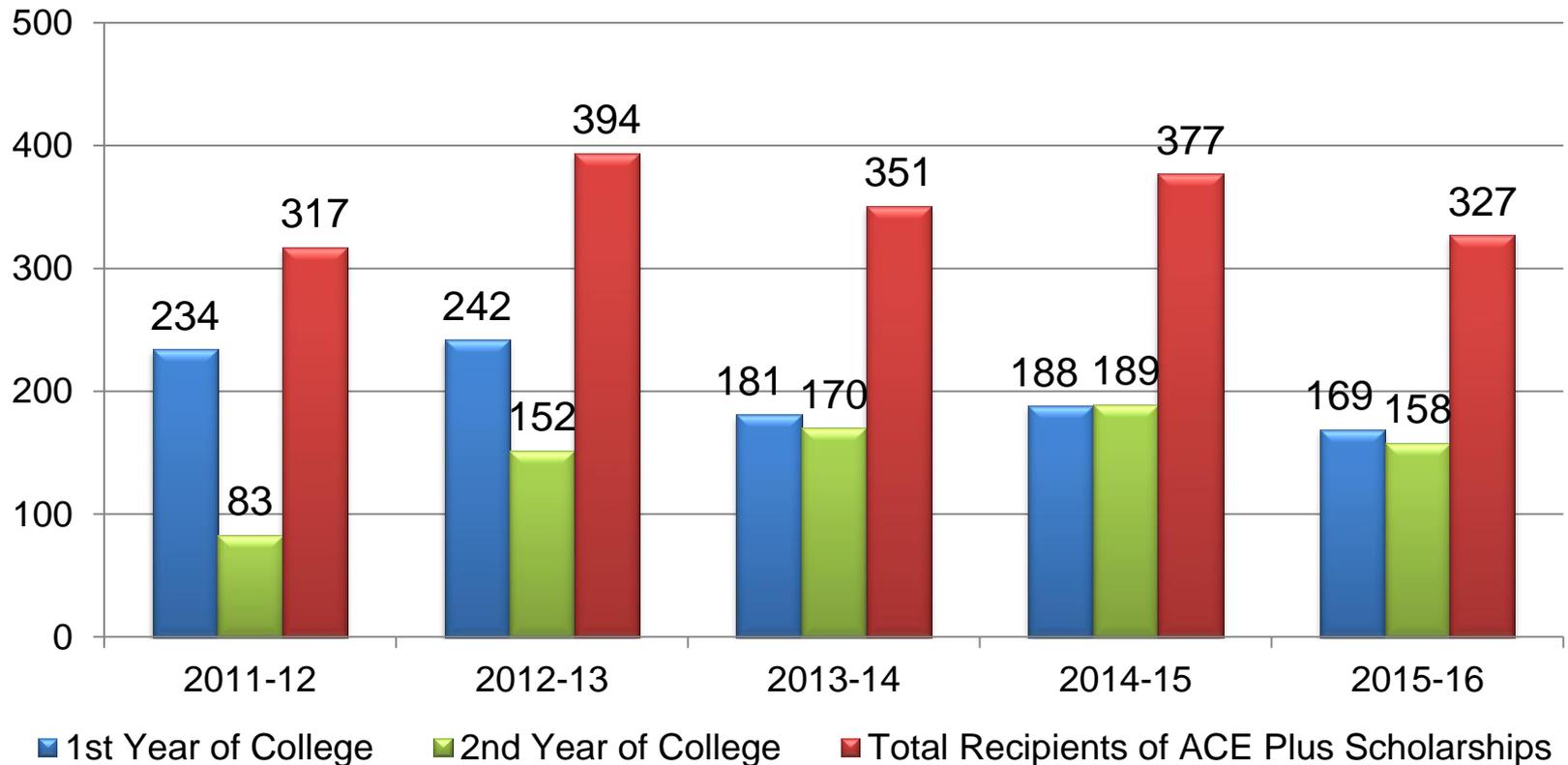
Amount Awarded for ACE Plus Scholarships

- While the amount awarded for ACE Plus scholarships increased 9.9% between 2011–2012 and 2015–2016, no funding is available for the ACE Plus program in 2016–2017



Number of Students Benefitting from the ACE Plus Scholarship Program

- The number of recipients has increased by **3.2%** since 2011–2012:



PRIORITY 2

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

Freshmen Retention Rates

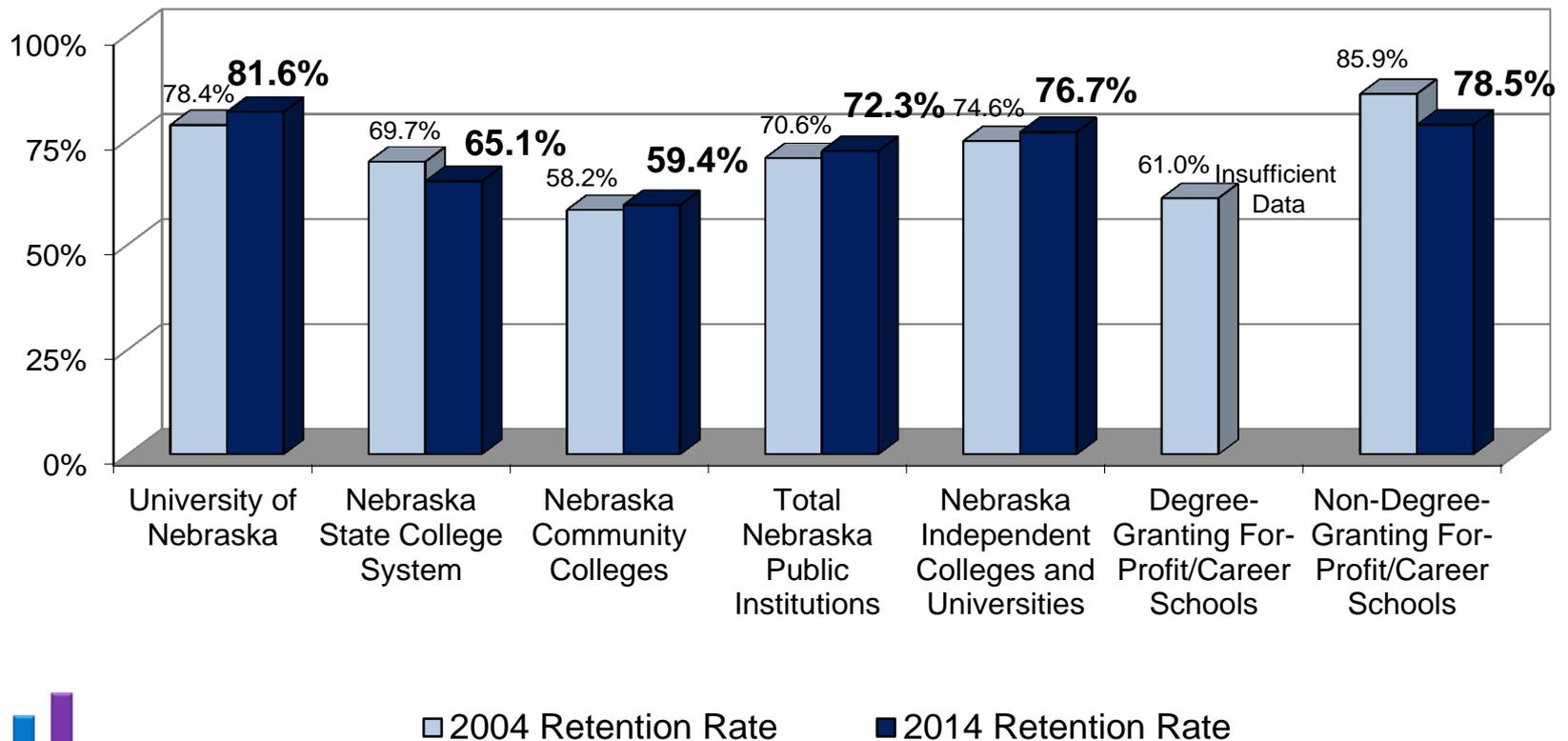
Section 2.1

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 2004 (excluding degree-granting for-profit schools) = **72.1%**
- Overall retention rate in fall 2014 (excluding degree-granting for-profit schools) = **73.2%**
- As shown below, retention rates have not improved significantly or consistently:

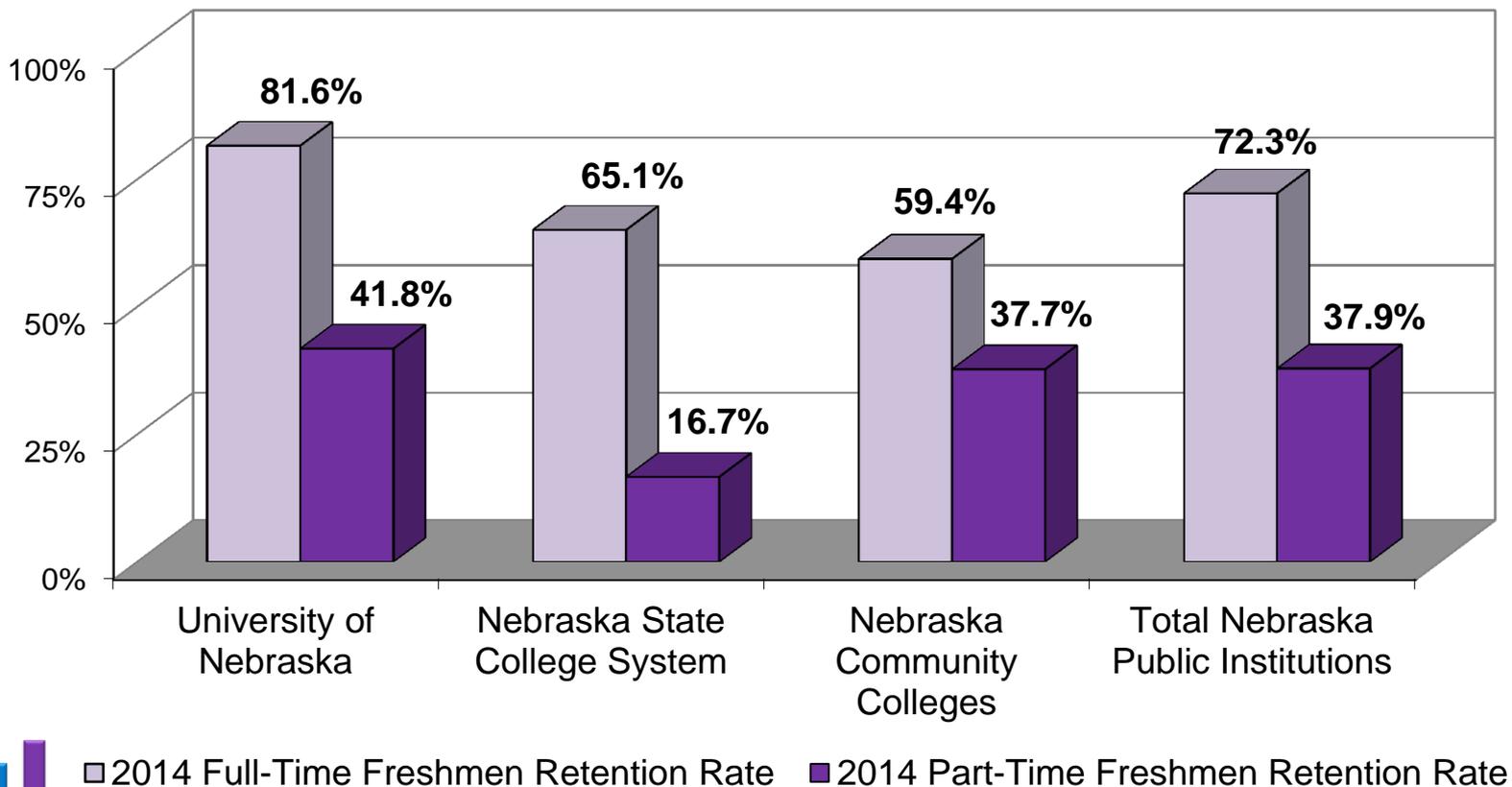


□ 2004 Retention Rate

■ 2014 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:



□ 2014 Full-Time Freshmen Retention Rate

■ 2014 Part-Time Freshmen Retention Rate

College Graduation and Transfer Rates

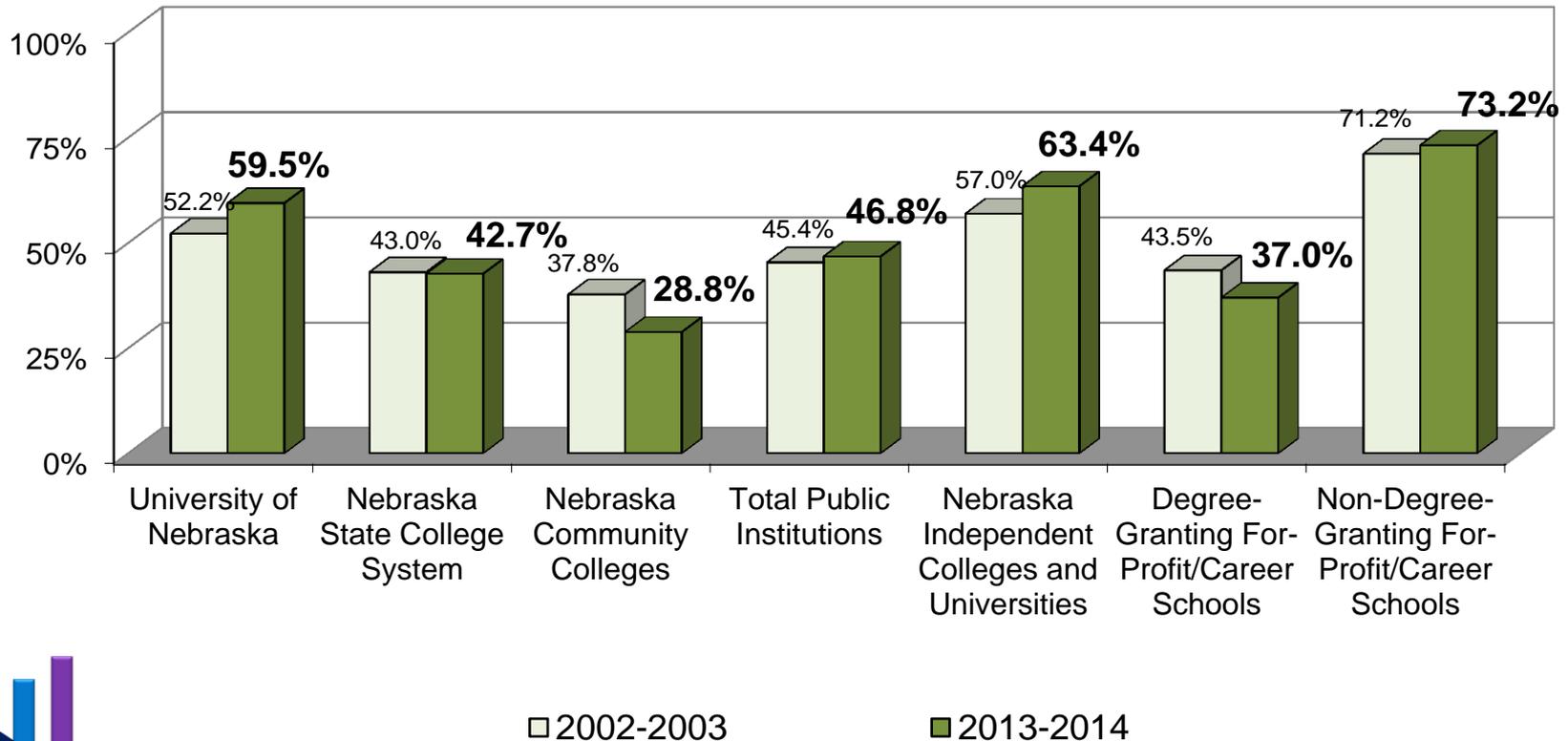
Section 2.2

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 2002–03 = **48.4%**
- Overall graduation rate in 2013–14 = **50.0%**
- As shown below, graduation rates have not improved significantly or consistently:

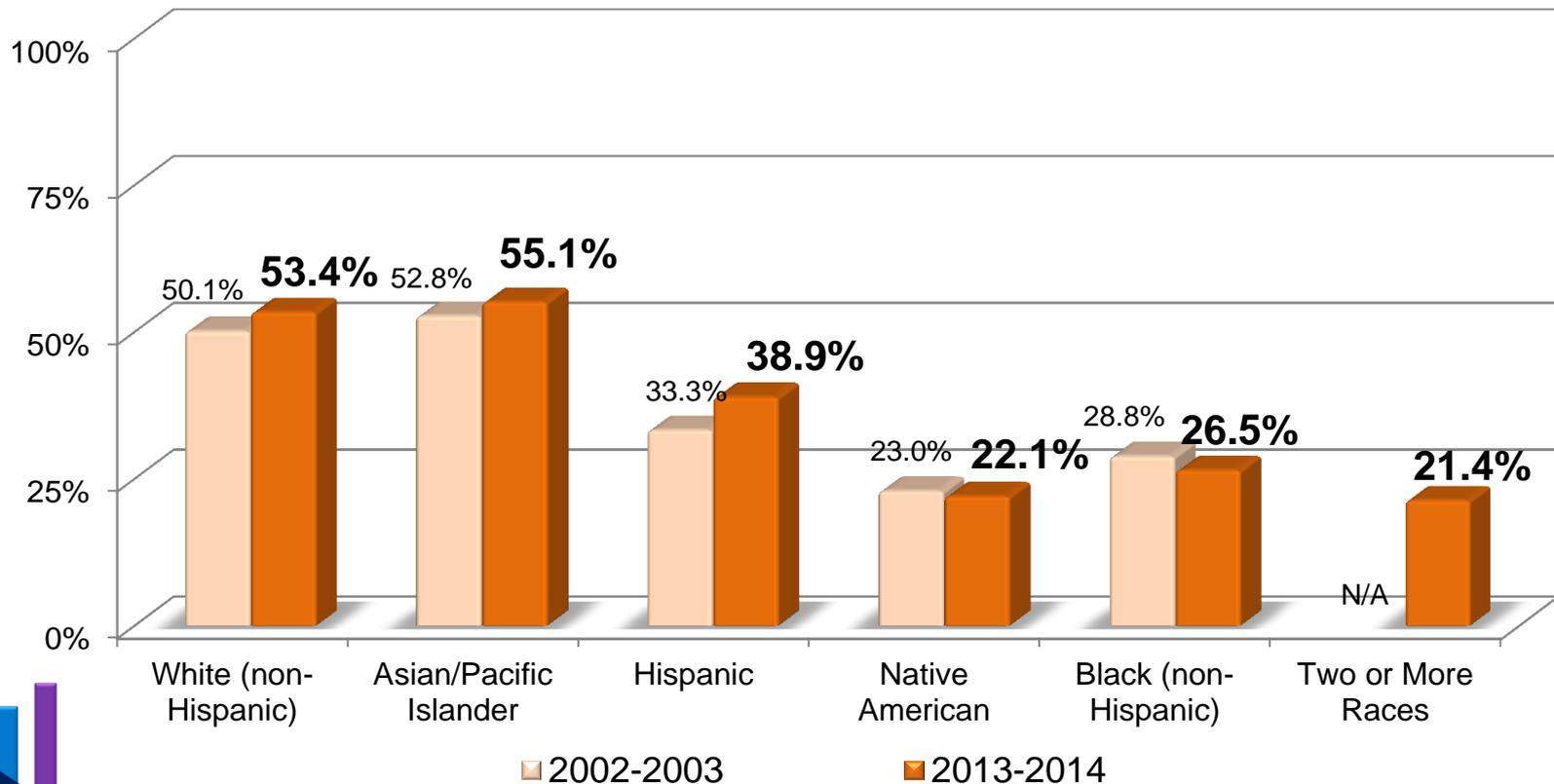


□ 2002-2003

■ 2013-2014

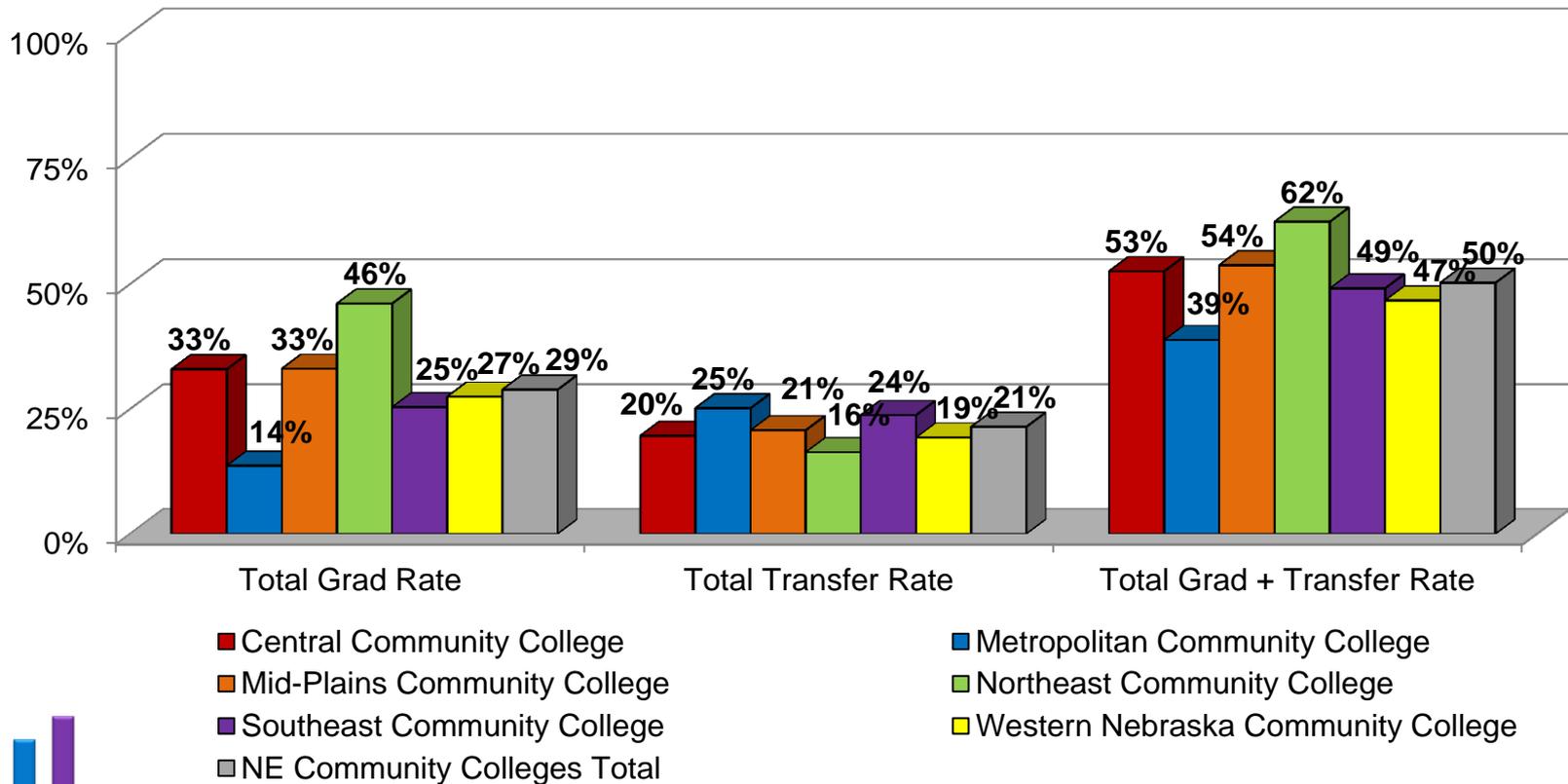
IPEDS Graduation Rates by Race/Ethnicity

- 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 individuals:



Transfer Rates for Nebraska Community Colleges

- Transfer rates ranged from **16%** at Northeast to **25%** at Metro
- The rates produced by combining each institution's graduation rates and transfer rates ranged from **39%** at Metro to **62%** at Northeast



Graduation and Persistence Rates

Section 2.3

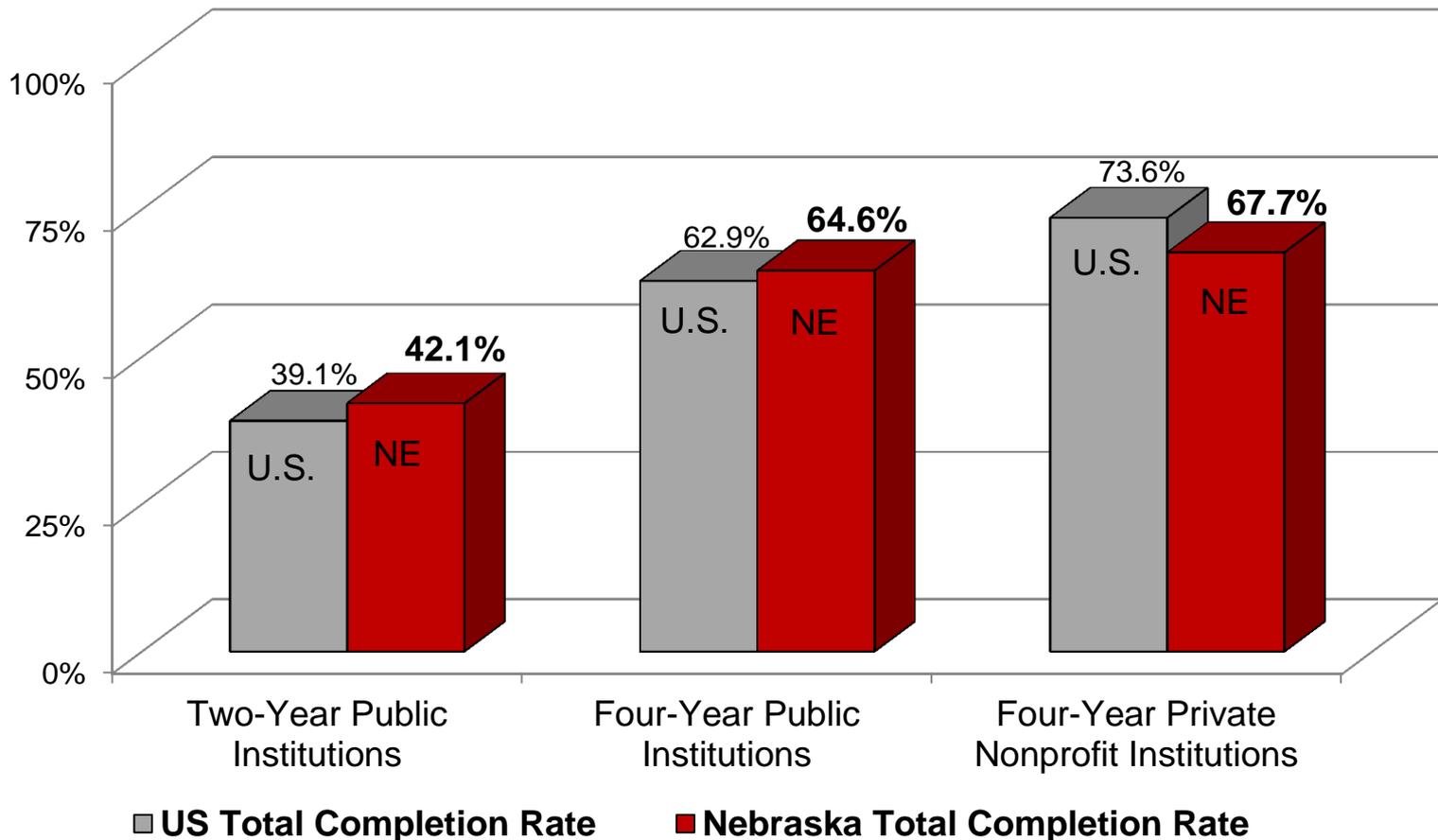
Research by the National Student Clearinghouse Research Center (*Completing College: A State-Level View of Student Attainment Rates*) provides important information about the completion and persistence rates of students who start college at Nebraska's public and independent institutions.



- 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**

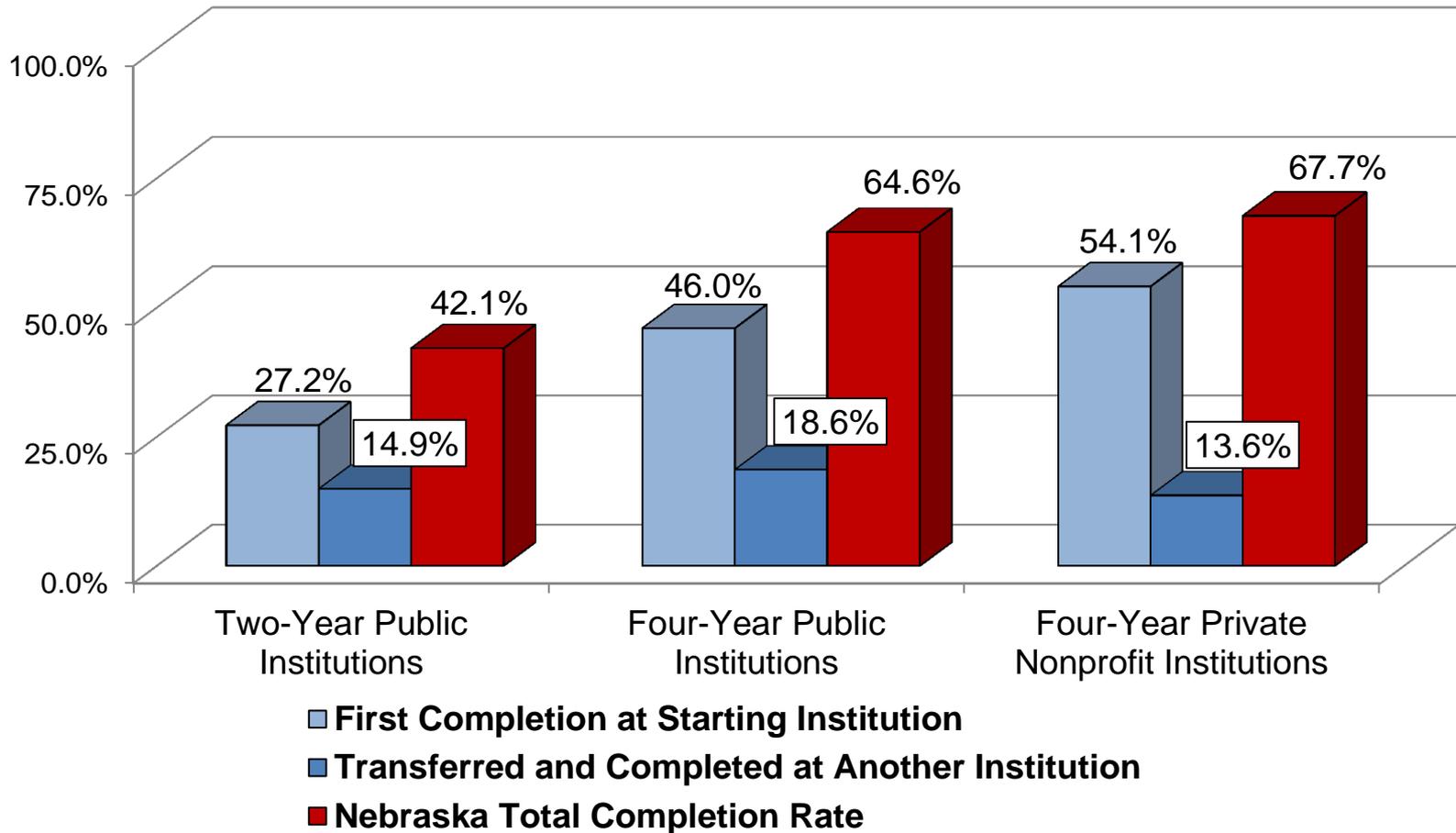


Six-Year Total Completion Rates for Nebraska and the United States for First-Time Degree-Seeking Freshmen Fall 2008 Cohort



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

Fall 2008 Cohort



Completing College: A State-Level View of Student Attainment Rates Fall 2008 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, 2014, 42.1% of students had completed degrees
 - 27.2% earned degrees at their starting institution
 - 4.0% at a different two-year school in U.S.
 - 10.9% at a four-year school in U.S.
 - And 15.0% were still enrolled (at any institution)



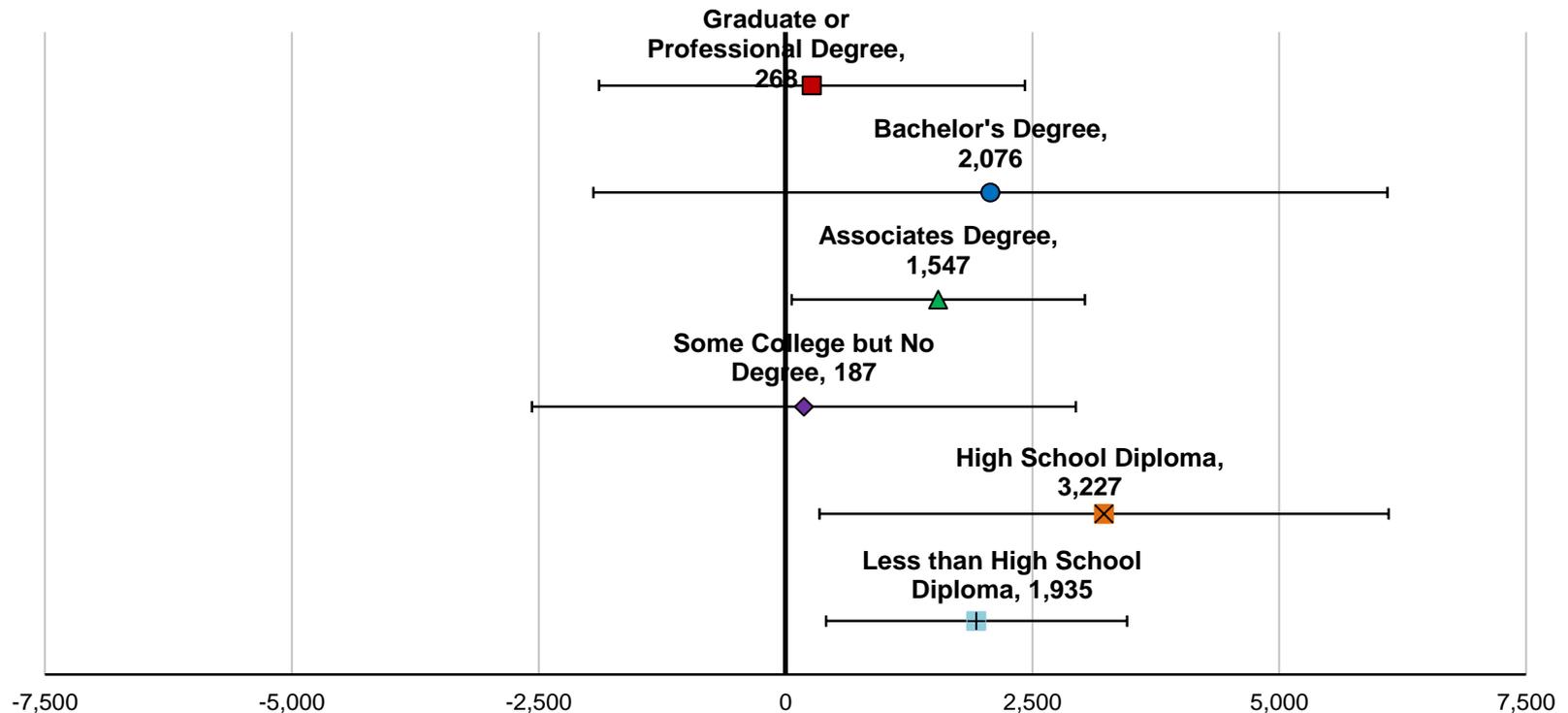
PRIORITY 3

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

- Data are not sufficiently reliable to definitely conclude whether Nebraska is gaining or losing more working-age adults with college degrees than in the past
 - Data comes from the American Community Survey (ACS)
 - Only about 500 people per year report moving into or out of Nebraska within the last year
 - Result is small sample sizes
 - And large margins of error
- However, data from the most recent ACS in 2014 indicate that there was a net in-migration of working-age adults with less than a high school diploma, high school graduates, and individuals with associate's degrees

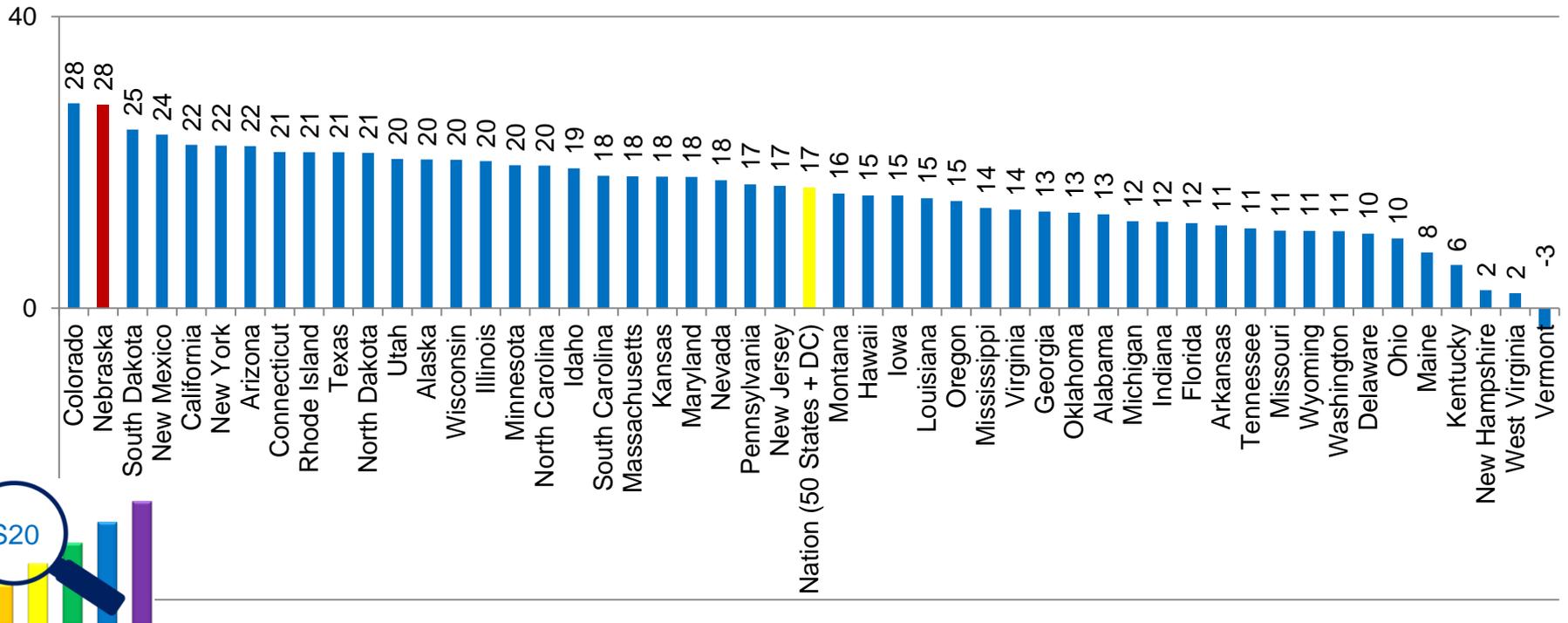
Nebraska Net Migration Estimates of 22- to 64-Year Olds by Education Level Based on 2014 ACS Data

- 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 graduate/professional degrees, bachelor's degrees, and some college but no degree
- The only conclusions that can be drawn are that in 2014, Nebraska gained between: 411 and 3,459 individuals with less than a high school diploma; 343 and 6,111 individuals with a high school diploma; and 62 and 3,032 individuals with associate's degrees.



Estimated Difference in College Attainment Between Whites and Minorities Ages 25 to 44 by State Based on the 2012–2014 American Community Survey (ACS)

- 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**
- Nebraska, **54.11%** white non-Hispanics versus **26.20%** of underrepresented minorities
- Nationally, **45.85%** white non-Hispanics versus **32.28%** of underrepresented minorities



CONCLUSION

Nebraska Outcomes at a Glance

COHORT FOUR-YEAR GRADUATION RATES

(Public High Schools Only)

2010–11 = 86%

2014–15 = 89%

COLLEGE CONTINUATION RATES

(Public High Schools Graduates Only)

2007–08 = 69%

2013–14 = 72%

FRESHMEN RETENTION RATES

(Public Institutions Only)

Fall 2004 = 36% PT, 71% FT

Fall 2014 = 38% PT, 72% FT

COLLEGE GRADUATION RATES

(All IPEDS Reporting Institutions)

2002–03 = 48%

2013–14 = 50%



- Given the findings of the *2016 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 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, and
 - College-going rates
 - Increase opportunities for students to connect to career pathways of interest to them that lead 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
 - Reach out to adults with college credit but no earned certificates or degrees
 - Increase efforts to improve retention and persistence rates
 - 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

- At the state government level:
 - Continue to support and increase funding for the Nebraska Opportunity Grant Program and the ACE program
 - Note – funding for ACE Plus has been discontinued for 2016–17
 - Continue to adequately fund public colleges and universities to maintain affordable tuition and fees
 - Develop and build support for clear completion targets for Nebraska’s public-funded colleges and universities
 - 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?

For further information, please contact:

Jill M. Heese, MS
Research Coordinator
CCPE – Nebraska
jill.heese@nebraska.gov
(402) 471-0031

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
- 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