
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

Meeting held virtually via Zoom

Thursday, January 20, 2022, 8:30 a.m. (Central)

Public notice of meeting

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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JANUARY 20, 2022. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 9:30 A.M.

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

GWENN ASPEN, CHAIR

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

CALL TO ORDER AND INTRODUCTIONS

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

Commissioners Present

Gwenn Aspen	Mary Lauritzen
Tim Daniels	Molly O'Holleran
Dr. Deborah Frison	Dr. Paul Von Behren
Charles Garman	W. Scott Wilson
Dr. Dennis Headrick (non-voting)	

Commission Staff Present

Dr. Michael Baumgartner	J. Ritchie Morrow
Jeremy Chancellor	Helen Pope
Dr. Kathleen Fimple	Gary Timm
Kadi Lukesh	Joe Velaquez (Zoom moderator)

Minutes of December 2, 2021, Joint NDE and CCPE Meeting approved

MINUTES OF DECEMBER 2, 2021, JOINT NDE AND CCPE MEETING

Commissioner O'Holleran made a motion to approve the December 2, 2021, Joint NDE and CCPE meeting minutes as written. Commissioner Daniels seconded the motion. A roll call vote was taken. Commissioners Garman and Von Behren abstained. The remaining six Commissioners present voted yes. The motion carried.

*Minutes of December 2, 2021,
Commission Meeting approved*

MINUTES OF DECEMBER 2, 2021, COMMISSION MEETING

Commissioner Garman made a motion to approve the December 2, 2021, Commission meeting minutes as written. Commissioner Von Behren seconded the motion. A roll call vote was taken. Commissioners Garman, O'Holleran, and Von Behren abstained. The remaining five Commissioners present voted yes. The motion carried.

Chair's Report

*Welcome of new Commissioner Dr.
Dennis Headrick*

CHAIR'S REPORT

Chair Aspen reported that Commissioner Gene Kelly resigned from the Commission effective December 23, 2021, as he is moving out of state. The Commission wishes him well in his next adventure. Chair Aspen introduced and welcomed new Commissioner Dr. Dennis Headrick. Dr. Headrick has been appointed but not confirmed. Commissioner Headrick stated he recently retired from Southeast Community College after serving as vice president of academic affairs for many years. Chair Aspen appointed Commissioner Headrick to the Academic Programs Committee.

*Appointment and Ratification of
Commissioner Daniels to serve on the
Executive Committee*

Appointment and Ratification of Executive Committee Member

Chair Aspen made a motion to appoint Commissioner Daniels to the Executive Committee, replacing former Commissioner Adam. Commissioner Wilson seconded the motion to approve the appointment and ratification of Commissioner Daniels. A roll call vote was taken. Commissioner Daniels abstained. The remaining seven Commissioners voted yes. The motion carried.

Executive Director's Report

EXECUTIVE DIRECTOR'S REPORT

The following out-of-service area authorizations were approved by the Executive Director:

Out-of-service area authorizations

1. Offered by Central Community College
Interactive two-way video from CCC, Columbus NE
to Elgin Pope John XXIII High School, Elgin, NE
 - SPCH 1110 - Public Speaking - 3 credits
January 10, 2022 - May 5, 2022
2. Offered by Central Community College
Interactive two-way video from CCC, Columbus NE
to Deshler High School, Deshler, NE
 - MATH 2070 - Calculus II - 5 credits
January 10, 2022 - May 5, 2022
3. Offered by Central Community College
Interactive two-way video from Arcadia High School, Arcadia, NE
to Sargent High School, Sargent, NE
 - BIOS 1260 - Structure & Function of Human Body II - 2 credits
January 10, 2022 - May 5, 2022

-
4. Offered by Mid-Plains Community College
Distance Learning from MPCC to Elgin Pope John XXIII Central Catholic High School, Elgin, NE
 - SOCI 1010 - Introduction to Sociology - 3 credits
January 17, 2022 - May 12, 2022
 5. Offered by Mid-Plains Community College
Distance Learning from MPCC through St. Patrick's High School in North Platte, NE to Ravenna High School, Ravenna, NE
 - HUMS 1100 - Introduction to Humanities - 3 credits
January 10, 2022 - May 24, 2022

Kadi Lukesh presented the Second Quarter Budget Report

Dr. Baumgartner introduced Kadi Lukesh, Budget Coordinator, to present the Second Quarter Budget Report. Ms. Lukesh stated that in the Administrative Funds with half of the year over, and not including the MHEC dues, we stand at 48.2 percent spent. Ms. Lukesh gave brief overviews of the Nebraska Opportunity Grant Program (NOG), the Community College Gap Assistance Program, and the Access College Early Scholarship (ACE).

Dr. Baumgartner presented a Legislative update

Dr. Baumgartner presented a Legislative update. Today is the last day bills can be introduced, and it is a short session, so this time there are only a few bills that would affect the Commission in some way. He briefly described each of those bills.

Dr. Baumgartner spoke on recent meetings, staff activities, state personnel rules, and reviewing the CCPE bylaws

Dr. Baumgartner stated that as a follow-up to the breakfast meeting with the State Board of Education last month, he and J. Ritchie Morrow, Financial Aid Officer, met with Matt Blomstedt and Kristin Yates of NDE and Liz Koop and Daphne Hall from EducationQuest to discuss next steps in FAFSA completion efforts. Mr. Morrow also participated in a meeting with EducationQuest and high school counselors to encourage their participation in the FAFSA Completion software that we host.

Mr. Morrow and Jill Heese, Research Director, will be presenting the Progress Report and the financial aid programs to Doane University graduate students.

Dr. Baumgartner is working with the Nebraska Tech Collaborative and invited President Jona Van Deun to give a presentation at the March Commission meeting in Grand Island.

Dr. Baumgartner stated that the Department of Administrative Services recently made changes to state personnel rules. Those changes do not apply to the Commission, but a few updates to our employee handbook are needed. The changes would include updating the Catastrophic Illness Donation Program and the addition of a Maternity Leave Donation Program. Those changes will be discussed with the Executive Committee before the March Commission meeting.

Dr. Baumgartner commented that in reviewing our selection processes in our bylaws there are minor inconsistencies and those will be addressed by the Executive Committee.

Public Hearing on Matters of General Concern

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

Chair Aspen closed the public hearing on Matters of General Concern.

Public Hearing on Academic Program Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. David Jackson, Vice Provost at the University of Nebraska, came forward to discuss the information items listed on the agenda and to state there were representatives available to talk about and answer questions on the new program proposal from the University of Nebraska-Lincoln.

Dr. David Jackson, University of Nebraska

Chair Aspen closed the public hearing on Academic Programs Committee Items.

Academic Programs Committee

ACADEMIC PROGRAMS COMMITTEE

Commissioner O'Holleran spoke

Commissioner O'Holleran, Committee Chair, asked Dr. Kathleen Fimple, Academic Programs Officer, to discuss the new program proposal from the University of Nebraska-Lincoln.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Educational Neuroscience, Graduate Certificate

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Educational Neuroscience, Graduate Certificate

Dr. Fimple presented the proposal

Dr. Fimple presented the proposal, noting this is a graduate certificate in educational neuroscience that centers on the neurological processes underlying learning and education. This program will focus on emotional and cognitive development, speech and language development, and literacy. Dr. Fimple provided additional information with examples of the way in which school districts use educational neuroscience research. She reported that the Commission received letters in support of the program, there are no graduate certificate programs in this field, and no new resources would be needed at UNL to proceed with the program. Commissioner Lauritzen stated vision and learning are closely related and asked that a developmental vision segment be included in this proposal. Dr. David Jackson, Dr. Carrie Clark, Assistant Professor, Developmental and Learning Sciences at UNL, and Dr. Soo-Young Hong, Associate Dean for Academic Programs and Alan T. Seagren Associate Professor in Education at UNL, discussed the program proposal and answered Commissioners questions.

Dr. David Jackson, University of Nebraska

Dr. Carrie Clark, University of Nebraska-Lincoln

Dr. Soo-Young Hong, University of Nebraska-Lincoln

APC recommendation

Commissioner O'Holleran stated the AP Committee recommendation is to approve the graduate certificate in Educational Neuroscience at the University of Nebraska-Lincoln.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Educational Neuroscience, Graduate Certificate approved

Commissioner O'Holleran, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's proposal for a New Instructional Program - Educational Neuroscience, Graduate Certificate. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

2020-2021 Existing Program Review

Dr. Fimple reported on the following programs that were approved for continuation by the Executive Director:

Chadron State College

- History (BA, BSE)

University of Nebraska at Kearney

- History (BA, BAE, MA)
- Social Science (BS, BAE)
- Public History (Graduate Certificate)
- Sociology (BA, BS, BSE)

University of Nebraska-Lincoln

- History (BA, BS, MA, PhD)
- Sociology (BA, BS, MA, PhD)

University of Nebraska at Omaha

- History (BA, BS, MA)
- Sociology (BA, BS, MA)

Wayne State College

- History (BA, BS)
- Sociology (BA, BS)

Report on Institutional Activities Related to Existing Programs

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

- NECC - Health Information Management Systems, Diploma
- NECC - Health Information Management Systems, Certificate
- UNL - Bioanalytical Chemistry, Graduate Certificate
- UNL - Chromatography and Analytical Separations, Graduate Certificate
- UNL - Financial Analytics, Graduate Certificate
- UNL - Sales Excellence, Graduate Certificate
- UNL - Additive Manufacturing, Graduate Certificate

Discontinued Programs

Discontinued Programs

- UNL - MS, PhD, and Graduate Certificate in Survey Research and Methodology
- UNL - Bachelor of Science in Grassland Ecology and Management (will become an option within the Grassland Systems major)
- UNL - Bachelor of Science in Agricultural and Environmental Sciences Communication

Renaming Programs

Renaming Programs

- UNL - Financial and Housing Counseling, Graduate Certificate to *Financial Counseling Graduate Certificate*
- UNL - Bachelor of Science in Business Administration in Law and Business to *Bachelor of Science in Business Administration in Business and Law*
- UNL - Bachelor of Science in Agricultural Education to *Bachelor of Science in Agricultural Leadership, Education and Communication*

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

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

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

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

*Budget, Construction, and Financial
Aid Committee*

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Daniels, Committee Chair, stated the committee recently met to review the following action item.

Commissioner Daniels spoke

*Facility Operating and Maintenance
Costs Inflationary Adjustment -
January 1, 2022, through December 31,
2023*

**Facility Operating and Maintenance Costs Inflationary Adjustment -
January 1, 2022, through December 31, 2023**

Jeremy Chancellor, Facilities Officer, presented the O&M report, noting that the Commission reviews all capital construction projects submitted by public postsecondary institutions. On December 16, 2021, the Commission staff submitted its methodology and recommendation to representatives of the University of Nebraska, Nebraska State Colleges, and Nebraska Community Colleges, requesting comments or modifications. No objection or suggested revisions were received.

Jeremy Chancellor presented the report

BCF Committee recommendation

Commissioner Daniels stated the Budget, Construction, and Financial Aid Committee recommends that the facility O&M costs threshold for review remain an incremental increase in tax funds of \$95,000/year for the biennial period of January 1, 2022, through December 31, 2023.

*Facility Operating and Maintenance
Costs Inflationary Adjustment -
January 1, 2022, through December 31,
2023, approved*

Commissioner Daniels, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Facility Operating and Maintenance Costs Inflationary Adjustment - January 1, 2022, through December 31, 2023. A roll call vote was taken. All eight Commissioners present voted yes. The motion carried.

Next Commission meeting is March 10, 2022

FUTURE MEETINGS

The next Commission meeting will be Thursday, March 10, 2022, 8:30 a.m. at Central Community College, Grand Island Campus, Grand Island, Nebraska.

Meeting adjourned at 9:30 a.m.

ADJOURNMENT

Chair Aspen adjourned the meeting at 9:30 a.m.

Potential Change to State Statute Regarding Peru State College Mission

In October 2021, Nebraska State Colleges Chancellor Paul Turman contacted Commission staff about a proposed clean-up bill for Nebraska State Colleges statutes, which has subsequently been introduced by Senator Slama as LB 887. The proposed bill modernized a number of Nebraska State College statutes to reflect contemporary terms – e.g., changed references from “school” to “state college,” changed “teachers” and “subordinates” to “faculty” and “employees,” made changes to conform with recent statutes such as the Deferred Building Renewal Act, and struck references to obsolete statutes. None of those are relevant to the Commission; however, the bill also proposed a change in Peru State College’s institutional mission to be consistent with Chadron State College, Wayne State College, and the University of Nebraska Kearney for new master’s degree offerings.

After review, Drs. Baumgartner and Fimple concluded that the changes were unobjectionable from the Commission’s perspective. As indicated below, one change would strike a reference to a cooperative master’s degree with the University of Nebraska. That reference dates to 1978, and there is no such cooperative degree program. For some reason it was not updated in 1991 like the other state colleges when the Commission was established, and Kearney State College joined the university system. The second change would strike a restriction to master’s degrees in organizational management with a focus in entrepreneurial and economic development, which was added through the Commission’s program review process (i.e., 85-1414(2)(b)) in 2006, and replace it with language consistent with CSC, WSC, and UNK. The change would not affect the Commission’s powers and duties regarding approval of new programs.

Current Statute

85-957. Peru State College; programs authorized.

Peru State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's southeast region. ~~Peru's cooperative master's degree program in education with the university may be maintained. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Peru State College may offer a Master of Science degree in organizational management with a focus in entrepreneurial and economic development.~~

Laws 1978, LB 756, § 41;
Laws 2006, LB 962, § 4.

LB 887 Proposed Change

85-957. Peru State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's southeast region. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Peru State College may offer other master's degree programs upon demonstration of a compelling need in disciplines in which it has a demonstrated capacity as authorized and approved by the Coordinating Commission for Postsecondary Education pursuant to sections 85-1413 and 85-1414.

Comparison of Mission Statutes UNK, CSC, WSC, and PSC

85-947.01. University of Nebraska at Kearney; programs authorized.

The University of Nebraska at Kearney may maintain the baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs which Kearney State College maintained prior to July 1, 1991. Subject to approval by the Board of Regents of the University of Nebraska, the University of Nebraska at Kearney may award the master's degree in business administration. Subject to approval by the Board of Regents of the University of Nebraska, the University of Nebraska at Kearney may offer other master's degree programs upon demonstration of a compelling need in disciplines in which it has a demonstrated capacity as authorized and approved by the Coordinating Commission for Postsecondary Education pursuant to sections 85-1413 and 85-1414.

Laws 1991, LB 663, § 93.

85-956. Chadron State College; programs authorized.

Chadron State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's western region. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Chadron State College may independently award the master's degree in business administration. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Chadron State College may offer other master's degree programs upon demonstration of a compelling need in disciplines in which it has a demonstrated capacity as authorized and approved by the Coordinating Commission for Postsecondary Education pursuant to sections 85-1413 and 85-1414.

Laws 1991, LB 663, § 98.

85-958. Wayne State College; programs authorized.

Wayne State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's northeast region. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Wayne State College may independently award the master's degree in business administration. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Wayne State College may offer other master's degree programs upon demonstration of a compelling need in disciplines in which it has a demonstrated capacity as authorized and approved by the Coordinating Commission for Postsecondary Education pursuant to sections 85-1413 and 85-1414.

Laws 1991, LB 663, § 99

Request for Commission Action

State statutes require the Coordinating Commission to review any proposal for a change in role and mission.

85-966.01. Role and mission; legislative change; conditions.

After January 1, 1995, the Legislature shall not change the role and mission provisions in this section and sections 85-917 to 85-966 unless and until a proposal for such change has first been reviewed by the Coordinating Commission for Postsecondary Education and its recommendations on such proposal have been given to the Legislature pursuant to subdivision (2) of section 85-1412, section 85-1414, or otherwise.

Laws 1994, LB 683, § 11;

Laws 2003, LB 7, § 4.

The Commission last did this in January 2011 when it recommended to the Legislature a change in mission for the University of Nebraska.

With LB 887's hearing scheduled for February 14—before the next Commission meeting and before the Academic Programs Committee meeting—the Executive Committee met on February 4, 2022, and voted unanimously to act on the recommendation below to be taken to the full Commission for ratification in March. Per Article III Section 1 of the Commission's bylaws, which concerns the Executive Committee, *"The committee may also act on behalf of the Commission. Executive Committee actions are subject to authorization or ratification by the full Commission."* Dr. Baumgartner sent a letter on February 4 to the Education Committee with the recommendation.

Staff Recommendation: That the Coordinating Commission for Postsecondary Education ratify the Executive Committee's action to recommend to the Legislature that the role and mission statute of Peru State College be amended as indicated below:

LB 887 Proposed Change

85-957. Peru State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's southeast region. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Peru State College may offer other master's degree programs upon demonstration of a compelling need in disciplines in which it has a demonstrated capacity as authorized and approved by the Coordinating Commission for Postsecondary Education pursuant to sections 85-1413 and 85-1414. ~~Peru's cooperative master's degree program in education with the university may be maintained. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Peru State College may offer a Master of Science degree in organizational management with a focus in entrepreneurial and economic development.~~



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Mid-Plains Community College (MPCC)

Program: Agriculture

Award: Associate of Applied Science (AAS)

Mode of Delivery: Face-to-face on both campuses; many courses available online

Institution's Existing Degree(s) in Same or Similar Discipline: Welding Technology: AAS, diploma; Diesel Technology: AAS, diploma, certificate

Proposal Received by Commission: January 21, 2022

Proposed Start Date: Fall 2022

Description

The purpose of the proposed program is to provide an agriculture degree that also allows for training in related applied technology fields. The degree would require 60-61 semester credit hours with two areas of emphasis available: applied agriculture-diesel and applied agriculture-welding. The curriculum would include:

- A core comprised of ten required courses—eight in agriculture and two in business (26 total credit hours)
- Nine hours of general education courses
- Five to six hours of agriculture electives
- 20 credit hours in the respective fields for each area of emphasis.

Mid-Plains Community College currently offers AAS degree programs in welding and diesel technology (see above) as well 12 agriculture courses (excluding internships, special topics, etc.). Consequently, all of the courses are already in place.

Consistent with Institutional Role and Mission? ✓ YES* (see page 5) NO
Consistent with Statewide Comprehensive Plan? ✓ YES NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low
	✓	

MPCC cited data obtained through Emsi Analyst for the college's 18-county service area. The study identified three target occupations in agriculture. Within the college's service area, the target occupations were 250% more prevalent compared to the rest of the country. That is, an average area the size of MPCC's region typically has 1,701 jobs while there are 4,193 jobs in MPCC's area.

The proposal states that feedback from the community and specific stakeholders revealed a need for students to have agriculture training paired with diesel or welding. Within the college's region, the demand for these two occupations is 300% higher than the rest of the country's average with 1,190 job openings. Coupling welding or diesel with agriculture allows students to have a well-rounded training that would better qualify them for jobs.

Four letters of support came from local industry. Their comments include:

- The program would give students the opportunity to gain skills pertaining to the physical and practical side of agriculture in addition to the valuable knowledge in how to effectively run a productive agricultural operation.
- The proposed program would make it feasible for a young person to continue to work on their multi-generational farming or ranching operation while still attending college.
- There is great need for an agricultural curriculum so youth can obtain broad agribusiness knowledge and technical skills.
- Would be available to serve on an advisory board and interested in participating in any way.

In many of Nebraska's rural areas population density is quite low, often making it impossible for an individual to work full-time in a single, specialized field. A program that provides students the ability to gain skills not only in agriculture but in related fields, such as welding and diesel, should result in people trained to fill the multiple roles often required in rural areas.

B. Demand for the Program

High-----Low				
		√		

MPCC conducted informal surveys with current students to gauge interest in the program. Responses were positive, especially from the student-athletes on the rodeo team. However, the proposal did not

provide specific projected enrollment figures. The budget calculations for tuition did not specify an exact number of students but used the five-year enrollment average for the existing agriculture courses. Utilizing current tuition rates, the number of required credit hours, and the total projected revenue Commission staff estimated that 17 students per year was the number reflected in the budget.

The proposal stated that agriculture courses are taught area-wide (an area that extends from Kansas to South Dakota). Recent course locations—beyond the main campuses and branch locations in Broken Bow, Ogallala, Imperial, and Valentine—include Sutherland, Mullen, Chappell, Stapleton, and Elwood. Numerous high schools also take advantage of dual credit offerings by the college. MPCC reported that in fall 2021, 15 students in Valentine took a plant science course and lab and 32 enrolled in AGRI 1745 (agribusiness and food marketing). The previous fall the same courses were offered with 23 students enrolled in plant science and 19 in AGRI 1745. Welding courses are available in North Platte, McCook, Broken Bow, and Valentine (where the college has welding shops in its facilities).

The enrollments reported, coupled with the range of course locations and the positive responses from the informal survey, suggest sufficient interest for the program to be viable.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

Agriculture: The Nebraska College of Technical Agriculture (NCTA) has a statewide mission devoted to agriculture programs at less than a baccalaureate degree. However, the community colleges have applied

technology and occupational education as their first instructional priority. This statutory priority for the community colleges has resulted in the development of agriculture or agriculture-related programs or courses at all six colleges (see page 5 for statutes).

Welding: All community colleges in Nebraska offer degrees or a diploma in welding but none offer a program combined with agriculture. NCTA has a 13-credit hour certificate in welding.

Diesel: All community colleges in Nebraska offer degrees in diesel technology. Two have ties to agriculture: Diesel Technology with an agriculture concentration at NECC and Diesel Agriculture and Construction specialization at CCC. Both programs focus on the diesel equipment used in agriculture, with no content courses in the field of agriculture itself. NCTA does not offer diesel technology as such, although it has two courses related to the broader area of farm equipment.

Duplication: Often having the same program at several community colleges, especially a program as critical to the state's economy as agriculture, would not be considered *unnecessary* duplication. Witness the numerous agriculture programs at Northeast, Southeast, and Central Community Colleges and Metro Community College's many courses in horticulture and urban agriculture. However, NCTA is located within MPCC's service area with a campus in Curtis that is 41 miles from McCook and 42 miles from North Platte—the two Mid-Plains campuses. MPCC states that the proposed program is "unique to the college" and would complement what UNL's West Central Research and Extension Center and NCTA are already doing.

In evaluating the possibility of duplication, Commission staff examined current NCTA programs. The program at NCTA that appears to most closely resemble the proposed program is an option within the 70-credit hour Agriculture Production Systems AAS program. The Agricultural Equipment Management option requires 15-16 hours in an agronomy-ag mechanics core that includes farm and ranch management and ag economics. The option requires students to select 20 credit hours from a list of 15 courses whose topics include welding, center-pivot maintenance/repair, electrical systems, engine maintenance, and agricultural chemical application. The closest a student could come to matching the proposed MPCC degree would be to select the three available welding courses (nine hours) within the option.

The Commission received a letter from the University of Nebraska expressing concern that the proposed program is duplicative and suggested that the Commission reject the proposal. It cited NCTA's accomplishments, roles and missions, cost of the proposed program, and the Coordinating Commission's 1993 study on NCTA.

It does not appear that NCTA has programs comparable to the one proposed by MPCC. In addition, MPCC is serving students with agriculture courses in locations that NCTA does not serve or does so minimally. Furthermore, MPCC's agriculture course offerings are very limited compared to NCTA's, reflecting the narrow focus of its proposal. Lastly, diesel and welding are only peripherally connected to NCTA's mission of instruction relating to food and agriculture.

D. Resources: Faculty/Staff

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

MPCC reports that the program would utilize existing faculty in business, agriculture, and applied technology. A recent retirement from the business faculty left a vacancy that would be filled with a new

agriculture/business faculty member. No new support staff would be needed. Although the faculty expense is shown in the budget, it wouldn't require new funding since it is filling a position recently vacated.

E. Resources: Physical Facilities

High-----Low				
		√		

The program would utilize the existing campus buildings. MPCC states that it has sufficient space, equipment, and resources to take on the additional programs and students. The proposal doesn't mention future plans, but the budget includes \$2,800,000 in year five for new or renovated space as an option if enrollment growth justifies expansion. If needed, such a facility would house welding, diesel, and agriculture.

F. Resources: Instructional Equipment/Information Resources

High-----Low				
	√			

MPCC reports that if there were future equipment needs, support would come from existing Instructional Equipment and Program Development funds. Equipment costs are included in years one and two in the budget for two mock-up diesel engines, new welders, and diesel electrical training boards that would be used by welding, diesel, and agriculture programs.

G. Budget

Note: The faculty and equipment costs are already covered by existing funds. A new building is only a possibility and not needed to initiate the program. Therefore, there are no new costs required to offer the program at this time.

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

PROJECTED COSTS ¹		ANTICIPATED REVENUES	
Faculty and Staff	\$434,794	Reallocated Funds	
General Operating		New State Funds	
Equipment	\$76,000	New Local Funds	
New/Renovated Space	\$2,800,000	Tuition and Fees ²	\$305,235
Five-Year TOTAL	3,310,794	Five-Year TOTAL	\$305,235

¹ Faculty and equipment costs are already covered in existing budgets. The \$2,800,000 is for space for a possible building in year five if growth dictates.

² Based on a five-year enrollment average in existing agriculture classes with 2021-22 tuition and fees of \$114 per credit hour for in-state and border state residents, increasing by \$2 each year.

Committee Comment: It is not the Commission's intent to allow MPCC to offer programs that duplicate those offered by NCTA, and the Commission does not believe this degree would do so. Opposition from the University of Nebraska is based heavily on costs that are not actually needed to initiate the program and on conclusions from a 1993 study.

Committee Recommendation: That the Commission approve the AAS program in Agriculture at Mid-Plains Community College with a report on enrollments and number of graduates due September 15, 2025.

First Program Review Date: Due June 30, 2028

Role and Mission

NCTA has a statewide mission devoted to agriculture programs at less than a baccalaureate degree. However, the community colleges have applied technology and occupational education as their first instructional priority. This statutory priority for the community colleges has resulted in the development of agriculture courses or programs at all six colleges.

Nebraska Revised Statutes

85-121. (in part)

The Nebraska College of Technical Agriculture at Curtis shall be devoted to a statewide mission of instruction relating to food and agriculture at less than the baccalaureate degree, with concentration on the applied associate degree. The program shall be organized to provide expedient response to the changes needed in technical education to serve the agricultural industry of the state.

85-962. (in part)

The community colleges, individually and collectively, shall have as their first instructional and service priority applied technology and occupational education and, when necessary, foundations education.

85-927.

Applied technology and occupational education shall mean those instructional programs at the associate degree level or below including associate of applied science degrees, diplomas, certificates, and course work intended to prepare individuals for immediate entry into a specific occupation or career, to upgrade skills, or to acquire new skills. Programs in this category may include the award of a formal degree, diploma, or certificate upon completion of the program.

2020-2021 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2015-2020)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
CSC	Biology	2300	440	BS	17					
	Health Sciences			BSE	.4					
				BS	.8					
UNL	Biological Sciences	14,758	1117	BA	.8	MS	3.8			"feeder" for PhD Program
				BS	120.4	PhD	10.0			
UNK	Biology	7692	529	BS	26.8	MS	58.6			
				BSE	1.8					
				BS- Molecular	2.6					
UNO	Biology	16,150	645	BA/BS	92.8	MS	10.0			
	Environmental Sciences			BS	9.4					
	Biotechnology			BS	19.0					
	Biomedical Science					Grad Cert	0.6			
PSC	Natural Science	4005	445	BS	20.4					
WSC	Life Sciences	6109	403	BA	0.0					
				BS	33.4					
UNMC	Physician Assistant					MPAS	230.8			
UNO	Medical Humanities			BS/BA	0.0					New
CSC	Communication	1895	390	BA	8.8					
PSC	Liberal Arts			BA	2.0					Interdisciplinary
UNO	Creative & Critical Thinking					MA	6.25 (4 yrs)			
WSC	Communication Studies	4106	372	BA	2.4					
				BS	10.2					
UNK	International Studies	396	452	BA	4.2					Interdisciplinary
UNO	International Studies			BA	33.0					

*For the University this is SCH/Instructional Faculty FTE

2020-2021 Programs Requiring Additional Review

(Item in bold is under Commission Threshold)

			Five Year Average (2015-20)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE*	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNO	Latino/Latin American Studies	BA	3.0	425	0.73	579	UNO is an emerging Hispanic serving institution. Program is critical in the recruitment and retention of Hispanic students. There is a growing number of minors.	Continue the program	Continue, with report on in-depth review, due 9-15-22	Does not meet definition for interdisciplinary and does not meet minimum performance standards

*For the University this is SCH/Instructional Faculty FTE

Staff Recommendation: That the Commission continue the Latino/Latin American program pending a report on the required in-depth review to be conducted by the Board of Regents, due September 15, 2022.

2019-2020 Programs Requiring Additional Review

(Item in bold is under Commission Minimum Performance Standard)

			Five Year Average (2015-20)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE*	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNO	Social Work	BS	37.4 38.4	3239	17 6.24	189 519		Continuation	In-Depth Review	

- At its September 23, 2021, meeting, the Commission approved the existing program review for the BS degree in Social Work with an in-depth review due by July 1, 2022. The call for the in-depth review was based on the SCH/FTE that was below the Commission's minimum performance standards. UNO did not provide a justification for the low figures.
- On February 18, 2022, the University of Nebraska submitted new figures for the FTE and SCH/FTE for the program. The recalculation reflects the process usually used by the University that calculates only the instructional FTE (rather than including faculty time spent on research and other non-instructional activities). Recalculated figures are shown above in **red**.

Staff Comment: The new figures exceed the Commission's minimum performance standards and would not trigger an in-depth review.

Staff Recommendation: That the Commission rescind their motion from the September 23, 2021, Commission meeting calling for an in-depth review of the BS program in social work at UNO.

**Review Process
for Low-Producing Programs**
(reviewed by the Academic Programs Committee)

Interdisciplinary baccalaureate programs that do not meet the threshold of seven graduates per year, averaged over a five-year period, will complete the program review form (including the number of graduates and need for the program) but will not require justification for low production and will not require any follow-up reporting to the Commission if:

- The program is an individualized, custom-designed program for a single student. The program has no specified curriculum and no designated participating departments but can have a specified school or college. Student credit hours are attributed to the departments offering the courses the student selects.
This definition includes these current programs: Interdisciplinary Studies (CSC, WSC, UNO), Individualized Program of Studies (UNL), and University Studies (UNL).

OR

- The program has an identified curriculum focused on a specific area of study, draws courses from two or more departments, and has two or less courses of its own (i.e., courses identified solely with the program and not cross-listed in another discipline). Student credit hours are attributed to the participating departments offering the courses in the curriculum, with the exception of the one or two courses specific to the program. The program averages at least two graduates per year.
For example, a European Studies program offers a BA and graduates an average of 2.4 students per year. It has an identified curriculum that includes relevant courses in the social sciences, arts, and languages. The program itself only offers a capstone seminar.

Commission Minimum Performance Standard

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

Justification Key

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

Information Items

Reasonable and Moderate Extensions

MCC - MOPAR - Career Automotive Program (CAP), AAS

NECC - Academic Transfer - Music Theatre, AA

UNMC - Applied Health Informatics, Graduate Certificate

UNMC - Healthcare Quality Improvement, Graduate Certificate

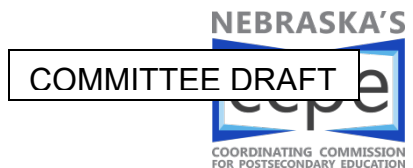
UNO - Homeland Security Focused Business Analytics, Graduate Certificate

Discontinued Program

UNK - Bachelor of Arts in Philosophy (minor will be continued)

Coordinating Commission for Postsecondary Education

Capital Construction Project Evaluation Form



Institution/Campus: Wayne State College / Main Campus
Project Name: Athletic & Rec Facility / Gardner ICA / Rice Auditorium Renovation
Date of Governing Board Approval: November 11, 2021 / Revised January 17, 2022
Date Complete Proposal Received: November 15, 2021 / Revised January 17, 2022
Date of Commission Evaluation: January 19, 2022

Wayne State College – Main Campus Fall Semester Enrollment by Campus*

	Fall 2019	Fall 2020	Fall 2021
On-campus HC	2,725.0	2,823.0	2,802.0
Off-campus HC	287.0	391.0	696.0
Online HC	1,714.0	2,196.0	2,352.0
Campus FTE	2,920.0	3,160.0	3,251.0

* Source: 2021 Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment, both undergraduate and graduate/professional. Full-time equivalent (FTE) enrollment based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description: Wayne State College is proposing a three-phase project to expand and renovate Rice Auditorium and add an athletic and recreational facility:

Phase 01 the Link and Dome Facility, involves 104,559 GSF of student-focused space. The space includes a 6,739 GSF link that connects the Recreation Center to the Dome and provides needed locker rooms for the track and field teams. The 97,820 GSF Dome opens up to an NCAA compliant track and synthetic turf field for athletic and recreation use.

Phase 02 targets the objective of solving the primary circulation flow within the existing facilities, increasing the functional square footage for all users, and qualitative renovation of existing space. The phase is separated into two parts. Phase A consists of a 17,693 GSF infill of the interstitial space between the north side of Rice Auditorium and the south of the Recreation Center called the 'Wildcat Alley'. The space at its simplest function eliminates a flooding problem between the facilities and remedies a dilapidated exterior stair on the east side. More specifically, Phase A creates a physical link between the east and west sides of the complex, giving users more flexibility of entry access, a centralized control point to increase user awareness, and security and vertical circulation elements to connect the numerous levels within Rice Auditorium and Gardner IAC (Indoor Athletic Complex).

The Alley space also gives a dedicated environment for the recreation users separate from athletics, which can be renovated as Phase B. This Phase takes the best aspects of the

Recreation Center and portions of Gardner IAC and brings them up to current standards for near- and long-term needs. Encompassing 57,650 GSF of renovated space, elements like the floor of the Rec is converted to four basketball courts, a two-lane walk/jog track, and an expanded cardio space. Recreation-dedicated general locker rooms can infill existing racquetball courts on the student-controlled side. On the south side of the alley public controlled area, space can be allocated outside of academic and athletic access for HHPS and visitor usage. Windows are cut in the Rec Center wall to provide transparency for the users inside. The utilities and systems will tie into existing connections and supplemented or expanded as needed.

Phase 03 completes the scope of the project renovating Rice Auditorium and Gardner IAC to solve the remaining programmatic needs. The phase includes 13,000 GSF providing access to the Rice grandstand seating, reallocating the Gardner IAC flooring for the needed second wood floor practice venue, and centralizing athletics coaches offices while increasing spectator and revenue facilities. The utilities and systems will tie into existing connections and be supplemented or expanded as needed.

The College estimates the total costs for design, construction, and equipment to be \$25,558,814. LB 309 Task Force funds are also being requested should State appropriations not be available.

Project Funding Source	% of Funds	Amount
WSC Cash Funds	9.8%	\$ 2,500,000
LB309 Task Force Funds	5.9%	\$ 1,500,000
LB384 State Funds / NSCS Facility Corp. Bonds	55.0%	\$ 14,058,814
Fundraising	21.5%	\$ 5,500,000
Contingency Maintenance	3.9%	\$ 1,000,000
Student Fees	3.9%	\$ 1,000,000
Total Comprehensive Funding		\$ 25,558,814

* LB384 funds are estimated, subject to change, and contingent upon subsequent Board approval.

Additional funding is required for increased facility operating and maintenance (O&M) costs. As an estimate of the additional costs, RDG Planning Design prepared a comprehensive Athletics and Recreation Plan and worked with the dome vendors to understand the average expenditures for a facility in the NE region. They have calculated the increased operations to supply air to maintain the inflation of the bubble to be \$8,000-10,000 / month, or approximately \$96,000 annually (\$0.98/GSF). The remainder of the additions would calculate to be \$97,728 annually (24,432 GSF x \$4.00 / GSF per year) for total additional operating costs of \$193,728.

Additional O&M staffing costs for custodial staff (1) and maintenance staff (1) will be approximately \$75,630 per year. Custodial Staff: Approximately \$44,732 (FY23) * - Minimum starting salary \$2,122 per month or as determined by the NAPE Agreement. Maintenance Staff: Approximately \$30,898 (FY23), \$14.85/hr.

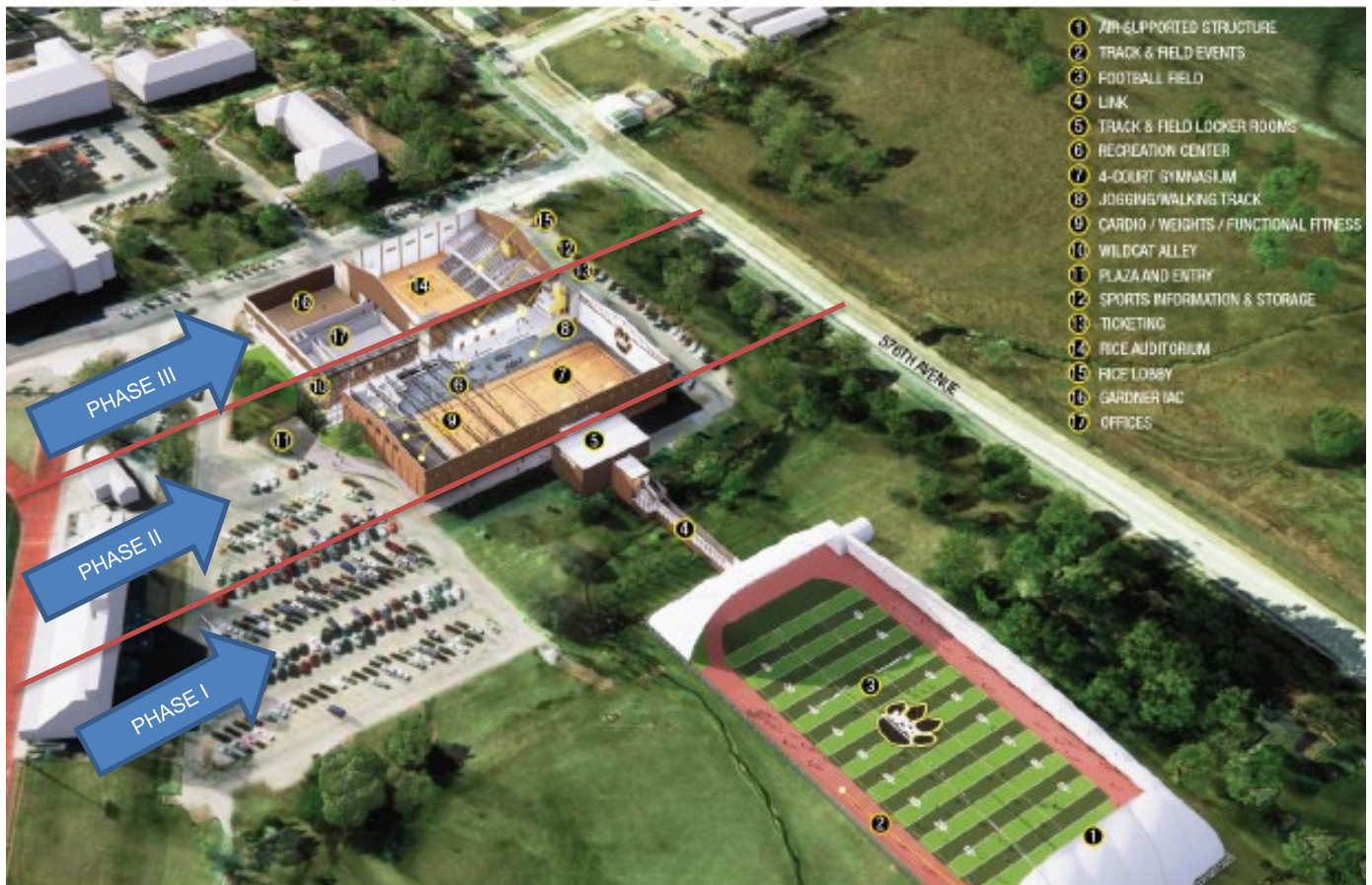
Overall, the additional operational and maintenance costs, minus an estimated savings of \$50,935, due to the increased efficiency from new or updated mechanical, architectural, and electrical systems. will be approximately \$218,423. Approximately \$18,717 of this will be paid

from revenue bond proceeds.

The Athletic and Recreation Complex currently supports (44) full time, (4) adjunct, (17) part time faculty and staff. The additional scope is not anticipated to increase dedicated FTE staff. It is anticipated that additional part time student workers will be needed (1-3) for the academic calendar year for or the additional programmatic costs of \$31,360 per year.

Additional Costs	Revenue Bond	State
O&M - Utilities	\$ 18,717.20	\$ 124,075.80
O&M - Staffing	\$ -	\$ 75,630.00
O&M Total	\$ 18,717.20	\$ 199,705.80
Programmatic Total	\$ -	\$ 31,360.00
Total Additional Costs	\$ 18,717.20	\$ 231,065.80

Exterior Aerial Cutaway Perspective - Looking Southwest



1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

☒

No

☐

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." The proposed project would provide needed upgrades to Rice Auditorium space and the addition of Wildcat Alley and Dome will increase the functional square footage for all users, creating homes for athletics and recreation, and impacting student learning environments.

Page 2-9 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

- **Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.**
- **Campus facilities are well maintained to assure the safety of students."**

The proposed project would address safety, accessibility, and maintenance issues in Rice Auditorium with ADA accessibility, pedestrian flow in the building, HVAC, roof, fire sprinklers, restrooms, laundry rooms, concessions, lighting controls, and lockers.

WSC's role and purpose and objectives outlined on page 5-6 of the WSC 10-year Campus Master Plan states: "Wayne State makes a notable difference to rural and community life through learning excellence, student success and regional service."

2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.

Yes

☒

No

☐

Comments: This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria as applicable.

2.A The proposed project includes only new or existing academic programs approved by the Commission.

Yes

☐

No

☐

Comments: Not applicable to this proposal as the project does not involve new or existing academic programs.

2.B Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.

High Low

☐☒☐☐☐

Comments: The Nebraska State College Board of Trustees adopted the Wayne State College *2012 Campus Master Plan* on April 20, 2012.

The Master Plan identified specific facilities shortfalls and possible solutions with Rice Auditorium as follows: structure has issues with ADA accessibility, pedestrian flow in the building, restrooms, laundry rooms, concessions, lighting controls, and lockers and furnishings. The Recreation Center is heavily used for multiple purposes, creating pressure on schedules and potentially unsafe conditions. Additional space is desired for aerobics/cardio equipment and training, an elevated track, and space for additional recreation and athletic programs. Upgrades are needed to enhance general appearance, circulation, HVAC, roof, fire sprinklers, and finishes. Gardner ICA has been recently renovated for athletics use as an indoor facility. Upgrades are still needed to the HVAC and humidity control systems, locker rooms, ADA and building flow, interior finishes, and general appearance

Page 73 of the *Master Plan* identified specific facilities shortfalls and possible solutions with Rice Auditorium and the Recreational Center as follows: "Enclosing of space between Rice Auditorium and the Recreational Center will

capture additional unused area to help alleviate space needs as well as improve appearance circulation/space utilization.”, This will be used for the new Wildcat Alley better connecting both facilities.

As noted in the 2012 WSC Campus Master Plan: “The quality of athletic and recreational facilities has become an increasingly important factor in students’ selection of a college. Opportunities for involvement in sports have increased dramatically in recent years, resulting in higher quality facilities at the middle, high school, and college levels. Student athletes are attracted to colleges with facilities that are competitive within their division, and students who enjoy intramural sports are attracted to colleges with a variety of opportunities for involvement. The role of athletic and recreational facilities play in recruitment and retention has never been stronger.”

2.C Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.

High Low

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

Comments: The Link, Dome, and Wildcat Alley will address the academic, recreational, and athletic scheduling needs. The proposed project renovations would address safety, accessibility, and maintenance issues with ADA accessibility, pedestrian flow in the building, HVAC, roof, fire sprinklers, restrooms, laundry rooms, concessions, lighting controls, and lockers.

2.D Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).

High Low

☒ ☐ ☐ ☐ ☐

Comments: The proposed project renovations would address safety, accessibility, and maintenance issues with ADA accessibility, pedestrian flow in the building, HVAC, roof, fire sprinklers, restrooms, laundry rooms, concessions, lighting controls, and lockers.

It is understood that WSC recreation and athletics co-exist within the same areas and utilize the same spaces maximizing resources and building Wildcat culture across the student population. This dual usage of space, however, does create strain on the departments as they need to coordinate efforts. One department ultimately is not afforded their preferred usage of the spaces. More of that strain falls on recreation, as they do not have preferential scheduling needs, practice schedule, competitions, and privacy requirements.

2.E Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The College stated that spaces were sized initially to conform to the University of Nebraska's Space and Land Guidelines prepared by the University of Nebraska Office of Facilities Management and with standards of other peer institutions and similar state college projects. Room use categories and proposed net square footages are in general conformance with these guidelines for most spaces, including minor class rooms and office.

The square footage needs of the recreation components were evaluated based on NIRSA (formerly, the National Intramurals & Recreation Sports Association) and historical square footage benchmarks. The NIRSA data set comes from their independent survey of institutions across the country and is organized by enrollment size of

institutions and program elements. The data provides a factor that should be used per enrolled student for the current enrollment and the future growth respective to each program element. For NIRSA purposes, WSC is considered a medium sized institution.

- 2.F Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.**

High Low
☐ ☒ ☐ ☐ ☐

Comments: Space guidelines are not applicable for certain types of specialized spaces. In these circumstances, the College stated that a concept room diagram, coupled with information from consultants, was used to calculate the amount of proposed space.

- 2.G Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.**

High Low
☐ ☒ ☐ ☐ ☐

Comments: The proposed project would fulfill the need to restore the facilities to a level that would be very competitive with public colleges of similar size. The project could assist with maintaining on-campus enrollments that have remained stable over the past three years.

- 2.H The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.**

High Low
☐ ☒ ☐ ☐ ☐

Comments: Completion of this project would not create the need for a capital construction project in the near future. The College has indicated it will be requesting additional State appropriations for facility operating and maintenance (O&M) costs associated with the new construction as part of the 2024-2025 biennial budget request in the amount of \$231,065.80.

2.I Evidence is provided that this project is the best of all known and reasonable alternatives.

High Low

☐ ☒ ☐ ☐ ☐

Comments: WSC considered options ranging from new construction on alternate campus sites to remodeling existing facilities. Renovation of Rice Auditorium and the Recreational Center can be completed for approximately 65% of the cost of new construction.

2.J Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.

High Low

☐ ☒ ☐ ☐ ☐

Comments: The proposed project would not generate significant cost efficiencies. Modern facilities for WSC programs could provide an asset to assist in recruiting students.

2.K Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.

High Low

☒ ☐ ☐ ☐ ☐

Comments: Construction Costs - The estimates to design, construct, and equip the three phases of this proposed project are as follows:

Construction Cost per Gross Square Foot & Total Project Cost per Gross Square Foot

	Total Construction Cost		Total Soft Cost		Total Project Cost	
Phase 01						
Building - Link & Dome	\$ 60/SF	\$ 6,231,948	\$ 16/SF	\$ 1,696,522	\$ 76/SF	\$ 7,928,471
Phase 02A						
Building - Wildcat Alley	\$ 316/SF	\$ 5,587,733	\$ 95/SF	\$ 1,685,384	\$ 411/SF	\$ 7,273,117
Phase 02B						
Building - Rec / Rice / IAC	\$ 107/SF	\$ 6,168,832	\$ 26/SF	\$ 1,524,159	\$ 133/SF	\$ 7,692,991
Phase 03						
Building - Rice / Gardner IAC	\$ 161/SF	\$ 2,094,730	\$ 44/SF	\$ 569,506	\$ 205/SF	\$ 2,664,236
Phased Completion						
Total Phasing	\$ 104/SF	\$ 20,083,244	\$ 28/SF	\$ 5,475,571	\$ 132/SF	\$ 25,558,814

WSC's estimate for all phased improvements is \$25,558,814 (\$132/gsf). Commission staff's estimate of the total project cost is \$25,044,900 (\$129/gsf) for construction per R.S. Means Square Foot Costs modified

to account for local conditions and recent project costs. WSC's estimate is \$513,914 (2.0%) higher than Commission staff's estimate. The primary difference between these estimates is in estimated construction costs.

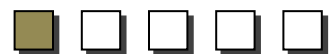
Operating and Maintenance Costs - The College is estimating an incremental increase in facility operating and maintenance (O&M) costs for the three phases of this proposed project as follows: The estimated fiscal impact of the proposed program would primarily be an operations and maintenance value for the additional square footage balanced with the savings for existing renovated space. Current utility usage is monitored/metered locally for chilled water, condensate, and electricity. Water is distributed campus wide and not currently sub-metered. The existing renovated square footage will see a reduced cost of approximately \$50,935 per year.

As shown in the chart below O&M expenses from state funding sources are estimated at \$199,705.

Additional Costs	Revenue Bond	State
O&M - Utilities	\$ 18,717.20	\$ 124,075.80
O&M - Staffing	\$ -	\$ 75,630.00
O&M Total	\$ 18,717.20	\$ 199,705.80
Programmatic Total	\$ -	\$ 31,360.00
Total Additional Costs	\$ 18,717.20	\$ 231,065.80

2.L **Source(s) of funds requested are appropriate for the project.**

High Low



Comments: Historically, both state appropriations and alternative funding have been used to construct non self-supporting intercollegiate athletic facilities. The majority of projects, however, have been funded with tax dollars. The following list provides a summary of recent Nebraska public postsecondary education athletic facilities funding, excluding UNL, UNO, and UNMC:

- CSC Armstrong Physical Education Building – State appropriations used for construction and O&M of original building. The recent addition and renovation to the facility

was funded with both state and non-state sources.

- PSC Al Wheeler Activity Center – State appropriations used for construction and O&M. Renovation of the facility was funded with state funds and capital improvement fees.
- PSC Oak Bowl Stadium – The completed renovation/replacement project included \$7.5 million in state appropriations along with some alternative funding. No additional facility O&M costs were requested for the project.
- WSC Rice Health & Physical Education Building and Carlson Natatorium – Built in the late 1950s and early 1960s. The source of construction funding is not known. State appropriations are used for O&M.
- WSC Memorial Stadium and Track – The college has utilized private and other alternative funding to replace the press box, install synthetic field turf, resurface the track, and expand a soccer field. Some state funds were used to renovate space for locker rooms and coaching offices.
- UNK Health and Sports Center – State appropriations funded 79% of construction with student fees funding the remainder. State appropriations fund O&M costs.
- Nebraska Community Colleges – Most if not all intercollegiate athletic space has been constructed and operated with capital improvement property tax levies.

The Commission's preferred priority for use of the state's limited resources would be to first address facility needs related to the state colleges' instructional role and mission assignment. The Commission encourages institutions to seek private funding to support athletic programs to the extent possible.

3. **The proposed project demonstrates that it is not an unnecessary duplication of facilities.**

Yes

☒

No

☐

Comments: The College has demonstrated that this project would not unnecessarily duplicate other available academic space.

3.A **Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.**

High Low

☐☒☐☐☐

Comments: The project's primary purpose is to improve the quality of existing academic and athletic space on campus. Classroom utilization would remain at recommended utilization levels. Classrooms for athletic training are unique to their program needs and require their own space. There are no other available and suitable facilities on campus that could be used to meet these needs.

COMMISSION ACTION AND COMMENTS:

Approve

☒

Disapprove

☐

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the Budget, Construction, and Financial Aid Committee recommends approval of Wayne State College's proposal to utilize State appropriations to construct The Link, Dome, Wildcat Alley, Rice Auditorium the Recreation Center and Gardner IAC, including providing additional operating and maintenance funding for the new facility, as outlined in the governing board approved program statement of January 2022.

Comments: A primary driver for this project is the need to improve the quality of space for the Wayne State College's facilities and maximize the many campus student recreational resources and facilities capacities and capabilities. This is critically important with the increased emphasis on campus impact on student learning environments throughout Nebraska and the need to provide quality facilities. Bond proceeds for this project supported with LB384 funds are estimated at \$14,058,814, and O&M expenses from state funding sources are estimated at \$199,705.

This project would dramatically improve the quality of space for campus resources and athletics and bring Rice Auditorium and Gardner ICA buildings up to current codes and standards. The Commission supports Wayne State College's efforts to utilize multiple sources of funding to complete this project. While renovation and new construction of space has historically been funded with State appropriations in past decades, limited State resources are requiring increasing levels of non-tax funds such as private donations and student fees. Wayne State College is to be commended for its efforts to raise a significant amount of private funding for this project.

Statewide Funding Priorities for the 2023-25 Biennial Budget Process

Committee Recommendations

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

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

For the 2023-25 biennium the Budget, Construction, and Financial Aid Committee has identified four statewide funding priorities: responding to identified workforce shortage areas; increasing college enrollment; making postsecondary education more affordable, including increasing the state's need-based grant aid; and increasing postsecondary retention and graduation rates. The committee recommendations for the 2023-25 biennial budget process are:

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

With Nebraska's December 2021 unemployment rate at 1.7%, Nebraska businesses continue to rate workforce quality and availability as a top concern. The Nebraska Department of Labor has identified occupations statewide that offer high wages, require high skills, and are in high demand. These occupations are abbreviated as H³ occupations.

The Commission supports initiatives that address Nebraska's workforce needs, particularly those in the H³ occupations, and strengthen connections between students and employers and between institutions and employers. Requests could focus on development of new programs or expansion of programs in high demand fields; on placing students with employers and in communities through internships, apprenticeships, and "grow-your-own" programs; on updating the skills of unemployed and working adults; and on identifying workforce needs of existing, new, and planned businesses. This funding priority could also include technical assistance to employers and dissemination of applied research to support job creation. The Commission may support requests that improve college partnerships with business and industry, respond to a specifically expressed workforce need that supports a targeted industry or cluster, meet a community need, or meet a regional need.

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

Initiatives that Increase College Enrollment

To meet a state attainment goal that 70% of Nebraskans ages 25 to 34 will have a degree or credential in demand in Nebraska's economy by 2030, postsecondary education institutions will need to attract students both within and outside Nebraska borders. College continuation rates for Nebraska public high school graduates within one year of graduation averaged about 71% for the decade 2009 to 2019, but although Nebraska postsecondary institutions' enrollments fared better during the Covid-19 pandemic than institutions in most other states, the college continuation rate for Nebraska public high school graduates slipped to 67% in 2020, at the same time that high school graduation rates also slipped by about 1.5 percentage points.

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

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

Initiatives that Make Postsecondary Education More Affordable

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

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

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

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

Initiatives that Increase the Postsecondary Retention and Graduation Rates

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

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

Committee Recommendation: The Budget, Construction, and Financial Aid Committee recommends approval of the Statewide Funding Priorities for the 2023-25 Biennial Budget Process.

Commission's Statewide Funding Priorities History

1995-1997 through 2023-2025

Background:

The Commission first required institutions to identify budget priorities in their 1995-97 biennial budget requests. The institutional budget priorities were intended as a means for the institutions to elaborate and address critical funding issues, set priorities for requesting additional state funds, and target additional funding for achievement of excellence in one or more specific educational areas.

In the following biennial cycle (1997-99), the Commission decided to establish its own statewide funding priorities, in addition to institutional budget priorities, that were reflective of major statewide educational issues and priorities.

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

2023-2025 (Proposed)

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

2021-2023

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

2019-2021

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

2017-2019

- Initiatives that Respond to Identified Educational and Workforce Development Needs in Nebraska.
- Initiatives that Increase College Enrollment.

- Initiatives that Increase Student Retention, Persistence, and Completion and Reduce Time to Completion.
- Initiatives that Make Postsecondary Education More Affordable.

2015-2017

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

2013-2015

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

2011-2013

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

2009-2011

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

2007-2009:

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

2005-2007:

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

2003-2005:

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

2001-2003:

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

1999-2001:

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

1997-1999:

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

1995-1997:

- Requested the institutions to identify their areas of emphasis.

2022 **Nebraska** **Higher Education** **Progress Report**

To Be Approved by the Commission March 10, 2022

Committee Draft

February 28, 2022



NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION



COMMISSIONERS

Gwenn Aspen, Chair
Omaha, Member-at-Large

Dr. Deborah Frison
Omaha, District 2

Mary Lauritzen
West Point, Member-at-Large

Dr. Paul Von Behren, Vice Chair
Fremont, District 3

Charles Garman
Omaha, Member-at-Large

Molly O'Holleran
North Platte, District 6

Timothy Daniels
Omaha, Member-at-Large

Dr. Dennis Headrick
Lincoln, District 1

W. Scott Wilson
Plattsmouth, Member-at-Large

STAFF

Dr. Michael Baumgartner
Executive Director

Jill Heese
Research Director

Helen Pope
Executive Assistant

Jeremy Chancellor
Facilities Officer

Kadi Lukesh
*Bookkeeper, Budget Coordinator,
& Office Manager*

Gary Timm
*Chief Finance &
Administrative Officer*

Dr. Kathleen Fimple
Academic Programs Officer

Ritchie Morrow
Financial Aid Officer

Joe Velasquez
Database Manager

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

The Commission's reports are available online at ccpe.nebraska.gov/reports

The Coordinating Commission for Postsecondary Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or the provision of services.

Table of Contents

Key Takeaways	I
Key Recommendations	II
Executive Summary	S1
2022 Progress Report Recommendations	S20
Introduction	1
Section 1: Increasing Postsecondary Enrollment	3
Nebraska Total Fall Headcount Enrollment	3
Nebraska Total Fall Headcount Enrollment by Sector	4
Nebraska Public Colleges and Universities: Fall Enrollment by Institution	5
Nebraska Nonpublic Colleges and Universities: Fall Enrollment	8
Nebraska Fall Headcount Enrollment Summary by Sector	9
12-Month Unduplicated Headcounts at Nebraska Postsecondary Institutions Compared to Fall Headcount Enrollment	10
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions	14
Strategic Objectives to Increase Postsecondary Enrollment	18
1.1.a High School Graduation Rates	19
Past and Present Trends in the Number of Nebraska High School Graduates	19
Projected Trends in the Number of Nebraska High School Graduates	20
Projected and Recent Changes in Nebraska Public High School Graduates by Race/Ethnicity	21
Nebraska Public High School Graduation Rates	23
Public High School Graduation Rates by State	24
Nebraska Public High School Graduation Rates by Gender	26
Nebraska Public High School Graduation Rates by Race/Ethnicity	27
District-Level Analysis of Graduation Rates	28
Nebraska Public High School Cohort Extended Graduation Rates	29
1.1.b Preparation for College	31
Nebraska ACT Assessment Scores	31
ACT College Readiness Benchmark Scores	33
Percentages of Nebraska ACT-Tested Students Ready for College-Level Coursework	34
ACT Composite Scores and College Readiness Percentages by Race/Ethnicity	35
The Importance of the ACT-Recommended High School Core Curriculum	37

Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum.....	38
Percentage of Nebraska ACT-Tested Students Who Take the Core or More.....	39
1.1.c College Continuation Rates	41
Introduction: Two Measures of Nebraska’s College Continuation Rates	41
Nebraska Statewide College Continuation Rates Based on IPEDS Data.....	43
State-by-State College Continuation Rates.....	43
In-State and Out-of-State College Continuation Rates.....	45
Percentages of Students Who Continue Their Education at Public and Private Institutions	46
College Continuation Rates for Nebraska Public High School Graduates by Gender, Student Income Status, and Race/Ethnicity, Based on National Student Clearinghouse Data	48
1.2 Nebraska High School Graduates Who Go to College in Nebraska	55
Changes in the Number of Nebraska-Resident, First-Time Freshmen Enrolled at Postsecondary Institutions by Length of Time Since High School Graduation	56
In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School Within 12 Months of College Enrollment	57
In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School More than 12 Months Prior to College Enrollment.....	59
1.3 Non-Nebraska, First-Time Freshmen Who Enroll at Nebraska Colleges and Net Migration	61
Non-Nebraska, First-Time Freshmen Who Attend Nebraska Colleges and Universities.....	61
Net Migration of Nebraska and Non-Nebraska, First-Time Freshmen.....	64
1.4 Enrollment of First-Time Freshmen by Race/Ethnicity	65
Changes in the Numbers of First-Time Freshmen Enrolled at Nebraska Institutions.....	65
Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group	67
Representation of Racial/Ethnic Groups by Sector	69
1.5 Financial Aid	71
Number of Recent Nebraska High School Graduates Filing the FAFSA	71
Number of Students Not Served by Nebraska’s Opportunity Grant Program	73

Other Evidence of Unmet Need for Financial Aid	76
Access College Early (ACE) Scholarship Program	78
College Continuation Rates of ACE Scholarship Recipients	79
Section 2: Increasing College Retention and Graduation Rates	83
2.1 Freshmen Retention Rates (Based on IPEDS Data)	85
Full-Time Freshmen Retention Rates by Sector	85
Part-Time Freshmen Retention Rates by Sector	86
Nebraska Freshmen Retention Rates Compared to Those of Other States	87
2.2 College Graduation and Transfer Rates within 150% of Normal Time (Based on IPEDS Data)	93
College Graduation Rates within 150% of Normal Time for Nebraska Public Postsecondary Institutions	93
College Graduation Rates within 150% of Normal Time by Sector and by Institution	94
College Graduation Rates within 150% of Normal Time by Sector and by Race/Ethnicity	95
College Graduation Rates within 150% of Normal Time by Financial Aid Received	98
Nebraska Graduation Rates within 150% of Normal Time Compared to Those of Other States	99
Transfer Rates within 150% of Normal Time for Nebraska Community Colleges	102
Number of Degrees Conferred at Nebraska Postsecondary Institutions	103
2.3 Graduation and Persistence Rates (Based on Clearinghouse Data)	105
Introduction to the National Student Clearinghouse Study	105
Reported Student Outcomes	106
Nebraska Completion and Persistence Rates Compared to National Rates	107
Nebraska Student Outcomes by Enrollment Status	109
Nebraska Student Outcomes by Age Group	111
Nebraska Student Outcomes by Gender	111
Conclusion	111
Section 3: Reversing the Net Out-Migration of College-Educated Nebraskans	115
Educational Attainment for 22- to 64-Year-Olds	117
Migration Estimates for 22- to 64-Year Olds	118
Migration Estimates Compared to Educational Attainment for 22- to 64-Year Olds	119

Appendices	121
Reporting Institutions.....	122
Appendix 1: Nebraska College Enrollments.....	123
Appendix 2: Actual and Projected Numbers of Nebraska High School Graduates	135
Appendix 3: Nebraska High School Graduation Rates	139
Appendix 4: Nebraska Scores on the ACT Test	147
Appendix 5: Nebraska College Continuation Rates	149
Appendix 6: Nebraska and Non-Nebraska, First-Time Freshmen Migration Data	163
Appendix 7: First-Time Freshmen Enrollments by Race/Ethnicity.....	183
Appendix 8: Financial Aid Programs.....	207
Appendix 9: IPEDS Freshmen Retention Rates	225
Appendix 10: IPEDS College Graduation Rates within 150% of Normal Time	243
Appendix 11: IPEDS College Transfer Rates within 150% of Normal Time	283
Appendix 12: National Student Clearinghouse Research Center Study, Six-Year Student Success Outcomes and College Completion Rates for Nebraska and the United States	291
Appendix 13: Estimated Nebraska Net Migration of 22- to 64-Year Olds	295

Key Takeaways — 2022 Progress Report

In 2006, the Nebraska Legislature identified education as key to the state's economic future: "Increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification." (Neb. Rev. Stat. § 85-1428) In 2022, it remains essential, as an estimated 71 percent of Nebraska jobs currently require at least some postsecondary education. This report provides detailed analysis of Nebraska's progress toward increasing its educational attainment. The *Comprehensive Statewide Plan for Postsecondary Education*, produced by the Coordinating Commission, includes many of these same metrics within its "Measuring Accomplishments" section.

87.6

Nebraska's 2020-2021 public high school graduation rate. (See Figure 1.1.a.4, page 24.) However, ACT reports that only 23% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework in algebra, biology, English, and social sciences. (See Figure 1.1.b.3 on page 34.)

66.9

The college continuation rate for the 2019-2020 Nebraska public high school graduating class. (See Figure 1.1.c.5, page 49.)

82.8

The percentage of ACE Scholarship recipients from public high schools who have gone on to college. The comparable college continuation rates were 48.3% for low-income public high school graduates who did not receive ACE and 75.2% for non-low-income public high school graduates. (See Figure 1.5.9, page 81.)

43.9

69.9

The six-year completion rates for Nebraska public two-year institutions (43.9%) and four-year public institutions (69.9%), compared to national rates of 42.2% and 69.0%, respectively. (Fall 2015 cohort.) (See Figure 2.3.1, page 107.)

61.0

For every 10,000 working-age (22 to 64) Nebraskans with a bachelor's degree or higher, there was an average annual net *out*-migration of 61.0 people from 2015 to 2019, meaning that Nebraska continues to lose more residents with a bachelor's degree than it attracts from other states. (See page 119.)

33.7

The percentage of Nebraskans ages 22 to 64 who have a bachelor's degree or higher for the period 2015-2019, according to the American Community Survey. This is up from 31.4% for the period 2010-2014. The percentage of Nebraskans ages 22 to 64 who have some college or an associate's degree is 35.1%, down from 36.3%. (See Figure 3.1, page 117.)

25.7

The percentage difference in college attainment between whites and minorities ages 25 to 44, which ranks third worst in the country. (See page S19.)

Key Recommendations – 2022 Progress Report

Among the Commission's statutory duties are to "Encourage initiatives and collaboration between public institutions, public state and local entities, and private state and local entities to increase the contribution of postsecondary education in advancing Nebraska's economy." Among the initiatives and collaboration that may address the shortcomings identified in the *2022 Progress Report* are the following key recommendations.

At the High School Level:

- Address the attainment gap that starts at high school graduation. Nebraska's 2020-2021 data reveal that while 90.5% of females graduate in four years, only 84.9% of males do. Disparities are even more pronounced between racial/ethnic groups, with only 72.6% (Native American) to 88.8% (Asian) of minorities earning diplomas in four years. Four-year rates for Hispanic and Black non-Hispanic students have declined since 2016-2017 and appear to have been impacted by the pandemic.
- Increase the number of students who take dual and concurrent enrollment courses that grant college credit and make sure opportunities to take such courses are equitable. Faculty availability and financial aid resources must ensure that students are not denied the opportunity to participate as a result of location or family income.
- Increase opportunities for high school students to explore career pathways that lead to employment and additional education, such as through the continuing development of career academies, academic pathways, and internship programs.

At the Postsecondary Level:

- Increase the percentage of high school graduates who go on to college, particularly among low-income Black, Hispanic, Native American, and White males. If all 2020 high school graduates continued to college at the same rate or better than White non-Hispanic, non-low income graduates, an additional 2,100 students would enroll in college by the spring following high school graduation.
- Support and expand efforts, such as Transfer Nebraska and 2+2 agreements, to improve students' knowledge of how credits will transfer among Nebraska colleges and universities, allowing them to plan their path to a degree in the most efficient manner.
- Target adults without credentials with opportunities, including stackable microcredentials and badges that are recognized by employers. Identify which resources may be necessary to achieve success – such as high-speed internet access and rolling course start dates — and pool existing or request new resources to help these students complete credentials.

At the State Government Level:

- Continue to support and increase funding for the Nebraska Opportunity Grant program so that more eligible low-income students receive aid. Nebraska must reduce the gap in college enrollment and graduation rates between low-income and non-low-income high school graduates to meet its workforce needs and ensure equity.
- Continue the expansion of the Nebraska Career Scholarship Program to attract students to programs leading to occupations identified as high wage, high demand, and high skill in Nebraska and to connect the students to Nebraska employers through internship opportunities.
- Set a statewide attainment goal that 70% of 25-34 year-old Nebraskans will have a degree or other credential with value in the workforce by 2030. A state goal creates a "North Star" to guide state leaders, civic organizations, business organizations, foundations, school districts, and colleges and universities.

This page left blank intentionally.

Executive Summary

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

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

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

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

Overall Progress and Challenges Facing the State

- The research findings in the *2022 Nebraska Higher Education Progress Report* reflect modest annual changes in the state's postsecondary education system.
- Even though progress toward most of the state's higher-education goals is generally in the right direction, it is not aggressive enough to meet the state's long-term needs and goals.
 - Preliminary estimates indicate that Nebraska's total postsecondary enrollment decreased 8.1% between fall 2010 and fall 2021. Enrollments initially increased during the Great Recession but have generally declined since 2010 due to the countercyclical nature of enrollment and unemployment.
 - Since 2010-2011, the number of students graduating from Nebraska's high schools has increased 9.1%. The cohort four-year graduation rate has increased from 86.1% in 2010-2011 to 87.6% in 2020-2021. However, the graduation rate declined 0.8 percentage point over the last two years. Additionally, many students take more than four years to graduate from high school, which delays their entry into college or the workforce.
 - Nebraska's college continuation rate for public high school graduates has decreased from 71.9% in 2009-2010 to 66.9% in 2019-2020. Analysis of this data by race/ethnicity, gender, and student income status reveals large gaps in continuation rates for different groups of students.
 - Nebraska has increased the amount of state funds allocated for need-based financial aid, but only 4 out of 10 eligible students receive a state grant. The Nebraska Opportunity Grant program has aided thousands of students, but more state-funded, need-based aid is needed to enable more of the state's low-income and moderately low-income students to go to college and earn degrees.
 - Since 2010, the overall full-time freshmen retention rate has increased 2.3 percentage points. Meanwhile, the state's overall college graduation rate for public two-year institutions increased 5.8 percentage points while the state's overall college graduation rate for public four-year institutions has increased 2.9 percentage points.
 - Estimates of net migration—priority three—indicate that out-migration of highly educated working-age Nebraskans has not been reduced or eliminated.

Priority 1

Increase the number of students who enter postsecondary education in Nebraska

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

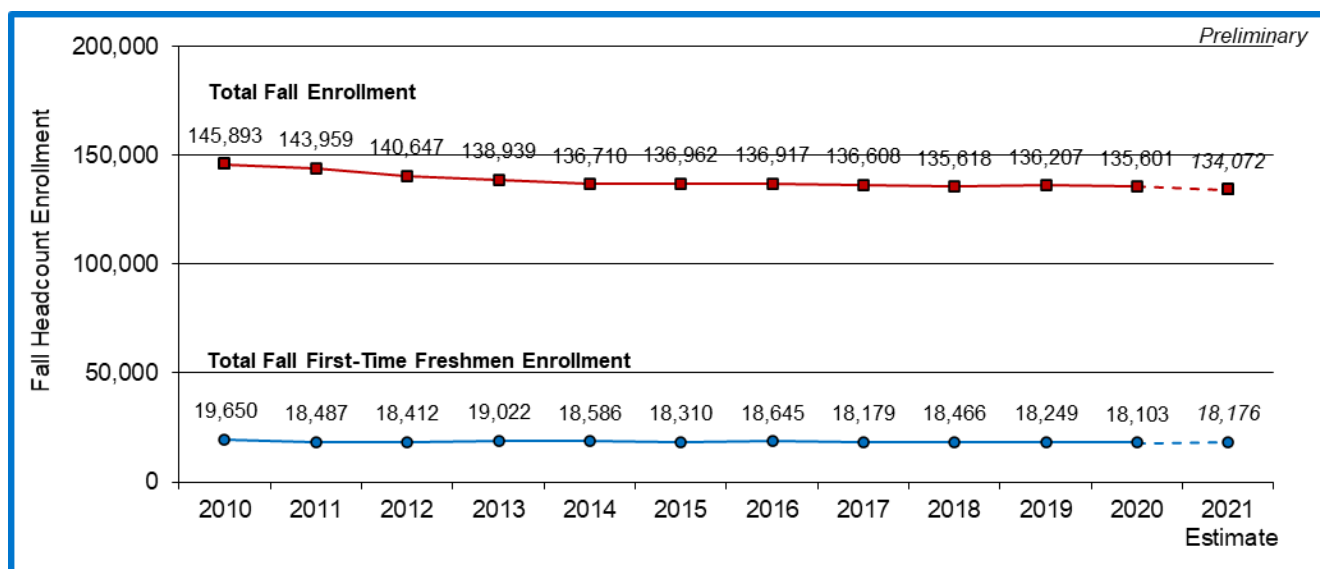
Total fall enrollments

Nebraska's total postsecondary headcount enrollment decreased from 145,893 in fall 2010 to 135,601 in fall 2020, a decrease of 7.1%. During the same period, first-time freshmen (FTF) enrollment decreased 7.9%, from 19,650 to 18,103. It is estimated that total fall enrollment decreased 1.1% between fall 2020 and fall 2021 while FTF enrollment increased 0.4%.

As shown on the next page, between 2010 and 2020, total fall enrollment increased 2.6% at the University of Nebraska and 1.4% at the nonpublic colleges and universities. Meanwhile, fall enrollment declined 4.7% at the state colleges and 23.9% at the community colleges.

Based on preliminary estimates, between 2020 and 2021, fall enrollment increased 3.5% at the state colleges and 3.1% at the community colleges. During this same time, fall enrollment declined an estimated 2.2% at the University of Nebraska and 4.8% at the nonpublic colleges and universities.

**Fall Total Headcount Enrollment and First-Time Freshmen Enrollment
Fall 2010 through Fall 2021**



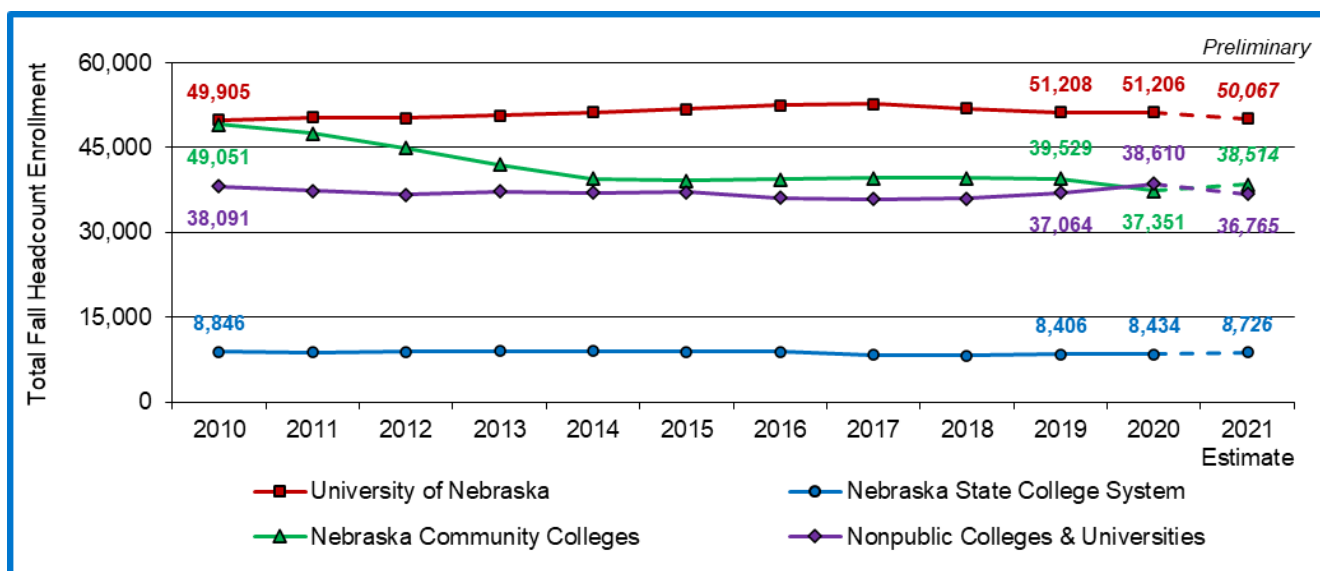
Note. See Figure 1.1 (page 3) and Figure 1.13 (page 15).

Freshmen fall enrollments

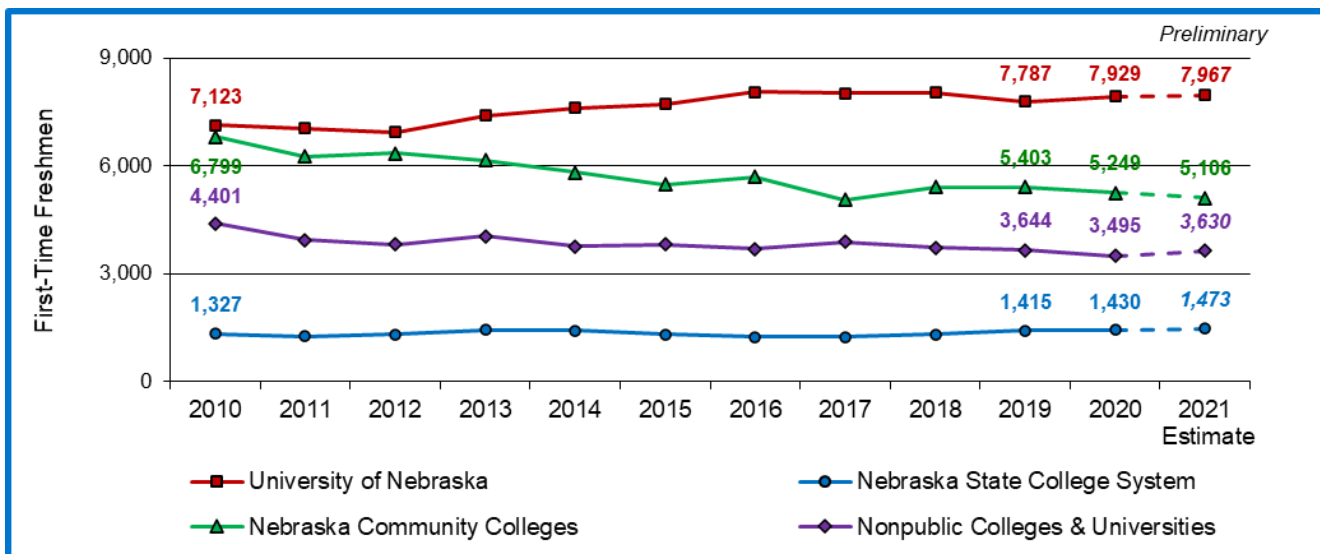
Total enrollment of first-time freshmen (FTF) at the state's postsecondary institutions decreased 7.9%, from 19,650 in fall 2010 to 18,103 in fall 2020. FTF enrollment increased 11.3% at the University of Nebraska and 7.8% at the state colleges while declining 22.8% at the community colleges and 20.6% at the nonpublic institutions.

It is estimated that fall 2021 statewide FTF enrollment increased 0.4% over 2020, increasing 0.5% at the University of Nebraska, 3.0% at the state colleges, and 3.9% at the nonpublic institutions and declining 2.7% at the community colleges.

**Fall Total Headcount Enrollment by Sector
Fall 2010 through Fall 2021**



**First-Time Freshmen Enrollment by Sector
Fall 2010 through Fall 2021**



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

Strategic objectives to increase postsecondary enrollment

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

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

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

Since 2010-2011, the number of students graduating annually from Nebraska high schools increased 9.1%, from 22,637 to 24,699 in 2020-

2021. Based on the latest projections, Nebraska high schools will graduate about 1,531 more students in 2030-2031 than in 2020-2021, an increase of 6.2%.

Shifting high school demographics

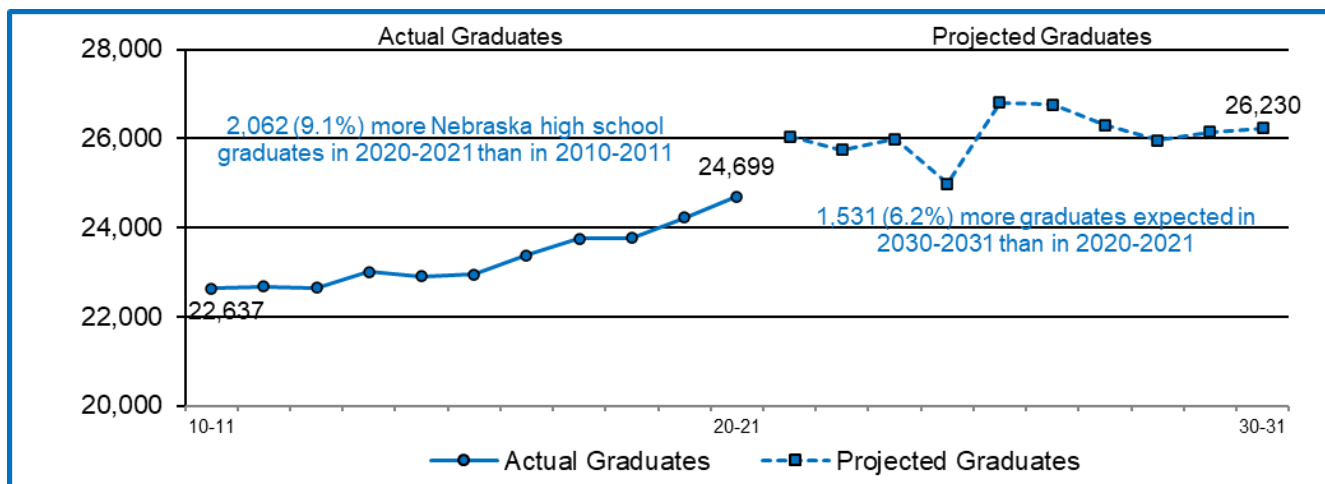
As shown on the next page, the demographic profile of Nebraska's public high school graduates has changed considerably over the last decade and is forecast to continue to change over the next decade.

Since 2010-2011, the percentage of students who are White non-Hispanic has declined while the percentages of students from all other racial/ethnic groups has increased or remained the same. The overwhelming shift has been the increase in the number of Hispanic graduates.

Furthermore, Hispanic students are projected to account for 20.1% of Nebraska's public high school graduates by 2030-2031, compared to 18.0% in 2020-2021. Asian/Pacific Islanders, Black non-Hispanics, and graduates that are two or more races are also projected to account for a larger percentage of Nebraska's public high school graduates in 2030-2031.

However, White non-Hispanics and Native Americans are projected to account for a smaller percentage of Nebraska's public high school graduates in 2030-2031.

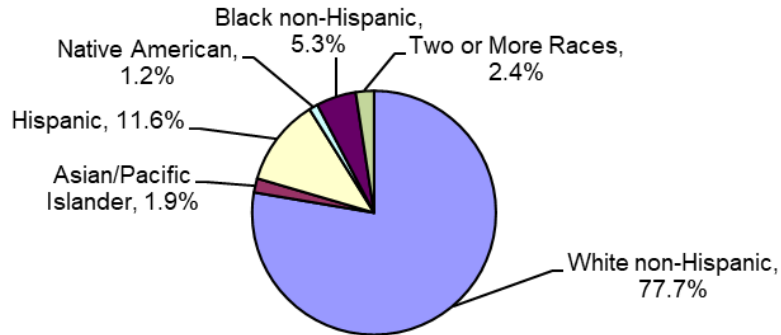
**Actual and Projected Number of Nebraska High School Graduates
2010-2011 through 2030-2031**



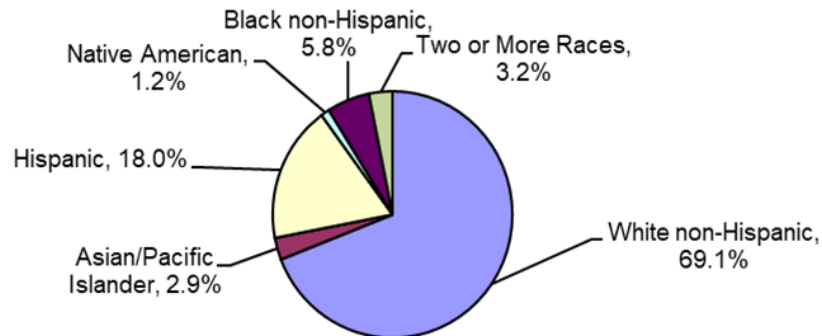
Note. The gap in the above line graph separates actual from projected graduates. See Figure 1.1.a.1 (page 19) and Figure 1.1.a.2 (page 21).

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

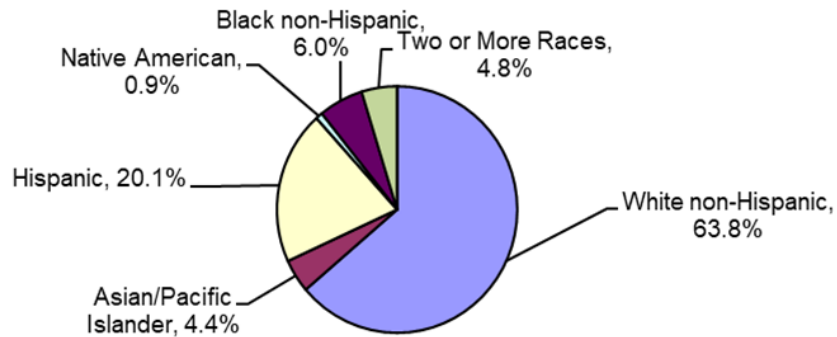
Actual Percentages of Graduates: 2010-2011



Actual Percentages of Graduates: 2020-2021



Projected Percentages of Graduates: 2030-2031



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

Public high school graduation rates

Nebraska's overall public high school cohort four-year graduation rate for 2020-2021 was 87.6%, up from 86.1% in 2010-2011. (See Figure 1.1.a.4 on page 24.)

In 2018-2019 (the latest year for which national data is available), Nebraska's cohort four-year graduation rate was ranked thirteenth highest in the nation. (See Figure 1.1.a.5 on page 25.)

The cohort four-year graduation rates for females were higher than the rates for males from 2010-2011 to 2012-2021. In 2010-2011, the graduation rate for females was 89.0%, compared to 83.4% for males. By 2020-2021, the graduation rate for males increased to 84.9%, compared to 90.5% for their female classmates. (See Figure 1.1.a.6 on page 26.)

As shown below, between 2010-2011 and 2020-2021, cohort four-year graduation rates decreased 7.2 percentage points for multiracial individuals. During this same time, cohort four-year graduation rates increased for all other racial/ethnic groups, ranging from a 1.6

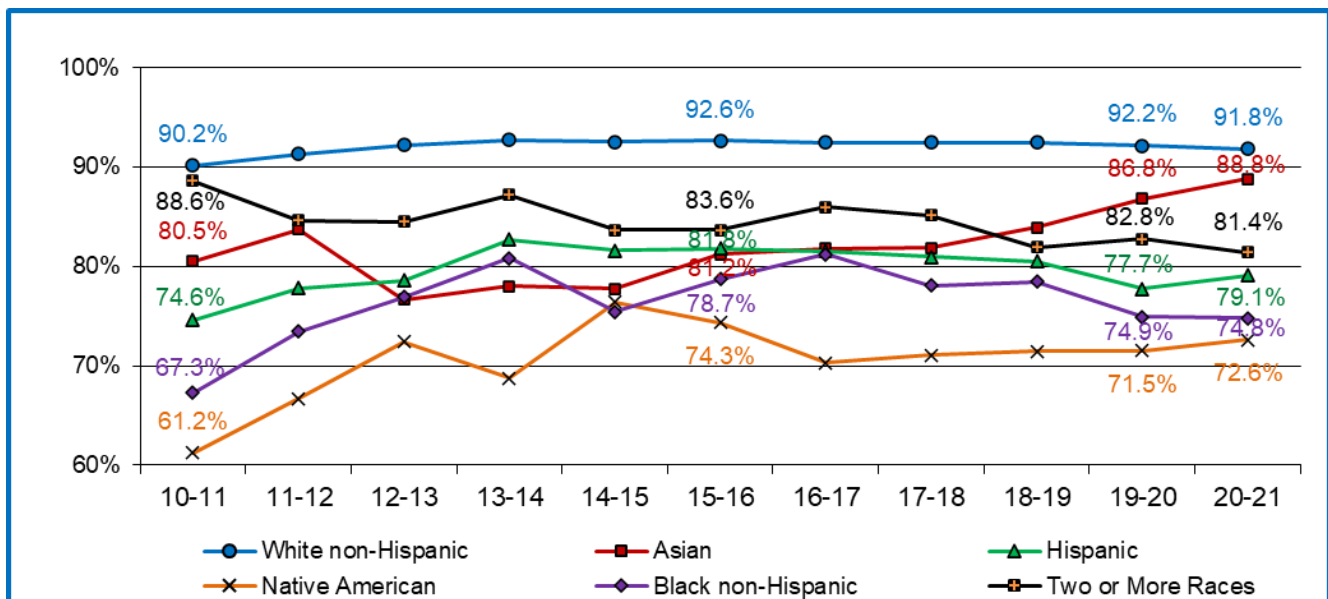
percentage point increase for White non-Hispanics to an 11.4 percentage point increase for Native Americans.

Since 2019-2020, cohort four-year graduation rates fell 0.4 percentage point for White non-Hispanics, 0.1 percentage point for Black non-Hispanics, and 1.4 percentage point for multiracial individuals.

For some students, particularly males and minorities, it takes longer than four years to graduate from high school. Extending cohort graduation rates out to six years increases the overall public high school graduation rates by about three percentage points and helps to narrow the gaps between graduation rates for various racial/ethnic groups. (See Figure 1.1.a.8 on page 30.)

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

Nebraska Public High School Cohort Four-Year Graduation Rates by Race/Ethnicity 2010-2011 through 2020-2021



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

Preparation for college

Beginning with the graduating class of 2018, all Nebraska students take the ACT test in the cohort minus one year. However, due to the COVID-19 pandemic and extensive school closures, the requirement to take the ACT test during the students' junior year was waived for the class of 2021. Approximately 87.6% of the 2021 graduating class took the ACT test.

The average ACT composite score for Nebraska high school students was 20.0 in 2021, compared to 22.1 in 2011. Nebraska's 2021 ACT composite score was lower than the 2021 national average of 20.3. (See Figure 1.1.b.1 on page 32.)

Using ACT college readiness standards, data for the class of 2021 suggest that only 23% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework: algebra, biology, English, and social science. (See Figure 1.1.b.3 on page 34.)

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

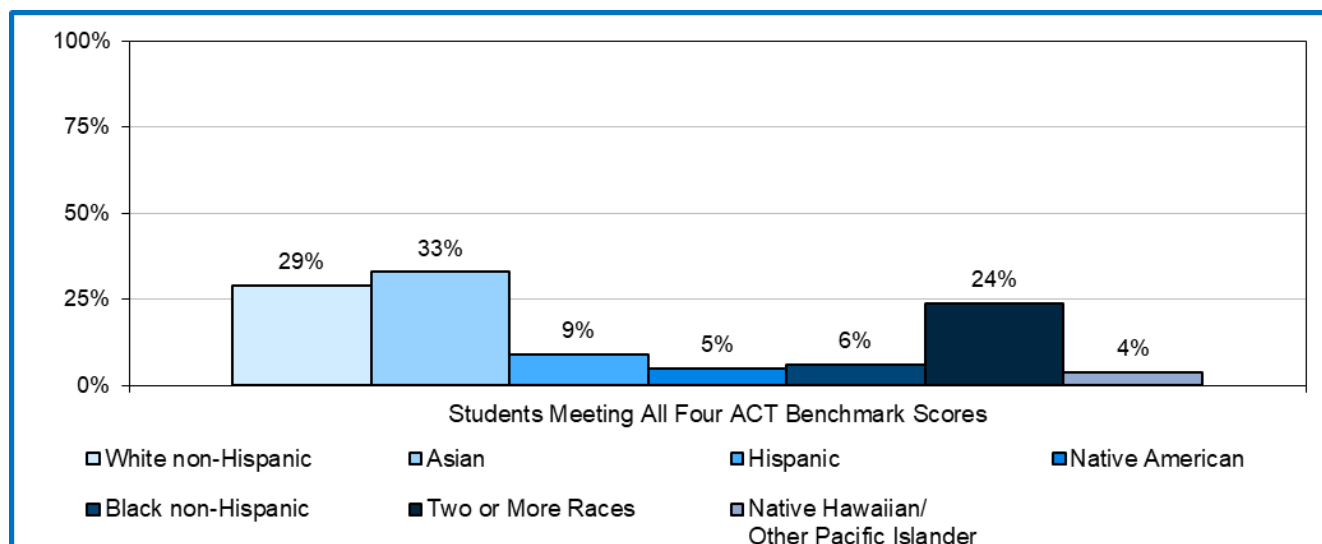
Public high school college continuation rates based on National Student Clearinghouse data

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

Data from the NDE matched with the NSC show that overall, 66.9% of 2019-2020 Nebraska public high school graduates continued onto college within one year of high school graduation, a decline of 2.7 percentage points over the prior year. 72.9% of female graduates continued on to college, a decline of 2.0 percentage points over the prior year. Meanwhile, 60.9% of male graduates continued on to college, a decline of 3.2 percentage points over the prior year. (See Figure 1.1.c.7 on page 51.)

The charts on the following two pages illustrate, the college continuation rates for low-income graduates of Nebraska's public high schools are significantly lower than the comparable rate for graduates from non-low income households, regardless of gender. However, female public high school graduates have consistently higher college-going rates than their male classmates,

Percentages of 2021 ACT-Tested Nebraska High School Students Who Met or Exceeded ACT College Readiness Scores by Race/Ethnicity



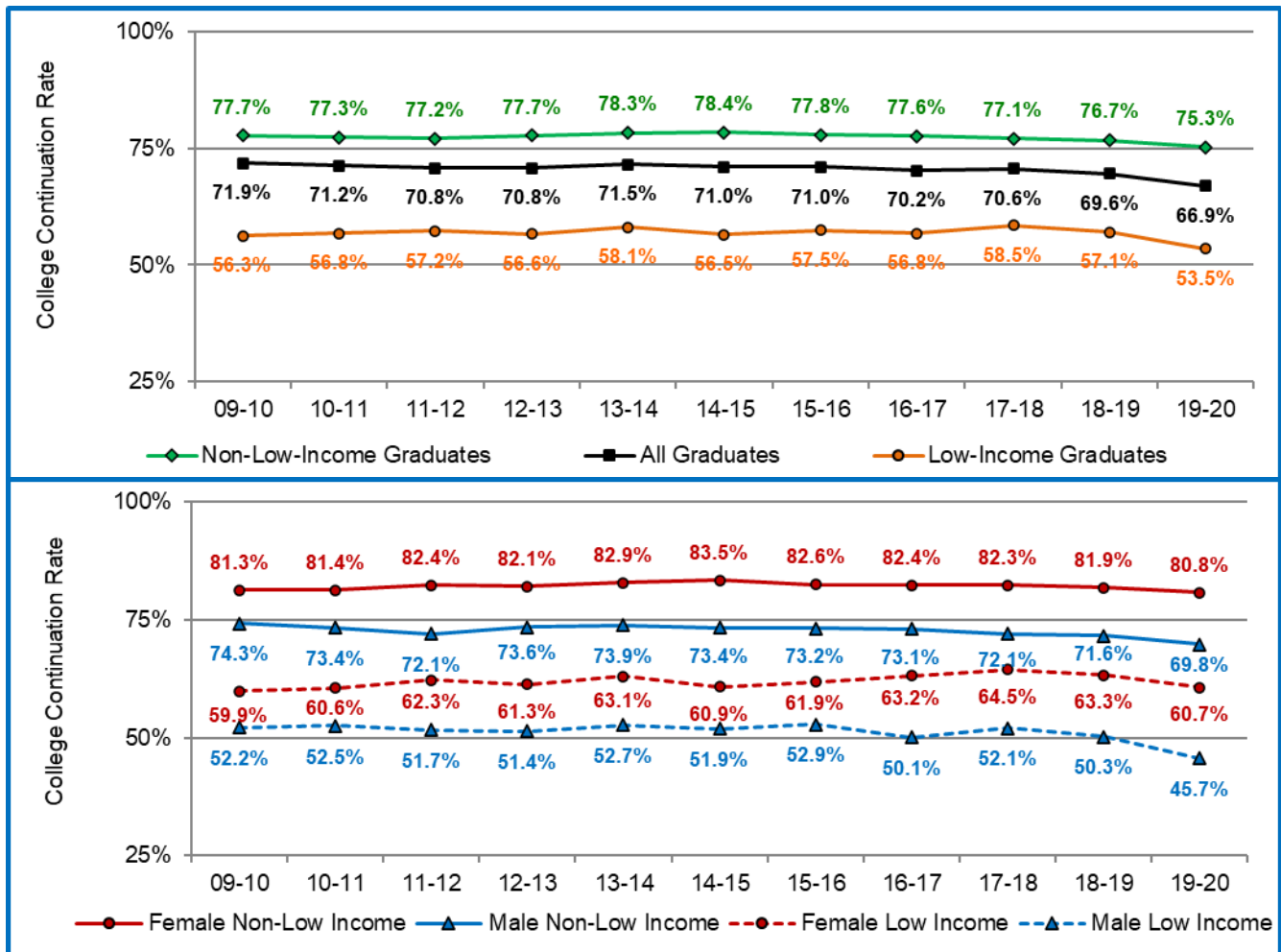
Note. Figure 1.1.b.5 (page 36).

and the lowest college-going rates are for male public high school graduates from low-income households.

An important recent addition to this report is the inclusion of college continuation rates by race/ethnicity. Segmenting college continuation rates by race/ethnicity, gender, and student income status results in college continuation rates for 24 subgroups.

Among graduates in 2019-2020, the highest college continuation rate among these 24 subgroups was for non-low-income, Asian/Pacific Islander, male graduates (83.5%), while the lowest college continuation rate was for low-income, Native American, male graduates (33.3%).

**College Continuation Rates for Nebraska Public High School Graduates Based on NSC Data
2009-2010 through 2019-2020**



Note. See Figure 1.1.c.6 (page 50) and Figure 1.1.c.8 (page 52).

**College Continuation Rates for Nebraska Public High School Graduates Based on NSC Data
By Race/Ethnicity, Gender, and Student Income Status: 2019-2020**



Note. See Figure 1.1.c.9 (page 53).

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

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

As shown in the table below, more first-time freshmen came to Nebraska to attend college within 12 months of high school graduation than left Nebraska to go to school out of state.

**Net Migration of First-Time Freshmen Who Attended Postsecondary Institutions Within 12 Months of High School Graduation
Fall 2010 through Fall 2020**

Student Residency and Where They Attended College	Fall 2010	Fall 2012	Fall 2014	Fall 2016	Fall 2018	Fall 2020	Δ Since Fall 2010	
							N	%
<u>In-Migration</u> Non-Nebraska, Non-Foreign Students Enrolled at Nebraska Colleges and Universities	2,846	2,826	3,294	3,621	3,772	3,602	756	26.6%
<u>Out-Migration</u> Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,421	2,800	2,692	2,725	2,752	2,642	221	9.1%
Net Migration	425	26	602	896	1,020	960		
<i>Note.</i> Includes full-time and part-time students. Does not include students with foreign residency, reported unknown states of residence, or students for whom no residence information was reported. Δ = change. See Table 1.3.2 (page 64).								

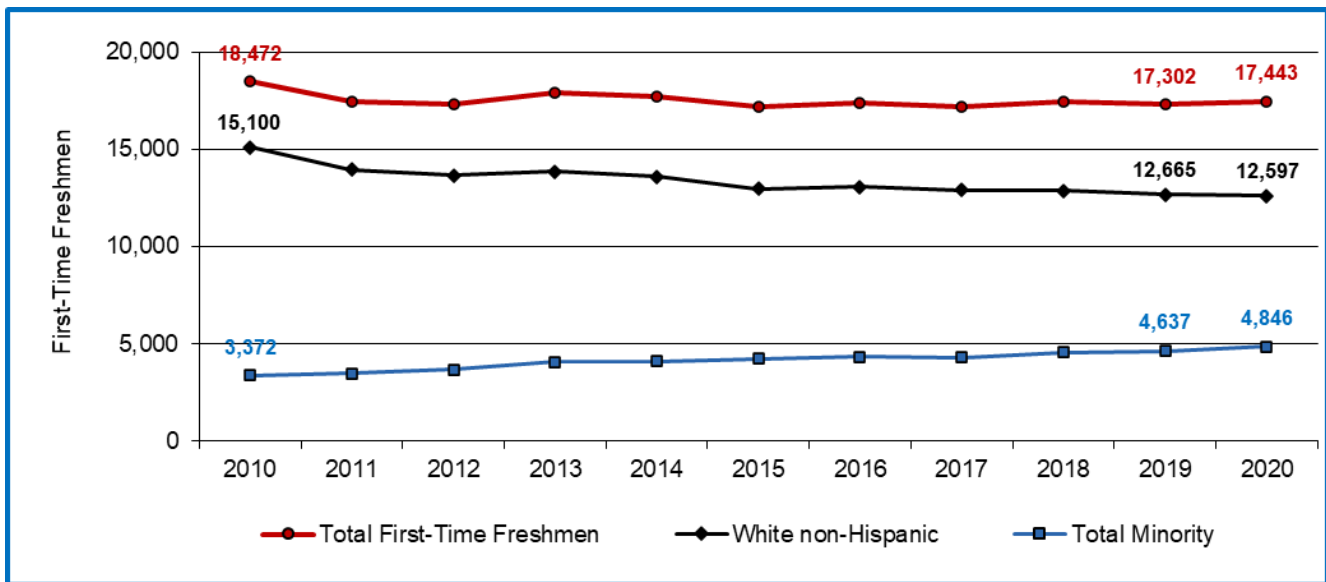
First-time freshmen enrollments by race/ethnicity

Based on IPEDS data collected annually, first-time freshmen enrollments are becoming more racially/ethnically diverse. In fall 2010, White non-Hispanics accounted for 81.7% of first-time freshmen enrollments while minorities accounted for 18.3%. Of the first-time freshmen enrolled in fall 2020, 72.2% were White non-Hispanics, while 27.8% were minorities.

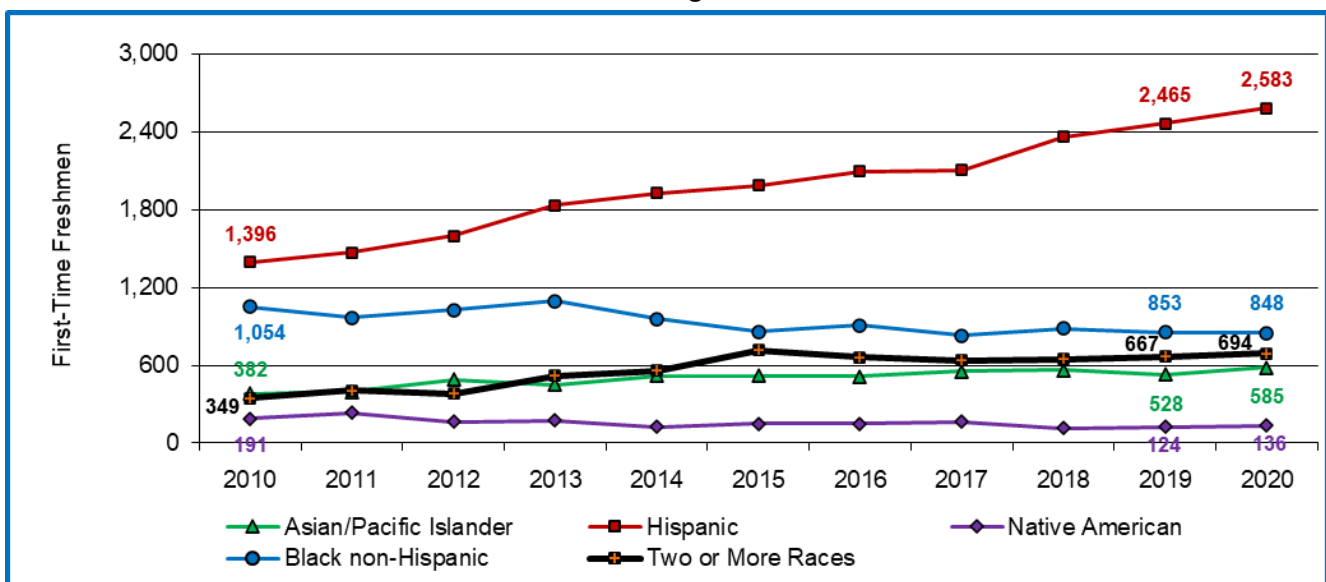
There were 1,474 more minority students attending Nebraska colleges as first-time freshmen in fall 2020 than in fall 2010, an increase of 43.7%. (Hispanic enrollments accounted for 80.5% of this increase.) In comparison, there were 2,503 fewer White non-Hispanic first-time freshmen in fall 2020 than in fall 2010, a decrease of 16.6%.

As shown below, enrollments decreased for White non-Hispanics, Black non-Hispanics, and Native Americans.

**Numbers of White Non-Hispanic and Minority First-Time Freshmen
Fall 2010 through Fall 2020**



**Numbers of Minority Students Enrolled as First-Time Freshmen
Fall 2010 through Fall 2020**



Note. See Figure 1.4.1 and Figure 1.4.2 (page 66).

The importance of state-funded financial aid

Over the last decade, Nebraska has made progress toward the goal of improving access to higher education by increasing the amount of state funds allocated for need-based financial aid. However, additional financial aid is needed to enable more of Nebraska's low-income and moderately low-income students to go to college, stay enrolled, and complete degrees. In addition, more high school seniors need encouragement to complete the Free Application for Federal Student Aid (FAFSA).

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

Including state, lottery, and federal funds, total dollars available for the NOG program increased from \$14,380,912 in 2010-2011 to \$21,139,968 in 2020-2021. Meanwhile, the number of low-income students served by the NOG program decreased 15.7%, from 15,556 in 2010-2011 to 13,109 in 2020-2021, and the average award increased 67.3%, from \$961 to \$1,608. (See Figure 1.5.4 on page 75.)

The success of the ACE Scholarship Program

The state-funded Access College Early (ACE) Scholarship Program enables eligible low-income

students to take college courses while they are still enrolled in high school.

Using state and federal funds, appropriations for ACE scholarships increased from \$734,652 in 2010-2011 to \$1,100,000 in 2020-2021. For 2021-2022, \$1,250,000 of state funds is appropriated for ACE scholarships.

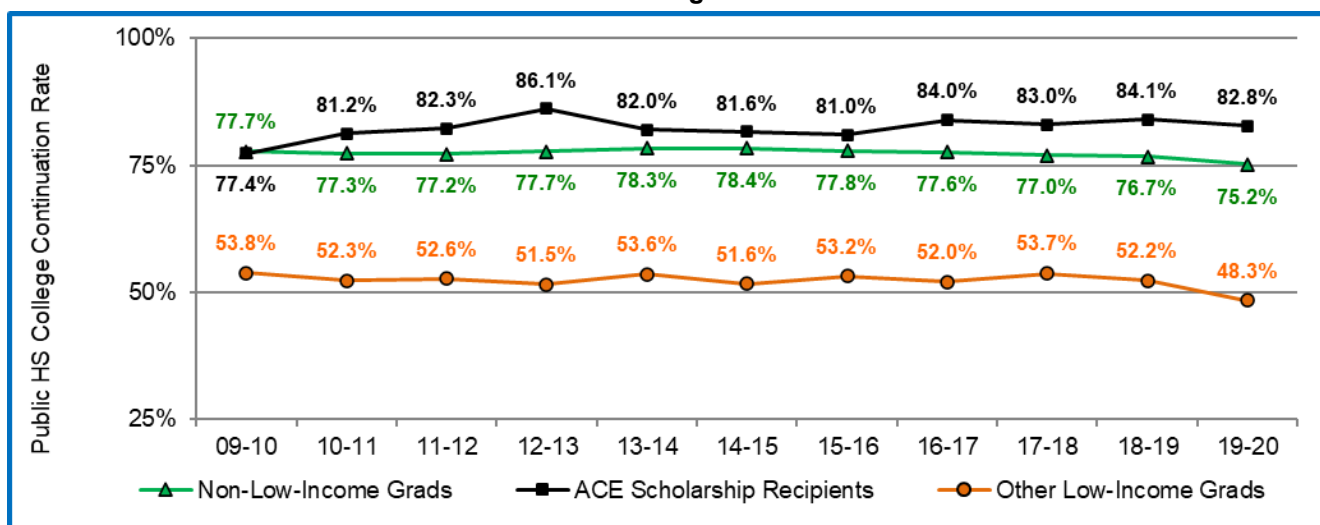
In 2010-2011, 1,601 Nebraska high school students took 10,396 credit hours of college coursework paid for by their ACE scholarships. With increased funding, 2,433 low-income Nebraska high school students were able to take 15,472 credit hours of college coursework in 2020-2021. (See Figure 1.5.7 on page 78.)

College continuation rates of ACE Scholarship recipients

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

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

College Continuation Rates for Public High School Seniors who Received ACE Scholarships Compared to the College Continuation Rates of Other Public High School Graduates 2009-2010 through 2019-2020



Note. See Figure 1.5.9 (page 81).

Priority 2

Increase the percentage of students who enroll and successfully complete a degree

Success is measured not only by the number of freshmen who enroll in college, but by those who stay in college beyond their freshmen year and earn degrees or other awards.

Based on IPEDS data that are collected annually, freshmen retention rates and graduation rates are improving slowly in most sectors of higher education in Nebraska, although there are significant racial/ethnic disparities in graduation rates across the sectors of higher education.¹

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

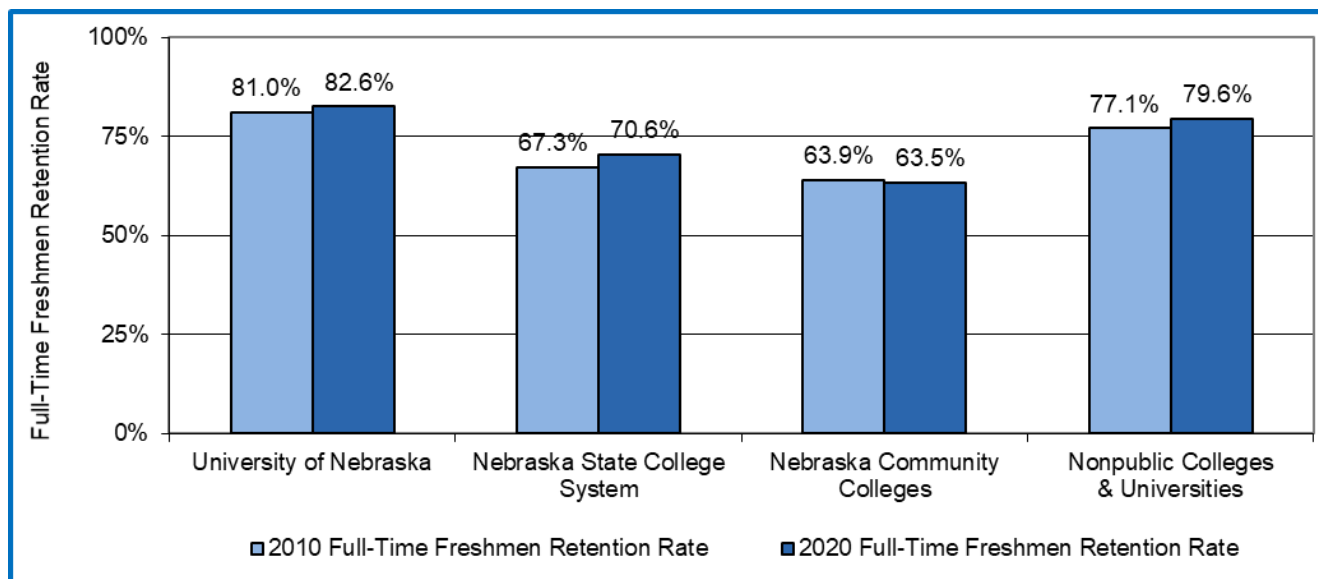
complete degree or certificate programs than students who attend college full time.

Freshmen retention rates

Nebraska's full-time freshmen retention rate increased from 73.9% in fall 2010 to 76.2% in fall 2020. As shown in the chart below, full-time freshmen retention rates for the University of Nebraska, the state colleges, and the nonpublic colleges and universities were higher in fall 2020 than they were in fall 2010. For the community colleges, the full-time retention rate was slightly lower in fall 2020 than in fall 2010.

Retention rates for full-time students in fall 2020 varied between the sectors, ranging from 63.5% at the community colleges to 82.6% at the University of Nebraska.

**Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector
Fall 2020 Compared to Fall 2010**



Note. See Figure 2.1.1 (page 85).

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

Full-time and part-time retention rates compared

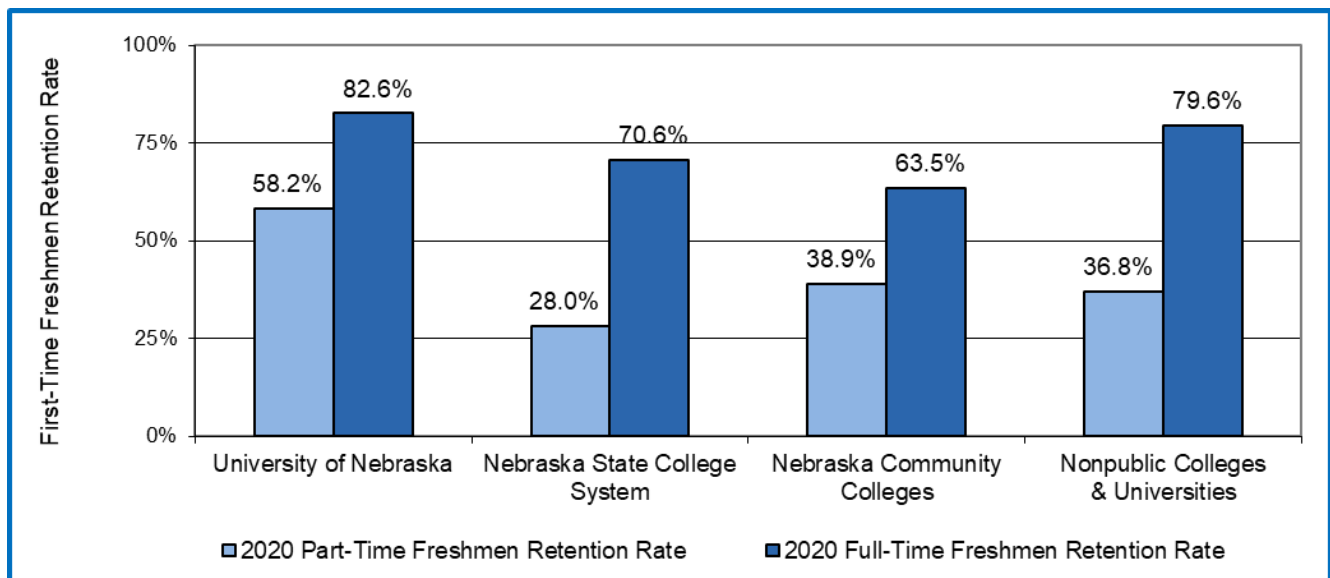
Freshmen retention rates for full-time and part-time students at the state's postsecondary institutions are compared in the chart below. This comparison clearly indicates that students who start college full time are much more likely than part-time students to continue going to college beyond their freshmen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

(compared to 82.4% and 53.9% nationally). For two-year public institutions, Nebraska's full-time retention rate was 63.5%, 3.0 percentage points higher than the national rate. Meanwhile, Nebraska's part-time retention rate for two-year public institutions was 38.9% (compared to 40.3% nationally). (See Figure 2.1.3, Figure 2.1.4, Figure 2.1.5, and Figure 2.1.6 on pages 88 -91.) Some of these differences may result from the propensity of Nebraska students to transfer after their first year compared to students in other states.

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

Nebraska's retention rates for 2020 were generally lower than corresponding national rates. For four-year public institutions, Nebraska's full-time retention rate was 80.8% and its part-time retention rate was 51.0%

Fall 2020 Full-Time and Part-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector



Note. See Figure 2.1.1 (page 85) and Figure 2.1.2 (page 86).

College graduation rates based on IPEDS data

Historically, graduation rates based on IPEDS data have been calculated only for full-time students who graduate within 150% of normal time from the same college where they started as first-time freshmen. Because transfer students are not tracked into subsequent institutions, IPEDS graduation rates underestimate the percentage of first-time full-time freshmen who complete degree, certificate, or diploma programs.²

Based on IPEDS data, the statewide graduation rate for Nebraska's public four-year institutions increased from 55.7% in 2009-2010 to 58.6% in 2019-2020. Meanwhile, the statewide graduation rate for Nebraska's public two-year institutions increased from 30.9% in 2009-2010 to 36.7% in 2019-2020. (See Figure 2.2.1 on page 93.)

In 2019-2020, sector graduation rates ranged from 36.4% at Nebraska's community colleges to 65.1% at the nonpublic institutions. The lower graduation rates at the community colleges are due in part to the number of students who begin their studies at a community college and transfer to another institution. In 2019-2020, Nebraska's six community colleges had an overall transfer rate of 18.0%. (See Figure 2.2.9 on page 102.)

Racial/ethnic disparities in graduation rates

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

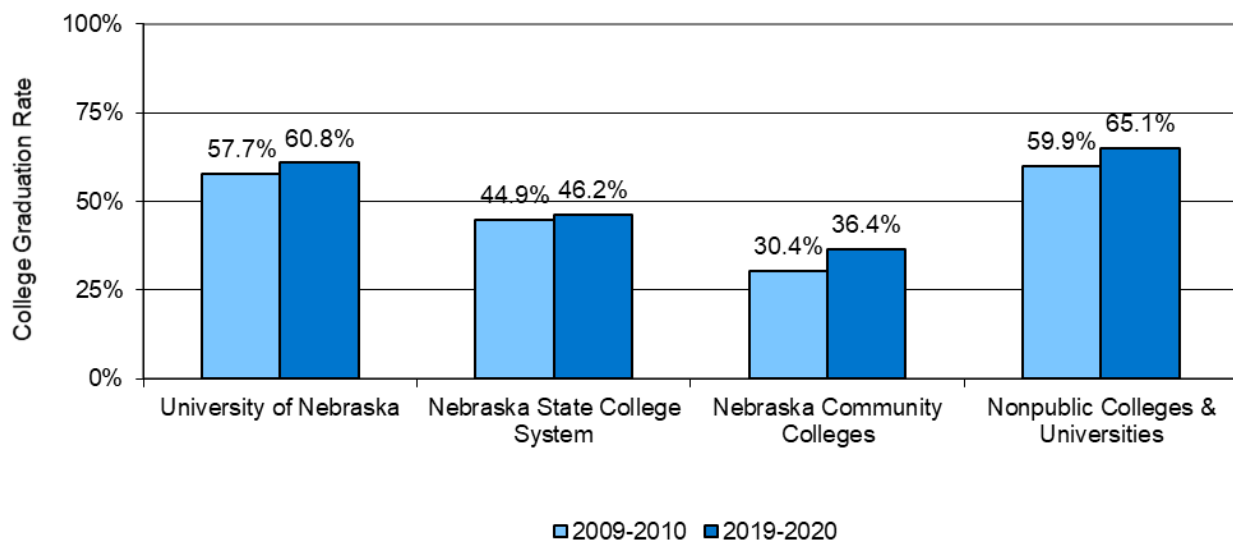
At the University of Nebraska, 2019-2020 graduation rates ranged from 25.0% for Native Americans to 63.0% for White non-Hispanics. Since 2009-2010, rates have increased for all racial/ethnic groups except for Hispanics and Native Americans. (See Figure 2.2.3 on page 96.)

At the state colleges, 2019-2020 graduation rates ranged from 19.4% for Black non-Hispanics to 49.4% for White non-Hispanics. Since 2009-2010, rates increased for White non-Hispanics and Hispanics but decreased for all other racial/ethnic groups. (See Figure 2.2.4 on page 96.)

At the community colleges, 2019-2020 graduation rates ranged from 15.5% for Black non-Hispanics to 41.1% for White non-Hispanics. Since 2009-2010, rates increased for all racial/ethnic groups except for multiracial students. (See Figure 2.2.5 on page 97.)

Meanwhile, 2019-2020 graduation rates at the

Graduation Rates within 150% of Normal Time for Nebraska Postsecondary Institutions by Sector 2019-2020 Compared to 2009-2010



Note. 150% of expected time is equivalent to six years for a bachelor's degree and three years for an associate's degree. See Figure 2.2.2 (page 94).

² The recent addition of the IPEDS Outcome Measures Survey may yield usable data in the future for calculating the graduation rates over time for non-first-time students and part-time students.

nonpublic institutions ranged from 22.8% for Native Americans to 72.5% for Asian/Pacific Islanders. Since 2009-2010, rates increased for White non-Hispanics, Asian/Pacific Islanders, and Hispanics, but decreased for Native Americans, Black non-Hispanics, and multiracial students. (See Figure 2.2.6 on page 97.)

College graduation rates by financial aid received

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

The 2019-2020 graduation rate for Pell Grant recipients at two-year public institutions was 33.0% while the graduation rate for Subsidized Stafford Loan recipients was 44.4%. Students at

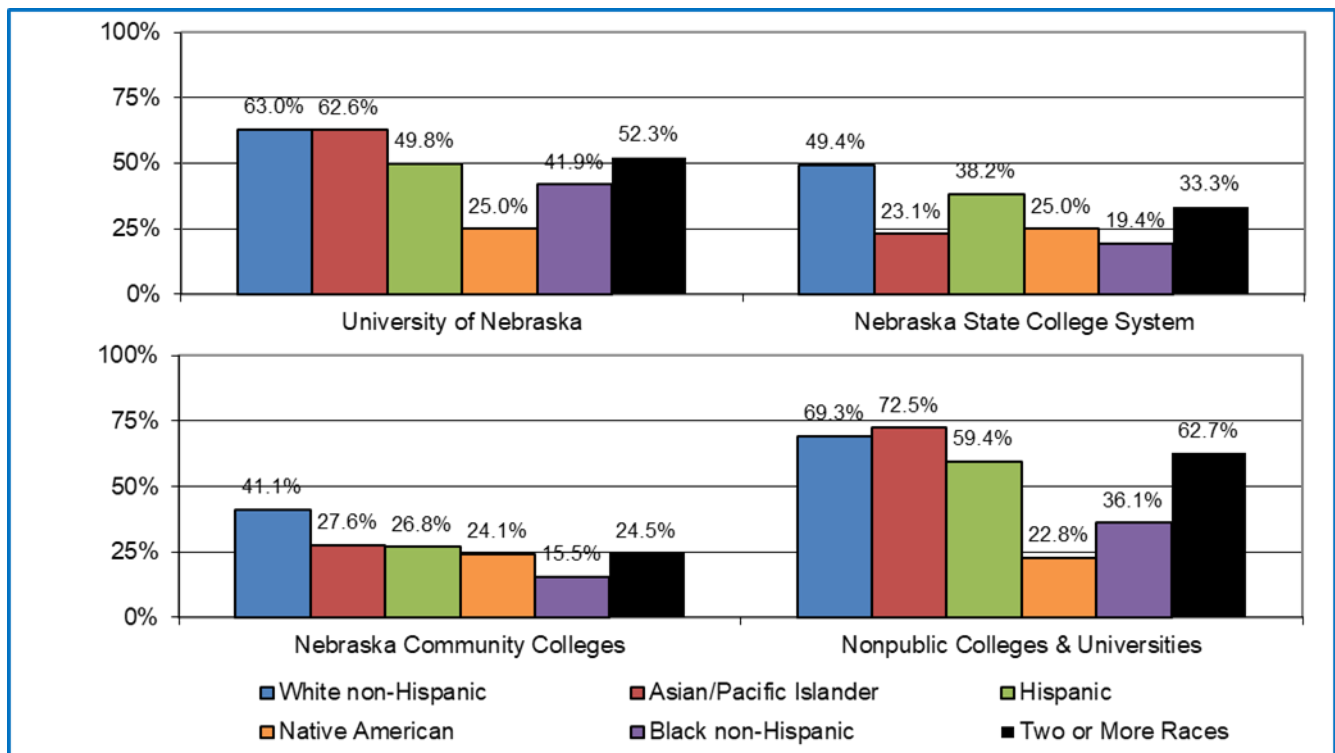
two-year public institutions who did not receive these grants or loans had an overall graduation rate of 39.2%. (See Table 2.2.1 on page 98.)

The 2019-2020 graduation rate for Pell Grant recipients at four-year public institutions was 49.5% while the graduation rate for Subsidized Stafford Loan recipients was 54.5%. Students at four-year public institutions who did not receive these grants or loans had an overall graduation rate of 66.3%. (See Table 2.2.2 on page 99.)

Nebraska graduation rates compared to those of other states

Nebraska's 2019-2020 graduation rate for four-year public institutions was 58.6%, compared to 58.4% nationally. For two-year public institutions, Nebraska's graduation rate was 36.7%, compared to 29.3% nationally. (See Figure 2.2.7 and Figure 2.2.8 on pages 100 and 101.)

**2019-2020 Graduation Rates within 150% of Normal Time
by Sector and by Race/Ethnicity**



Note. See Figure 2.2.3 through Figure 2.2.6 (pages 96-97).

Graduation and persistence rates based on National Student Clearinghouse data

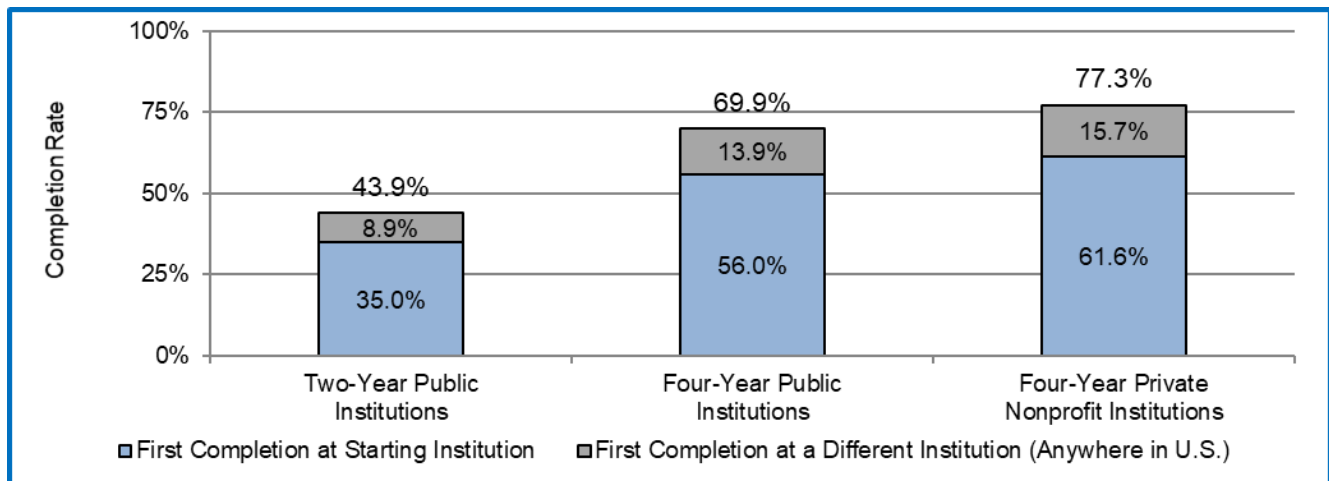
The National Student Clearinghouse Research Center recently conducted a study of six-year student outcomes based on a national cohort of degree-seeking, first-time freshmen who started college in fall 2015, analyzed by state as well as for the United States as a whole.

For the study, students were classified by the state of the institution where they first started college and by type of institution. Based on Clearinghouse enrollment and completion records, comparable six-year completion and persistence rates were calculated for the students who started college at (a) two-year public colleges, (b) four-year public colleges and universities, and (c) four-year private nonprofit institutions. Additionally, completion and persistence rates were calculated by enrollment intensity (full time, part time, mixed enrollment) and by age group.

As shown below, completion rates for starting institutions ranged from 35.0% at Nebraska's two-year public institutions to 61.6% at the state's four-year private nonprofit institutions. However, approximately 9% to 16% of students actually received their first completion at an institution in the United States *other* than their starting institution, no matter the sector of first enrollment. The total completion rate was 43.9% for students who started at Nebraska's two-year public institutions, 69.9% for those who started at the state's four-year public institutions, and 77.3% for students who began their studies at Nebraska's four-year private nonprofit institutions.

This study also revealed that students who are able to attend college full time—exclusively or at least sometime during the course of their studies—are much more likely to earn degrees or certificates and less likely to drop out of college than students who go to college only part time. (See Figure 2.3.5 on page 110.)

Six-Year Total Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2015)



Note. See Figure 2.3.1 through Figure 2.3.3 (pages 107-108.)

Priority 3

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

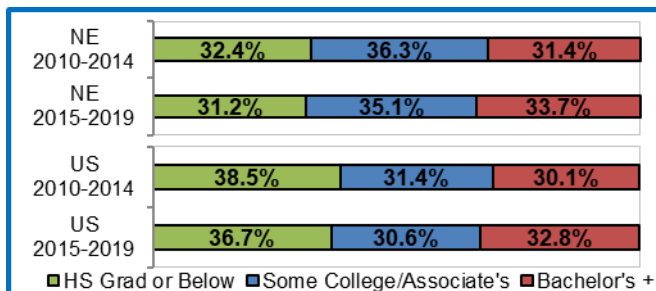
Since 2005, the U.S. Census Bureau has collected data annually through the American Community Survey (ACS) to estimate net migration by education level for each state. Because the ACS estimates for Nebraska are based on very small sample sizes, the migration estimates for 22- to 64-year-olds developed from ACS data can vary dramatically from one year to another, 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.

Theoretically, by calculating migration estimates based on the combined data collected through five consecutive ACS surveys, these limitations may be reduced. Therefore, average annual migration estimates are calculated using five-year ACS PUMS files. In addition, to help provide context to the average annual migration estimates, the educational attainment of 22- to 64-year-olds is also discussed.

Educational Attainment for 22- to 64-Year-Olds

Between 2010-2014 and 2015-2019, Nebraska's estimated population of 22- to 64-year-olds increased 1.0%. As shown below by education level, Nebraska's estimated population of 22- to 64-year-olds decreased 1.2 percentage points for high school graduates or below, decreased 1.2 percentage points for those with some college or an associate's degree, and increased 2.3 percentage points for those with a bachelor's degree or higher.

Nebraska Educational Attainment of 22- to 64-Year Olds



Note. See Figure 3.1 (page 117).

While educational attainment is increasing for the United States as a whole, Nebraska's attainment has consistently been higher.

Migration Estimates for 22- to 64-Year-Olds

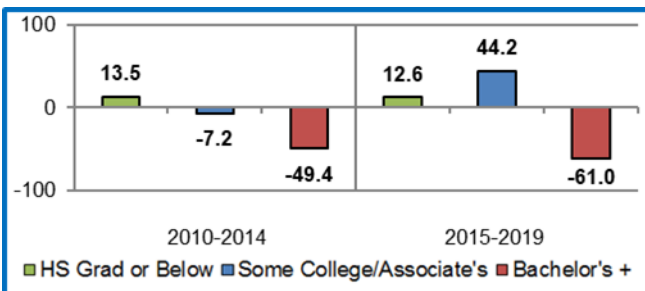
Between 2010-2014, Nebraska had an average annual net out-migration of 1,590 working-age adults with a bachelor's degree or higher. Additionally, between 2015-2019, Nebraska had an average annual net out-migration of 2,126 working-age adults with a bachelor's degree or higher. Combining these estimates, Nebraska had a total net out-migration of 18,580 highly educated, working-age adults over the last decade. (See Figure 3.2 on page 118.)

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

As shown below, for every 10,000 people in Nebraska with a bachelor's degree or higher, there was an average annual net out-migration of 61.0 people for 2015-2019, compared to an average annual net out-migration of 49.4 people for 2010-2014.

While out-migration of Nebraskans with at least a bachelor's degree continues to be a serious issue that Nebraska must address, it is worth noting that the educational attainment of 22- to 64-year-olds continues to increase, albeit less than it would have if out-migration were curtailed.

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



Note. See page 119.

2022 Progress Report Conclusion

Achieving State Goals by Addressing the Attainment Gap

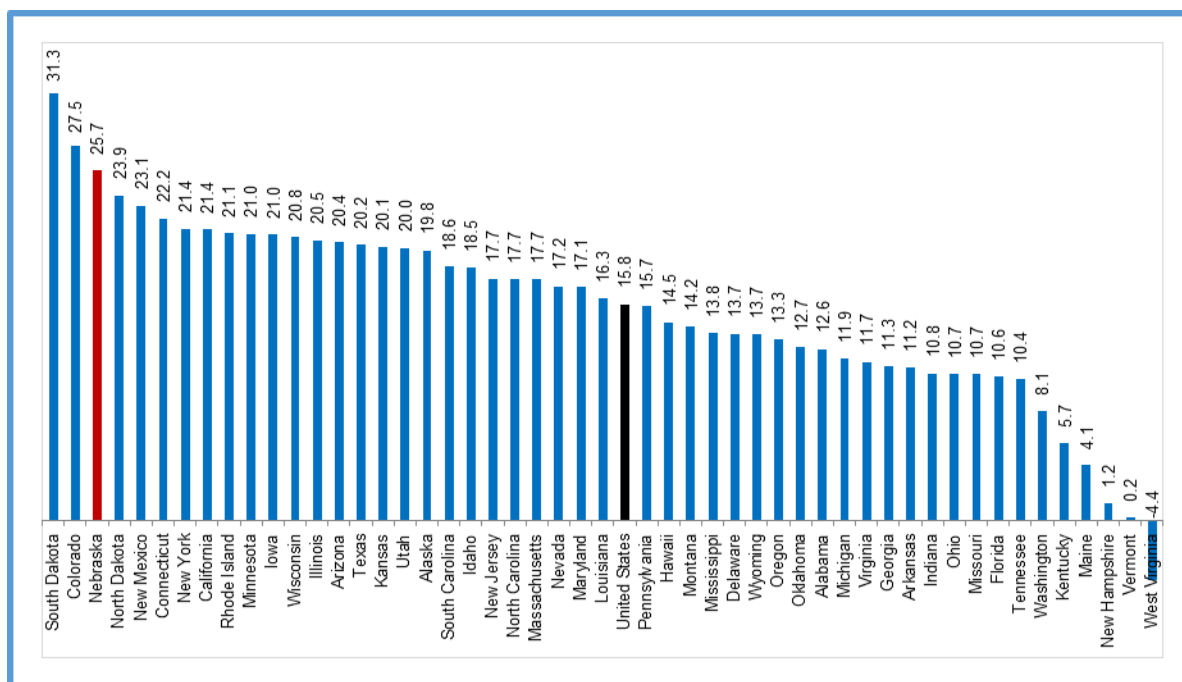
In 2006, the Nebraska Legislature stated that increasing the number of Nebraskans with high levels of educational attainment is essential to support Nebraska's economic expansion and diversification. In 2016, the Coordinating Commission added a goal to its *Comprehensive Statewide Plan for Postsecondary Education* that the state's adult population would rank among the top 10 states for educational attainment. For 2014-2018, Nebraska ranked 13th in the percentage of adults aged 25 to 64 with an associate's degree or higher and 18th in the percentage with a bachelor's degree or higher.

To reach the top 10 states, Nebraska needs over 22,000 additional residents with associate's degrees or higher and nearly 39,000 more residents with bachelor's degrees or higher among its approximately 950,000 adults aged 25 to 64. Nebraska institutions currently award

about 27,000 associate's degrees or higher each year and about 22,000 bachelor's degrees or higher each year, so moving into the top 10 is not a small task. There is, however, some clarity on where to focus resources and efforts.

The *2022 Progress Report* concludes that progress is being made and educational attainment is increasing, but alongside many successes, it also demonstrates systemic leaks and disparities. 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 (i.e., not White non-Hispanic) is the third largest in the nation. In Nebraska, 56.5% of 25- to 44-year old, White non-Hispanics have completed an associate's degree or higher. In comparison, only 30.8% of 25- to 44-year-old minorities have completed an associate's degree or higher. As shown below, the net difference is an attainment gap of 25.7 percentage points.

**Estimated Difference in College Attainment Between Whites and Minorities
Ages 25 to 44 by State
Based on the 2015-2019 American Community Survey (ACS)**



Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2015-2019. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.

2022 Progress Report Recommendations

Among the Commission's statutory duties are to "Encourage initiatives and collaboration between public institutions, public state and local entities, and private state and local entities to increase the contribution of postsecondary education in advancing Nebraska's economy." The findings evidenced in the *2022 Progress Report* indicate that more work needs to be done in order for Nebraskans to enroll in college and successfully complete degrees, and the 2022 findings generally do not account for the impact of the COVID-19 pandemic on students, schools, colleges, and universities, particularly among low-income and historically marginalized students. Among the initiatives and collaboration that may address the shortcomings identified in the *2022 Progress Report* and the lingering effects of the COVID-19 pandemic are the following recommendations.

At the High School Level:

- Increase the percentage of students who stay in school and earn diplomas. Nebraska's 2018-2019 public high school cohort four-year graduation rate was the 13th best in the nation (88.4%), but disparities continue to be seen. Nebraska's 2020-2021 data reveal that while 90.5% of females graduate in four years, only 84.9% of males do. Disparities are even more pronounced between racial/ethnic groups, with only 72.6% (Native American) to 88.8% (Asian) of minorities earning diplomas in four years. Four-year rates for Hispanic and Black non-Hispanic students have declined since 2016-2017 and appear to have been impacted by the pandemic and shift to online education in spring 2020.
- Increase the percentage of students who are prepared academically for college. According to ACT, only 23% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in college. School districts and community colleges should continue to support and develop programs like the Nebraska Math Readiness Project, which identifies students who are unlikely to be ready for college math while still in high school and addresses deficiencies during the students' senior year, saving them time, money, and financial aid eligibility when they enroll in college.
- Increase the number of students who take dual and concurrent enrollment courses that grant college credit and make sure opportunities to take such courses are equitable. This will require that districts have the resources and information to partner with postsecondary institutions, that interested high school teachers have the opportunity and incentives to meet faculty qualification standards, and that students are not denied the opportunity to participate as a result of financial resources.
- For males, historically underrepresented, and low-income students especially, creative and holistic approaches are needed to increase:
 - The percentage who are prepared for college academically
 - The number who take dual enrollment courses
 - High school graduation rates
 - Completion of the Free Application for Federal Student Aid (FAFSA)
 - College-going rates
- Increase opportunities for high school students to connect to career pathways of interest to them that lead to employment and additional education, such as through the continuing development of career academies, academic pathways, and internship programs. Consider innovative partnership models, such as the Pathways to Tomorrow consortium in northeastern Nebraska, to address the unique needs of rural school districts.
- Increase counseling resources to improve students' awareness of careers, the range of higher education opportunities and their associated career pathways, possible employment outcomes, and financial aid availability to help students plan the most direct pathway to their educational goals.

At the Postsecondary Level:

- Increase the percentage of high school graduates who go on to college, particularly among low-income Black, Hispanic, Native American, and White males. If all 2021 high school graduates continued to college at the same rate or better than White non-Hispanic, non-low income graduates, an additional 2,100 students would enroll in college by the spring following high school graduation.
- Encourage as many students as possible to enroll full time and not delay enrollment. About 66.9% of Nebraska public high school graduates go on to college, but National Student Clearinghouse research shows that those who attend school full-time are much more likely to earn degrees than those who attend part-time.
- Increase efforts to improve retention and persistence rates, such as implementing effective alternatives to developmental education, greater use of guided pathways, maximizing the use of integrated planning and advising systems to keep students on track to earn degrees quickly, and addressing student mental health needs. Full-time retention rates vary by sector, ranging from 63.5% at the community colleges to 82.6% at the University of Nebraska.
- Support and expand efforts, such as Transfer Nebraska and 2+2 agreements, to improve students' knowledge of how credits will transfer among Nebraska colleges and universities, allowing them to plan their path to a degree in the most efficient manner. Transfer agreements should capitalize on the growth of dual credit and allow students to complete an associate's degree and enter a four-year institution with junior status.
- Make formal connections to communities outside of/in addition to Omaha and Lincoln for mentorships and internships, such as the cooperative education partnerships between Wayne State College and Norfolk and Grand Island.
- Nebraska has a high proportion of adults who started college but did not complete a

credential. Identify and reach out to those adults with completion initiatives, including stackable microcredentials and badges that are recognized by employers. Identify which resources may be necessary to achieve success—including high-speed internet access and rolling course start dates—and pool existing or request new resources to help these students complete credentials.

- Reach out to adults who have basic education needs and enroll them in programs that provide adult basic education and workforce preparation, such as the Integrated Education and Training Program at Metro CC. This group of Nebraskans has been affected particularly hard by the COVID-19 pandemic.
- Continue to build out NSWERS, the state's workforce and educational reporting system, to study the P-16 education pipeline, including employment trajectories of recent graduates so that strategies to reduce brain-drain can be developed and implemented in a targeted fashion.

At the State Government Level:

- Set a statewide attainment goal that 70% of 25-34 year-old Nebraskans will have a degree or other credential with value in the workforce by 2030. A state goal creates a "North Star" to guide state leaders, civic organizations, business organizations, foundations, school districts, and colleges and universities. Closing achievement gaps in an expedited fashion must be integral to the goal.
- Adequately fund public colleges and universities to maintain affordable tuition and fees, provide adequate student support services and timely course offerings, and ensure that a full range of high quality programs connected to Nebraska's statewide and regional economic needs is available.
- Continue to support and increase funding for the Nebraska Opportunity Grant program so that more eligible students receive aid. Nebraska ranks 35th in the amount of need-based grant dollars per undergraduate FTE.

Currently, only about 43% of students eligible for a NOG grant receive one, and the average award is only \$1,608. Nebraska must reduce the gap in college enrollment and graduation rates between low-income and non-low-income high school graduates to meet its workforce needs and ensure equity.

- Make provisions so that all high school students have an affordable opportunity to complete at least 12 credit hours of college coursework while in high school. This will require enough funding for the ACE program so that scholarships are sufficient to allow all academically qualified low-income students to participate in dual enrollment courses
- Set a goal that all high school students will have the assistance they need to complete the Free Application for Federal Student Aid. Recent changes to federal law will make completing the FAFSA significantly easier, but all high school graduates need to be made aware of all the student financial assistance available to them.
- Consider new programs, such as Tennessee Reconnect and Missouri's Fast Track Workforce Incentive Grant, that are aimed at adults without degrees or credentials. The Tennessee and Missouri programs have had great success in attracting adult students into or back into college to earn degrees and credentials with demonstrated value in the workforce.
- Ensure that high-speed broadband is available to all Nebraska families at an affordable cost. The shift to online education for K12 and higher education students is widely known to have exacerbated learning gaps between students who have unequal access to technology, and the lasting impact the COVID-19 pandemic is expected to have on educational delivery demands that all Nebraskans can access educational opportunities online.
- Continue the expansion of the Nebraska Career Scholarship Program, first funded in fiscal year 2021, to attract students to programs leading to occupations identified as high wage, high demand, and high skill in Nebraska and to connect the students to Nebraska employers through internship opportunities.
- Consider tax incentives for graduates with student loan debt who remain in or come to Nebraska to work and/or employers who assist employees with student loan payments. Alternatively, create or expand loan forgiveness programs for targeted high-need occupations.

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

University of Nebraska

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

Nebraska State College System

Chadron State College
Peru State College
Wayne State College

Nebraska Community Colleges

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

Nonpublic College & Universities

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

Nonpublic Colleges & Universities (Continued)

Little Priest Tribal College
Mary Lanning Memorial Hospital School of Radiologic Technology (No longer an IPEDS reporting institution Fall 2011)
Midland University
Myotherapy Institute
National American University-Bellevue (Closed Fall 2019)
Nebraska Christian College of Hope
International University (Closed Fall 2020)
Nebraska Indian Community College
Nebraska Methodist College of Nursing & Allied Health
Nebraska Wesleyan University
Omaha School of Massage and Healthcare of Herzing University (Closed Fall 2018)
Purdue University Global-Lincoln (No longer an IPEDS reporting institution Fall 2019)
Purdue University Global-Omaha (Closed Fall 2019)
Regional West Medical Center School of Radiologic Technology (No longer an IPEDS reporting institution Fall 2016)
Summit Christian College
The Creative Center (Closed Fall 2021)
Union College
Universal College of Healing Arts
University of Phoenix-Omaha Campus (Closed Fall 2015)
Vatterott College-Spring Valley (Closed Fall 2015)
Xenon International Academy-Omaha
York College

Note. See page 122 for a detailed listing of institutional changes that have occurred during the reporting period.

This page left blank intentionally.

2022 Nebraska Higher Education Progress Report

Introduction

The *2022 Nebraska Higher Education Progress Report* is the sixteenth annual report designed to provide the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving three major goals for Nebraska's postsecondary education system. Developed by the LR 174 Higher Education Task Force in 2003, these key priorities are incorporated in subsection (3) of LB 962 (2006), now Neb. Rev. Stat. § 85-1428, which states:

The Legislature finds that:

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

The *2022 Nebraska Higher Education Progress Report* provides legislators and other state policy makers with a detailed comparative analysis to monitor progress toward the three key priorities listed above. Throughout this report, the latest available statistics are analyzed in the context of 10-year trends. These comparisons evidence the extent to which Nebraska's postsecondary education system is making progress toward achieving the key priorities and corresponding strategic objectives recommended by the LR 174 Task Force.

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

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

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

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

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

In addition to the public colleges and universities, private not-for-profit, private for-profit, out-of-state public, and federally-funded tribal colleges submit data to IPEDS and are categorized as Nonpublic Colleges and Universities. Several institutions in this sector no longer report to IPEDS due to school closings and institutional changes. See page 122 for more details.

The *2022 Progress Report* provides an update of every section of the 2021 report—from an analysis of the pool of Nebraska high school graduates preparing for college to the migration of educated working-age adults to and from the state—provided that updated information is available to report. Copies of previous Progress Reports are available on the Coordinating Commission’s website: ccpe.nebraska.gov/reports. However, due to data corrections and additions to the Commission’s database that have been made since the previous reports were published, **the 2022 Progress Report supersedes all previous editions.**

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

Section 1

Increasing Postsecondary Enrollment

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

The first priority recommended by the 2003 LR 174 Task Force is to increase the number of students who enter postsecondary education in Nebraska. To monitor progress toward achieving this goal, this section compares the latest available total student unduplicated headcounts and enrollments of first-time freshmen to fall 2010 within the context of 10-year trends and estimated 11-year trends.

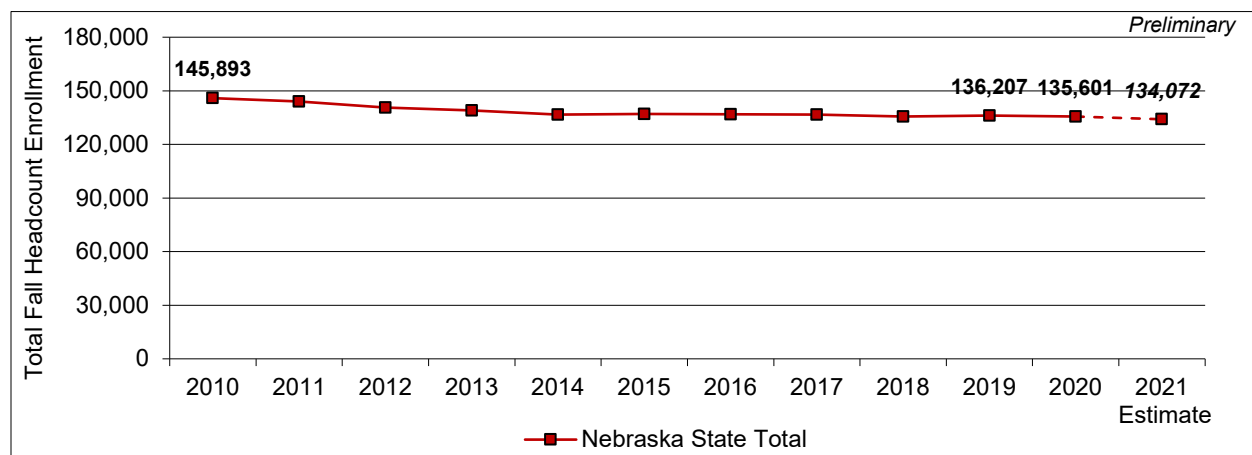
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 2010 through fall 2020. Enrollments for fall 2021 are preliminary, based on estimates that institutions reported directly to the Coordinating Commission for Postsecondary Education.

Nebraska Total Fall Headcount Enrollment

- Total headcount—the count of all students taking courses for credit—at Nebraska’s postsecondary institutions decreased from 145,893 in fall 2010 to 135,601 in fall 2020, for a 10-year decrease of 7.1%, as shown in [Figure 1.1](#). It is estimated that enrollment decreased 1.1% between fall 2020 and fall 2021. In the context of estimated 11-year trends, total fall enrollment decreased 8.1% between 2010 and 2021.
- In 2008, Nebraska’s fall enrollment totaled a record number of 131,710 students. Following the Great Recession of 2008, fall 2009 enrollment increased to 140,770 and peaked the next year at 145,893. Since 2010, fall enrollments have steadily declined but remain higher than pre-recession levels. Since this report generally examines 10- and 11-year trends, it is important to remember the impact of the recession on baseline calculations.

Figure 1.1

**Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions
Fall 2010 through Fall 2021**



Note. See [Table A1.1](#) in [Appendix 1](#) for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

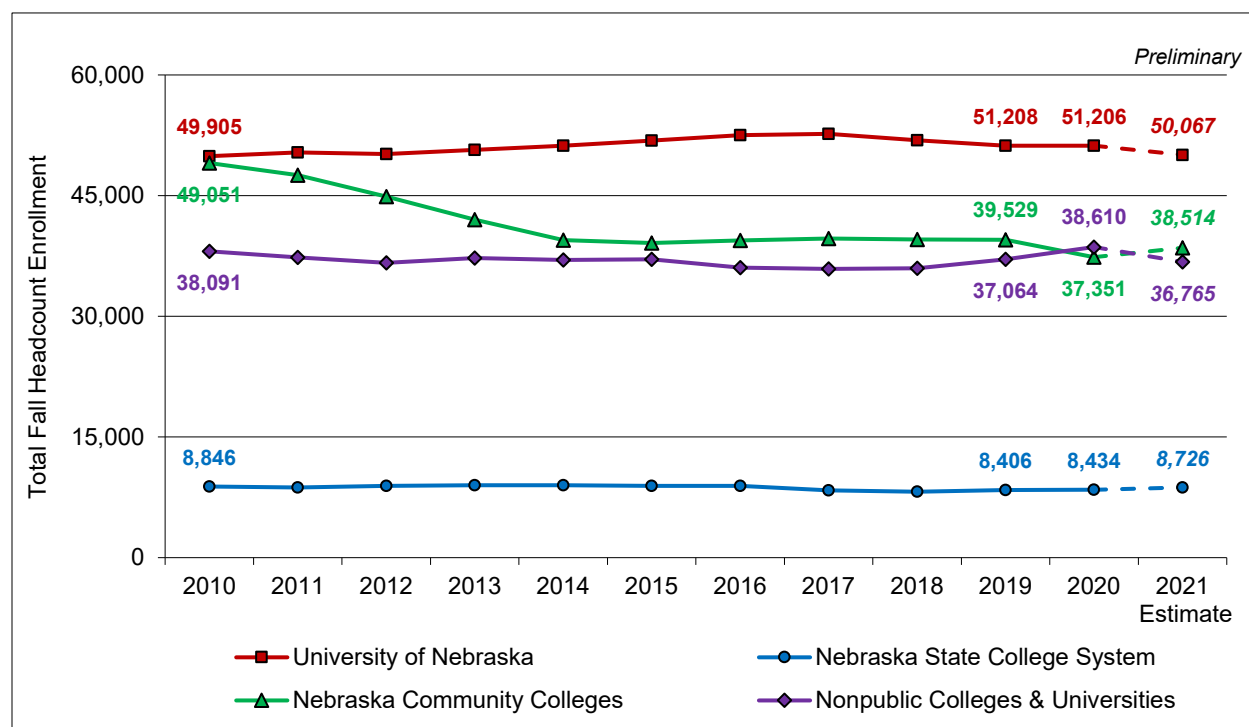
Nebraska Total Fall Headcount Enrollment by Sector

- The University of Nebraska continues to lead the state's higher education system in terms of fall headcount enrollment. As shown in [Figure 1.2](#), the University of Nebraska contributed positively to the state's increased enrollment since 2010. However, based on preliminary data for fall 2021, enrollments at Nebraska's state colleges, community colleges, and nonpublic institutions declined between fall 2010 and fall 2021.
- By sector, Nebraska's postsecondary enrollment has changed as follows:

Sector	1-Year Change 2019 to 2020	Est. 1-Year Change 2020 to 2021	10-Year Change 2010 to 2020	Est. 11-Year Change 2010 to 2021
University of Nebraska	0.0%	-2.2%	2.6%	0.3%
Nebraska State College System	0.3%	3.5%	-4.7%	-1.4%
Nebraska Community Colleges	-5.5%	3.1%	-23.9%	-21.5%
Nonpublic Colleges & Universities	4.2%	-4.8%	1.4%	-3.5%
Total Nebraska	-0.4%	-1.1%	-7.1%	-8.1%

Figure 1.2

Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector Fall 2010 through Fall 2021



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

Nebraska Public Colleges and Universities: Fall Enrollment by Institution

Within all sectors, changes in enrollment vary from one institution to another. The charts in this section show the enrollment trends of the institutions in each public sector from fall 2010 to fall 2021.

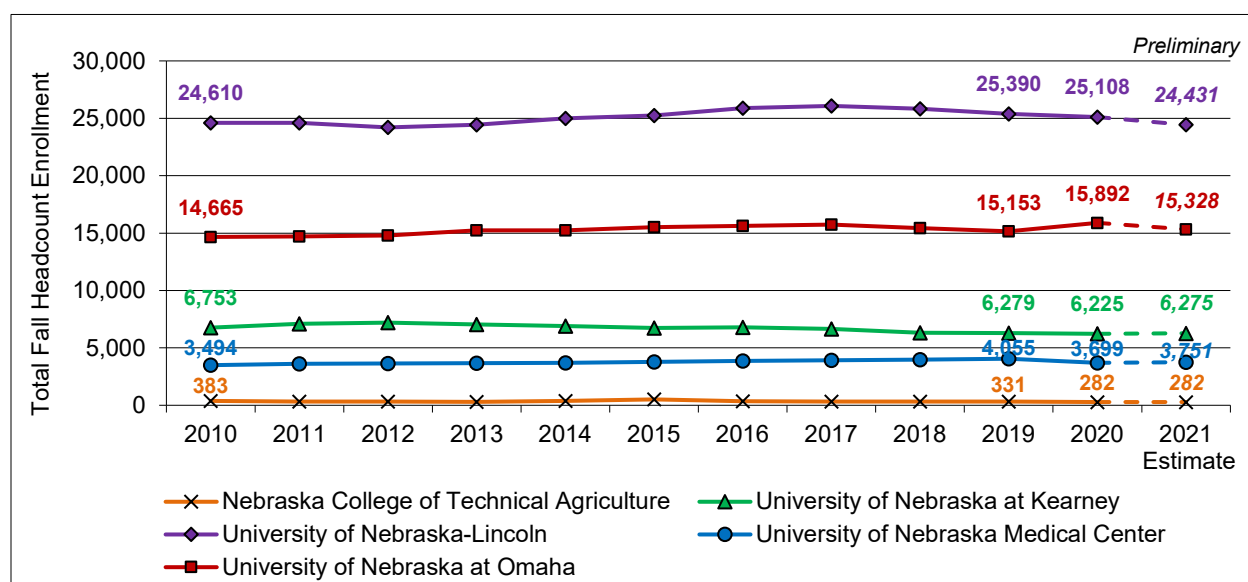
University of Nebraska

- From fall 2010 to fall 2021, fall enrollment increased an estimated 0.3% at the University of Nebraska. While the Nebraska College of Technical Agriculture, the University of Nebraska at Kearney, and the University of Nebraska-Lincoln experienced decreases during this 11-year period, fall enrollments increased at the University of Nebraska Medical Center and the University of Nebraska at Omaha.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2010 and fall 2021, at the institutions constituting the University of Nebraska:

Institution	1-Year Change 2019 to 2020	Est. 1-Year Change 2020 to 2021	10-Year Change 2010 to 2020	Est. 11-Year Change 2010 to 2021
Neb. College of Technical Agriculture	-14.8%	0.0%	-26.4%	-26.4%
University of Nebraska at Kearney	-0.9%	0.8%	-7.8%	-7.1%
University of Nebraska-Lincoln	-1.1%	-2.7%	2.0%	-0.7%
University of Neb. Medical Center	-8.8%	1.4%	5.9%	7.4%
University of Nebraska at Omaha	4.9%	-3.5%	8.4%	4.5%

Figure 1.3

Fall Headcount Enrollment at the University of Nebraska by Institution Fall 2010 through Fall 2021



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

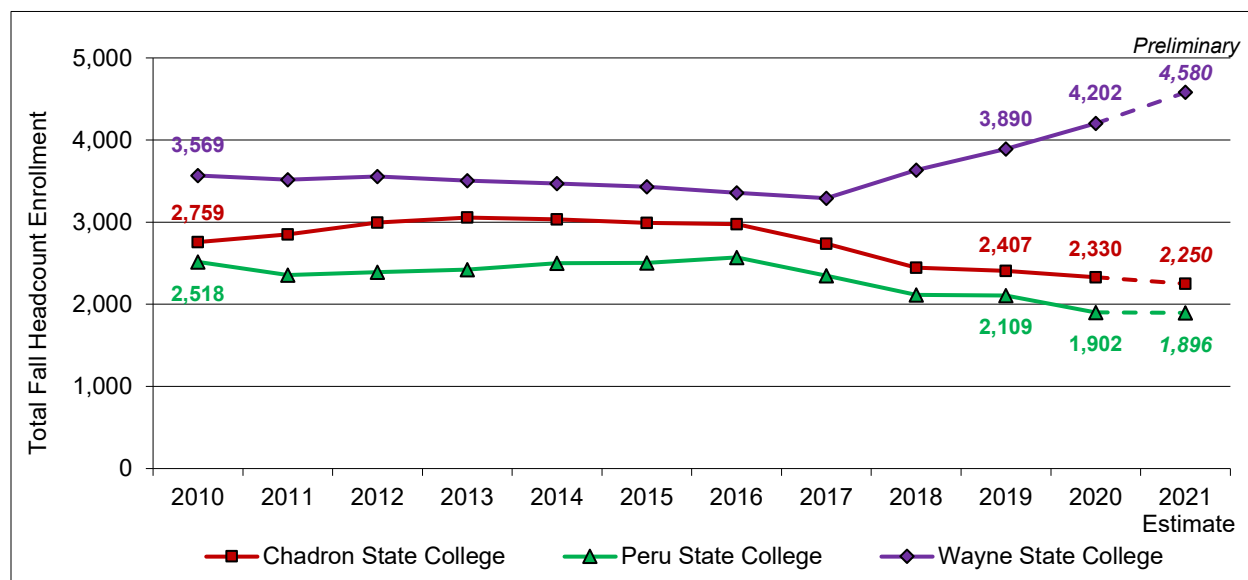
Nebraska State College System

- From fall 2010 to fall 2021, fall enrollment decreased an estimated 1.4% within the Nebraska State College System. While Wayne State College experienced a 28.3% increase during this 11-year period, Chadron State College and Peru State College experienced decreases of 18.4% and 24.7%, respectively.
- Notably, since fall 2016, Wayne State College increased an estimated 36.4% while Chadron State College and Peru State College reported decreases of 24.4% and 26.3%, respectively.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2010 and fall 2021, at the institutions constituting the Nebraska State College System:

Institution	1-Year Change 2019 to 2020	Est. 1-Year Change 2020 to 2021	10-Year Change 2010 to 2020	Est. 11-Year Change 2010 to 2021
Chadron State College	-3.2%	-3.4%	-15.5%	-18.4%
Peru State College	-9.8%	-0.3%	-24.5%	-24.7%
Wayne State College	8.0%	9.0%	17.7%	28.3%

Figure 1.4

Fall Headcount Enrollment at Nebraska State College System by Institution Fall 2010 through Fall 2021



Note. See [Table A1.2](#) in [Appendix 1](#) for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

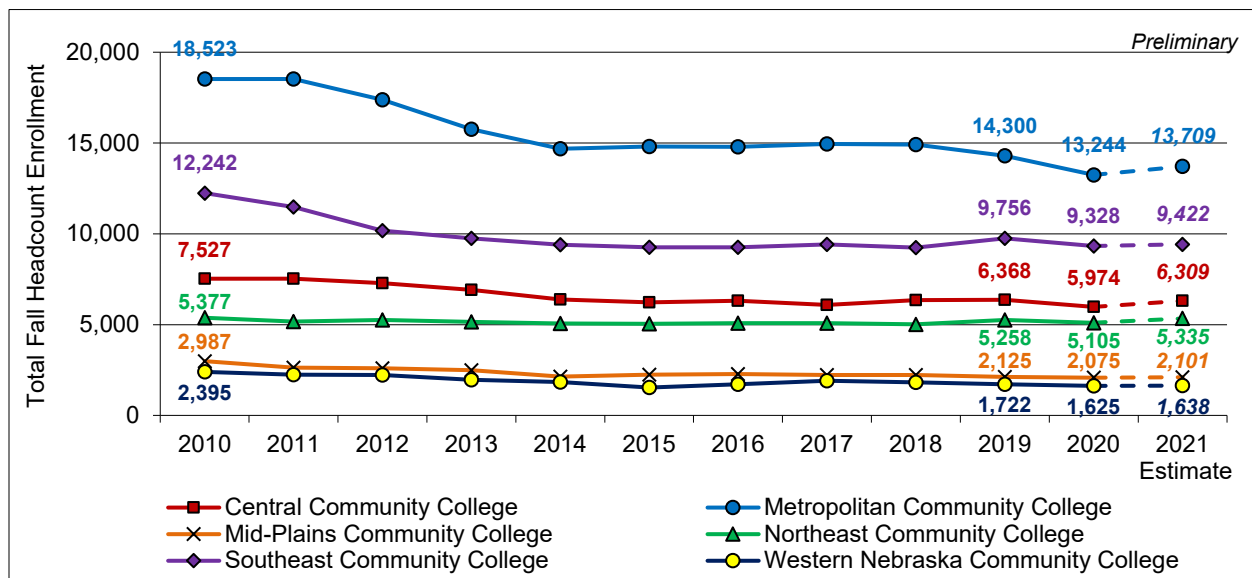
Nebraska Community Colleges

- From fall 2010 to fall 2021, total fall enrollment decreased an estimated 21.5% at the community colleges. All of Nebraska's community colleges experienced decreases during this 11-year period, ranging from a decrease of 0.8% at Northeast Community College to a decrease of 31.6% at Western Nebraska Community College.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2010 and fall 2021, at Nebraska's six community colleges:

Institution	1-Year Change 2019 to 2020	Est. 1-Year Change 2020 to 2021	10-Year Change 2010 to 2020	Est. 11-Year Change 2010 to 2021
Central Community College	-6.2%	5.6%	-20.6%	-16.2%
Metropolitan Community College	-7.4%	3.5%	-28.5%	-26.0%
Mid-Plains Community College	-2.4%	1.3%	-30.5%	-29.7%
Northeast Community College	-2.9%	4.5%	-5.1%	-0.8%
Southeast Community College	-4.4%	1.0%	-23.8%	-23.0%
Western Neb. Community College	-5.6%	0.8%	-32.2%	-31.6%

Figure 1.5

Fall Headcount Enrollment at Nebraska Community Colleges by Institution Fall 2010 through Fall 2021



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

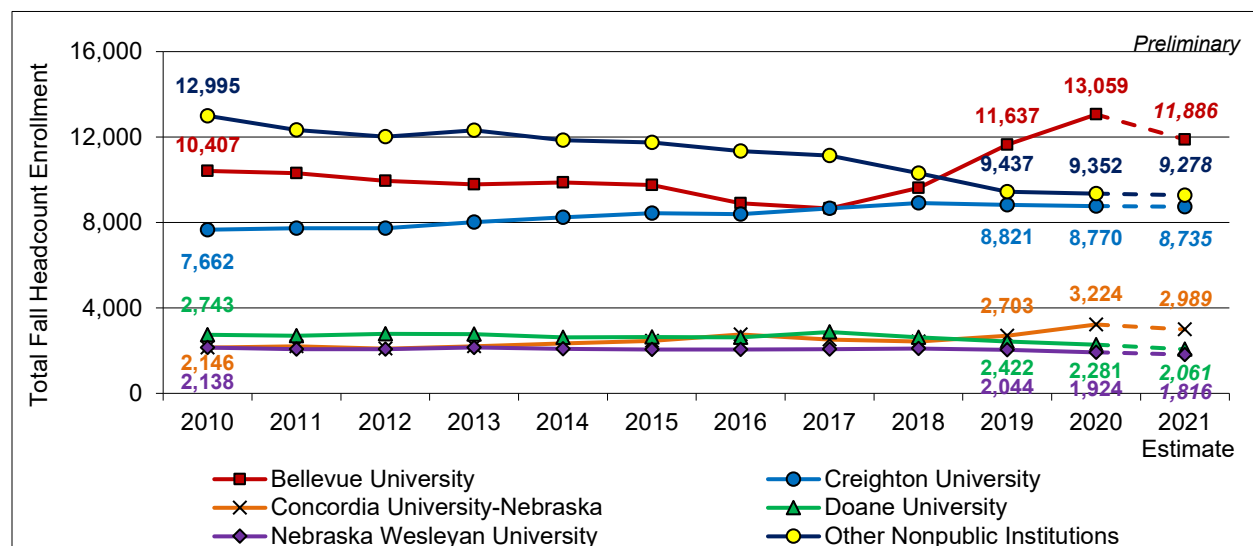
Nebraska Nonpublic Colleges and Universities: Fall Enrollment

- From fall 2010 to fall 2021, total fall enrollment decreased an estimated 3.5% at Nebraska's nonpublic colleges and universities.
- The following five nonpublic institutions are estimated to have enrolled the highest number of students within the nonpublic sector in fall 2021: Bellevue University, Creighton University, Concordia University-Nebraska, Doane University, and Nebraska Wesleyan University.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2010 and fall 2021, at Nebraska's nonpublic institutions. (See [Table A1.2](#) in [Appendix 1](#) for more information on fall enrollments at Nebraska's nonpublic institutions.)

Institution	1-Year Change 2019 to 2020	Est. 1-Year Change 2020 to 2021	10-Year Change 2010 to 2020	Est. 11-Year Change 2010 to 2021
Bellevue University	12.2%	-9.0%	25.5%	14.2%
Creighton University	-0.6%	-0.4%	14.5%	14.0%
Concordia University-Nebraska	19.3%	-7.3%	50.2%	39.3%
Doane University	-5.8%	-9.6%	-16.8%	-24.9%
Nebraska Wesleyan University	-5.9%	-5.6%	-10.0%	-15.1%
Other Nonpublic Institutions	-0.9%	-0.8%	-28.0%	-28.6%

Figure 1.6

Fall Headcount Enrollment at Nebraska Nonpublic Colleges and Universities Fall 2010 through Fall 2021



Note. See [Table A1.2](#) in [Appendix 1](#) for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

Nebraska Fall Headcount Enrollment Summary by Sector

- As shown in Table 1.1, the net effect of the changes in enrollment that occurred between fall 2010 and fall 2021 is that enrollments at the community colleges accounted for a lower percentage of Nebraska's total postsecondary enrollment in fall 2021 than they did in fall 2010.

Table 1.1 Nebraska Total Fall Headcount Enrollment by Sector 2010 and 2021				
Enrollment Sector	Fall 2010		<i>Estimated Fall 2021</i>	
	Enrollment	% of Enrollment	<i>Enrollment</i>	<i>% of Enrollment</i>
University of Nebraska	49,905	34.2%	<i>50,067</i>	<i>37.3%</i>
Nebraska State College System	8,846	6.1%	<i>8,726</i>	<i>6.5%</i>
Nebraska Community Colleges	49,051	33.6%	<i>38,514</i>	<i>28.7%</i>
Nonpublic Colleges & Universities	38,091	26.1%	<i>36,765</i>	<i>27.4%</i>
Total Nebraska Postsecondary Headcount Enrollment	145,893	100.0%	<i>134,072</i>	<i>100.0%</i>
Data sources: For 2010 data, National Center for Education Statistics, IPEDS fall 2010 survey. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.				

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

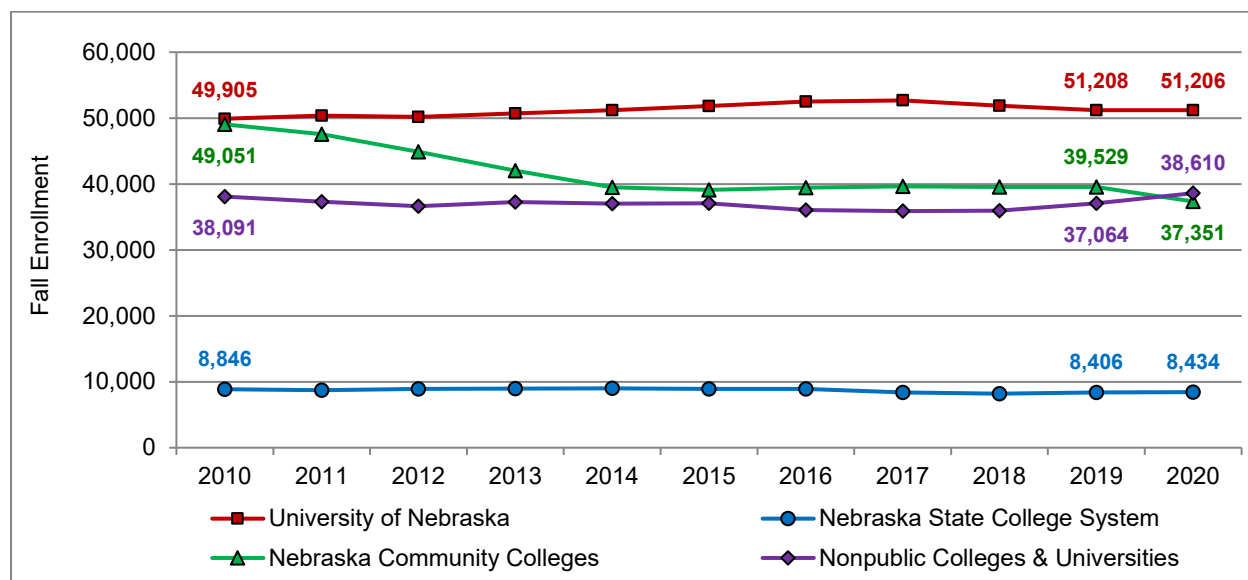
Fall headcount enrollment is the best available indicator of enrollment trends across all of the sectors of postsecondary education in Nebraska because it is reported by and can be analyzed by race/ethnicity, gender, enrollment status (part-time/full-time), level of study (undergraduate/ graduate), and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

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

For some institutions, fall enrollment is about the same or only slightly lower than the school's 12-month unduplicated headcount. However, for other institutions, fall enrollment is considerably lower than the total number of students the school serves over the course of an academic year. This is particularly true for Nebraska's community colleges, where the percentage of students enrolled in the fall is about 53.1% to 69.6% of the students served over the course of an academic year. The following analysis compares fall and 12-month unduplicated headcounts for Nebraska's five sectors of higher education.

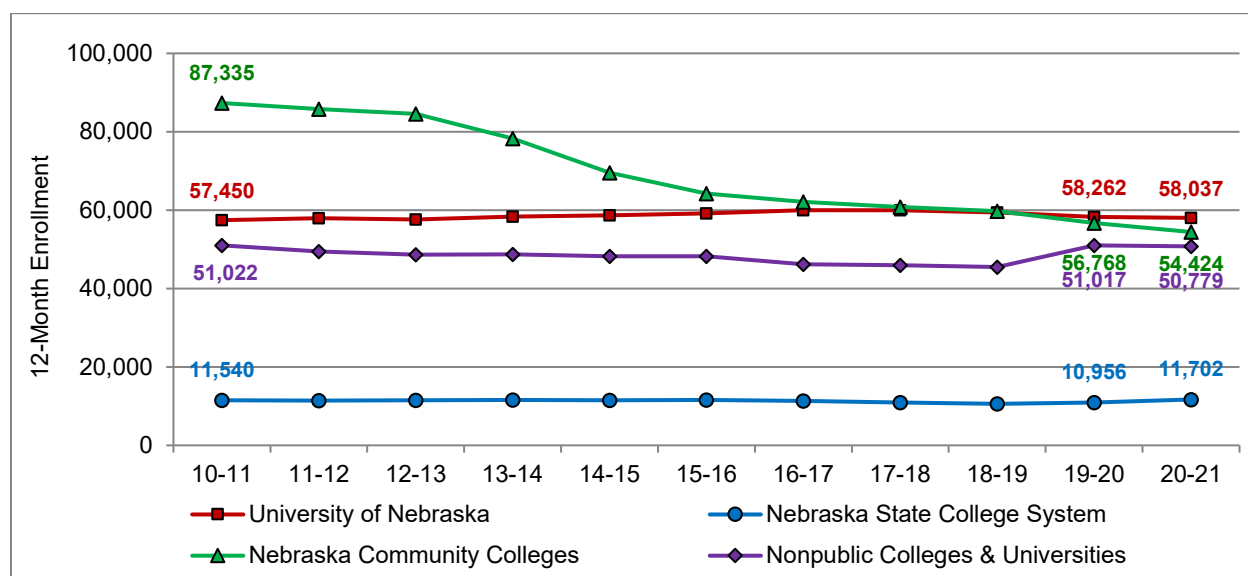
- Figure 1.8 shows total fall enrollment by sector from fall 2010 through fall 2020, the latest period for which official data are available from the NCES. Figure 1.9 shows the comparable 12-month enrollments reported to the NCES for the 2010-2011 academic year through the 2020-2021 academic year.
- The fall and 12-month enrollments shown in Figure 1.8 and Figure 1.9 are both valid measures for determining whether sector enrollments are generally increasing, decreasing, or staying about the same. However, the two headcounts provide different information about sector enrollments.
- Based on the fall enrollments charted in Figure 1.8, the University of Nebraska enrolls a higher number of students than Nebraska's six community colleges. In fall 2020, for example, the University of Nebraska enrolled 51,206 students compared to enrollment of 37,351 students at the community colleges.
- The 12-month enrollments summarized in Figure 1.9 show that while the University of Nebraska enrolled more students in 2020-2021 than Nebraska's community colleges, the difference was not as great as it was during fall 2020. In 2020-2021, the University of Nebraska served 58,037 students over the course of the academic year, while the community colleges served 54,424 students.

Figure 1.8
Fall Headcount Enrollment
at Nebraska Postsecondary Institutions by Sector
Fall 2010 through Fall 2020



Note. See Table A1.1 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys.

Figure 1.9
12-Month Unduplicated Headcount
at Nebraska Postsecondary Institutions by Sector
2010-2011 Academic Year through 2020-2021 Academic Year

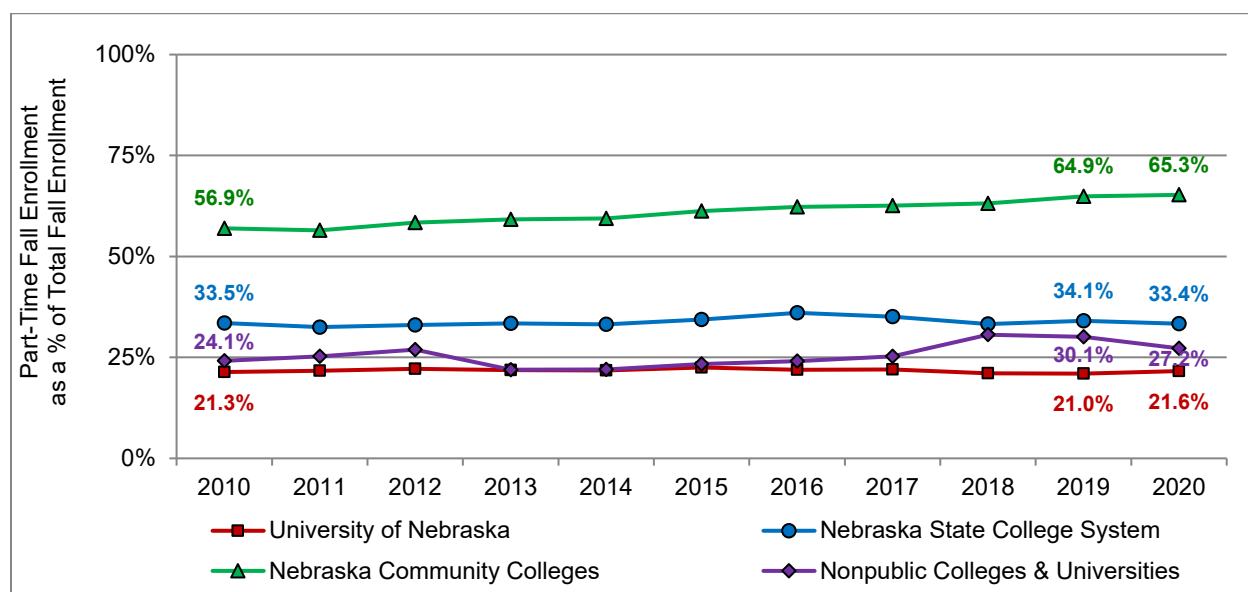


Note. See Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2011 through 2021 surveys.

- The generally higher 12-month headcount of the community colleges reflects the fact that these colleges serve many students who take courses only one semester or quarter of the academic year. Furthermore, the community colleges enroll more part-time students than the University of Nebraska, Nebraska state colleges, and nonpublic colleges and universities. As shown in [Figure 1.10](#), part-time students accounted for 65.3% of total fall enrollment at the community colleges in fall 2020. In comparison, part-time students accounted for 21.6% of the University of Nebraska's fall 2020 enrollment, 27.2% of the fall enrollment at the nonpublic institutions, and 33.4% at the state colleges.²

Figure 1.10

**Part-Time Fall Enrollment as a Percentage of Total Fall Headcount Enrollment
at Nebraska Postsecondary Institutions by Sector
Fall 2010 through Fall 2020**



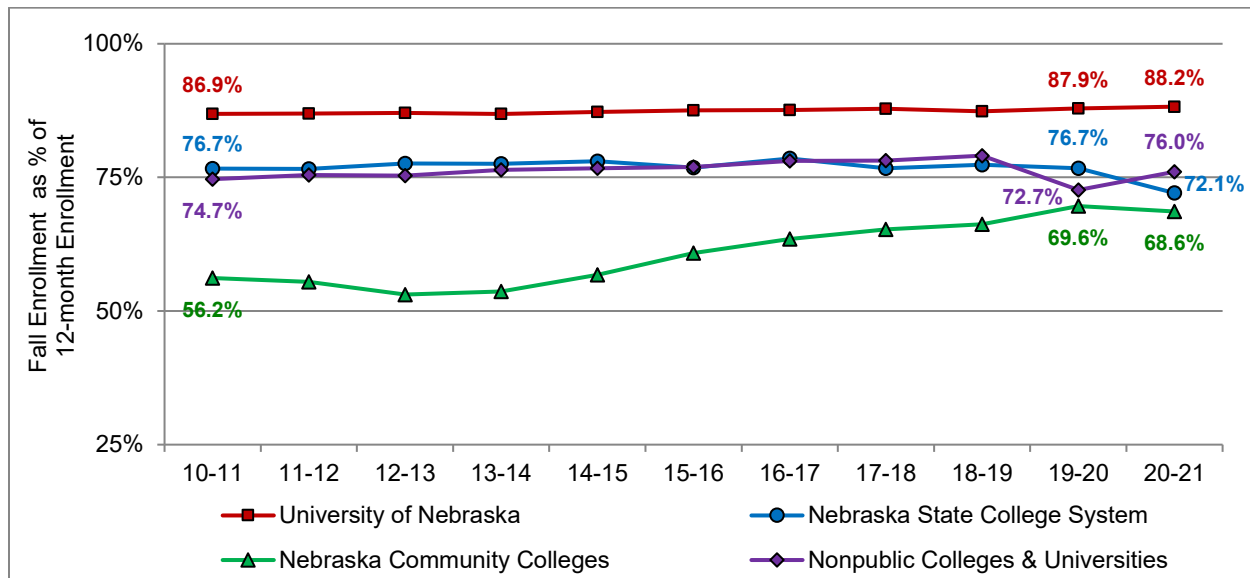
Note. For more information, see the *2021 Factual Look at Higher Education in Nebraska – Enrollment* on the Commission's website at ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys.

- [Figure 1.11](#) shows fall enrollment as a percentage of 12-month enrollment as a means of directly comparing these two headcounts. As shown in this chart, fall enrollment in 2020 accounted for 88.2% of 12-month enrollment during the 2020-2021 academic year at the University of Nebraska. Meanwhile, fall enrollments accounted for 76.0%, 72.1% and 68.6% of the students served annually by the state's nonpublic institutions, state colleges, and community colleges, respectively.
- The Commission will continue to use fall unduplicated headcounts as the primary measure of the number of students enrolled at colleges and universities in Nebraska. However, fall headcount enrollments should be interpreted with the understanding that there are many more students who are served by Nebraska's postsecondary education system over the course of any given academic year, and this is especially true in the case of the state's community colleges and nonpublic institutions.

² The NCES does not ask institutions to report 12-month unduplicated headcounts by full-time/part-time enrollment status. Consequently, the numbers and percentages of students who attend any institution on a part-time basis are available only for fall headcount enrollments.

Figure 1.11

**Fall Headcount Enrollment as a Percentage of 12-Month Unduplicated Headcount
at Nebraska Postsecondary Institutions by Sector
2010-2011 Academic Year through 2020-2021 Academic Year**



Note. See Table A1.1 and Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2010 through 2021 surveys.

First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions

First-time freshmen enrollments are indicators of the general direction undergraduate enrollments are headed as well as general measures of the numbers of high school graduates who go on to college in Nebraska. Consequently, this section compares fall 2010 enrollments of first-time freshmen to estimated first-time freshmen enrollment in fall 2021. Enrollments for fall 2021 are preliminary, based on estimates that institutions report directly to the Coordinating Commission for Postsecondary Education.

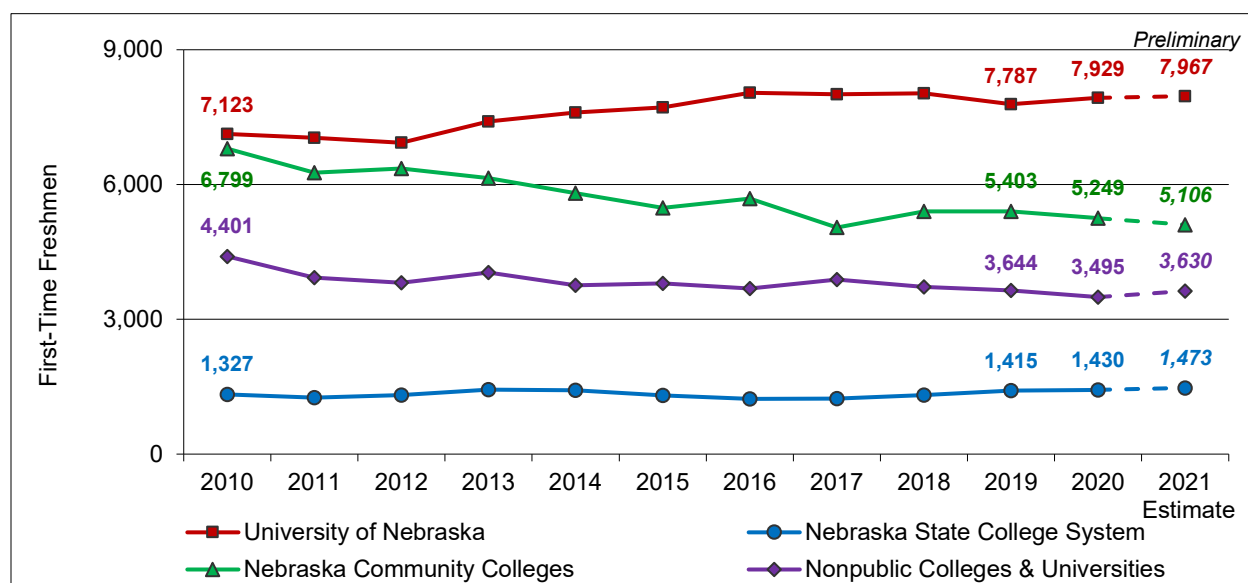
Total Enrollment of First-Time Freshmen by Sector

- As shown in [Figure 1.12](#), the University of Nebraska has enrolled more first-time freshmen than any other sector since fall 2010.
- Following are the most recent one-year changes in first-time freshmen enrollments, as well as the total changes in first-time freshmen enrollments, between fall 2010 and fall 2021:

Sector	1-Year Change 2019 to 2020	Est. 1-Year Change 2020 to 2021	10-Year Change 2010 to 2020	Est. 11-Year Change 2010 to 2021
University of Nebraska	1.8%	0.5%	11.3%	11.8%
Nebraska State College System	1.1%	3.0%	7.8%	11.0%
Nebraska Community Colleges	-2.9%	-2.7%	-22.8%	-24.9%
Nonpublic Colleges & Universities	-4.1%	3.9%	-20.6%	-17.5%
Total Nebraska	-0.8%	0.4%	-7.9%	-7.5%

Figure 1.12

Total First-Time Freshmen Enrollment by Sector Fall 2010 through Fall 2021

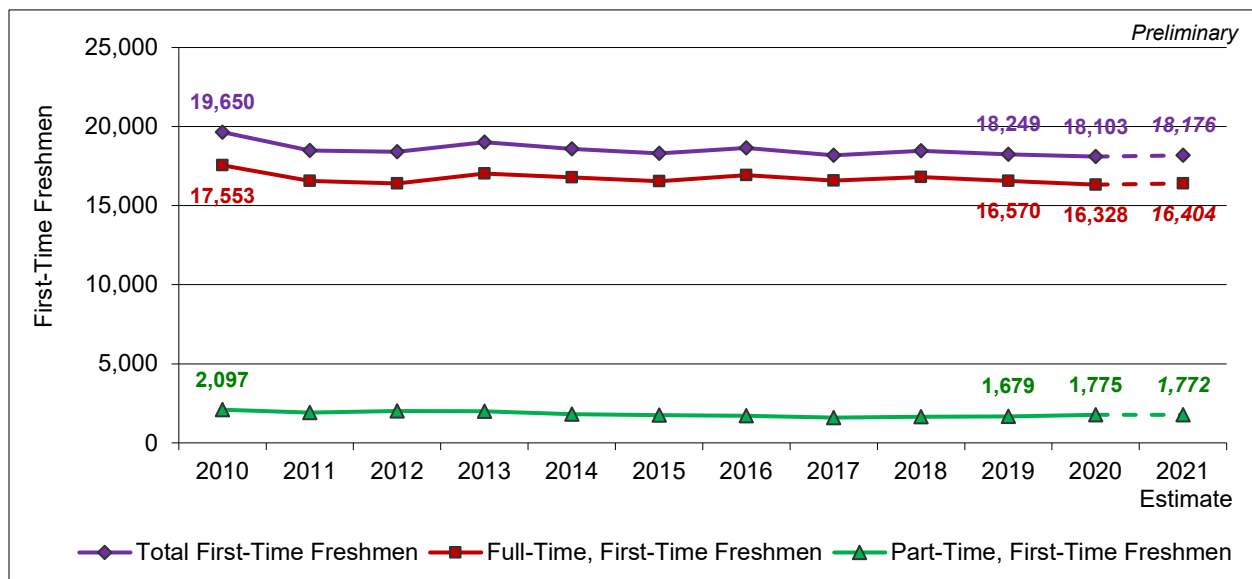


Note. See [Part C of Table A1.4 in Appendix 1](#) for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

Total Enrollment of Full- and Part-Time, First-Time Freshmen

- As shown in [Figure 1.13](#), total enrollment of first-time freshmen at Nebraska's postsecondary institutions decreased an estimated 7.5% between fall 2010 and fall 2021.
- Full-time first-time freshmen accounted for an estimated 90.3% of the first-time freshmen attending postsecondary institutions in Nebraska in fall 2021, up slightly from 90.2% in fall 2020.
- Full-time first-time freshmen enrollment decreased an estimated 6.5% over the 11-year period between fall 2010 and fall 2021. Meanwhile, part-time first-time freshmen enrollment decreased an estimated 15.5% over the 11-year period.
- Analyzing the actual changes in fall enrollment between 2010 and 2020 reveals that Nebraska's total first-time freshmen enrollment decreased 7.9%. Full-time first-time freshmen enrollment decreased 7.0% while part-time first-time freshmen enrollment decreased 15.4%.

Figure 1.13
Total First-Time Freshmen Enrollment by Full- and Part-Time Student Status
Fall 2010 through Fall 2021



Note. See [Table A1.4](#) in [Appendix 1](#) for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

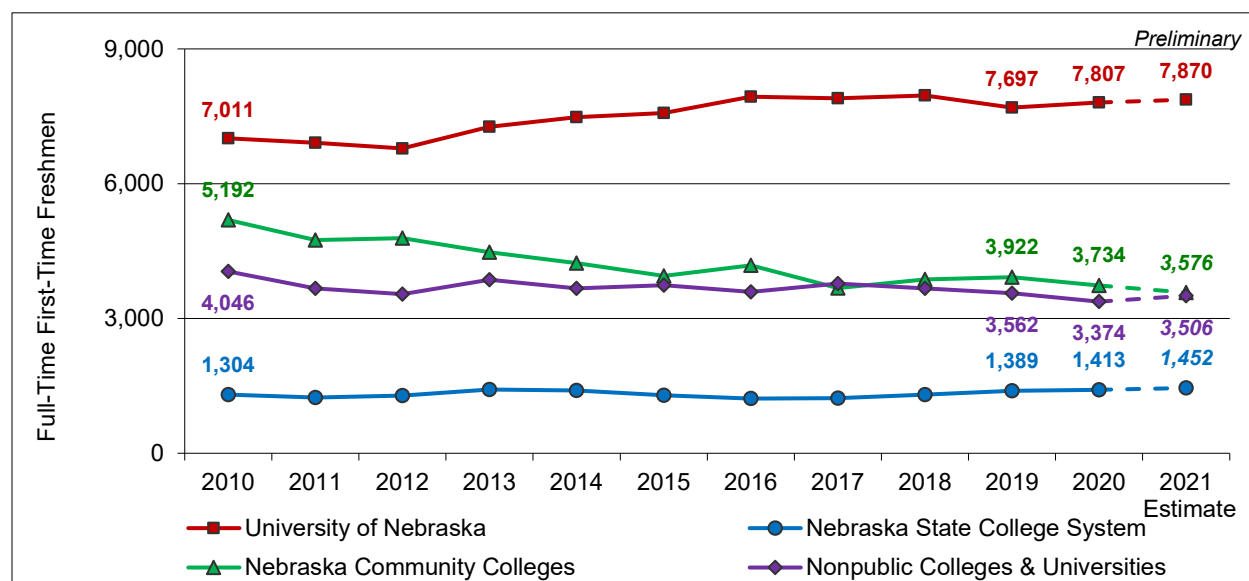
Enrollment of Full- and Part-Time, First-Time Freshmen by Sector

- From fall 2010 to fall 2021, full-time first-time freshmen enrollment decreased an estimated 6.5%. As illustrated in [Figure 1.14](#), full-time first-time freshmen enrollments varied by sector.
- Following are the most recent one-year changes in full-time first-time freshmen enrollments, as well as the total changes in full-time first-time freshmen enrollments, between fall 2010 and fall 2021:

Sector	1-Year Change 2019 to 2020	Est. 1-Year Change 2020 to 2021	10-Year Change 2010 to 2020	Est. 11-Year Change 2010 to 2021
University of Nebraska	1.4%	0.8%	11.4%	12.3%
Nebraska State College System	1.7%	2.8%	8.4%	11.3%
Nebraska Community Colleges	-4.8%	-4.2%	-28.1%	-31.1%
Nonpublic Colleges & Universities	-5.3%	3.9%	-16.6%	-13.3%
Total Nebraska Full-Time First-Time	-1.5%	0.5%	-7.0%	-6.5%

Figure 1.14

Total Full-Time, First-Time Freshmen Enrollment by Sector Fall 2010 through Fall 2021

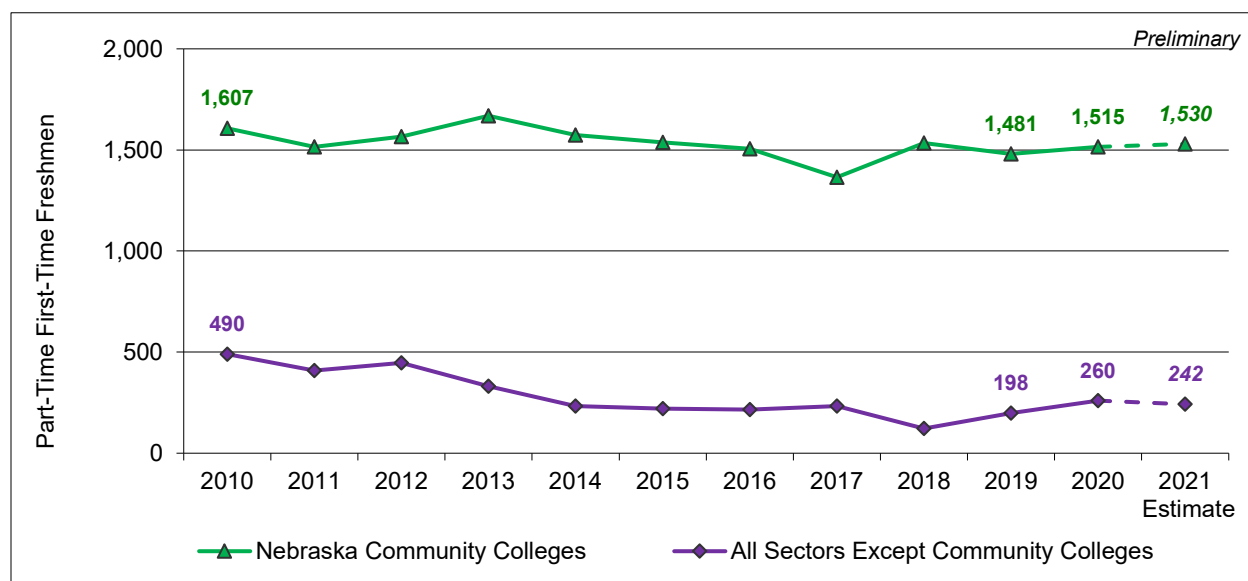


Note. See [Part A of Table A1.4 in Appendix 1](#) for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

- As shown in [Figure 1.15](#), Nebraska's community colleges account for the majority of first-time freshmen who attend school part-time (76.6% of the state total in fall 2010 and an estimated 86.3% in fall 2021).
- From fall 2010 to fall 2021, part-time first-time freshmen enrollment decreased an estimated 15.5%.

- Enrollment of part-time first-time freshmen at Nebraska's community colleges increased an estimated 1.0% from fall 2020 to fall 2021, resulting in an estimated 11-year decrease of 4.8%.
- The number of part-time first-time freshmen enrolled at other types of institutions decreased an estimated 6.9% from fall 2020 to fall 2021, resulting in an estimated decrease of 50.6% over the 11-year period.

Figure 1.15
Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2010 through Fall 2021



Note. See Part B of Table A1.4 in Appendix 1 for supporting data. Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 20120 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.

Strategic Objectives to Increase Postsecondary Enrollment Recommended by the 2003 LR 174 Task Force

Given the first priority **to increase the number of students who enter postsecondary education in Nebraska**, the 2003 LR 174 Task Force recommended a series of strategic objectives to increase college enrollments. For the purposes of establishing baseline statistical indicators and monitoring progress toward achieving these objectives, they are stated as follows:

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

Following this outline, the remainder of this section focuses on the extent to which each of these measurable objectives is being achieved.

1.1.a High School Graduation Rates

Increase the proportion of students who graduate from Nebraska high schools.

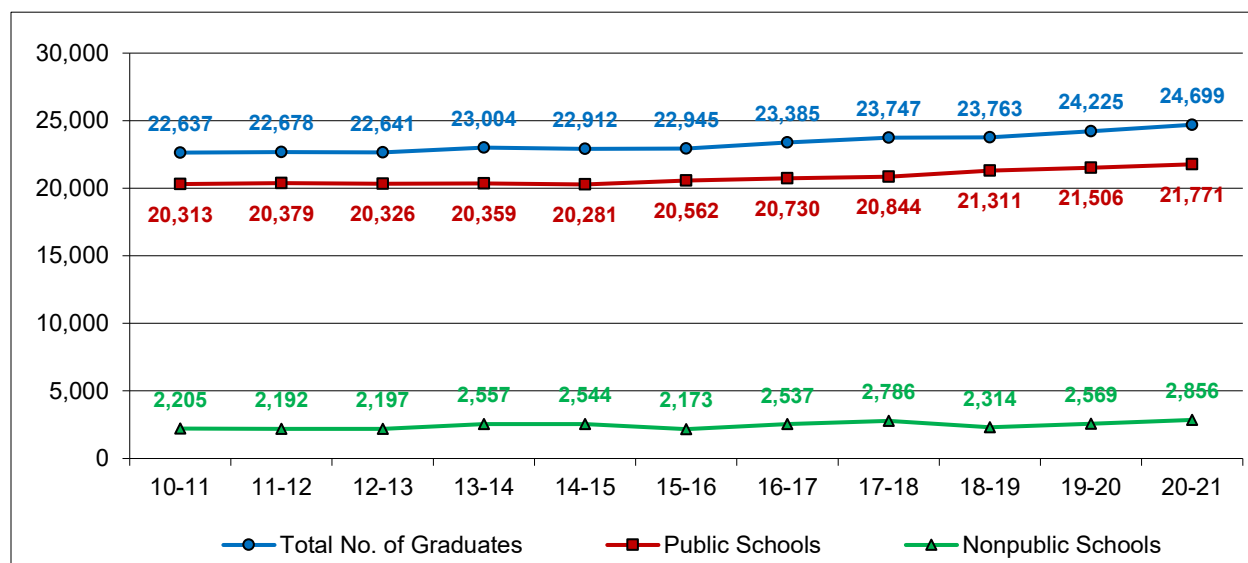
One strategic approach to increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state's high schools. In other words, increase Nebraska's high school graduation rate and, in the process, increase the pool of high school students who could potentially attend college.

Past and Present Trends in the Number of Nebraska High School Graduates

- As shown in [Figure 1.1.a.1](#), 24,699 students graduated from Nebraska high schools in 2020-2021, an increase of 9.1% (2,062 students) since 2010-2011.
- The number of students who graduated from Nebraska high schools increased 2.0% (474 students) between 2019-2020 and 2020-2021.
- Between 2010-2011 and 2020-2021, the number of public high school graduates increased 7.2% to 21,771, while the number graduating from nonpublic (private) high schools increased 29.5% to 2,856.
- Notably, between 2019-2020 and 2020-2021, the number of public high school graduates increased 1.2% (265 students) while the number of nonpublic high school graduates increased 11.2% (287 students).

Figure 1.1.a.1

**Numbers of Nebraska Public and Nonpublic High School Graduates
2010-2011 through 2020-2021**



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. The total number of graduates includes graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. See [Table A2.1](#) in [Appendix 2](#) for supporting data. Data source: Nebraska Department of Education, February 2012 (2010-11 data), December 2012 (2011-12 data), January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), December 2018 (2017-18 data), December 2019 (2018-19 data), December 2020 (2019-20 data), and February 2022 (2020-21 data).

- As shown in [Table 1.1.a.1](#), since 2010-2011, about 9 out of 10 Nebraska high school graduates have received their diplomas from public schools.

Table 1.1.a.1 Numbers of Nebraska High School Graduates 2019-2020 and 2020-2021 Compared to 2010-2011						
Type of School	2010-2011		2019-2020		2020-2021	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	20,313	90.2%	21,506	89.3%	21,771	88.4%
Nonpublic	2,205	9.8%	2,569	10.7%	2,856	11.6%
Subtotal	22,518	100.0%	24,075	100.0%	24,627	100.0%
ESU & SO	119		150		72	
State Total	22,637		24,225		24,699	
<i>Note.</i> Graduates do not include GED recipients or completers who did not receive regular diplomas. ESU = Educational service units; SO = State-operated schools. Data source: Nebraska Department of Education, February 2012 (2010-11 data), December 2020 (2019-20 data), and December 2021 (2020-21 data).						

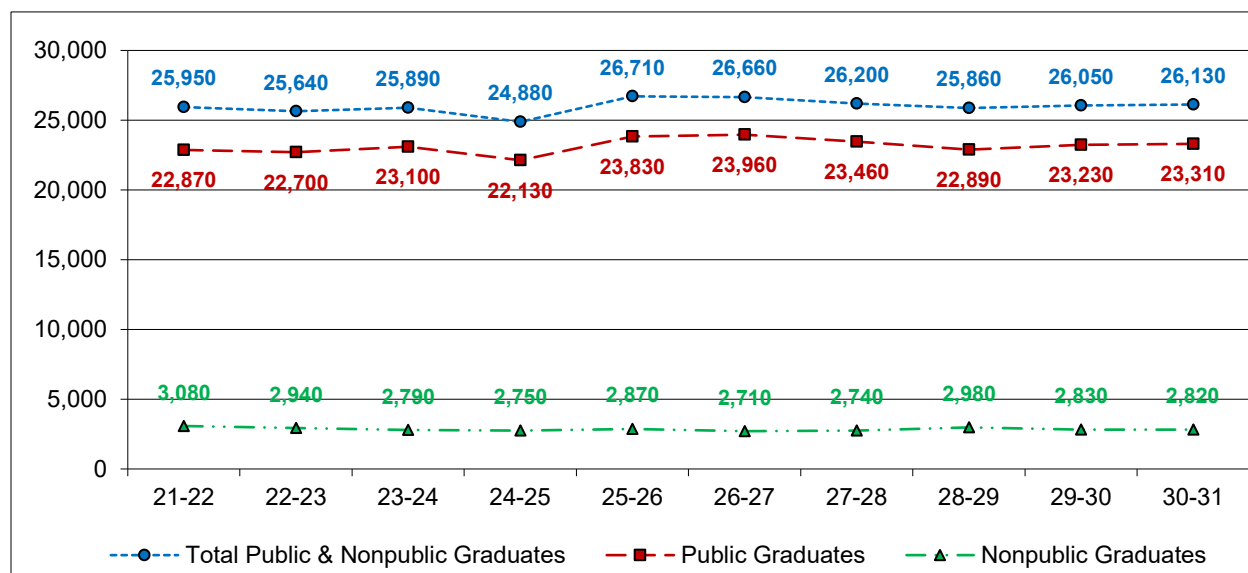
Projected Trends in the Number of Nebraska High School Graduates³

- As shown in [Figure 1.1.a.2](#), 26,130 students are forecast to graduate from Nebraska public and nonpublic high schools in 2030-2031. In addition, an estimated 100 students are projected to graduate from educational service units and state-operated schools, resulting in a total projected increase of 6.2% (1,531 students) over the next decade.
- Public schools are projected to account for 88% to 90% of Nebraska's high school graduates through the 2030-2031 school year.
- The numbers of graduates from Nebraska's public high schools are projected to increase 5.0% between 2020-2021 and 2021-2022 and then increase 1.9% from 2021-2022 to 2030-2031.
- The numbers of graduates from the state's nonpublic (private) high schools are projected to increase 7.8% from 2020-2021 to 2021-2022 and then decrease 8.4% from 2021-2022 to 2030-2031.
- The latest projections of high school graduates were released during the COVID-19 pandemic and do not account for the impact of the pandemic on enrollments and graduations.

³ Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*. See [Table A2.2](#) in [Appendix 2](#) for supporting data. For 2020-2021, the actual number of public school graduates (21,771) was 2.4% lower than WICHE predicted in their 2021 report (22,300).

Figure 1.1.a.2

**Projected Numbers of Graduates from Nebraska Public and Nonpublic High Schools
2021-2022 through 2030-2031**

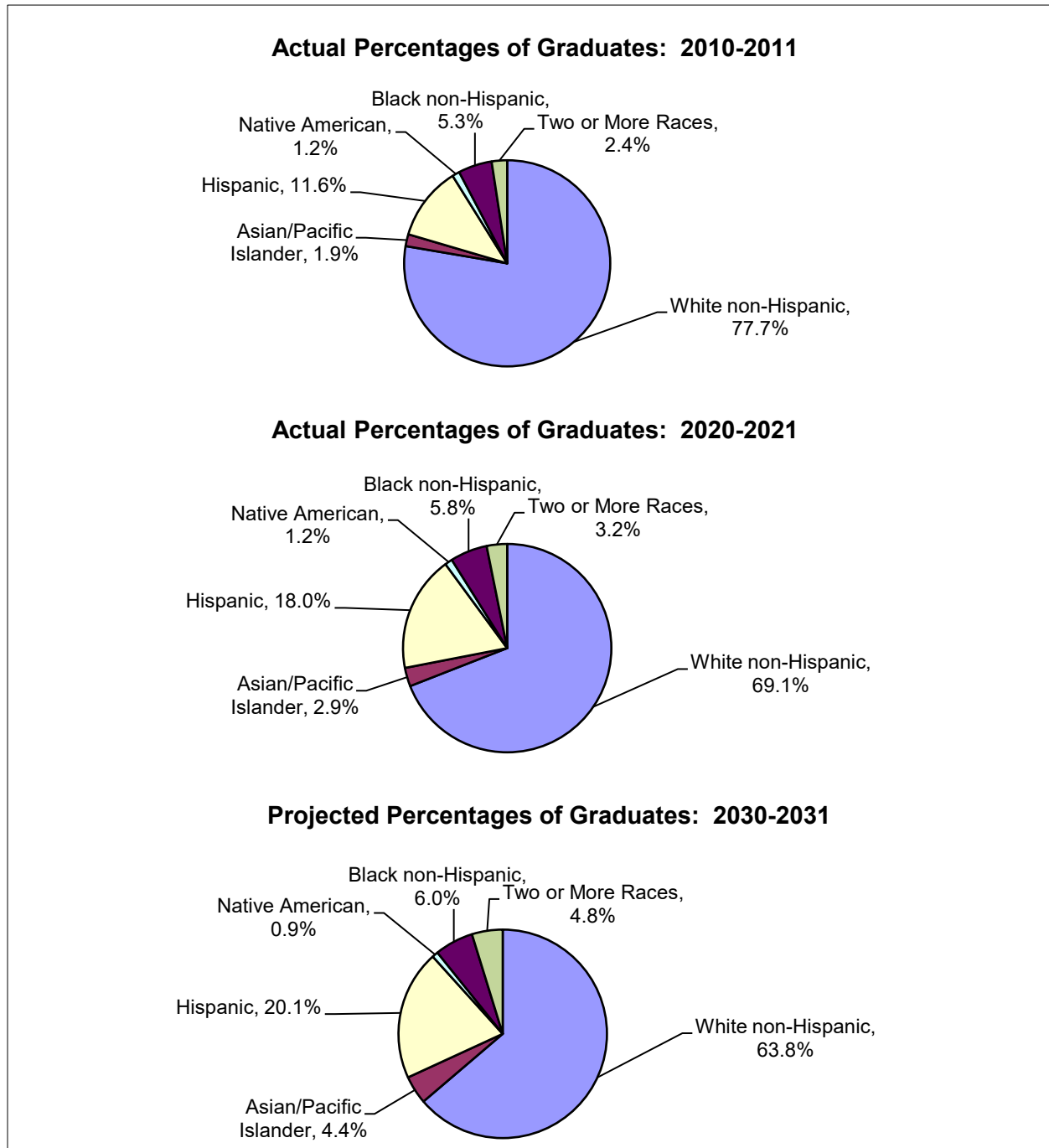


Note. Projections above do not include graduates of educational service units or state-operated schools. An estimated 100 students per year are projected to graduate from these schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.2](#) in [Appendix 2](#) for supporting data. Data source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*.

Projected and Recent Changes in Nebraska Public High School Graduates by Race/Ethnicity

- As illustrated in [Figure 1.1.a.3](#), White non-Hispanic students and Native American students are projected to account for lower percentages of the state's public high school graduates in 2030-2031 than they did in 2010-2011.
- Actual changes in the racial/ethnic distribution of Nebraska's public high school graduates over the decade have generally been in the direction of the projected trend. Between 2010-2011 and 2020-2021, the number of public high school graduates in each of the major racial/ethnic groups changed as follows:
 - White non-Hispanics decreased 4.7% (from 15,779 to 15,036 graduates)
 - Asian/Pacific Islanders increased 65.5% (from 380 to 629 graduates)
 - Hispanics increased 66.3% (from 2,351 to 3,909 graduates)
 - Native Americans increased 7.6% (from 237 to 255 graduates)
 - Black non-Hispanics increased 16.6% (from 1,074 to 1,252 graduates)
 - Two or more races increased 40.2% (from 492 to 690 graduates)

Figure 1.1.a.3
By Race/Ethnicity: Actual and Projected
Percentages of Nebraska Public High School Graduates



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Actual counts and projections do not include graduates of educational service units or state-operated schools. See [Table A2.3](#) in [Appendix 2](#) for supporting data. Data sources: Nebraska Department of Education, February 2012 and February 2022 (actual number of graduates). Projection data obtained from Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*.

Nebraska Public High School Graduation Rates

The Coordinating Commission monitors Nebraska high school graduation rates to determine if the proportion of Nebraska's high school students who graduate from high school is increasing, thereby potentially increasing the pool of students who are prepared to go on to college.

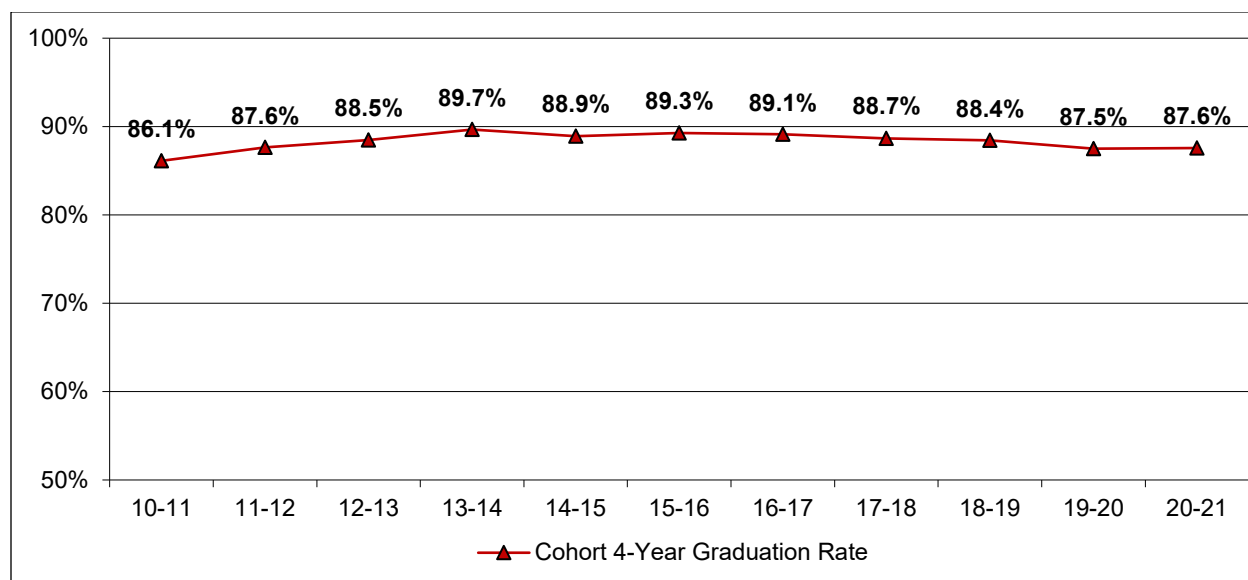
- Prior to the 2010-2011 school year, the Nebraska Department of Education used the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.
- With the 2010-2011 school year, the Nebraska Department of Education began using the **cohort four-year graduation rate** to measure the proportion of Nebraska's *public* high school students who earn regular diplomas. The cohort four-year graduation rate is calculated using an entirely different methodology than the four-year graduation rate; therefore, it is not comparable to the four-year graduation rates for previous school years. Consequently, **the 2011 cohort four-year graduation rate established a new baseline for future comparisons.**⁴
- See Explanatory Note A3.1 in Appendix 3 for information on how the cohort four-year graduation rates are calculated and see Table A3.1 in Appendix 3 for supporting data.

Cohort Four-Year High School Graduation Rates (2010-2011 through 2020-2021)

- Currently, data are not available to calculate a cohort four-year graduation rate for the nonpublic (private) high schools in Nebraska. Consequently, a statewide cohort four-year graduation rate for all public and nonpublic schools in Nebraska is not available.
- As shown in Figure 1.1.a.4, the **cohort four-year graduation rate for Nebraska's public schools was 86.1% in 2011 (2010-2011) and 87.6% in 2021 (2020-2021)**, or 1.5 percentage point higher than the cohort rate for 2011. Since 2020, the cohort graduation rate increased 0.1 point.

⁴ With the adoption of the cohort four-year graduation rate, the Nebraska Department of Education is no longer using its previous methodology for calculating graduation rates.

Figure 1.1.a.4
Nebraska Public High School Cohort Four-Year Graduation Rates
2010-2011 through 2020-2021



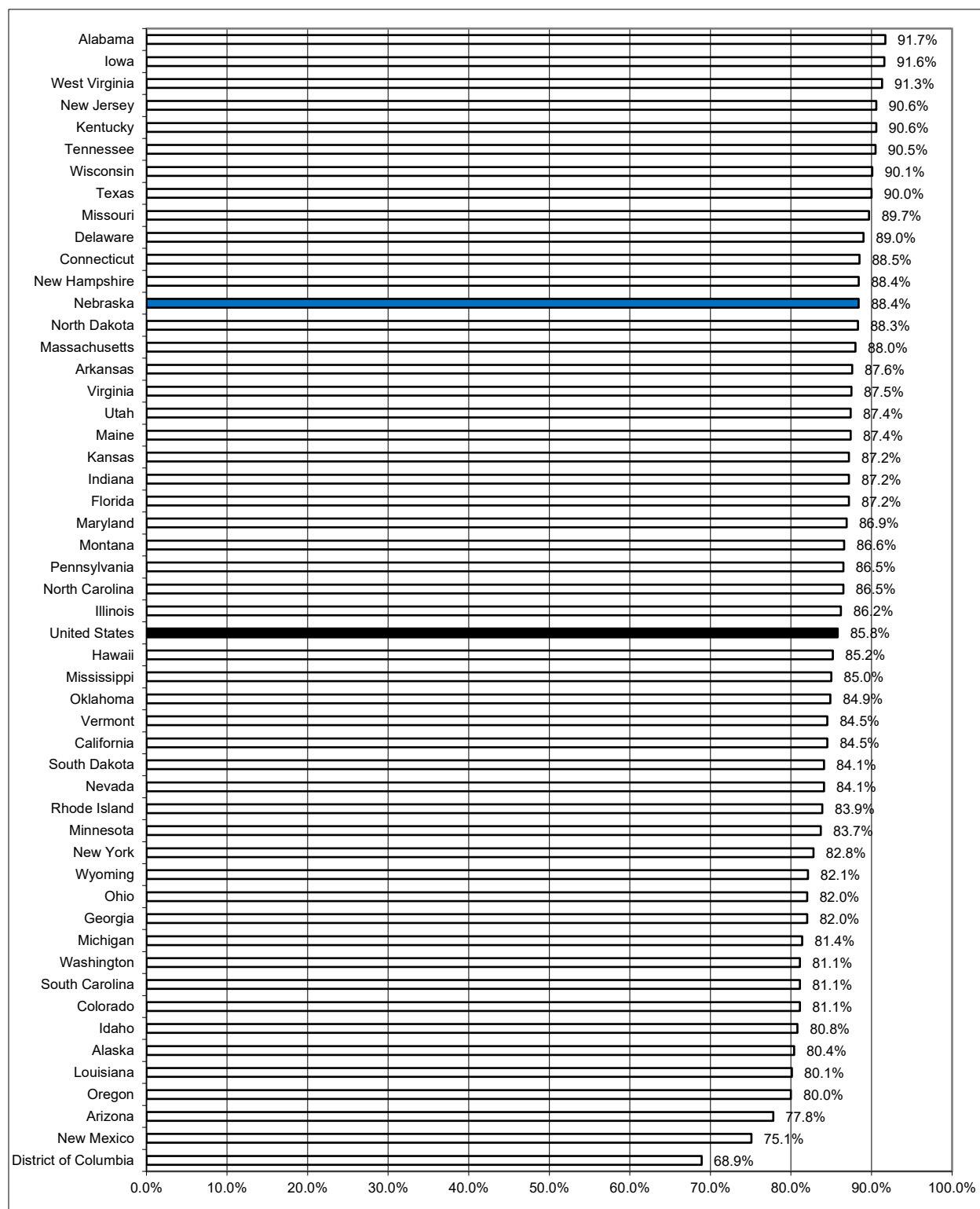
Note. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, February 2022.

Public High School Graduation Rates by State

National public high school graduation data for the 2019-2020 and 2020-2021 cohorts have not yet been released by the National Center for Education Statistics. The latest available data are for the 2018-2019 cohort. [Figure 1.1.a.5](#) shows the state-to-state comparisons of the cohort four-year graduation rates calculated for the 2018-2019 cohort.

- As shown in [Figure 1.1.a.5](#), Nebraska's 2018-2019 cohort four-year graduation rate was the 13th highest among the rates reported by 50 states and the District of Columbia.

Figure 1.1.a.5
By State: 2018-2019 Public High School
Cohort Four-Year Graduation Rates



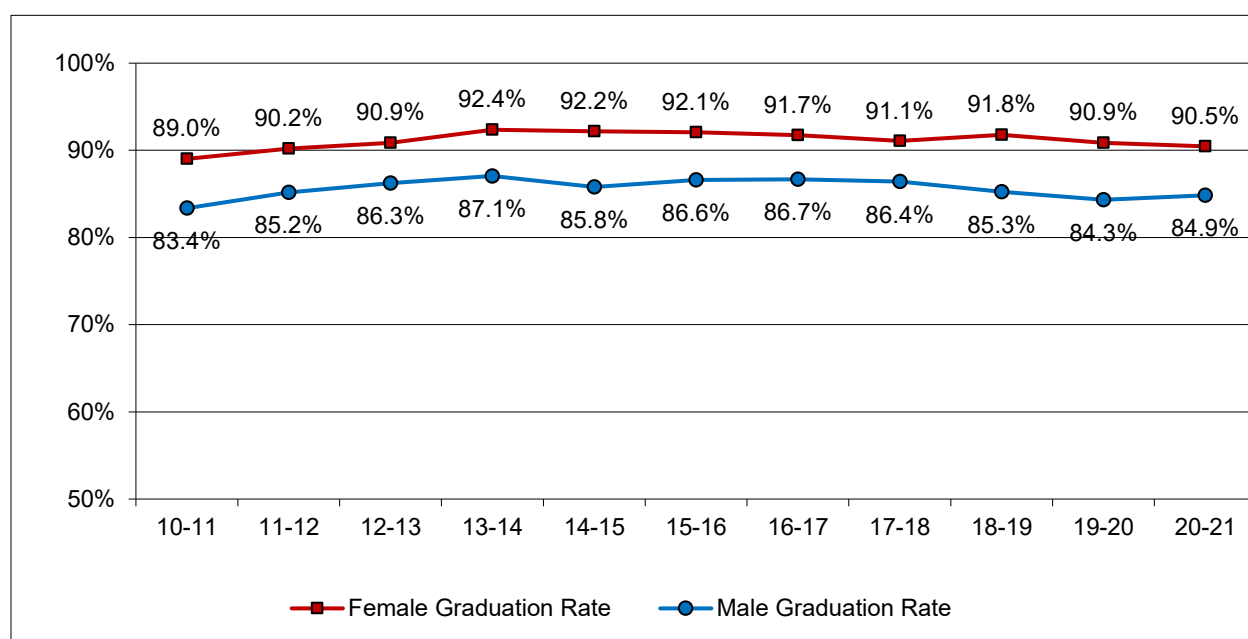
Data source: U.S. Department of Education, National Center for Education Statistics, *Common Core of Data*, school year 2018-19.

Nebraska Public High School Graduation Rates by Gender

An analysis of the high school graduation rate data obtained from the Nebraska Department of Education reveals that females continue to have higher graduation rates than males who attend Nebraska's public high schools, regardless of the methodology used to calculate them.

- As evidenced in [Figure 1.1.a.6](#), the cohort four-year graduation rates for females were higher than the rates for males from 2010-2011 to 2020-2021. While both rates increased during this time, the gap between males and females was 5.6 percentage points in 2010-2011 and in 2020-2021.
- The cohort graduation rate for females in 2020-2021 was 90.5%**, 1.5 percentage points higher than the rate for 2010-2011. **The cohort graduation rate for males in 2020-2021 was 84.9%**, 1.5 percentage point higher than the rate for 2010-2011.

Figure 1.1.a.6
By Gender: Nebraska Public High School
Cohort Four-Year Graduation Rates
2010-2011 through 2020-2021



Note. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, February 2022.

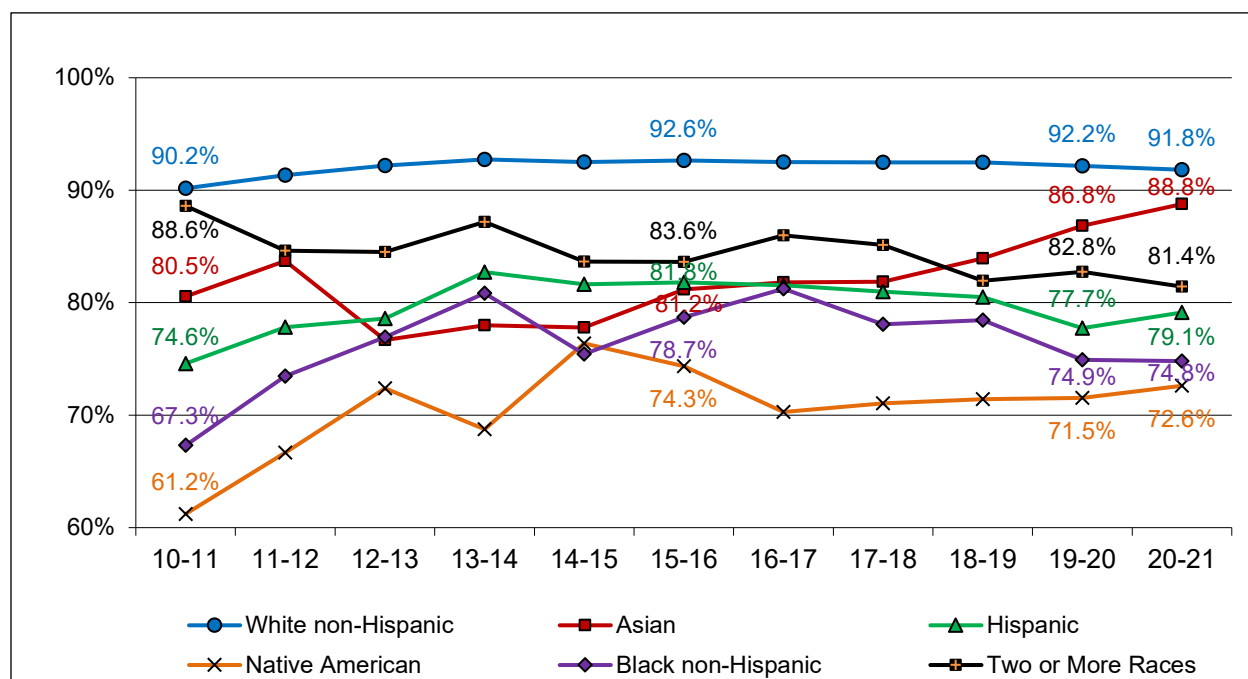
Nebraska Public High School Graduation Rates by Race/Ethnicity

As illustrated in [Figure 1.1.a.7](#), high school graduation rates vary considerably by race/ethnicity.

- Between 2010-2011 and 2020-2021, the cohort four-year graduation rate decreased 7.2 percentage points for multiracial individuals. During this time, cohort four-year graduation rates increased for all other racial/ethnic groups, ranging from a 1.6 percentage point change for White non-Hispanics to an 11.4 percentage point increase for Native Americans.
- Since 2019-2020, cohort four-year graduation rates fell 0.4 percentage point for White non-Hispanics, 0.1 percentage point for Black non-Hispanics, and 1.4 percentage point for multiracial individuals.

Figure 1.1.a.7

By Race/Ethnicity: Nebraska Public High School Cohort Four-Year Graduation Rates 2010-2011 through 2020-2021



Note. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. Note. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, February 2022.

District-Level Analysis of Graduation Rates

The distribution of the 2020-2021 cohort four-year graduation rates for Nebraska's 249 public school districts is shown in Table 1.1.a.2.

- 50 (20.1%) of Nebraska's public school districts had cohort four-year graduation rates of 100%, and 194 districts (77.9%) had graduation rates equal to or higher than the statewide rate in 2020-2021.
- 55 (22.1%) districts had graduation rates that were lower than the statewide rate for public schools in 2020-2021, and nine districts had rates of less than 75.0%.
- The three districts with the largest number of cohort graduates were Omaha Public Schools with a graduation rate of 74.2% (2,762 graduates), Lincoln Public Schools with a graduation rate of 80.5% (2,527 graduates), and Millard Public Schools with a graduation rate of 89.9% (1,606 graduates).

Table 1.1.a.2 Distribution of the Cohort Four-Year High School Graduation Rates for Nebraska <u>Public</u> High School Districts 2020-2021			
Cohort Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	Cumulative % of School Districts
100.00%	50	20.1%	20.1%
97.00% - 99.99%	17	6.8%	26.9%
94.00% - 96.99%	56	22.5%	49.4%
91.00% - 93.99%	37	14.9%	64.3%
87.56% - 90.99%	34	13.7%	77.9%
87.56% Nebraska Public High School Rate			
85.00% - 87.55%	21	8.4%	86.3%
75.00% - 84.99%	25	10.0%	96.4%
Less than 75.00%	9	3.6%	100.0%
All Public Districts	249		
Data source: Nebraska Department of Education, February 2022.			

Nebraska Public High School Cohort Extended Graduation Rates

Figure 1.1.a.8 shows extended five- and six-year graduation rates for the 2018-2019 cohort (Part A) and extended five-year graduation rates for the 2019-2020 cohort (Part B).

- As evidenced in Part A of Figure 1.1.a.8, the 2018-2019 cohort **six-year** graduation rate for Nebraska's public school was 91%, three percentage points higher than the cohort four-year graduation rate.
- As shown in Part B of Figure 1.1.a.8, the overall **five-year** graduation rate for the 2019-2020 cohort was 90%, two percentage points higher than the cohort four-year graduation rate.

Extended Graduation Rates by Gender

Extending cohort graduation rates to five and six years often narrows the gap between graduation rates for males and females. In other words, males are more likely than females to take five or six years to graduate from high school.

- For the 2018-2019 cohort, the four-year graduation rate was 85% for males and 92% for females, a gap of seven percentage points. Extending the graduation rate out to six years reveals the gap remained at five percentage points (89% for males and 95% for females).
- For the 2019-2020 cohort, the five-year graduation rate was 93% for females (up from 91% for four years) and 87% for males (up from 84% for four years).

Extended Graduation Rates by Race/Ethnicity

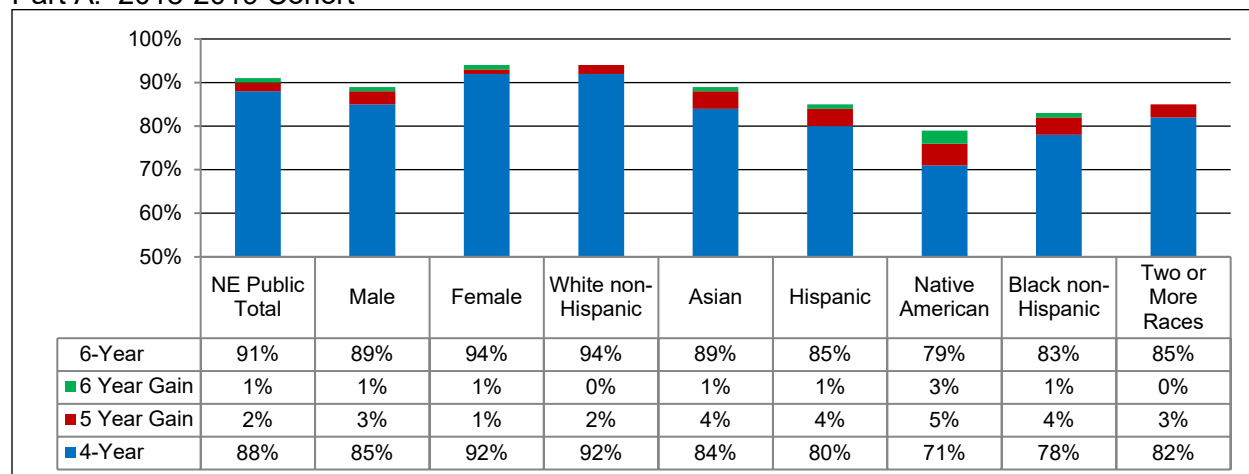
Extending cohort graduation rates to five and six years narrows the gaps between graduation rates for various racial/ethnic groups.

- The 2018-2019 cohort graduation rates for Native Americans increased eight percentage points when extended from four to six years, while the cohort graduation rate for White non-Hispanics increased two percentage points when extended from four to six years.
- For the 2019-2020 cohort, the graduation rates for Native Americans and Black non-Hispanics increased five percentage points when extended from four to five years, while the cohort graduation rate for White non-Hispanics and multiracial individuals increased two percentage points.

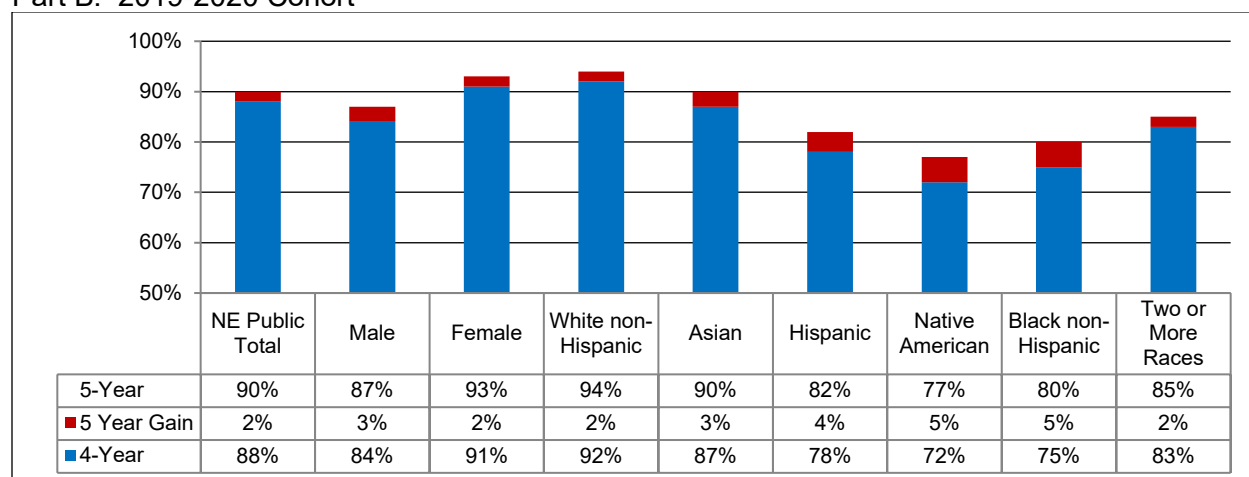
Figure 1.1.a.8

By Gender and By Race/Ethnicity: Nebraska Public High School Cohort Extended Graduation Rates for 2018-2019 and 2019-2020

Part A: 2018-2019 Cohort



Part B: 2019-2020 Cohort



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. See Table A3.1 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, 2020-2021 Data Downloads, Cohort Graduation Data.

1.1.b Preparation for College

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

The results of the ACT test are summarized in this section as indicators of the extent to which Nebraska high school graduates are prepared academically to enter and proceed through postsecondary education. Of particular interest are (1) the estimated percentages of Nebraska high school graduates who are prepared for college-level coursework and (2) the higher average ACT scores achieved by students who take the “core” high school courses recommended to prepare them for college.

Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). As shown in the following section, this change has affected participation rates so that all students graduating from Nebraska high schools have theoretically taken the ACT test.⁵ However, due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. Approximately 87.6% of the 2021 graduating class took the ACT Assessment.

Since the ACT test is the predominant college entrance exam available to measure the extent to which Nebraska students are prepared for academic coursework beyond high school, this section focuses exclusively on the ACT test.⁶

Nebraska ACT Assessment Scores

The ACT Assessment consists of four curriculum-based achievement tests in English, reading, mathematics, and science. A student’s scores for each of these tests are reported on a 36-point scale. A composite score is reported on a 36-point scale to reflect the student’s overall performance on the series of four tests.

- As shown in [Figure 1.1.b.1](#), the average ACT composite score for Nebraska high school students in the graduating class of 2021 was 20.0, down from 21.1 in 2011. Nebraska’s 2021 average ACT composite score was 0.3 point lower than the national average of 20.3.
- There are four known reasons for the recent fluctuations in the average ACT composite score.
 - First, starting in 2013, extended-time test takers are included in national and state composite scores. Historically, the inclusion of these students’ scores has lowered Nebraska’s average composite score by 0.2 point.⁷
 - Second, the Nebraska ACT Pilot Project required all 11th graders in eight selected Nebraska public school districts to take the ACT during a school day in the spring of 2012, 2013, and 2014. The net effect of this project on ACT scores is unknown as the

⁵ A potential exception to 100% testing of graduates would be out-of-state students that transferred into Nebraska’s schools after their cohort minus one year.

⁶ In 2021, only 1.5% of Nebraska students took the SAT Test.

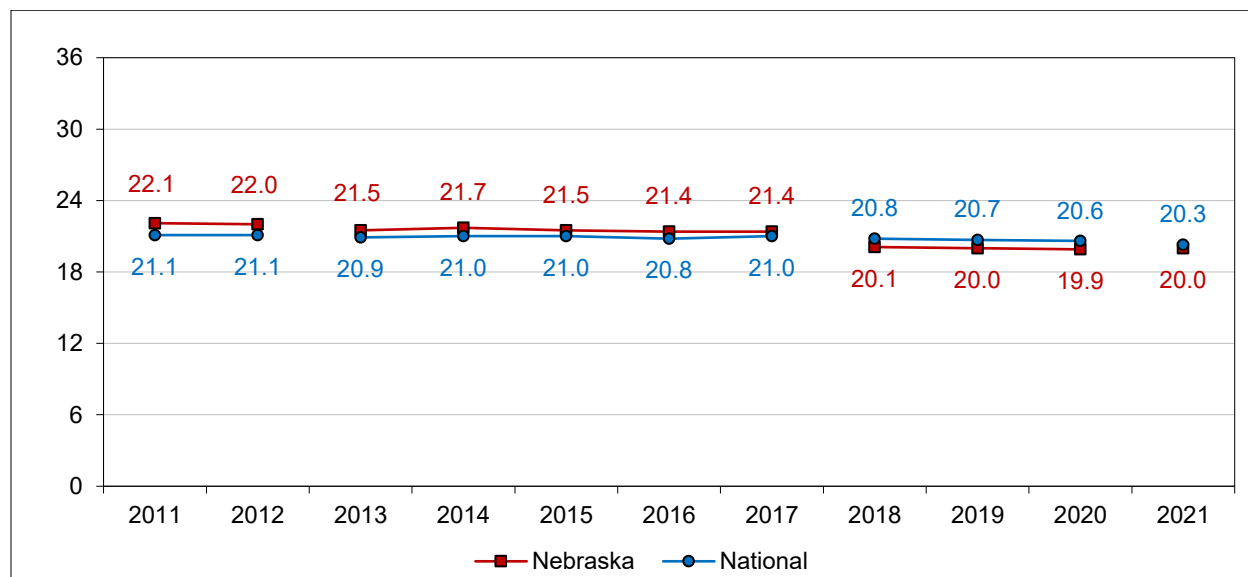
⁷ Students with disabilities are provided reasonable accommodations appropriate to the student’s disability. Approved students have up to five total hours (50% more time) to complete all four multiple-choice tests.

Commission does not know which students would have taken the ACT Assessment had it not been required.

- Third, beginning with the graduating class of 2018, all students take the ACT test in their cohort minus one year. The precise effects of this change on ACT scores are unknown; however, it is reasonable to postulate that students who normally would not have taken the ACT test unless required would perform lower than students who planned to take the ACT test.
- Fourth, due to the COVID-19 pandemic and extensive school closures, Nebraska received a waiver from the U.S. Department of Education for 2019-2020 assessments, and Governor Ricketts signed an Executive Order waiving certain accountability and assessment requirements. Therefore, for the graduating class of 2021, the requirement to take the ACT test during their junior year was waived. Approximately 87.6% of the 2021 graduating class took the ACT test.
- Nationally, an estimated 35% of students in the high school graduating class of 2021 took the ACT Assessment, down from 49% for the graduating class of 2020. Nebraska was tied for the third highest average composite score among the 16 states where an estimated 70% or higher of the 2021 high school graduates took the ACT Assessment.

Figure 1.1.b.1

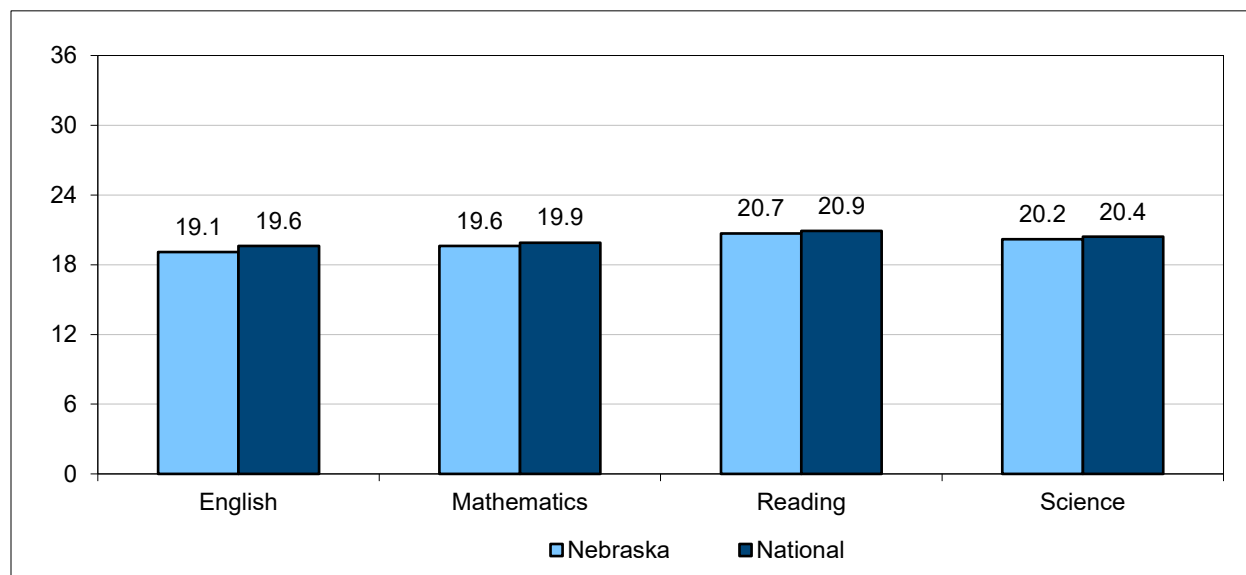
**Comparison of Nebraska and National Average ACT Composite Scores
for the High School Graduating Classes of 2011 through 2021**



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. Data source: ACT, *High School Profile Report - Nebraska*, 2011 through 2021.

- As shown in [Figure 1.1.b.2](#), Nebraska students in the 2021 graduating class scored below the national average on each of the subject-area tests that constitute the ACT Assessment.

Figure 1.1.b.2
Comparison of National and Nebraska Average ACT Composite Scores
in English, Reading, Mathematics, and Science
for the High School Graduating Class of 2021



Data source: ACT, *High School Profile Report - Nebraska*, 2021.

ACT College Readiness Benchmark Scores

Based on research conducted by ACT, Inc., students are prepared to succeed in entry-level college courses if their scores on the ACT Assessment meet or exceed ACT College Readiness Benchmark Scores. *A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that a student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in related entry-level, credit-bearing college courses.* Corresponding to the subject-matter tests that constitute the ACT Assessment, these courses include English composition, social sciences, algebra, and biology. For each college course or subject area, the ACT subject-area test and College Readiness Benchmark Scores are:

<u>College Course or Area</u>	<u>ACT Subject-Area Test</u>	<u>College Readiness Benchmark Score⁸</u>
English Composition	English	18
Social Science	Reading	22
Algebra	Mathematics	22
Biology	Science	23

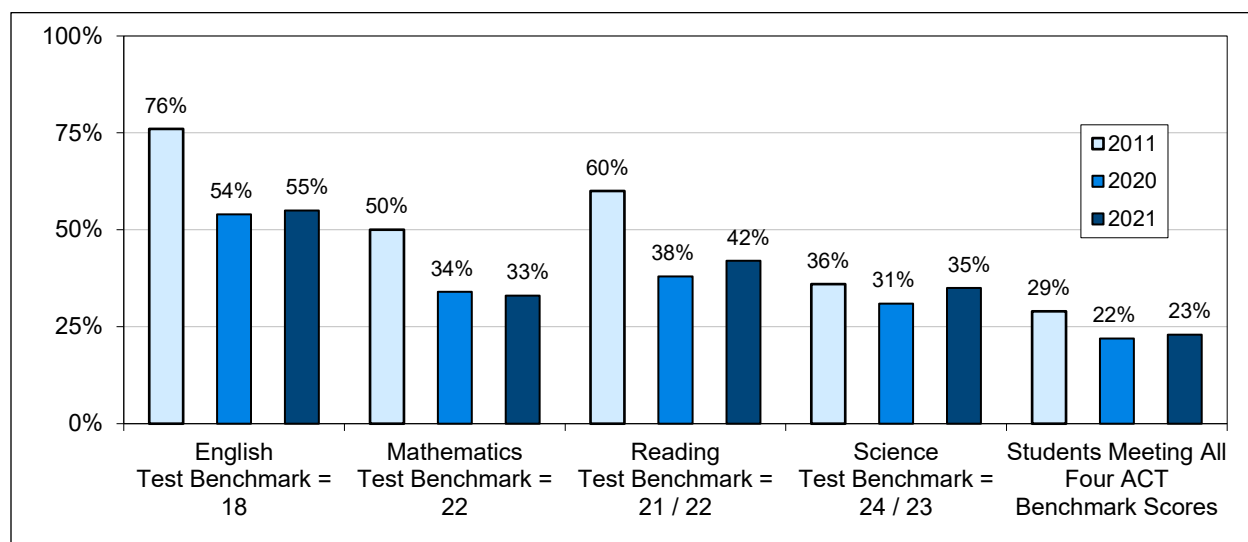
⁸ Beginning in 2013, the reading benchmark score increased from 21 to 22 and the science benchmark score decreased from 24 to 23.

Percentages of Nebraska ACT-Tested Students Ready for College-Level Coursework

- Based on the data summarized in [Figure 1.1.b.3](#), 55% of the ACT-tested Nebraska high school graduating class of 2021 met or exceeded the College Readiness Benchmark Score of 18 on the ACT English test, indicating that there is a relatively high probability that these students will earn at least a C in college-level English composition courses.
- In comparison, 33% met or exceeded the mathematics benchmark score of 22 for college algebra; 42% met or exceeded the benchmark score of 22 on the reading test; and 35% met or exceeded the science benchmark score of 23 for biology.
- Between 2011 and 2021, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, mathematics, reading, and science tests decreased 21, 17, 18, and 1 percentage points, respectively.
- While the percentages of students meeting or exceeding ACT benchmark scores have been trending downward since 2011, large declines have occurred since Nebraska started testing all students in the cohort minus one year. Between 2017 and 2020, the percentage of Nebraska students who met or exceeded ACT College Readiness Benchmarks for English, mathematics, reading, and science decreased 13, 8, 12, and 10 percentage points, respectively. (See [Table A4.1](#) in [Appendix 4](#) for more detail.)
- Only 23% of Nebraska's high school graduates in the class of 2021 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.** This percentage is six points lower than in 2011.

Figure 1.1.b.3

Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks that Indicate Sufficient Preparation for College-Level Courses Nebraska High School Graduating Classes: 2020 and 2021 Compared to 2011



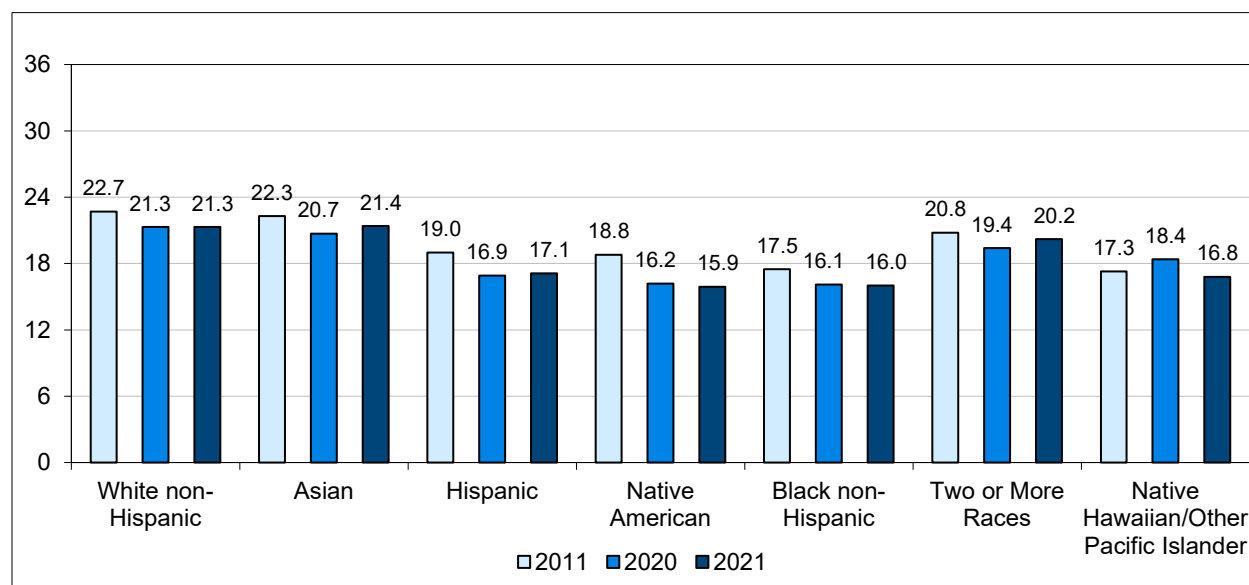
Note. Beginning with the 2013 graduating class, ACT's college readiness benchmark score for reading increased from 21 to 22 while their college readiness benchmark score for science decreased from 24 to 23. The benchmark scores for English (18) and mathematics (22) were unchanged during the reporting period. In addition, starting in 2013, extended-time test takers are included in national and state scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. See [Table A4.1](#) in [Appendix 4](#) for supporting data. Data source: ACT, *High School Profile Report - Nebraska*, 2011, 2020, and 2021.

ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

- As shown in [Figure 1.1.b.4](#), average ACT composite scores vary by race/ethnicity.
- The average composite scores for Hispanics, Native Americans, Black non-Hispanics, and Native Hawaiian/other Pacific Islanders who graduated from Nebraska high schools in 2011, 2020, and 2021 were generally lower than the average composite scores of their White non-Hispanic, Asian, and multi-racial classmates.
- Between 2020 and 2021, average composite scores decreased for Native Americans and Black non-Hispanics but increased or stayed the same for all other racial/ethnic groups.
- It is unknown how much of the composites score changes were attributable to the inclusion of extended-time test takers and the variability of the percentage of graduates who took the ACT test.

Figure 1.1.b.4

Nebraska Average ACT Composite Scores by Race/Ethnicity 2020 and 2021 Compared to 2011



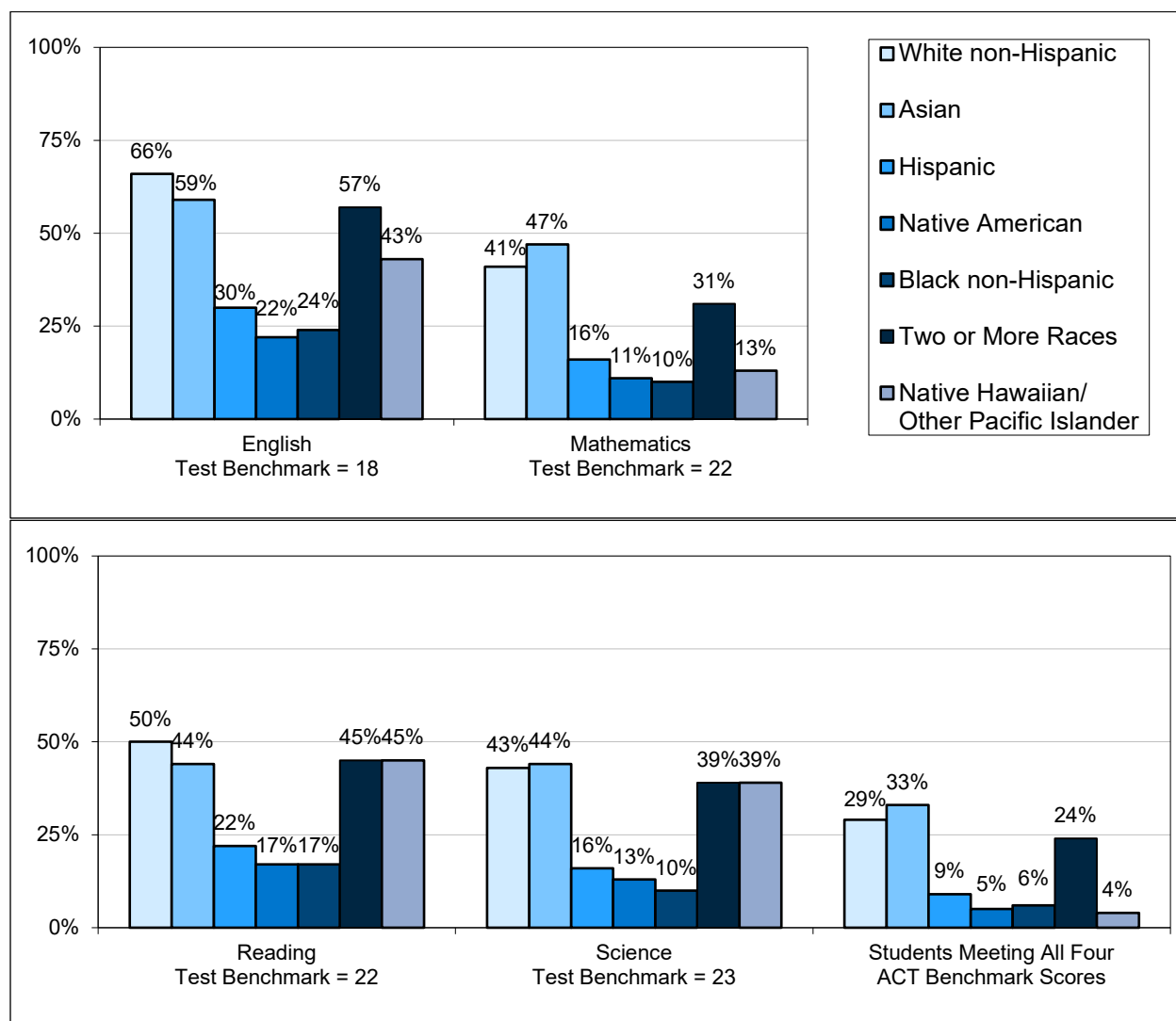
Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. Data source: ACT, *High School Profile Report - Nebraska*, 2011, 2020, and 2021.

- Based on the data for the graduating class of 2021 summarized in [Figure 1.1.b.5](#), lower percentages of Hispanics, Native Americans, Black non-Hispanics, multiracial, and Native Hawaiian/Other Pacific Islander graduates are sufficiently prepared for college-level coursework compared to their White non-Hispanic, Asian classmates.
- For example, only 31% of multiracial students in the class of 2021 met or exceeded the ACT College Readiness Benchmark Score in mathematics, compared to 41% of White non-Hispanic students and 47% of Asian students. More dramatically, only 16% of Hispanics, 13% of Native Hawaiian/Other Pacific Islanders, 11% of Native Americans, and 10% of Black non-Hispanics met or exceeded the benchmark score in mathematics.

- However, the percentage of students who met or exceeded benchmark scores varied by subject manner. For example, multiracial students and Native Hawaiian/Other Pacific Islander students tended to have higher scores in English, reading, and science compared to mathematics.
- Overall, 33% of Asians and 29% of White non-Hispanics met or exceeded the benchmarks for all four subject-matter tests in 2021, while only 24% of multiracial students, 9% of Hispanics, 6% of Black non-Hispanics, 5% of Native Americans, and 4% of Native Hawaiian/Other Pacific Islanders met or exceeded the benchmarks for all four subject-matter tests.

Figure 1.1.b.5

Percentages of ACT-Tested High School Students in the Graduating Class of 2021 Who Met or Exceeded ACT College Readiness Benchmark Scores that Indicate Sufficient Preparation for College-Level Courses by Race/Ethnicity



Note. Data source: ACT, *High School Profile Report - Nebraska*, 2021.

The Importance of the ACT-Recommended High School Core Curriculum

ACT, Inc. defines the core, college-preparatory high school curriculum (i.e., the core) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I). Specifically, the core is defined as consisting of the following courses:

- 4 years of English: English 9, English 10, English 11, and English 12
- 3 years of Math: Selected from Algebra I, Algebra II, Geometry, Trigonometry, and Calculus
- 3 years of Social Sciences: Selected from American History, World History, American Government, Economics, Geography, and Psychology
- 3 years of Natural Sciences: Selected from General/Physical/Earth Science, Biology, Chemistry, and Physics

When students register to take the ACT Assessment, they are asked to report the courses they have taken or plan to take before they graduate from high school. Based on the combinations of courses that students report they have taken or plan to take, ACT, Inc. conducts research to determine how taking the core—or more than the core—is related to scores on the ACT Assessment and academic achievement in college.

- Research conducted by ACT, Inc. has repeatedly confirmed that students who complete the high school core generally score higher on the ACT Assessment and are more likely to progress successfully through postsecondary education programs than students who do not complete the recommended core courses.
- Furthermore, research conducted by ACT, Inc. indicates that students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college than students who take the minimum core. This research indicates that students whose coursework beyond the core includes advanced courses in mathematics, such as trigonometry or calculus, as well as courses in biology, chemistry, and physics, are the likeliest of all high school students to be ready for college-level coursework.⁹

Consequently, it is important to monitor the average ACT composite scores of students who report that they completed the core—or more than the core—compared to the scores of students who report taking less than the minimum core courses.

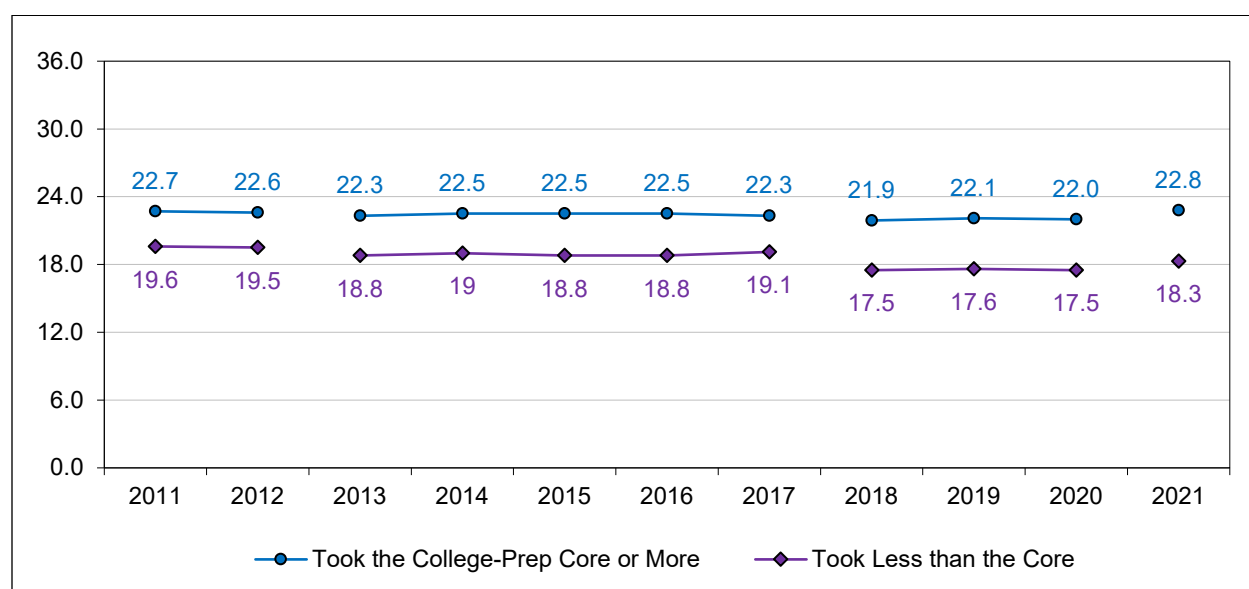
⁹ *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success*, ACT, Inc., 2010.

Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum¹⁰

- As shown in [Figure 1.1.b.6](#), Nebraska students who have taken or plan to take the core college preparatory courses—or more than the core—in high school have consistently scored higher on the ACT than the students who have completed or plan to complete less than the minimum core.
- Of the ACT-tested students in the class of 2021, those who took the core or more had an average composite score of 22.8 compared to an average score of 18.3 for the students who reported that they took courses that did not meet the minimum core requirements.
- The average ACT composite score for the students who took the core or more was 0.1 point higher in 2021 than it was in 2011 while the average score for students who took less than the core was 1.3 point lower in 2021 than it was in 2011.

Figure 1.1.b.6

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2011 through 2021



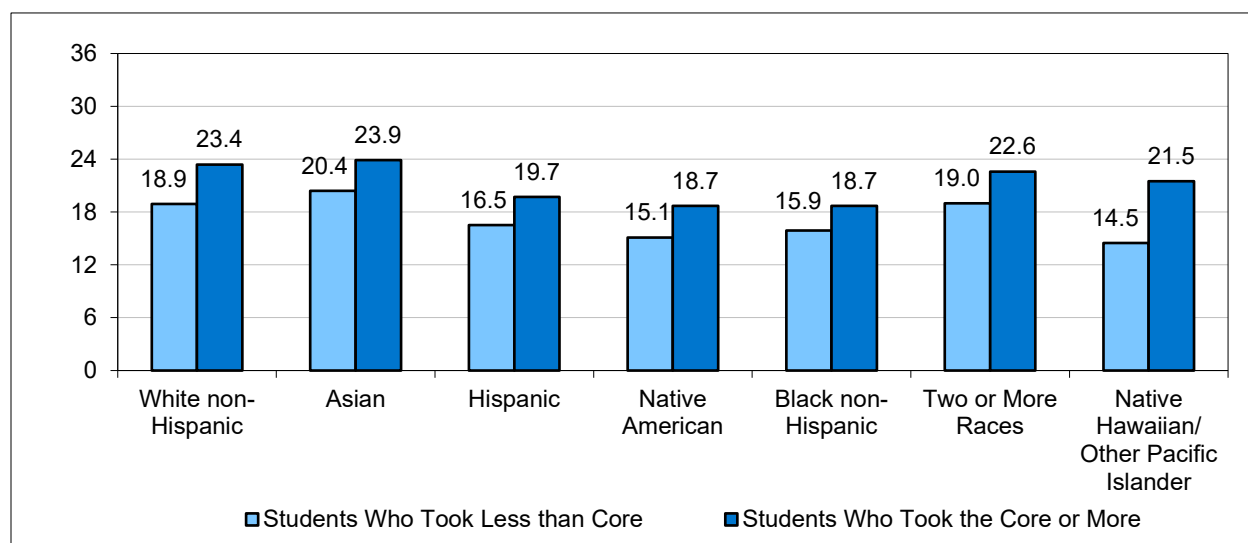
Note. Beginning with the graduating class of 2013, scores for extended-time test takers are now included in reported ACT composite scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. Data source: ACT, *High School Profile Report - Nebraska*, 2011 through 2021.

¹⁰ *Note:* Beginning with the 2014-2015 school year, Nebraska school districts are required to adopt and implement graduation requirements that include meeting standards similar to those represented by the core, college-preparatory high school curriculum advocated by ACT, Inc. Prior to adoption of the new statewide standards, Nebraska high school graduation requirements were set by each school district individually and may or may not have included “the core” as defined by ACT, Inc. Data source: Nebraska Department of Education, *Rule 10, Regulations and Procedures for the Accreditation of Schools* (pages 5-6), August 1, 2015.

- Regardless of score variations, the data summarized in [Figure 1.1.b.6](#) provide strong evidence that taking the college-preparatory curriculum continues to have a positive effect on ACT composite scores and improves a student's chances for achieving academic success in college-level courses.
- **Taking “the core or more” helps students of every race/ethnicity.** Within each of the racial/ethnic groups, the average ACT composite score was higher for the students in the graduating class of 2021 who took the college-preparatory core than the average score for students who took less than the core, as illustrated in [Figure 1.1.b.7](#).

Figure 1.1.b.7

Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Race/Ethnicity for the High School Graduating Class of 2021



Note. Data source: ACT, *High School Profile Report - Nebraska*, 2021.

Percentage of Nebraska ACT-Tested Students Who Take the Core or More

As mentioned earlier in this section, the students themselves report the courses they have taken and plan to take before they graduate from high school when they register for the ACT Assessment. Self-reporting may make the data less accurate and/or less reliable. However, the percentage of ACT-tested students who reported the courses they took or planned to take in high school was 99% in 2011, 78% in 2020, and only 56% in 2021.¹¹

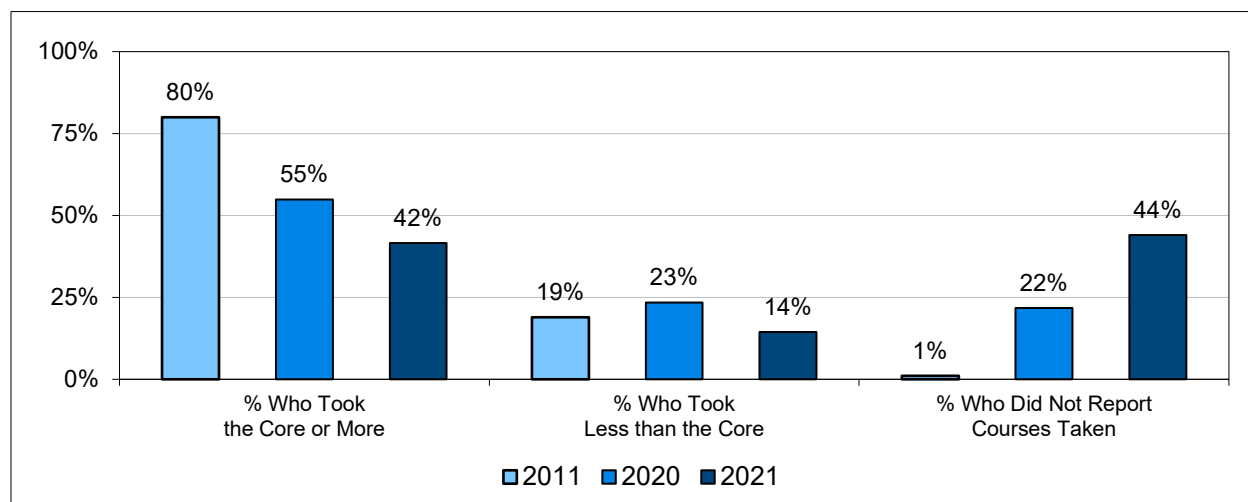
- A direct comparison of 2020 and 2021 percentages indicates that the percentage of high school students who took the core or more decreased 13 percentage points over the last year. As shown in [Figure 1.1.b.8](#), the percentage of students who reported that they took the core or more was 38 percentage points lower in 2021 than in 2011.
- Interestingly, the percentage of students who did not report the courses they had taken increased dramatically in 2021, from 5,428 students in 2020 to 9,512 in 2021. In comparison, at baseline in 2011, only 173 students did not report the courses they had taken. This increase in non-response began to trend upward in 2018 as the state moved to using the NSCAS ACT. (See [Table A4.2](#) in [Appendix 4](#) for more details.)

¹¹ The high school graduating class of 2018 was the first class that had all Nebraska juniors take the ACT test. This requirement was waived for the graduating class of 2021 due to the COVID-19 pandemic.

- [Figure 1.1.b.9](#) shows that for all major racial/ethnic groups, there has been a dramatic decrease since 2011 in the percentage of the ACT-tested students who have reported taking the core or more in high school.

Figure 1.1.b.8

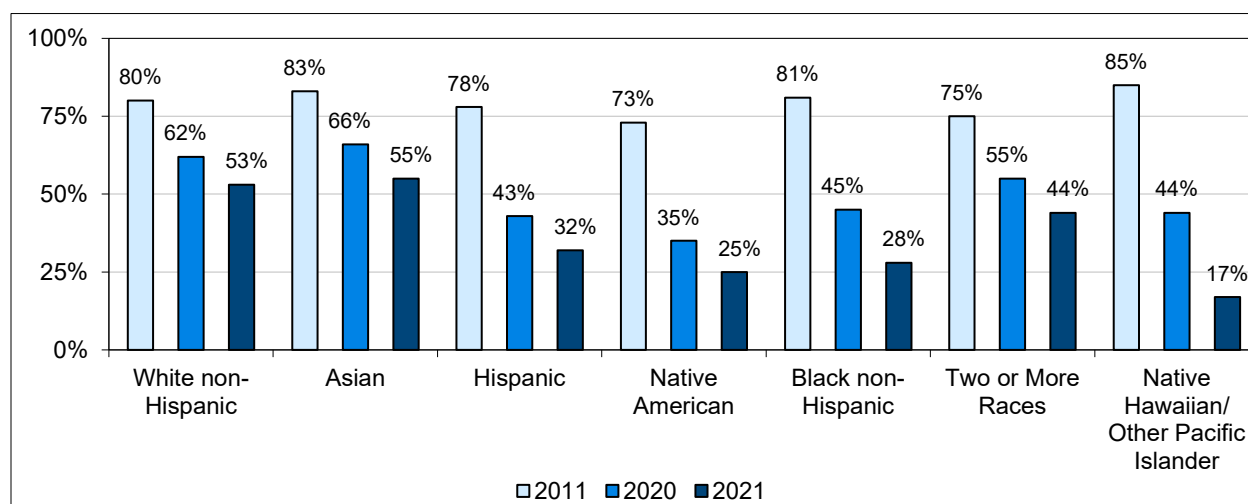
Percentages of Nebraska's ACT-Tested Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core 2020 and 2021 Compared to 2011



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. See [Table A4.2](#) in [Appendix 4](#) for supporting data. Data source: ACT, *High School Profile Report - Nebraska*, 2011, 2020, and 2021.

Figure 1.1.b.9

Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Race/Ethnicity 2020 and 2021 Compared to 2011



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. Data source: ACT, *High School Profile Report - Nebraska*, 2011, 2020, and 2021.

1.1.c College Continuation Rates

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

One strategic approach to increasing the total number of students who enroll at Nebraska's postsecondary institutions is to increase the state's college continuation rate, or the percentage of Nebraska high school graduates who go to college. (Since a college-going rate is the same as a college continuation rate, the two terms are used interchangeably in this report.)

Introduction: Two Measures of Nebraska's College Continuation Rates

This section of the *Nebraska Higher Education Progress Report* provides estimates of the state's college continuation rate based on two different approaches to data collection and analysis. The first approach relies on data collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The second approach is an annual study that is based on data obtained from the National Student Clearinghouse (NSC) in cooperation with the Nebraska Department of Education.

College Continuation Rates Based on IPEDS Data

The Coordinating Commission estimates Nebraska's college continuation rates using IPEDS data that are collected every other year in the fall. The Nebraska Department of Education provides the total number of students who graduated from Nebraska public and nonpublic high schools during the school year preceding IPEDS data collection. Given the number of high school graduates, the Commission uses IPEDS data to estimate how many of these Nebraskans continued on to college at postsecondary institutions throughout the United States.

Using available data from IPEDS, college continuation rates are estimated only for first-time freshmen who start college in the fall term of the academic year following their graduation from high school. First-time freshmen enrolled in the fall term who attended college for the first time in the prior summer term are also included. First-time freshmen who wait to start college until after the fall term are not included. College continuation rates do not account for these students because the NCES does not require institutions to report when each of the students in this category graduated from high school.

Another limitation of the college continuation rates based on IPEDS data is that they cannot be calculated for any subgroups based on gender, race/ethnicity, household income, or any other demographic or socioeconomic variable. Using IPEDS data, a college continuation rate can be estimated only for the total number of students who graduated from Nebraska high schools during a given school year.

An important advantage of using IPEDS data is that the National Center for Education Statistics has consistently collected these data for a number of years, allowing the Commission to calculate and publish statewide college continuation rates for postsecondary institutions for an extended period of time. In addition, IPEDS data are currently the only source that research organizations can use to calculate a national college continuation rate and make state-to-state comparisons of college-going rates.

The latest available IPEDS data were reported by institutions for first-time freshmen who started college in fall 2020, providing a basis for estimating the college continuation rate for

students who graduated from Nebraska high schools during the 2019-2020 school year. In this section, the estimated college continuation rates are analyzed for fall 2010 through fall 2020.

College Continuation Rates Based on National Clearinghouse Data

An approach to estimating college continuation rates that overcomes major limitations of using IPEDS data is to use data available from the National Student Clearinghouse (NSC). The NSC is a not-for-profit organization that serves as a central repository of postsecondary student enrollment, degree, and diploma data voluntarily submitted by more than 3,600 colleges and universities. These institutions enroll an estimated 97.3% of the college students in the United States that attend Title IV, degree-granting institutions.¹²

Since the beginning of 2009, the Coordinating Commission has worked in cooperation with the Nebraska Department of Education to obtain and analyze data from the NSC to estimate the college continuation rates for male and female low-income and non-low-income students who have graduated from Nebraska's public high schools. Additionally, college continuation rates are analyzed by race/ethnicity, gender, and student income status. Currently, students who have graduated from Nebraska's nonpublic (or private) high schools are not included in the analysis. However, this research has the important advantage of providing estimates and comparisons of college continuation rates by race/ethnicity, gender, and student income status. Another advantage is that this research is conducted in the spring of the year following high school graduation. As a result, students who do not start college in the summer or fall immediately following high school graduation but who instead wait to begin college until the winter or spring are included in the count of the state's public high school graduates who continued on to college.

The college continuation rates for students who graduated from Nebraska's public high schools during the 2009-2010 through 2019-2020 school years are summarized at the end of this section.

¹² Data source: National Student Clearinghouse Research Center, [Participating Enrollment Reporting Institutions](#), retrieved February 8, 2022.

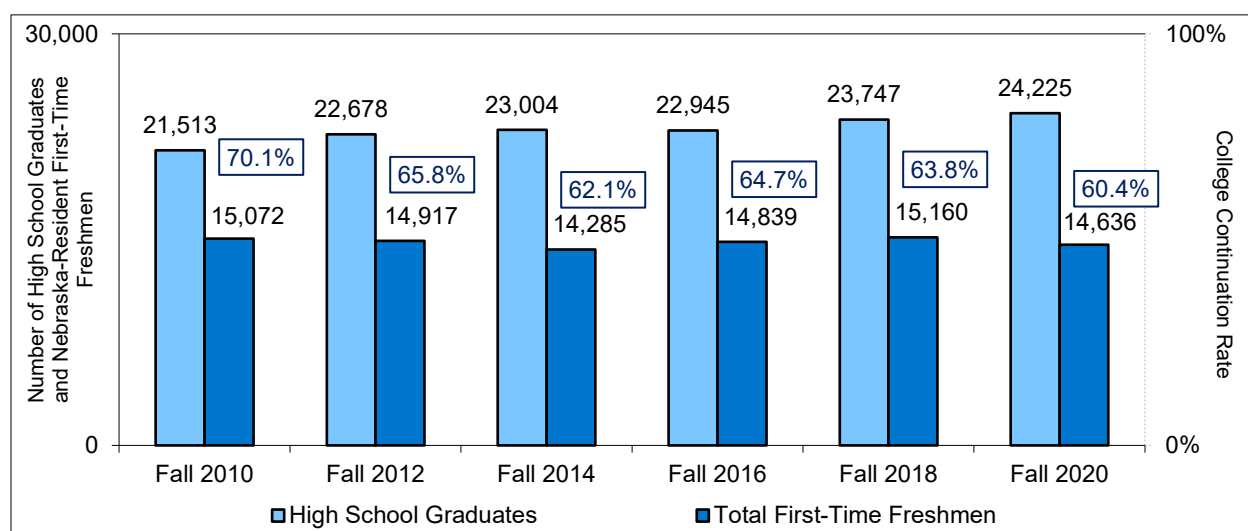
Nebraska Statewide College Continuation Rates Based on IPEDS Data

Using IPEDS data, the college continuation rate is the number of Nebraska-resident, first-time freshmen who enrolled in college in the fall term following their high school graduation, divided by the number of students who graduated from Nebraska high schools during the previous school year.

- As illustrated in [Figure 1.1.c.1](#), the estimated college continuation rate for Nebraska students who graduated in the high school class of 2020 and attended college in fall 2020 was 60.4%, a decrease of 9.7 percentage points from the 70.1% continuation rate in fall 2010. Between fall 2018 and fall 2020, the college continuation rate fell 3.4 percentage points.

Figure 1.1.c.1

College Continuation Rate for Nebraska High School Graduates Who Attended Postsecondary Institutions in the Fall Term Following High School Graduation Fall 2010 through Fall 2020



Note. Includes full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. See [Table A5.1](#) in [Appendix 5](#) for supporting data. Data sources: Nebraska Department of Education, February 2011, December 2013, January 2015, December 2016, December 2018, and December 2020, and the National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.

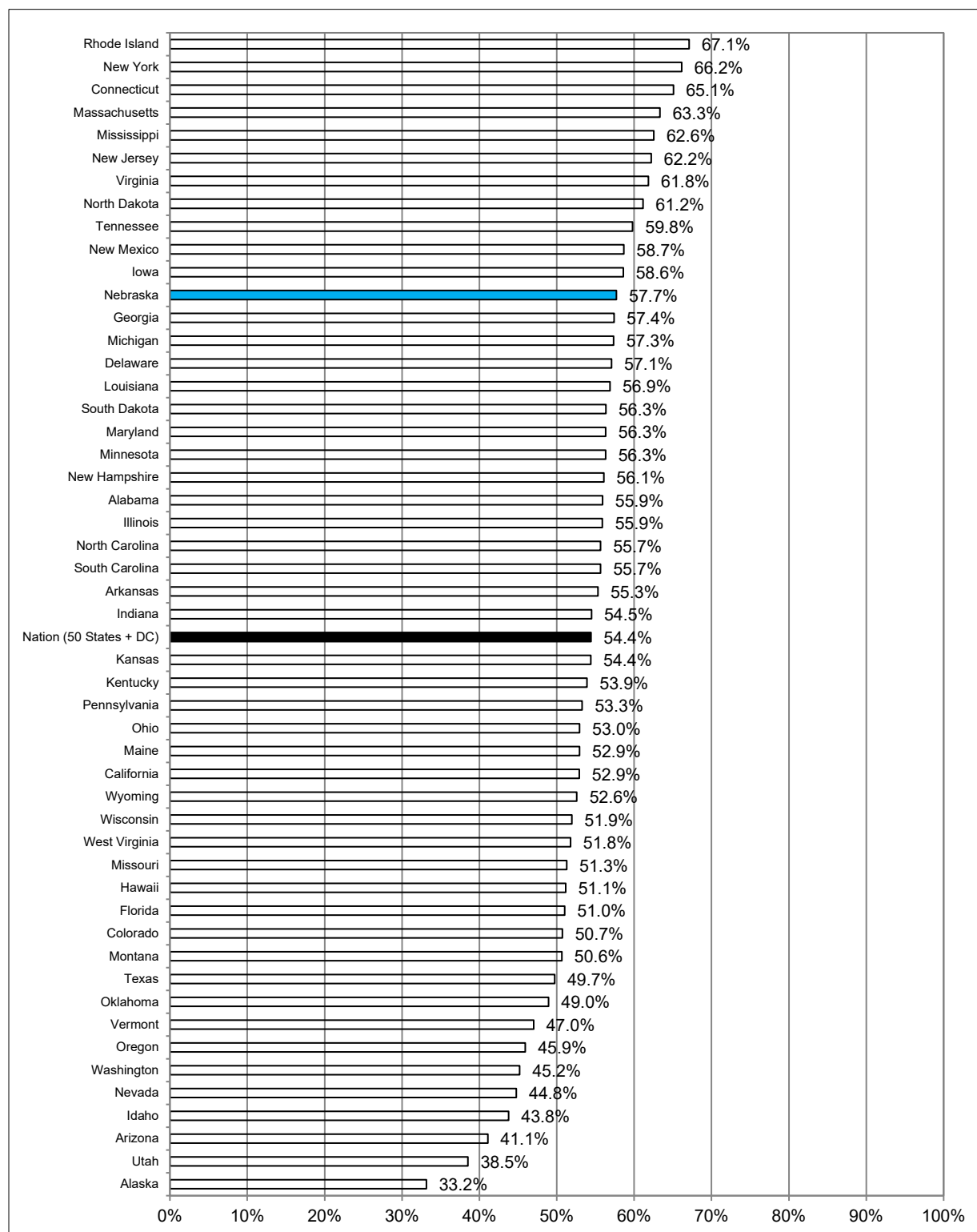
State-by-State College Continuation Rates

The most recent national study of college continuation rates includes students who attended postsecondary institutions in the United States as first-time freshmen in the 2020 fall term after graduating from high school during the 2019-2020 school year. National high school graduation data for the 2019-2020 school year has not yet been released by the National Center for Education Statistics. In place of this information, projections of 2019-2020 high school graduates were used to calculate fall 2020 college continuation rates by state. While the national college continuation rate data presented in this edition of the *Progress Report* is directly comparable to the data presented in the most recent editions of the *Progress Report*, it is not comparable to rates included in editions prior to 2019.

- As shown in [Figure 1.1.c.2](#), Nebraska's fall 2020 estimated college continuation rate of 57.7% was the 12th highest in the nation and 3.3 percentage points above the national rate.

Figure 1.1.c.2

**College Continuation Rates for High School Graduates Who Attended
Postsecondary Institutions in the United States
in the Fall Term Following High School Graduation: Fall 2020**



Data sources: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2020, and the National Center for Education Statistics, IPEDS fall 2020 survey. College continuation rates obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2022.

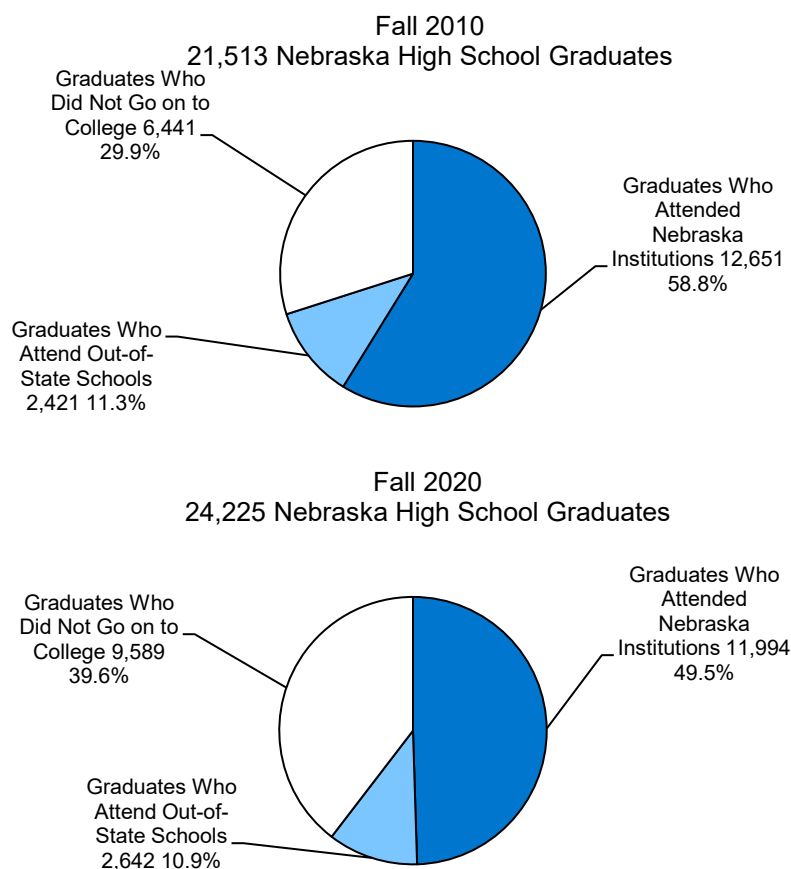
- Between fall 2018 and fall 2020, the national college continuation rate fell an estimated 9.3 percentage points.
- The discrepancy between the college continuation rates in [Figure 1.1.c.1](#) and [Figure 1.1.c.2](#) is because they use slightly different methodologies. [Figure 1.1.c.1](#) uses *actual* high school graduation data directly from the Nebraska Department of Education and compares it to first-time freshmen counts from IPEDS. Because the National Center for Education Statistics has not released high school graduation counts by state, [Figure 1.1.c.2](#) uses *projections* of high school graduates and compares that data to first-time freshmen counts from IPEDS. The projections were made prior to the COVID-19 pandemic and thus should be interpreted with care.

In-State and Out-of-State College Continuation Rates

- The statewide college continuation rate for Nebraska high school graduates can be partitioned into two rates:
 - In-state college continuation rate: the percentage of Nebraska high school graduates who attended postsecondary institutions in Nebraska in the fall term following high school graduation.
 - Out-of-state college continuation rate: the percentage of Nebraska high school graduates who continued on to college at out-of-state institutions in the fall term following high school graduation.
- As illustrated in [Figure 1.1.c.3](#), the Commission estimates Nebraska's in-state college continuation rate was 49.5% for the state's 2019-2020 high school graduates who attended college. This is a decrease of 9.3 percentage points since fall 2010.
- Meanwhile, the out-of-state college continuation rate decreased, from 11.3% of the high school graduating class of 2009-2010 to 10.9% of Nebraska high graduates in 2019-2020.

Figure 1.1.c.3

**In-State and Out-of-State College Continuation Rates for
Nebraska High School Graduates Who Attended Postsecondary Institutions
and the Percentage Who Did Not Go on to College
in the Fall Term Following High School Graduation
Fall 2020 Compared to Fall 2010**



Note. Includes full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. Percentages do not always add to 100.0% due to rounding. See [Table A5.2](#) in [Appendix 5](#) for supporting data. Date sources: Nebraska Department of Education, February 2011 and December 2020, and the National Center for Education Statistics, IPEDS fall 2010 and 2020 surveys.

Percentages of Students Who Continue Their Education at Public and Private Institutions

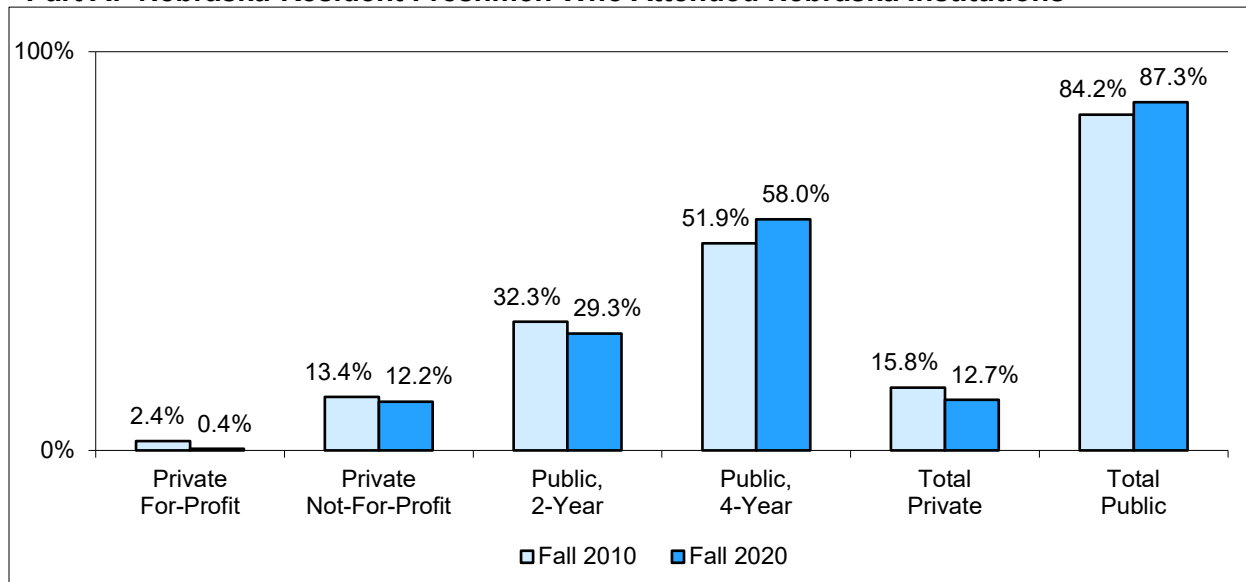
Of related interest are the types of postsecondary institutions attended by recent graduates of Nebraska's high schools. As shown in [Part A](#) and [Part B](#) of [Figure 1.1.c.4](#), the pattern of attendance of Nebraska-resident, first-time freshmen who go to college in Nebraska in the fall term following high school graduation is different than the pattern of Nebraskans who go out of state to school their freshmen year.

- [Part A](#) of [Figure 1.1.c.4](#) shows that 87.3% of the fall 2020 first-time freshmen who stayed in state attended Nebraska's public colleges or universities, compared to 12.7% who went to Nebraska's private for-profit or not-for-profit institutions.
- In contrast, [Part B](#) of [Figure 1.1.c.4](#) reveals that 61.4% of the fall 2020 first-time freshmen who went out of state attended public institutions, while 38.6% went to private institutions.

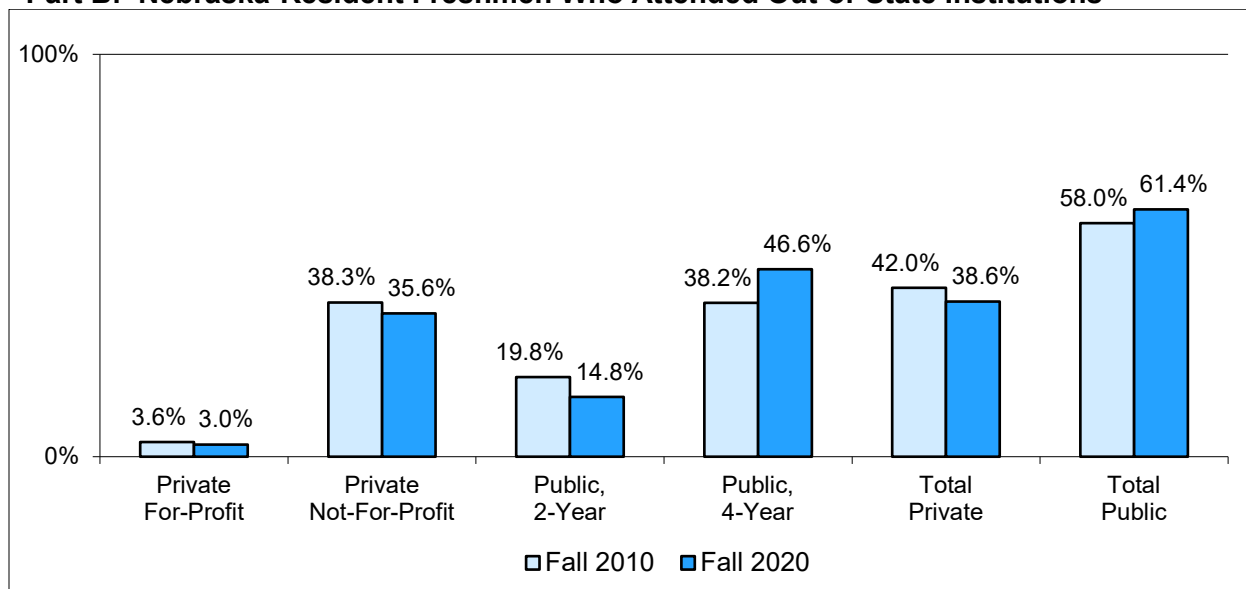
Figure 1.1.c.4

**Percentages of First-Time Freshmen with Nebraska Residency Who Attended
Nebraska and Out-of-State Postsecondary Institutions
in the Fall Term Following High School Graduation
Fall 2020 Compared to Fall 2010**

Part A: Nebraska-Resident Freshmen Who Attended Nebraska Institutions



Part B: Nebraska-Resident Freshmen Who Attended Out-of-State Institutions



Note. Includes full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. See [Table A5.3](#) in [Appendix 5](#) for supporting data. Date source: National Center for Education Statistics, IPEDS fall 2010 and 2020 surveys.

College Continuation Rates for Nebraska Public High School Graduates by Gender, Student Income Status, and Race/Ethnicity, Based on National Student Clearinghouse Data

As mentioned in the introduction to this section, the Coordinating Commission works with the Nebraska Department of Education (NDE) to estimate the college continuation rates for students who graduated from Nebraska's public high schools.

- These estimates included only “on-time” graduates—students who graduated from high school in four years or less.
- In addition, students who graduated from Nebraska's nonpublic (private) high schools were not included in this research.

Using student records from the NDE and enrollment data from the Clearinghouse, the Coordinating Commission estimated the college continuation rate for all public high school students who earned regular diplomas between 2009-2010 and 2019-2020.¹³ In addition, the Commission asked the NDE to determine the number of male and female low-income students in these graduating classes and to determine how many of these students continued on to college within a year of high school graduation, based on enrollment records obtained from the Clearinghouse. Using the counts provided by the NDE, the Commission estimated the college continuation rates for male and female low-income and non-low-income students who graduated from Nebraska's public schools.

Additionally, the Commission has calculated college continuation rates by race/ethnicity, gender, and student income status, for all public high school students who earned regular diplomas between 2011-2012 and 2019-2020.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches.

Non-low-income students are students who are not approved for free or reduced-price school lunches. The non-low-income students in this study include at least some students who lived in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the NDE, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

Since the Commission relies on college enrollment records from the Clearinghouse, students who continue on to college at non-NSC-reporting institutions are classified as not continuing on to college. **As a result, the college continuation rates reported in this section are underestimated to some degree.**

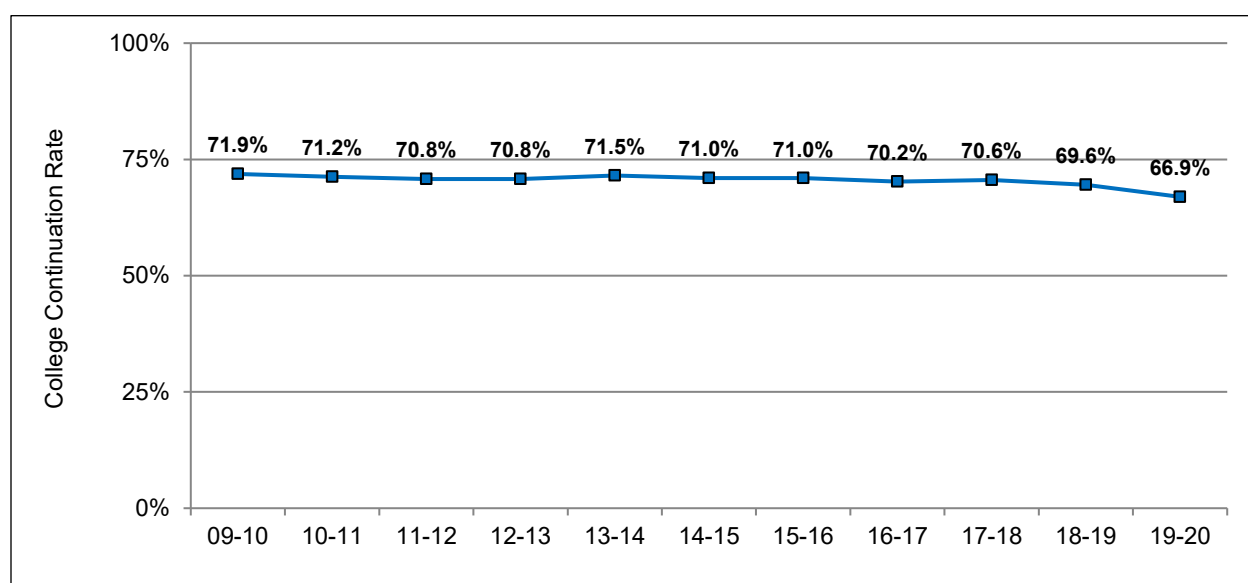
¹³ The Commission has also estimated the college continuation rates for each of the public high schools in Nebraska that award regular high school diplomas. A data dashboard and downloadable Excel workbook is available on the Commission's website, ccpe.nebraska.gov/college-continuation-rates.

Statewide Public High School College Continuation Rate

- As shown in [Figure 1.1.c.5](#), the estimated statewide public high school college continuation rate was 66.9% for the graduating class of 2019-2020, down from 71.9% for the students who graduated in 2009-2010. Notably, the college continuation rate for 2019-2020 was the lowest of the reporting period.
- The statewide rates reported in [Figure 1.1.c.5](#) are based on Clearinghouse data and are higher than the Nebraska statewide college continuation rates based on IPEDS data. This is primarily because students who enrolled in the spring, but not in the fall, are included in National Student Clearinghouse enrollment records.

Figure 1.1.c.5

College Continuation Rates for Nebraska Public High School Graduates 2009-2010 through 2019-2020



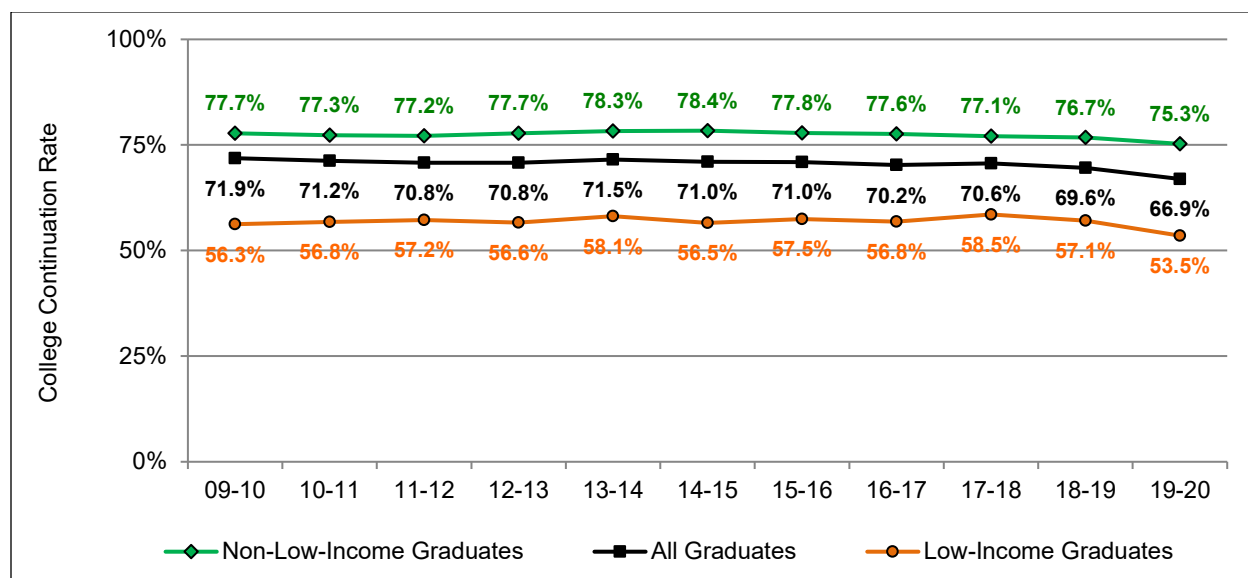
Note. See [Table A5.4](#) and [Table A5.5](#) in [Appendix 5](#) for supporting data. Data sources: National Student Clearinghouse (college continuation data), April 2011; and Nebraska Department of Education (public high school graduate data) October 2021.

College Continuation Rates for Public High School Graduates by Income Status

- Students from low-income households accounted for 38.3% of the Nebraska public high school graduates in 2019-2020, up from 27.3% in 2009-2010.
- As shown in [Figure 1.1.c.6](#), the college continuation rate for low-income graduates was considerably lower than the college continuation rate for non-low-income graduates for the classes of 2009-2010 through 2019-2020.
- The college-going rate for low-income students decreased 2.8 percentage points, from 56.3% in 2009-2010 to 53.5% in 2019-2020. In comparison, the college continuation rate for students from non-low-income households decreased 2.4 percentage points, from 77.7% in 2009-2010 to 75.3% in 2019-2020.
- Notably, over the last year, the college-going rate for low-income students decreased 3.6 percentage points while the rate for non-low-income students decreased 1.4 percentage point.

Figure 1.1.c.6

**College Continuation Rates for Nebraska Public High School Graduates
by Student Income Status: 2009-2010 through 2019-2020**



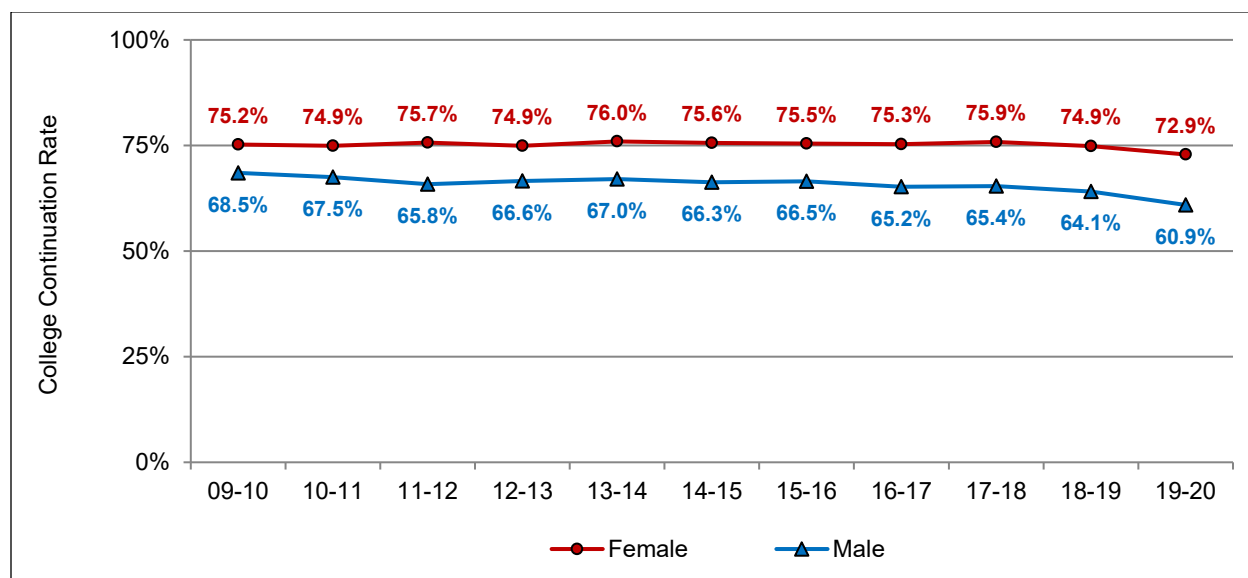
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data), April 2011; and Nebraska Department of Education (public high school graduate data) October 2021.

College Continuation Rates for Public High School Graduates by Gender

- Female and male students each accounted for about half of the graduates of Nebraska's public high schools from 2009-2010 through 2019-2020.
- As shown in [Figure 1.1.c.7](#), the college continuation rate for female students in each of these graduating classes was considerably higher than the college continuation rate for their male classmates.
- While the college-going rate for females decreased from 75.2% in 2009-2010 to 72.9% in 2019-2020 (2.3 percentage points), the college-going rate for males decreased from 68.5% in 2009-2010 to 60.9% in 2019-2020 (7.6 percentage points).
- Over the last year, the college-going rate for females decreased 2.0 percentage points while the rate for males decreased 3.2 percentage points.
- The difference between the college-going rates of male and female graduates increased from 6.7 percentage points in 2009-2010 to 12.0 percentage points in 2019-2020.

Figure 1.1.c.7

**College Continuation Rates for Nebraska Public High School Graduates
by Gender: 2009-2010 through 2019-2020**



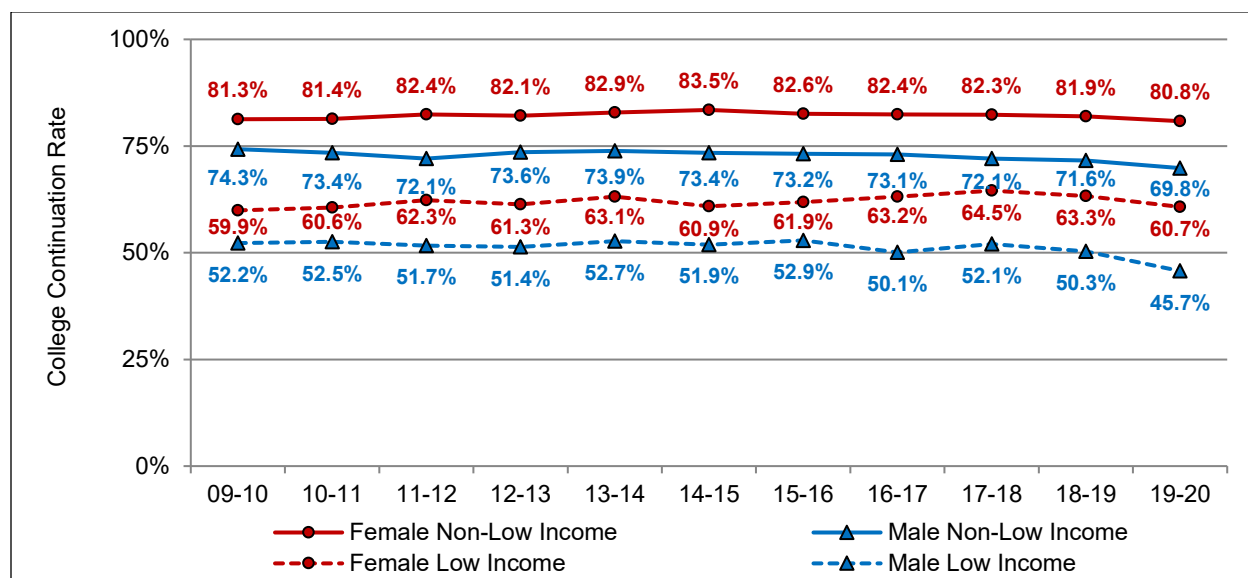
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data), April 2011; and Nebraska Department of Education (public high school graduate data) October 2021.

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

- As shown in [Figure 1.1.c.8](#), the college continuation rate for female graduates was higher than the rate for male graduates among both the low-income and non-low-income students who graduated between 2009-2010 and 2019-2020.
 - Among low-income graduates in 2009-2010, 59.9% of females continued on to college, compared to 52.2% of males. Among low-income graduates in 2019-2020, 60.7% of females continued on to college, compared to only 45.7% of males.
 - Among non-low-income graduates in 2009-2010, 81.3% of females went to college, compared to 74.3% of males. Among non-low-income graduates in 2019-2020, 80.8% of females continued on to college, compared to 69.8% of males.
- Between 2018-2019 and 2019-2020, college-going rates decreased for all four subgroups.
- Directly comparing the students in the two income categories in [Figure 1.1.c.8](#) clearly shows the college continuation rates for low-income students have been considerably lower than the comparable rates for graduates from non-low-income households, regardless of gender.
- However, the lowest college continuation rates revealed by this research were for male high school graduates from low-income households.

Figure 1.1.c.8

College Continuation Rates for Nebraska Public High School Graduates by Gender and Student Income Status: 2009-2010 through 2019-2020



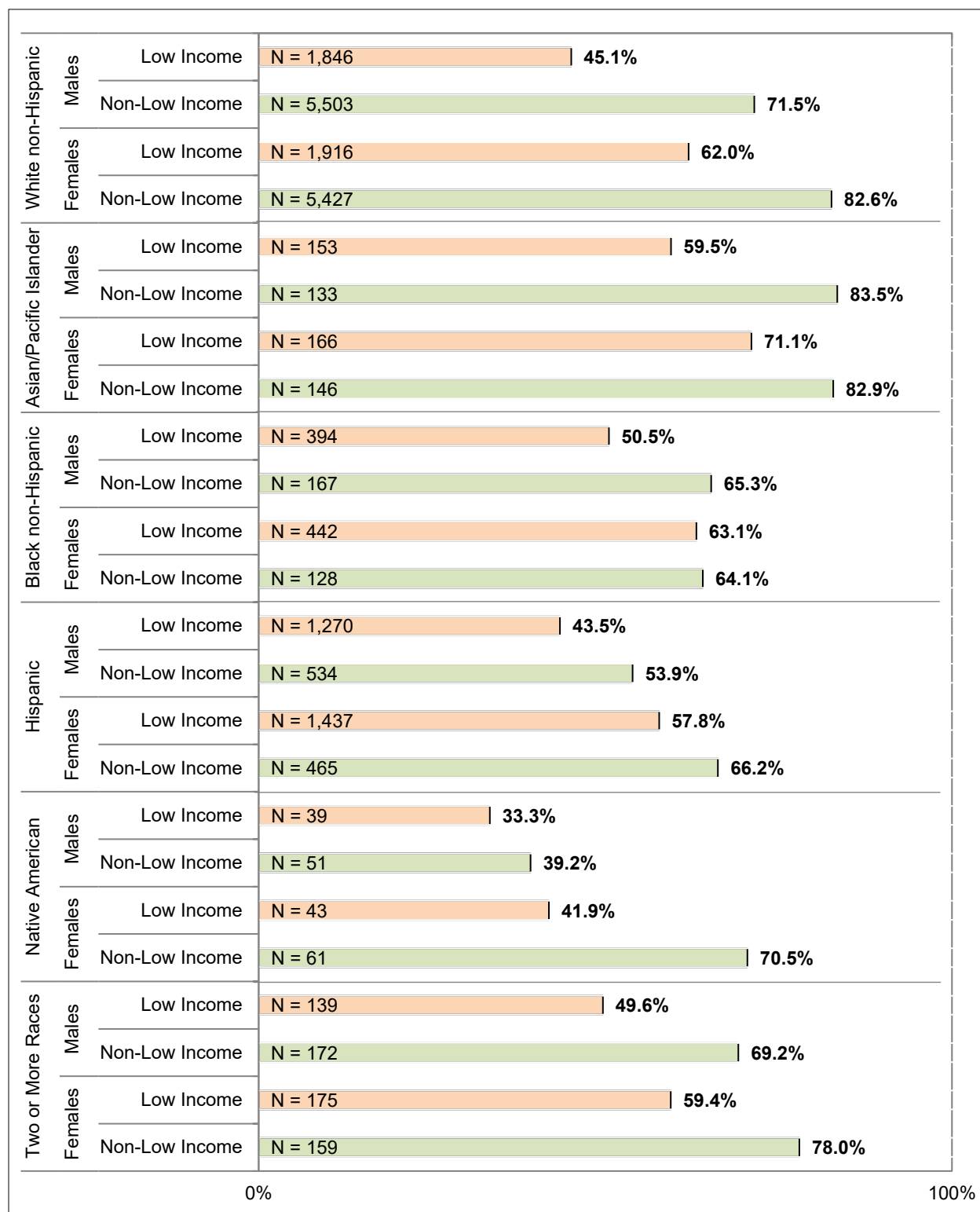
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data), April 2011; and Nebraska Department of Education (public high school graduate data) October 2021.

College Continuation Rates for Public High School Graduates by Race/Ethnicity, Gender, and Income Status

- As shown in Figure 1.1.c.9, segmenting college continuation rates by race/ethnicity, gender, and student income status results in college continuation rates for 24 subgroups.
- Among graduates in 2019-2020, the highest college continuation rate among these 24 subgroups was for non-low-income, Asian/Pacific Islander, male graduates (83.5%). Meanwhile, the lowest college continuation rate among these 24 subgroups was for low-income, Native American, male graduates (33.3%).
- Overall, college continuation rates by race/ethnicity ranged from 48.5% for Native Americans to 73.7% for Asian/Pacific Islanders. (See Table A5.5 in Appendix 5 for supporting data.)
- Between 2011-2012 and 2019-2020, the number of White non-Hispanic high school graduates decreased 1.3% while the number of minority high school graduates increased 39.5%. Unless efforts are focused to increase college continuation rates for minority students, Nebraska's college continuation rate will likely decrease as the state becomes more racially/ethnically diverse.
- College continuation rates by gender, student income status, and race/ethnicity for the graduating classes of 2011-2012 through 2019-2020 can be found in Table A5.5 in Appendix 5.

Figure 1.1.c.9

**College Continuation Rates for Nebraska Public High School Graduates
by Race/Ethnicity, Gender, and Student Income Status: 2019-2020**



Note. N = the number of public high school graduates within each subgroup. See [Table A5.5](#) in [Appendix 5](#) for supporting data. Data sources: National Student Clearinghouse (college continuation data), October 2021; and Nebraska Department of Education (public high school graduate data) October 2021.

This page left blank intentionally.

1.2 Nebraska High School Graduates Who Go to College in Nebraska

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

In addition to increasing college-going rates of Nebraska high school graduates, another approach to increasing college enrollment in Nebraska that was recommended by the 2003 LR 174 Higher Education Task Force is to increase the proportion of Nebraska high school graduates who pursue their postsecondary education in their home state, rather than going out of state to college.

The data required to monitor the proportion of recent Nebraska high school graduates who go to colleges and universities in Nebraska or other states are collected every two years through the Integrated Postsecondary Education Data System's (IPEDS) Fall Enrollment survey maintained by the National Center of Education Statistics in the U.S. Department of Education. The latest available data are for fall 2020.

The best available estimate of the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska is the number of students with Nebraska residency who enroll at Nebraska postsecondary institutions as first-time freshmen within a year of graduating from high school, compared directly to the number who go out of state to college. Consequently, this section provides a detailed analysis of the numbers and percentages of Nebraska high school graduates who attended Nebraska and out-of-state postsecondary institutions as first-time freshmen within 12 months of graduating from high school between fall 2010 and fall 2020.¹⁴

Nebraska-resident, first-time freshmen who start college at Nebraska or out-of-state postsecondary institutions *more* than 12 months after they graduated from high school are also of interest. However, since there is no way of knowing exactly when they received their diplomas from Nebraska or out-of-state high schools, these students are considered separately in the analysis reported in this section.

¹⁴ For the purposes of IPEDS reporting, first-time freshmen are defined to be degree/certificate-seeking students. Students taking courses for credit but not seeking degrees are not included in first-time freshmen cohorts.

Changes in the Number of Nebraska-Resident, First-Time Freshmen Enrolled at Postsecondary Institutions by Length of Time Since High School Graduation

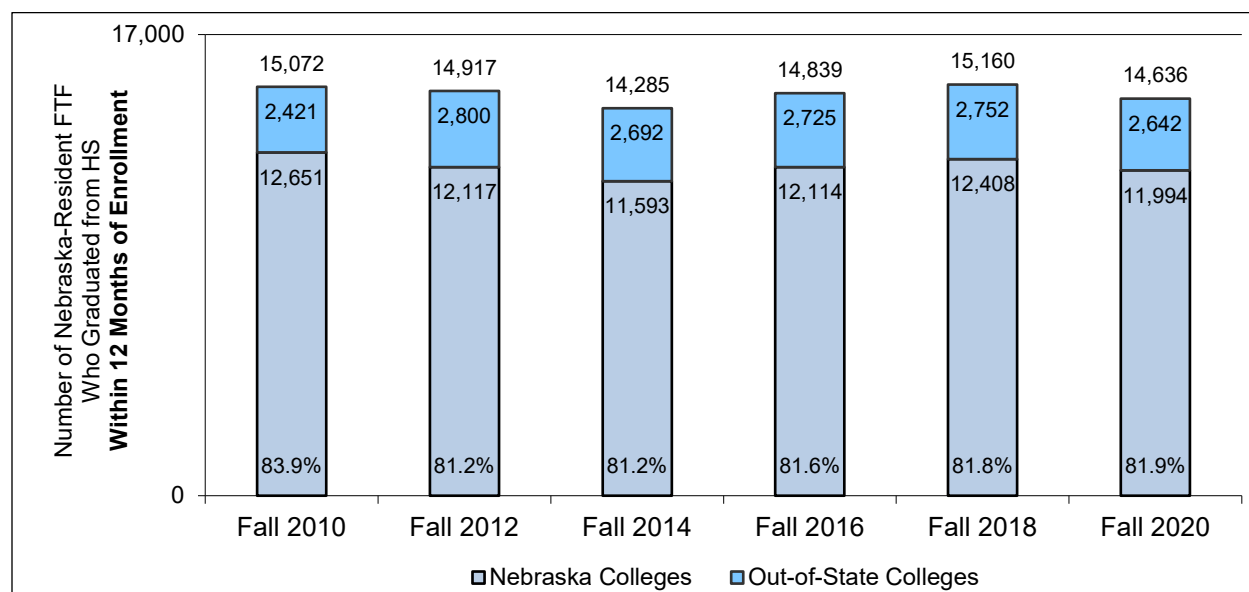
- Between fall 2010 and fall 2020, 436 fewer Nebraska-resident, first-time freshmen attended postsecondary institutions within one year of high school graduation. During the same period, 1,754 fewer Nebraska-resident first-time freshmen enrolled in college more than a year after they graduated from high school, as shown in [Table 1.2.1](#). As a result, the net total enrollment of Nebraska-resident, first-time freshmen at postsecondary institutions decreased 11.5% (2,190 students) since fall 2010.

Table 1.2.1 Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions Classified by Length of Time Since High School Graduation Fall 2010 through Fall 2020								
Length of Time Since High School Graduation	Fall 2010		Fall 2012		Fall 2014		Fall 2016	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	15,072	79.1%	14,917	83.2%	14,285	81.5%	14,839	86.6%
Graduated More than 12 Months Prior to College Enrollment	3,977	20.9%	3,002	16.8%	3,238	18.5%	2,302	13.4%
Total	19,049	100.0%	17,919	100.0%	17,523	100.0%	17,141	100.0%
Length of Time Since High School Graduation	Fall 2018		Fall 2020				Δ Since Fall 2010	
	N	%	N	%			N	%
Graduated During the 12 Months Prior to College Enrollment	15,160	89.0%	14,636	86.8%			-436	-2.9%
Graduated More than 12 Months Prior to College Enrollment	1,879	11.0%	2,223	13.2%			-1,754	-44.1%
Total	17,039	100.0%	16,859	100.0%	-2,190	-11.5%		
Note. Includes full-time and part-time students. Δ = change. See Table A6.1 and Table A6.3 in Appendix 6 for supporting data. Data sources: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.								

In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School Within 12 Months of College Enrollment

- The net decrease between fall 2010 and fall 2020 of 436 students who continued on to college within 12 months of high school graduation, shown in [Table 1.2.1](#), is attributable to an increase of 221 Nebraska-resident, first-time freshmen who enrolled at *out-of-state* institutions within 12 months of high school graduation and a decrease of 657 students who pursued their postsecondary education at institutions *in Nebraska*.
- Overall, the percent of Nebraska-resident, first-time freshmen who choose to begin college in Nebraska has remained relatively stable since fall 2010. As illustrated in [Figure 1.2.1](#), 81.9% of Nebraska-resident, first-time freshmen started college in Nebraska in fall 2020, compared to 83.9% in fall 2010.

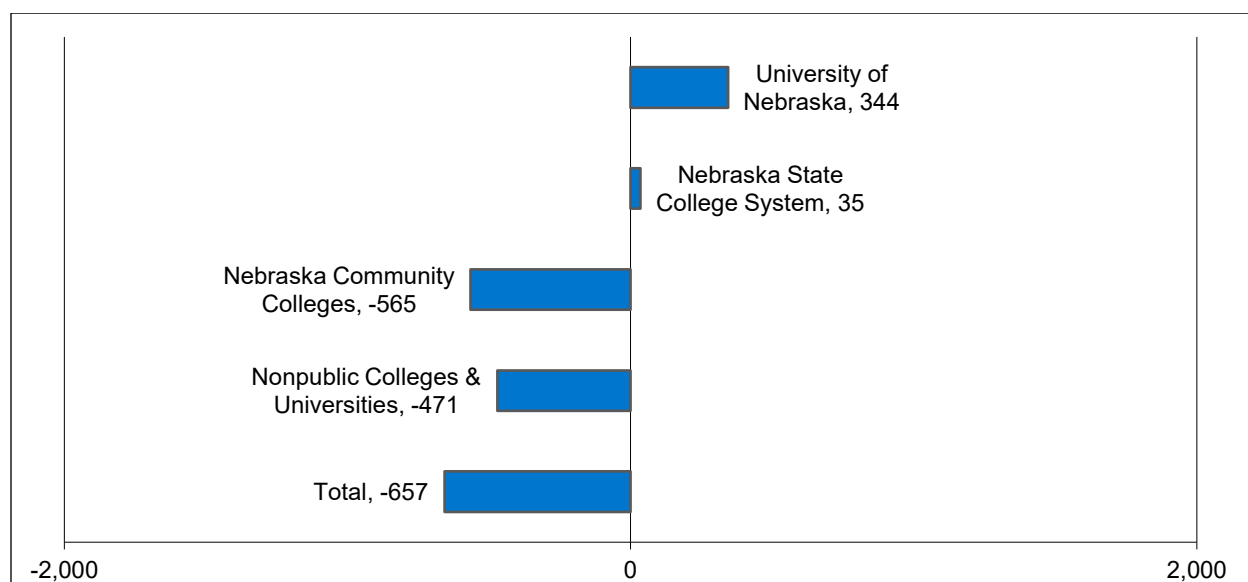
Figure 1.2.1
Number of Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
Within 12 Months of Graduation from High School
Fall 2010 through Fall 2020



Note. Includes full-time and part-time students. FTF = first-time freshmen. See [Table A6.1](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.

- As illustrated in [Figure 1.2.2](#), from fall 2010 to fall 2020, two of the four higher education sectors reported increases in the number of Nebraska-resident, first-time freshmen who enrolled in college less than a year after high school graduation.
- The University of Nebraska reported a total increase of 6.0%, while Nebraska’s state colleges reported an increase of 3.6%.
- Nebraska’s community colleges and nonpublic colleges and universities reported decreases of 14.2% and 23.5%, respectively.
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska postsecondary institutions within 12 months of high school graduation decreased 5.2%, from 12,651 in fall 2010 to 11,994 in fall 2020.
- See [Table A6.2](#) in [Appendix 2](#) for supporting data.

Figure 1.2.2
Changes in the Number of Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of Graduation from High School
Fall 2020 Compared to Fall 2010



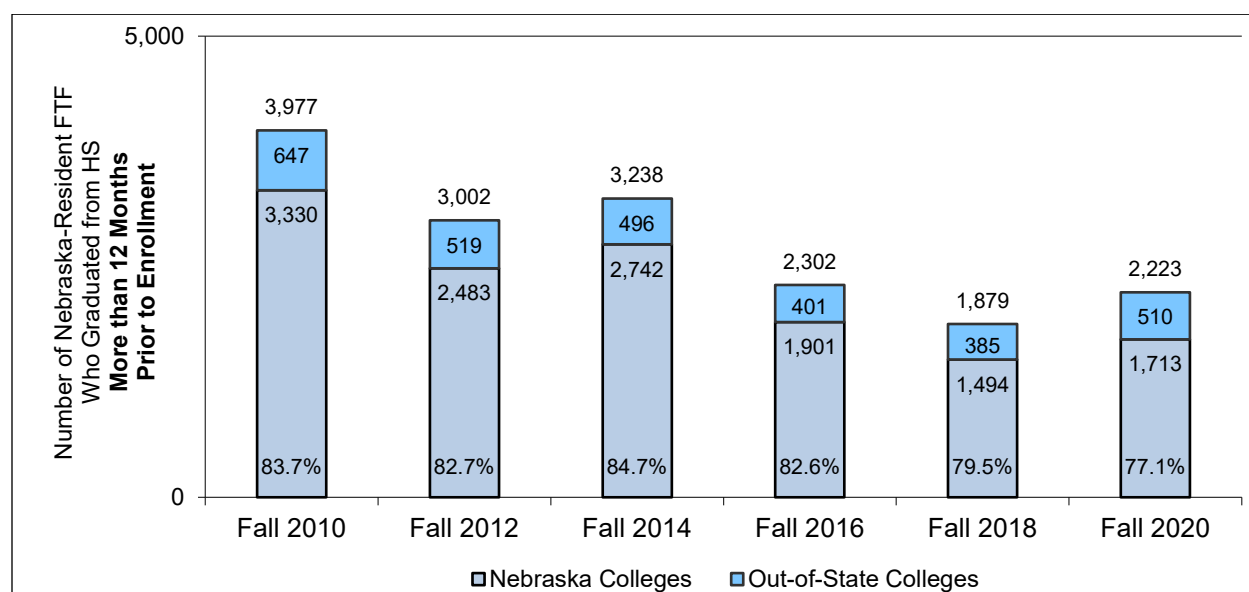
Note. Includes full-time and part-time students. See [Table A6.2](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.

In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School More than 12 Months Prior to College Enrollment

- Between fall 2010 and fall 2020, there was a decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at postsecondary institutions in Nebraska more than a year after they graduated from high school.
- As illustrated in [Figure 1.2.3](#), 1,617 fewer first-time freshmen attended Nebraska colleges in fall 2020 than in fall 2010, a decrease of 48.6%.
- Likewise, between 2010 and 2020, 137 fewer first-time freshmen from Nebraska went to out-of-state colleges more than a year after graduating from high school, a 21.2% decrease.
- As shown in [Figure 1.2.3](#), the net effect of these changes in enrollment was that a lower percentage of the students who graduated from high school more than a year before college enrollment attended Nebraska postsecondary institutions in fall 2020 than in fall 2010, while a higher percentage chose to go out of state. Specifically, 77.1% attended Nebraska colleges in 2020, compared to 83.7% in 2010.
- Total enrollment of first-time freshmen at out-of-state and in-state schools decreased 44.1% (1,754 students) from 3,977 in fall 2010 to 2,223 in fall 2020. (See [Table A6.3](#) in [Appendix 6](#) for supporting data.)

Figure 1.2.3

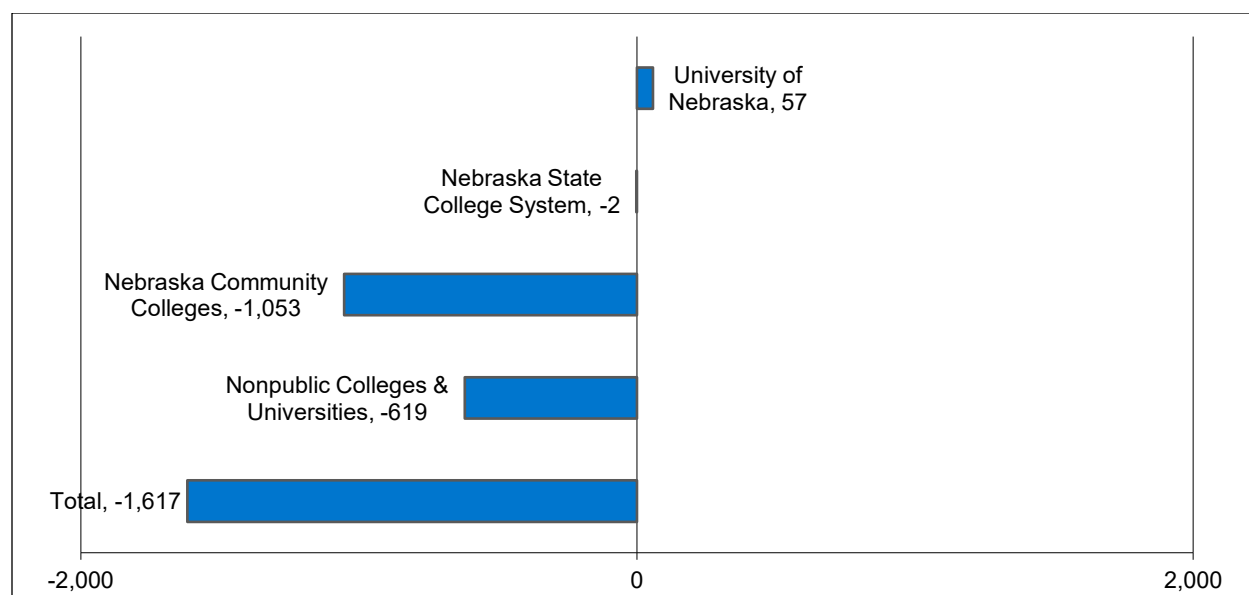
**Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions More than 12 Months After Graduation from High School
Fall 2010 through Fall 2020**



Note. Includes full-time and part-time students. FTF = first-time freshmen. HS = high school. See [Table A6.3](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.

- As illustrated in [Figure 1.2.4](#), from fall 2010 to fall 2020, the University of Nebraska was the only sector to report an increase (23.9%) in the number of Nebraska-resident, first-time freshmen who enrolled in college more than a year after high school graduation.
- The state colleges, community colleges, and nonpublic institutions reported decreases of 4.3%, 45.7%, and 83.5%, respectively.
- In terms of the number of students enrolled, Nebraska's community colleges experienced the largest decline between fall 2010 and fall 2020, enrolling 1,053 fewer first-time freshmen.
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska postsecondary institutions more than a year after high school graduation decreased 48.6%, from 3,330 in fall 2010 to 1,713 in fall 2020. This decrease of 1,617 students is mostly attributable to reduced enrollments at Nebraska's community colleges and nonpublic institutions
- See [Table A6.4](#) in [Appendix 6](#) for supporting data and a summary of enrollment changes by sector.

Figure 1.2.4
Changes in the Numbers of Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months After Graduation from High School
Fall 2020 Compared to Fall 2010



Note. Includes full-time and part-time students. See [Table A6.4](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.

1.3 Non-Nebraska, First-Time Freshmen Who Enroll at Nebraska Colleges and Net Migration

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

The 2003 LR 174 Higher Education Task Force recommended that Nebraska's colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and foreign students who enroll as first-time freshmen at Nebraska's postsecondary institutions are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

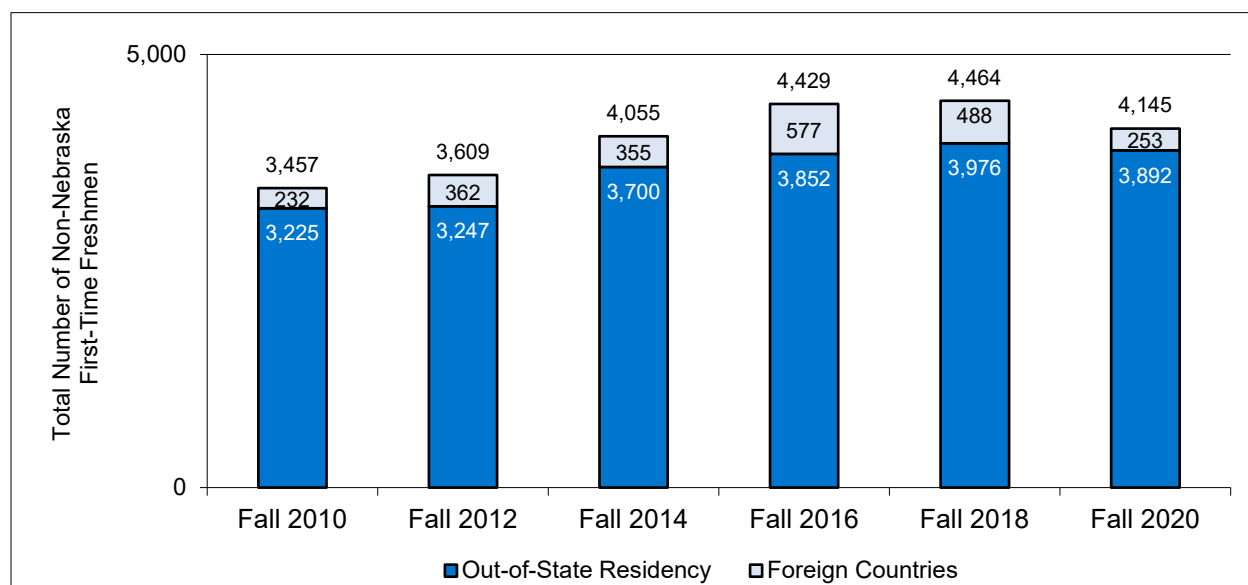
In this section, the latest available data, which are for fall 2020, are compared to the data for fall 2010, fall 2012, fall 2014, fall 2016, and fall 2018. Emphasis is primarily on the comparison of the findings for fall 2020 to those for fall 2010.

Non-Nebraska, First-Time Freshmen Who Attend Nebraska Colleges and Universities

- As shown in [Figure 1.3.1](#), Nebraska's postsecondary institutions attracted 688, or 19.9%, more non-Nebraska, first-time freshmen in fall 2020 than in fall 2010.
- While the number of first-time freshmen with out-of-state residency increased 9.1%, the number of first-time freshmen from foreign countries increased 20.7%. Notably, between fall 2018 and fall 2020, the number of first-time freshmen from foreign countries declined 48.2%.

Figure 1.3.1

**Total Number of Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Fall 2010 through Fall 2020**



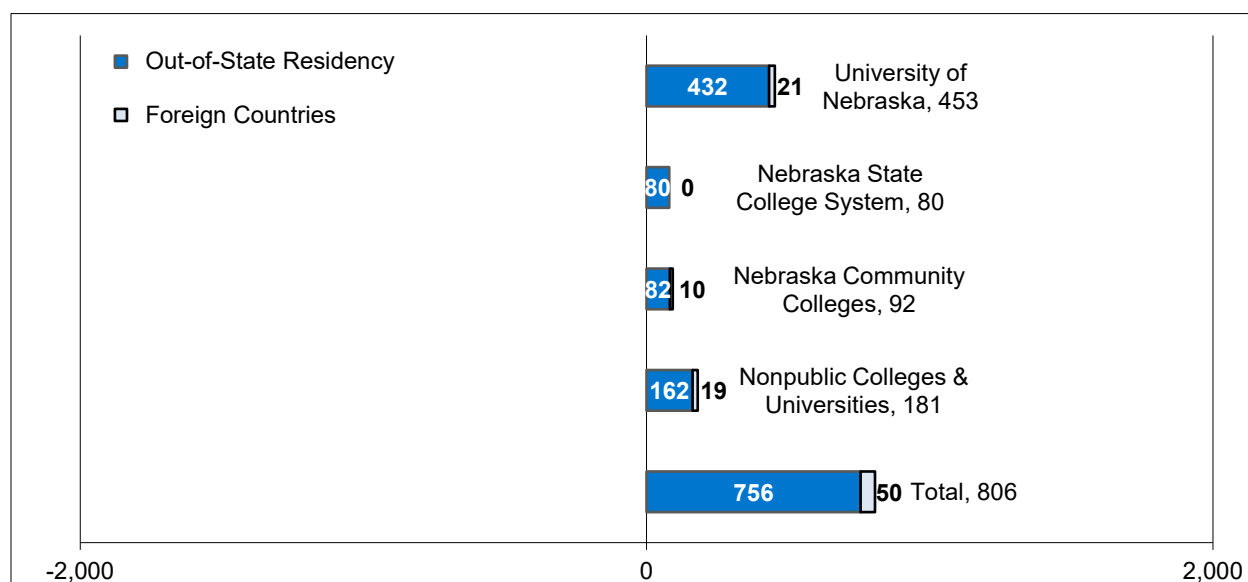
Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.5](#) and [Table 6.6](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.

- The University of Nebraska-Lincoln enrolled 1,285 (31.0%) of the non-Nebraska, first-time freshmen in fall 2020, up from 808 in fall 2010. Creighton University enrolled 770 (18.6%) of the non-Nebraska, first-time freshmen in fall 2020, up from 737 in fall 2008. Together, these two institutions accounted for 49.6% of non-Nebraska, first-time freshmen enrolled at Nebraska's postsecondary institutions in fall 2020. (See Table A6.8 in Appendix 6 for supporting data on total non-Nebraska, first-time freshmen by institution.)
- Between fall 2010 and fall 2020, postsecondary institutions in Nebraska attracted a noticeably higher number of non-Nebraskans who went to college within a year of high school graduation. This trend is evidenced in Table 1.3.1.
- As shown in Table 1.3.1, the net enrollment of out-of-state and foreign students at Nebraska postsecondary institutions increased by 688 students, or 19.9%, between fall 2010 and fall 2020.

Table 1.3.1 Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Classified by Length of Time Since High School Graduation Fall 2010 through Fall 2020								
Length of Time Since High School Graduation	Fall 2010		Fall 2012		Fall 2014		Fall 2016	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	2,948	85.3%	2,981	82.6%	3,488	86.0%	3,957	89.3%
Graduated More than 12 Months Prior to College Enrollment	509	14.7%	628	17.4%	567	14.0%	472	10.7%
Total	3,457	100.0%	3,609	100.0%	4,055	100.0%	4,429	100.0%
Length of Time Since High School Graduation	Fall 2018		Fall 2020			Δ Since Fall 2010		
	N	%	N	%		N	%	
Graduated During the 12 Months Prior to College Enrollment	4,064	91.0%	3,754	90.6%		806	27.3%	
Graduated More than 12 Months Prior to College Enrollment	400	9.0%	391	9.4%		-118	-23.2%	
Total	4,464	100.0%	4,145	100.0%		688	19.9%	
<i>Note.</i> Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. Δ = change. See Table A6.5 and Table A6.6 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and fall 2020 surveys.								

- As shown in [Figure 1.3.2](#), 56.2% of the net increase of 806 students who started college within 12 months of high school graduation is attributable to the increased number of non-Nebraskans who attended the University of Nebraska.
- The Nebraska State College System, Nebraska's community colleges, and Nebraska's nonpublic institutions also experienced gains in the number of non-Nebraskans that they attracted.
- While the number of first-time freshmen with out-of-state residency increased 26.6%, the number of first-time freshmen from foreign countries increased 49.0%. As shown in [Figure 1.3.2](#), the University of Nebraska enrolled the majority of first-time freshmen from foreign countries.
- However, as shown in [Table A6.5](#) in [Appendix 6](#), the number of first-time freshmen from foreign countries who started college within 12 months of high school graduation declined 47.9% from fall 2018 to fall 2020.
- See [Table A6.6](#) in [Appendix 6](#) for information on the enrollment of non-Nebraskan first-time freshmen who enrolled at Nebraska colleges more than a year after high school graduation.
- [Table A6.7](#) in [Appendix 6](#) provides detailed listings *by institution* of the numbers of first-time freshmen with Nebraska, out-of-state, and foreign residencies who were enrolled at Nebraska's colleges and universities *within 12 months of high school graduation* from fall 2010 through fall 2020.

Figure 1.3.2
Changes in the Numbers of Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of Graduation from High School
Fall 2020 Compared to Fall 2010



Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.5](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.

Net Migration of Nebraska and Non-Nebraska, First-Time Freshmen

Data summarized in the preceding sections can be used to calculate the net migration of first-time freshmen who attended postsecondary institutions within one year of high school graduation. Students with foreign residency are excluded from the calculation of net migration.¹⁵

- As shown in [Table 1.3.2](#), in fall 2010, fall 2012, fall 2014, fall 2016, fall 2018, and fall 2020, more first-time freshmen *came to Nebraska* to attend college within 12 months of high school graduation than *left Nebraska* to go to school out of state.

Table 1.3.2 Net Migration of First-Time Freshmen Who Attended Postsecondary Institutions <u>Within 12 Months of High School Graduation</u> Fall 2010 through Fall 2020								
Student Residency and Where They Attended College	Fall 2010	Fall 2012	Fall 2014	Fall 2016	Fall 2018	Fall 2020	Δ Since Fall 2010	
							N	%
<u>In-Migration</u> Non-Nebraska, Non-Foreign Students Enrolled at Nebraska Colleges and Universities	2,846	2,826	3,294	3,621	3,772	3,602	756	26.6%
<u>Out-Migration</u> Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,421	2,800	2,692	2,725	2,752	2,642	221	9.1%
Net Migration	425	26	602	896	1,020	960		
<i>Note.</i> Includes full-time and part-time students. Does not include students with foreign residency, reported unknown states of residence, or students for whom no residence information was reported. Δ = change. See <u>Table A6.1</u> and <u>Table A6.5</u> in <u>Appendix 6</u> for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.								

¹⁵ While IPEDS data captures the in-migration of first-time freshmen from foreign countries, it does not capture the out-migration of first-time freshmen with Nebraska residency that enrolled in college in foreign countries.

1.4 Enrollment of First-Time Freshmen by Race/Ethnicity

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

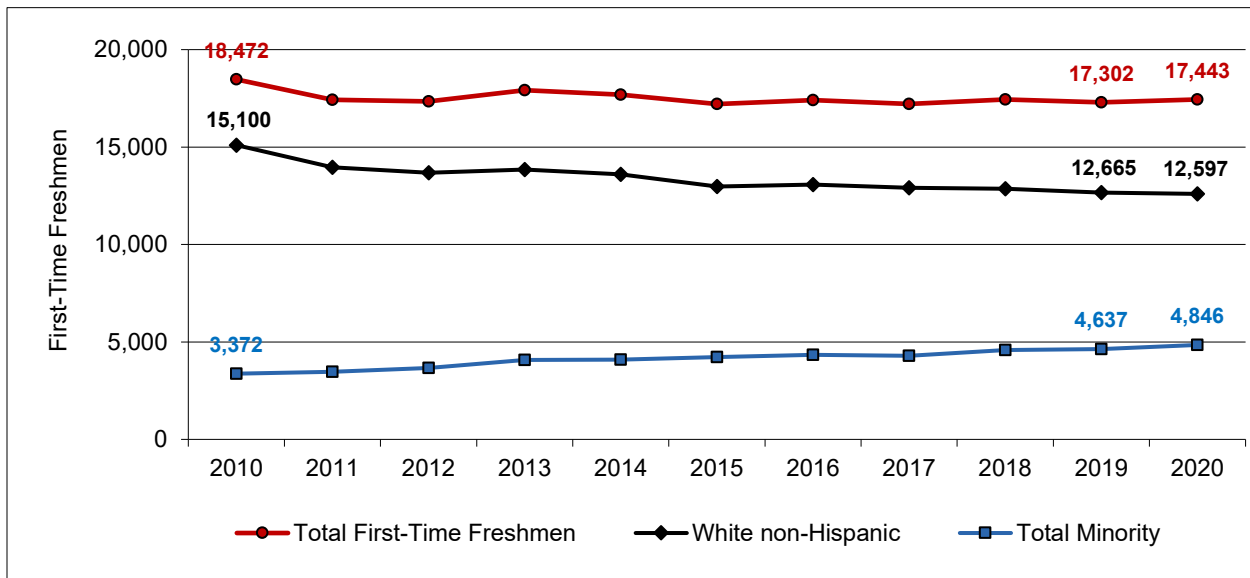
Increasing the number and percentage of students who have been underrepresented in Nebraska's higher education system is another recommended approach to increasing the state's postsecondary enrollment. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2010 in the numbers of White non-Hispanics and minority students who have been enrolled as *first-time freshmen* at Nebraska colleges, and (2) the extent to which each racial/ethnic group was represented in the state's postsecondary education system in fall 2020, the latest period for which data are available. (Estimated enrollments for fall 2021 are not available by race/ethnicity; therefore, enrollments by race/ethnicity for fall 2021 will be reported in the *2023 Progress Report*.)

Changes in the Numbers of First-Time Freshmen Enrolled at Nebraska Institutions

- As shown in [Figure 1.4.1](#), 17,443 first-time freshmen of known race/ethnicity were enrolled at Nebraska's postsecondary institutions in fall 2020, a 5.6% decrease from the 18,472 first-time freshmen of known race/ethnicity enrolled in fall 2010.
- Between fall 2019 and fall 2020, total enrollment of first-time freshmen of known race/ethnicity increased 0.8%.
- In fall 2010, White non-Hispanics accounted for 81.7% of the first-time freshmen, while minorities accounted for 18.3%. Of the first-time freshmen enrolled in fall 2020, 72.2% were White non-Hispanics, while 27.8% were minorities.¹⁶
- As shown in [Figure 1.4.2](#), higher numbers of Asians/Pacific Islanders, Hispanics, and multiracial students were enrolled in college in fall 2020 than in fall 2010. However, the numbers of Black non-Hispanic and Native-American first-time freshmen decreased since fall 2010.
- The net effect of these changes is that there were **1,474 more minority students** attending Nebraska colleges as first-time freshmen in fall 2020 than in fall 2010, an increase of 43.7%. In comparison, there were **2,503 fewer White non-Hispanic** first-time freshmen in fall 2020 than in fall 2010, a decrease of 16.6%.

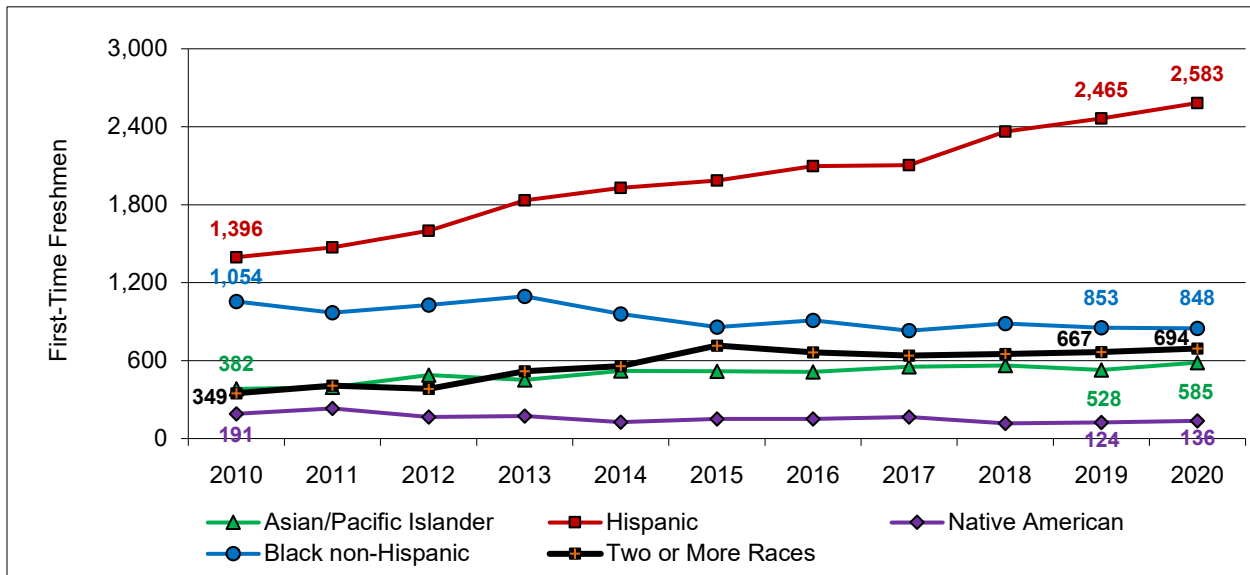
¹⁶ Minority students are defined as students from the following race/ethnicity categories: Asian/Pacific Islander, Black non-Hispanic, Hispanic, Native American, and two or more races. Figures do not include nonresident aliens or students of unknown race/ethnicity.

Figure 1.4.1
Numbers of White Non-Hispanic and Minority First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2010 through Fall 2020



Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. See [Table A7.1](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys.

Figure 1.4.2
Numbers of Minority Students Enrolled as First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2010 through Fall 2020



Note. Includes full-time and part-time students. See [Table A7.1](#) in [Appendix 7](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys.

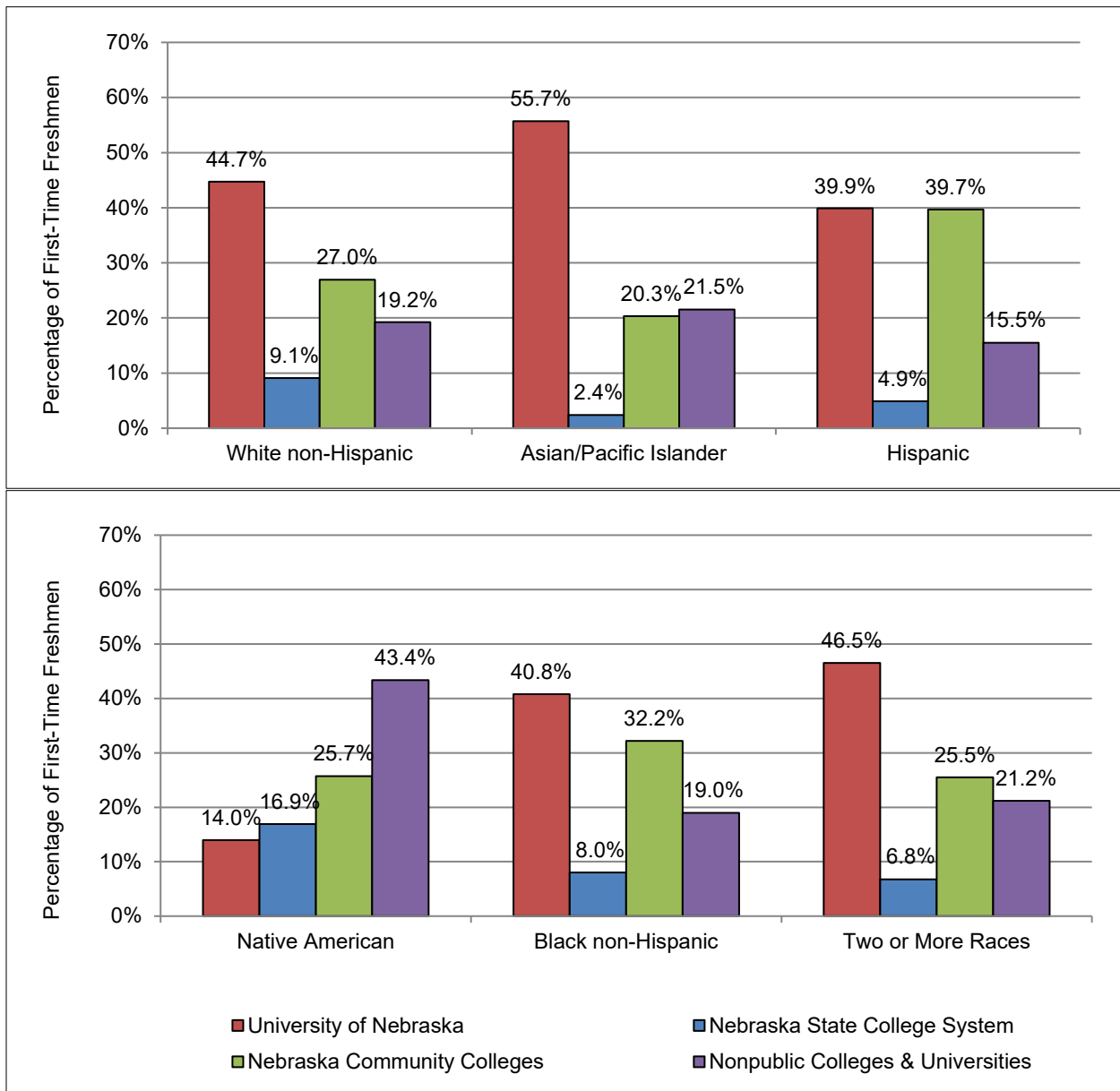
Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group

Another approach to analyzing the representation of racial/ethnic groups is to examine the percentage of students in each racial/ethnic group who attend each of the institutional sectors within Nebraska's postsecondary education system.

- Figure 1.4.3 shows the percentages of the first-time freshmen in each of the six major racial/ethnic groups who attended, by sector, institutions within Nebraska's postsecondary education system in fall 2020.
- As evidenced in Figure 1.4.3, White non-Hispanics, Asian/Pacific Islanders, Black non-Hispanics, and multiracial students most frequently enrolled as first-time freshmen at the University of Nebraska. Hispanic first-time freshmen were most likely to enroll at the University of Nebraska or at the state's community colleges. Native American first-time freshmen were most likely to enroll at the nonpublic colleges and universities.
- As shown in Table A7.2 in Appendix 7, 42 (30.9%) of the 136 Native Americans who were first-time freshmen in fall 2020 attended Little Priest Tribal College (20) or Nebraska Indian Community College (22).

Figure 1.4.3

**First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Race/Ethnicity and by Sector
Fall 2020**

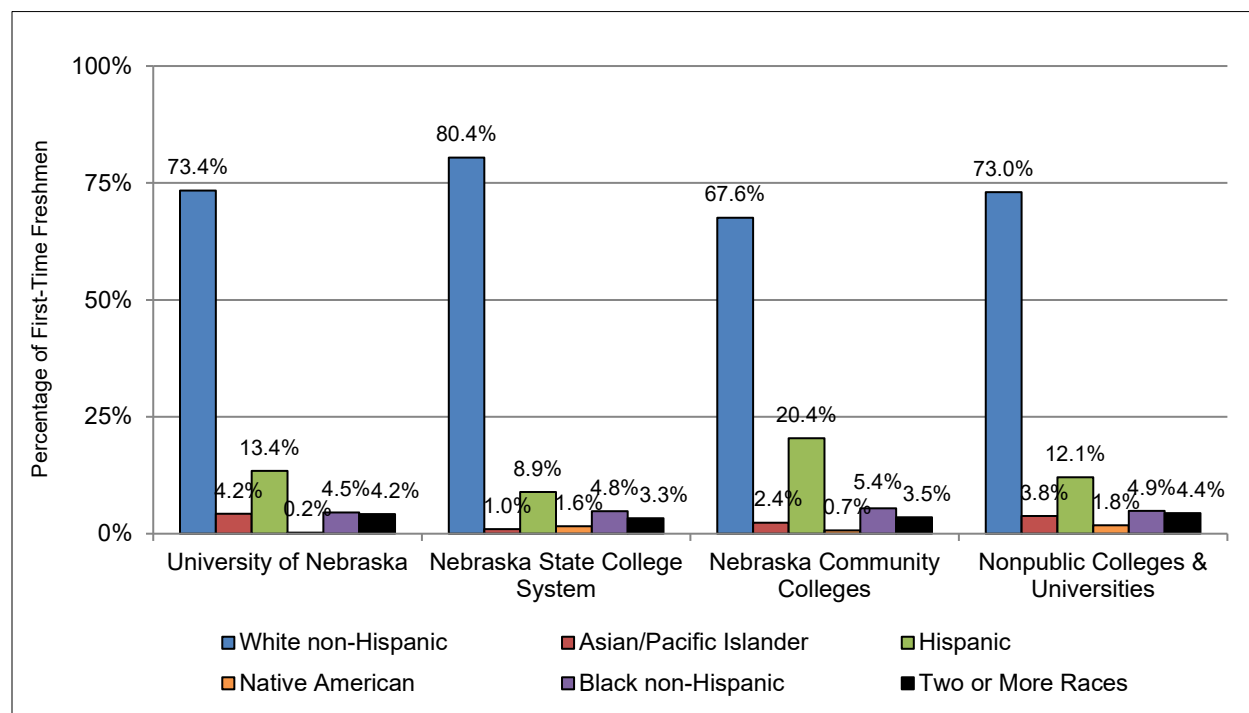


Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are included under nonpublic colleges and universities. See [Table A7.2](#) in [Appendix 7](#) for fall 2010 through fall 2020 data. Data source: National Center for Education Statistics, IPEDS fall 2020 survey.

Representation of Racial/Ethnic Groups by Sector

Representation of each racial/ethnic group varied across the sectors of higher education, as shown in [Figure 1.4.4](#).

Figure 1.4.4
First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2020



Note. Includes full-time and part-time students. Does not include nonresident aliens or students of unknown race/ethnicity. See [Table A7.3 in Appendix 7](#) for fall 2010 through fall 2020 data. Data source: National Center for Education Statistics, IPEDS fall 2020 survey.

This page left blank intentionally.

1.5 Financial Aid

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

The 2003 LR 174 Higher Education Task Force recommended increasing need-based financial aid as a means of improving access to higher education for Nebraskans with limited financial resources. Since 2003, Nebraska has increased the amount of state funds allocated for need-based financial aid, thereby making progress toward the goal of improving access to higher education within the state.¹⁷ However, it still ranks among the lowest states for state-funded, need-based aid provided to students.

Financial aid is even more important today than it was in 2003 as increasing college costs make it more difficult for many Nebraskans to be educated beyond high school. While there are several sources of need-based financial aid available to students, the amount available has not kept up with increasing costs and the corresponding need for more financial aid. This can be illustrated in several ways.

Number of Recent Nebraska High School Graduates Filing the FAFSA

The first step in gaining access to federal and state student financial aid – and often need-based institutional financial aid as well – is filing the Free Application for Student Financial Aid, commonly known as the FAFSA. Unfortunately, many potential college students never make it past this first step, either not applying at all or not completing the FAFSA in spite of the efforts of high school counselors, college financial aid officers, and organizations like Education Quest, Avenue Scholars, and College Possible that help students complete the FAFSA. The National College Access Network, a national organization devoted to advocating for college affordability, particularly the federal Pell Grant program, estimates that 2021 Nebraska high school graduates missed out on \$19.7 million in federal Pell grants by not filing the FAFSA.¹⁸ Without that aid, most of those high school graduates could not enroll in college.

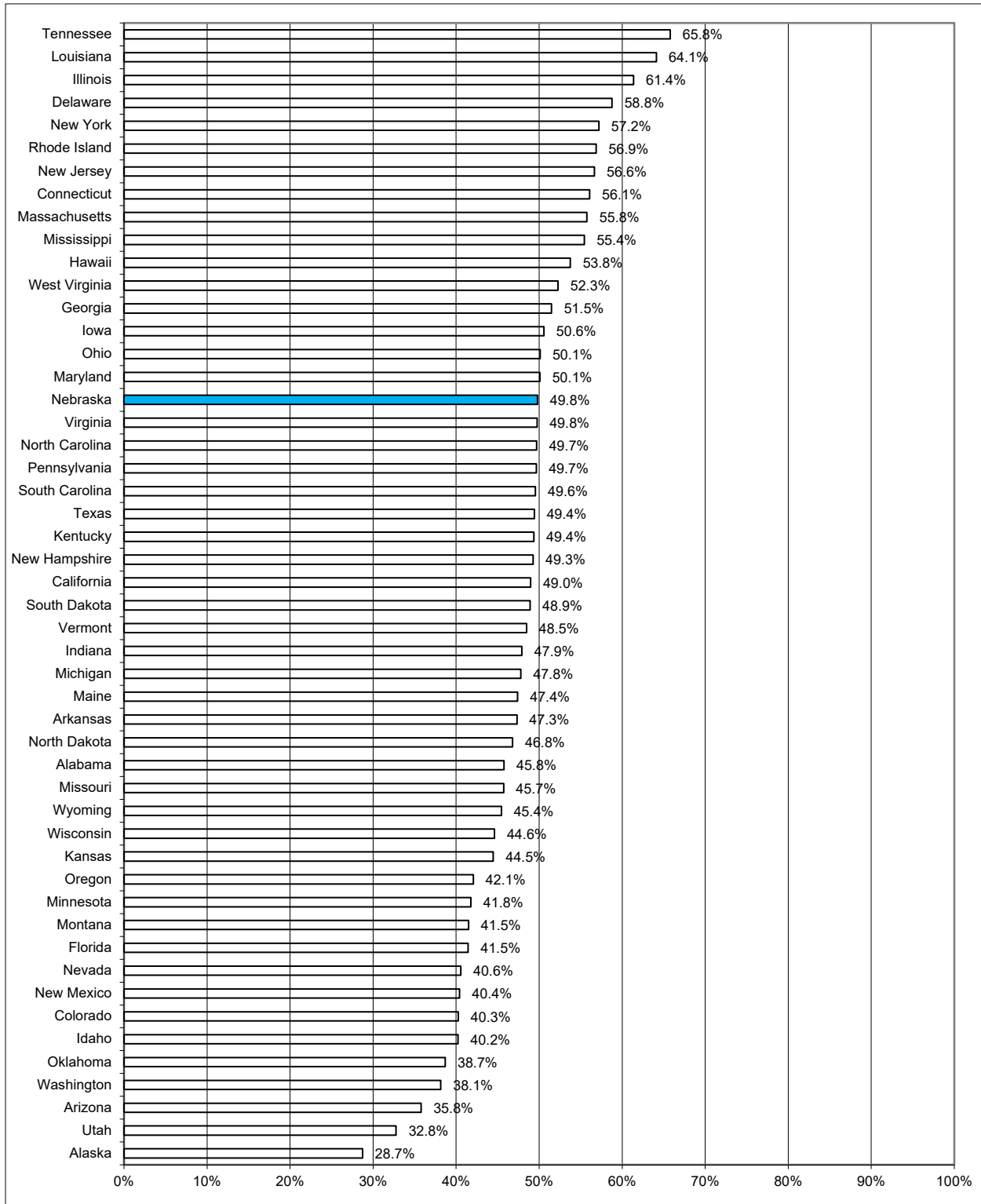
As Figure 1.5.1 indicates, Nebraska ranked 17th in FAFSA completions for 2021. Leading states typically have made FAFSA completion a high school graduation requirement, tie FAFSA completion to “free college,” or have extensive state aid programs. Nebraska has none of those incentives to completion, but it does have the extensive outreach of Education Quest and the CCPE’s FAFSA Completion Project, which uses information from the federal Department of Education to allow high school counselors to see which of their students have started and completed a FAFSA, allowing them to target assistance and encouragement.

Like most states, Nebraska has suffered a decline in FAFSA completions by high school seniors in recent years, which tracks a decline in college going among recent high school graduates. FAFSA completion and college continuation among low-income students nationwide have been heavily impacted by COVID-19, as distance education has been difficult for low-income students without good access to technology at home and counselors are less able to assist students with college planning and FAFSA completion. Figure 1.5.2 shows the decline for Nebraska, neighboring states, and the best and worst performing states in FAFSA completion.

¹⁷ For more information on tuition, fees, and financial aid, see the *2020 Tuition, Fees, and College Affordability Report*, available on the Commission’s website at ccpe.nebraska.gov/reports.

¹⁸ *NCAN Report: \$3.75 Billion in Pell Grants Goes Unclaimed for High School Class of 2021*, January 24, 2022, <https://www.ncan.org/news/592984/NCAN-Report-3.75-Billion-in-Pell-Grants-Goes-Unclaimed-for-High-School-Class-of-2021.htm>

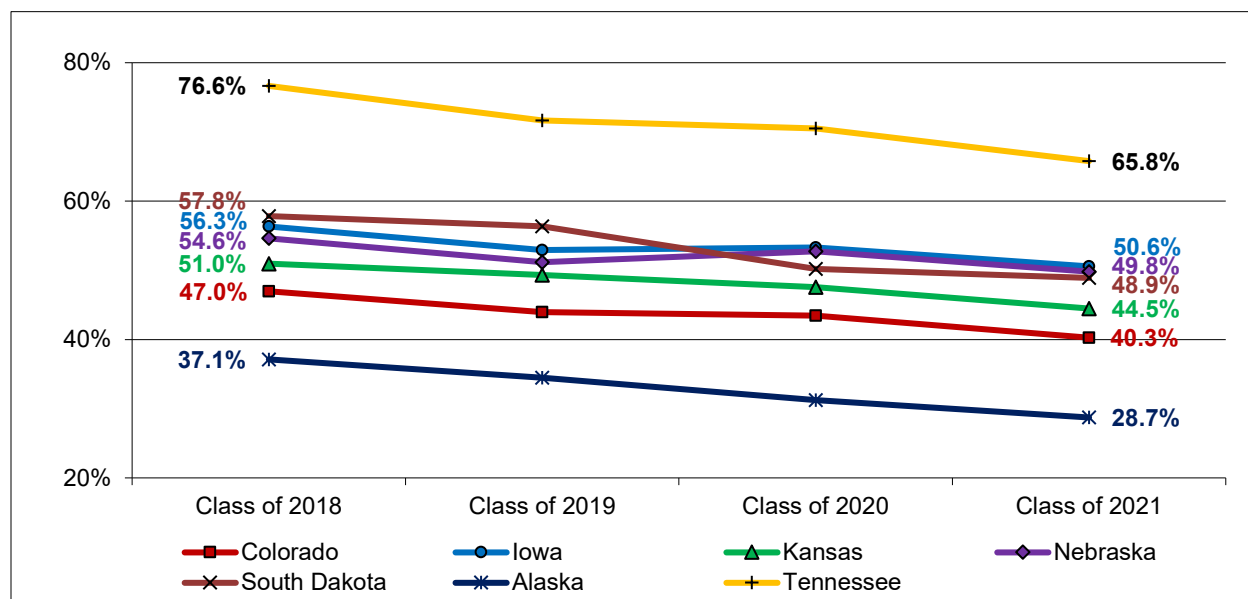
Figure 1.5.1
Free Application for Federal Student Aid (FAFSA) Completion Rates by State
Class of 2021



Note. Includes students who completed the FAFSA between October 1, 2020, and June 30, 2021. Includes students from public and private high schools. See [Table A8.1](#) in [Appendix 8](#) for more information. Data source: National College Attainment Network, FAFSA Completion, January 2022.

Figure 1.5.2

**Free Application for Federal Student Aid (FAFSA) Completion Rates
Nebraska Compared to Other States
Class of 2018 through Class of 2021**



Note. Graph includes trend data for Nebraska, surrounding states, and the lowest (Alaska) and highest (Tennessee) performing states for the most recent year. Includes students who completed the FAFSA between October 1 and June 30 for each high school class. Includes students from public and private high schools. See [Table A8.1](#) in [Appendix 8](#) for more information. Data source: National College Attainment Network, FAFSA Completion, January 2022.

Number of Students Not Served by Nebraska's Opportunity Grant Program

Nebraska allocates state General and lottery funds to a financial aid program called the Nebraska Opportunity Grant (NOG) program. Nebraska Opportunity Grants, also referred to as state grants, are awarded to students who are residents of Nebraska, have not earned a first bachelor's degree, have high financial need, and who are attending eligible Nebraska colleges and universities.¹⁹

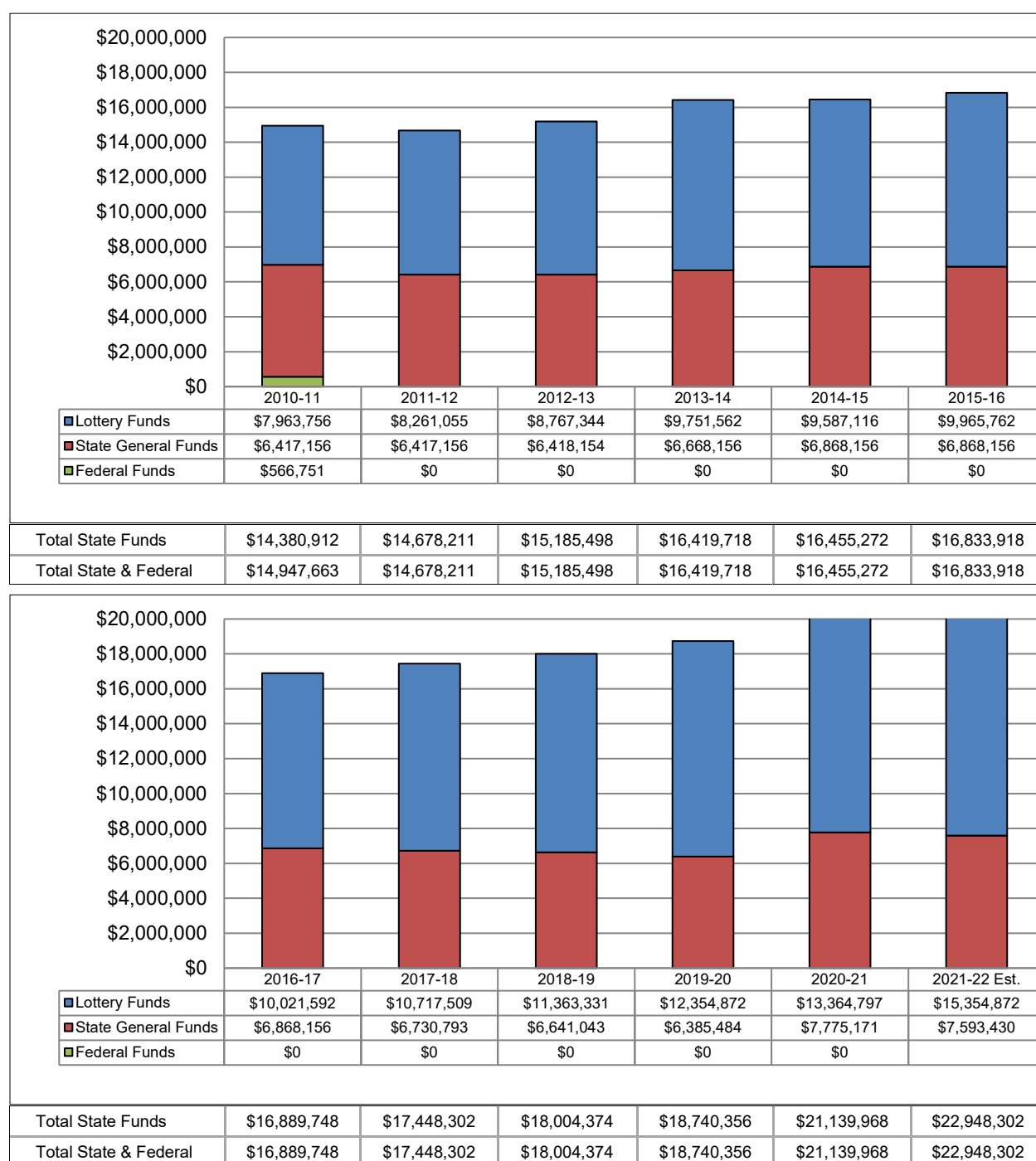
As the following discussion illustrates, Nebraska has significantly increased the amount of funding available for state grants to college students. However, the amount of available funding for financial aid continues to be insufficient to meet the needs of an increasing number of students who are eligible to receive state assistance. As a result, only 4 out of 10 students who are eligible for state-funded financial aid receive state grants.

[Figure 1.5.3](#) illustrates how the amount of available funding for state grants has significantly increased since 2010-2011. For the 2010-2011 academic year, the state allocated \$14,380,912 for grant aid to students attending public and private institutions in Nebraska. For 2020-2021, the state allocated \$21,139,968 to assist students from low-income families attend higher education institutions in Nebraska, an increase of 47.0%. For the 2021-2022 academic year, the amount of available state funding for grant aid increased to \$22,948,302, or 8.6% above the amount allocated for 2020-2021. As a result, available state funding for state grants awarded in 2021-2022 is 59.6% higher than the state appropriated for student financial aid in 2010-2011.

¹⁹ For more information on the Nebraska Opportunity Grant, see the *Nebraska Opportunity Grant 2020-21 Year-End Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

Between 2010-2011 and 2021-2022, allocation of lottery funds for state grants increased 92.8%, from \$7,963,756 in 2010-2011 to \$15,354,872 in 2021-2022. Over the same period, appropriations for state grants from the state's General Fund increased 18.3%, from \$6,417,156 to \$7,593,430. Meanwhile, federal funding totaled \$566,751 in 2010-2011 and was eliminated in 2011-2012.

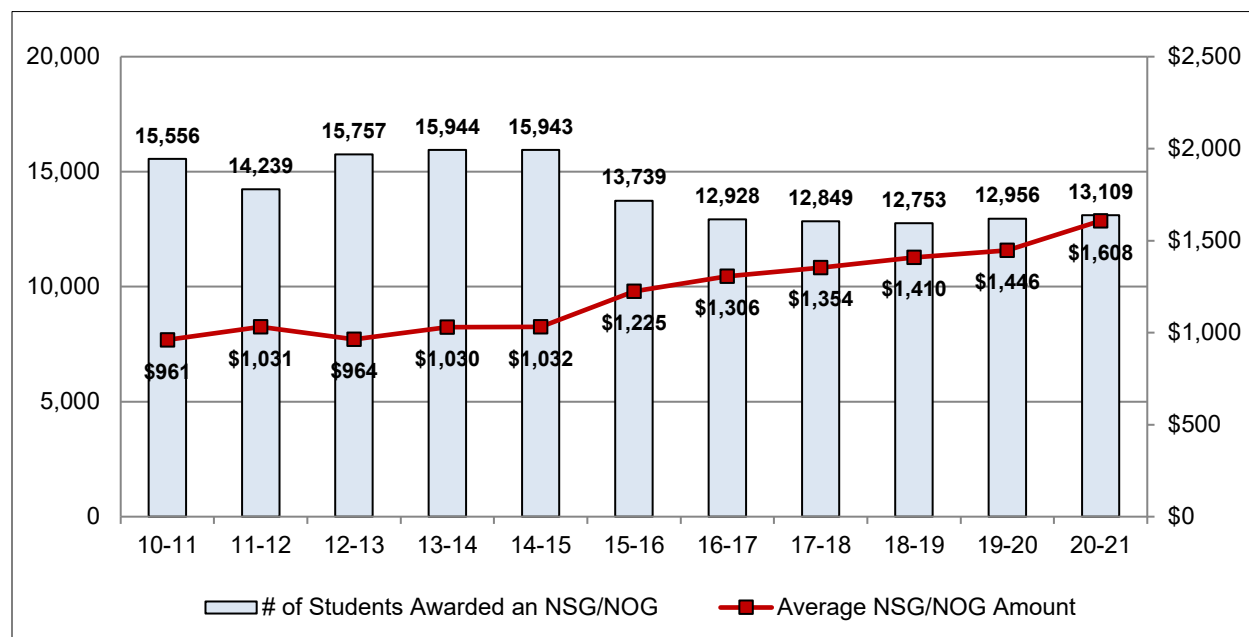
Figure 1.5.3
Sources and Amounts of Available Funding
for the Nebraska Opportunity Grant Program
2010-2011 through 2021-2022



Data sources: Nebraska's Coordinating Commission for Postsecondary Education, *2020 Tuition, Fees, and College Affordability Report*, supplemented with CCPE records, January 2022.

Between 2010-2011 and 2020-2021, as shown in [Figure 1.5.4](#), the number of students who received state grants decreased 15.7%, from 15,556 to 13,109, and the average awarded grant increased 67.3%, from \$961 to \$1,608.²⁰

Figure 1.5.4
Number of Students Who Received
Nebraska Opportunity Grants (NOGs) and the Average Grant Awarded
2010-2011 through 2020-2021



Data source: Nebraska's Coordinating Commission for Postsecondary Education, *Nebraska Opportunity Grant Year-End Report*, 2011 through 2021.

Unfortunately, as shown in [Figure 1.5.5](#), many students who are eligible for state grants do not receive them. In 2020-2021, for example, 13,109 students received state grants. However, based upon expenditure reports submitted to the Commission by each institution, it is estimated that an additional 17,573 students qualified for state grants but did not receive them due to insufficient available funding.

Furthermore, the percentage of eligible students who receive state grants remains low. In 2010-2011, only 35.0% of the students who were eligible for state grants received them. In 2020-2021, 42.7% of the eligible students received state grants.²¹

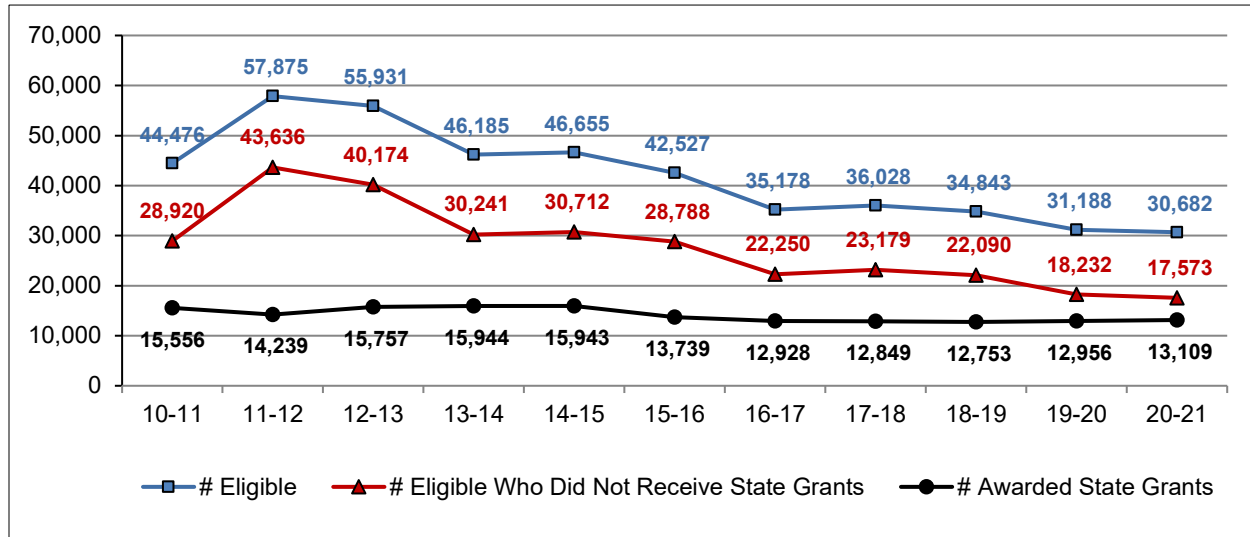
See [Table A8.2](#) and [Table A8.3](#) in [Appendix 8](#) for supporting data and for additional information about the numbers and amounts of Nebraska state grants awarded by sector.

²⁰ The maximum award a student could receive was 50% of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student. In 2010-2011, the maximum award was at \$3,428. For 2020-2021, the maximum award was \$4,682.

²¹ 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.

Figure 1.5.5

**Number of Students Eligible to Receive Nebraska Opportunity Grants
Compared to the Number of Students Awarded a Nebraska Opportunity Grant
2010-2011 through 2020-2021**



Data source: Nebraska's Coordinating Commission for Postsecondary Education, *Nebraska Opportunity Grant Year-End Report*, 2011 through 2021.

Other Evidence of Unmet Need for Financial Aid

Although state funding of financial aid has increased significantly since 2010-2011, there is a substantial amount of unmet financial need in Nebraska, including the need not met by state grants. The Commission estimates the annual unmet financial need of all Nebraskans who are eligible for Pell Grants by subtracting the total amount of financial aid, excluding work-study or PLUS (parent loan for undergraduate students), from the total cost of attending Nebraska colleges and universities for all Pell-Grant-eligible students.²² Using this formula, which includes subsidized and unsubsidized loans as financial aid, the Commission estimates the unmet need of Nebraskans was nearly \$243 million in 2010-2011 and over \$176 million in 2020-2021.²³

Another indicator of the difficulty in meeting the financial needs of students is the percentage of family income needed to pay for full-time enrollment at public two- and four-year institutions. For details, see pages 18 and 19 of the Commission's *2020 Tuition, Fees, and College Affordability Report*.

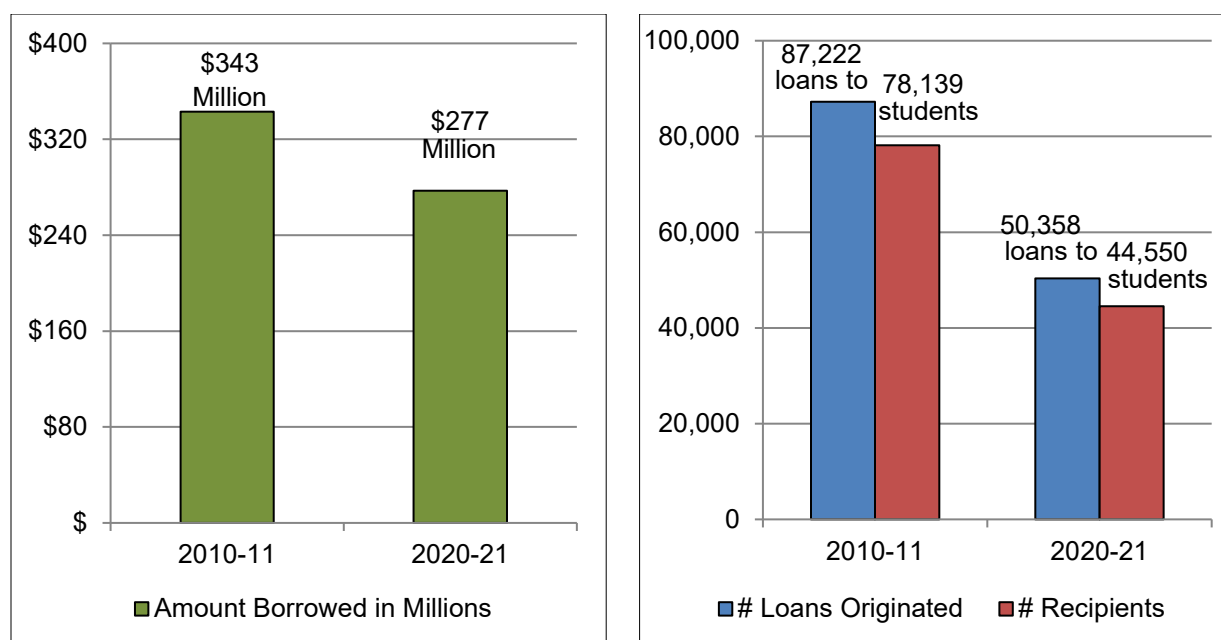
As illustrated in [Figure 1.5.6](#), the amount students borrowed to attend Nebraska's public postsecondary institutions declined 19.2%, from \$343,167,830 in 2010-2011 to \$277,207,840 in 2020-2021.²⁴ The number of loan recipients decreased 43.0%, from 78,139 in 2010-2011 to 44,550 in 2020-2021, while the number of originated loans decreased 42.3%, from 87,222 in 2010-2011 to 50,358 in 2020-2021.

²² Cost of attendance includes tuition and mandatory fees, room and board, and books and supplies.

²³ For details regarding these estimates, see the Commission's *2020 Tuition, Fees, and College Affordability Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

²⁴ Originated loans, including fees.

Figure 1.5.6
Level of Student Borrowing to Attend Nebraska's Public Colleges and Universities
2020-2021 Compared to 2010-2011



Note. Includes undergraduate and graduate loans. Data source: Common Origination and Disbursement System, U.S. Department of Education Federal Student Aid, July 2021.

Need-Based Financial Aid

In addition to the Nebraska Opportunity Grant, financial aid is provided through a system of tuition waivers at Nebraska public institutions. However, tuition waivers may or may not be need-based, depending on how each institution decides to allocate them.

The State of Nebraska also funds the Access College Early (ACE) Scholarship Program. Initiated in fall 2007, ACE scholarships are awarded to eligible low-income Nebraska high school students who take college courses for credit from qualified postsecondary institutions.

Since Nebraska's state grant program has been the primary source of state-funded, need-based financial aid for Nebraska residents who are attending postsecondary institutions within the state, the preceding analysis in this section focuses primarily on the changes in the funding of Nebraska's state grant program that occurred between 2010-2011 and 2020-2021. The last part of this section focuses on the growth of the Access College Early (ACE) Scholarship Program and the college continuation rates of ACE scholarship recipients.

Access College Early (ACE) Scholarship Program

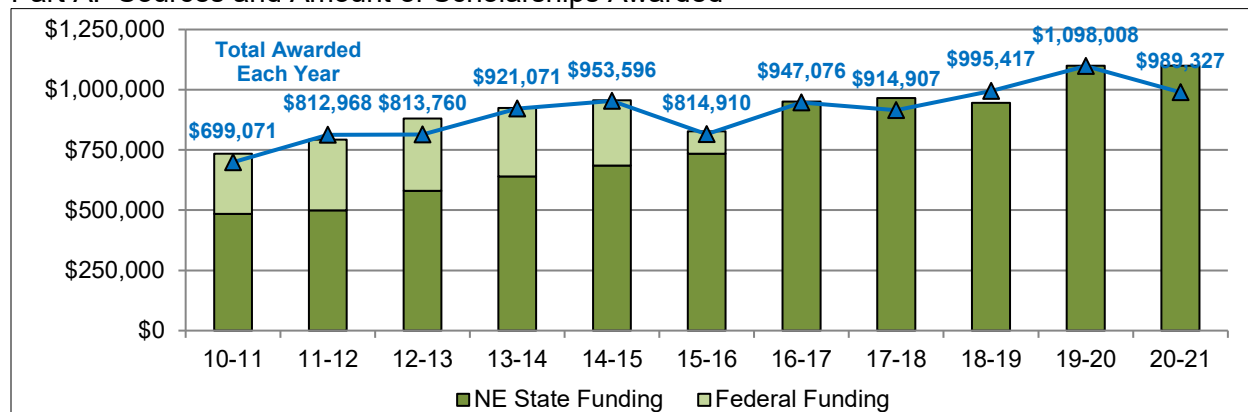
Started in fall 2007, the Access College Early (ACE) Scholarship Program awards scholarships to eligible low-income Nebraska high school students who take courses for credit from postsecondary institutions while the students are in high school. These courses are typically dual enrollment courses, which are offered for both high school and college credit, but some are college courses offered only for college credit.²⁵ Figure 1.5.7 illustrates the growth of the ACE Scholarship Program.

- In 2010-2011, 2,152 ACE scholarships totaling \$699,071 were awarded to 1,601 Nebraska high school students from 220 high schools. These students registered for 10,396 credit hours at 12 Nebraska colleges and universities.

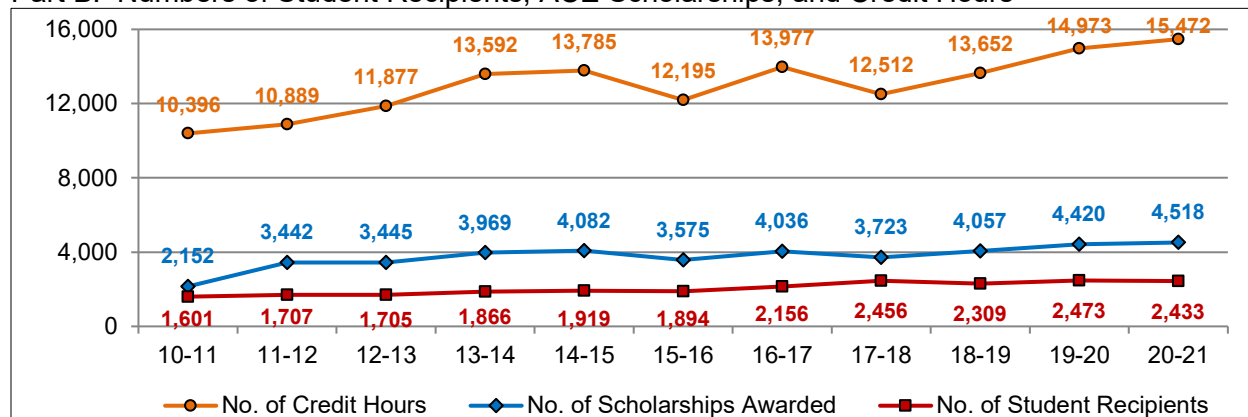
Figure 1.5.7

Growth of the Nebraska Access College Early (ACE) Scholarship Program 2010-2011 through 2020-2021

Part A: Sources and Amount of Scholarships Awarded



Part B: Numbers of Student Recipients, ACE Scholarships, and Credit Hours



Note. The number of scholarships awarded to a student is limited each year based on available funding and an estimated number of students who will be applying. For 2020-2021 students were limited to four scholarships for the year. See Table A8.4 in Appendix 8 for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, January 2022.

²⁵ For more information on the Access College Early Scholarship, see the *Access College Early Scholarship 2020-21 Year-End Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

- In 2020-2021, 4,518 ACE scholarships totaling \$989,327 were awarded to 2,433 Nebraska high school students from 231 high schools. These students registered for 15,472 credit hours at 19 Nebraska colleges and universities. A total of \$1,250,000 is appropriated for ACE scholarships for 2021-2022.

College Continuation Rates of ACE Scholarship Recipients

Since 2009, the Coordinating Commission has conducted research to determine how many of the public high school seniors who receive ACE scholarships continue on to college compared to other low-income and non-low-income graduates of Nebraska's public high schools.

For this research, a college continuation rate is defined as the percentage of public high school graduates who were enrolled in college within one year of their high school graduation. For example, for the public high school seniors who received ACE scholarships during 2019-2020, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2020, and May 31, 2021. Throughout this summary, the terms college continuation rate and college-going rate are used interchangeably.

Using student records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse (NSC), the Commission calculates the college continuation rates by gender for the public high school seniors who were ACE scholarship recipients.

The Commission then compares the college continuation rates for the seniors who received ACE scholarships while attending public high schools to the college continuation rates for other low-income and non-low-income graduates of Nebraska's public high schools.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches.

Non-low-income students are students who are not approved for free or reduced-price school lunches.²⁶

Since the Commission relies on college enrollment records from the NSC, students who continue on to college at non-NSC-reporting institutions are classified as not continuing on to college. As a result, college continuation rates reported here are underestimated to some degree. (See Section 1.1.c of this report for further information on college continuation rates.)

Students who were home-schooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students by income status.

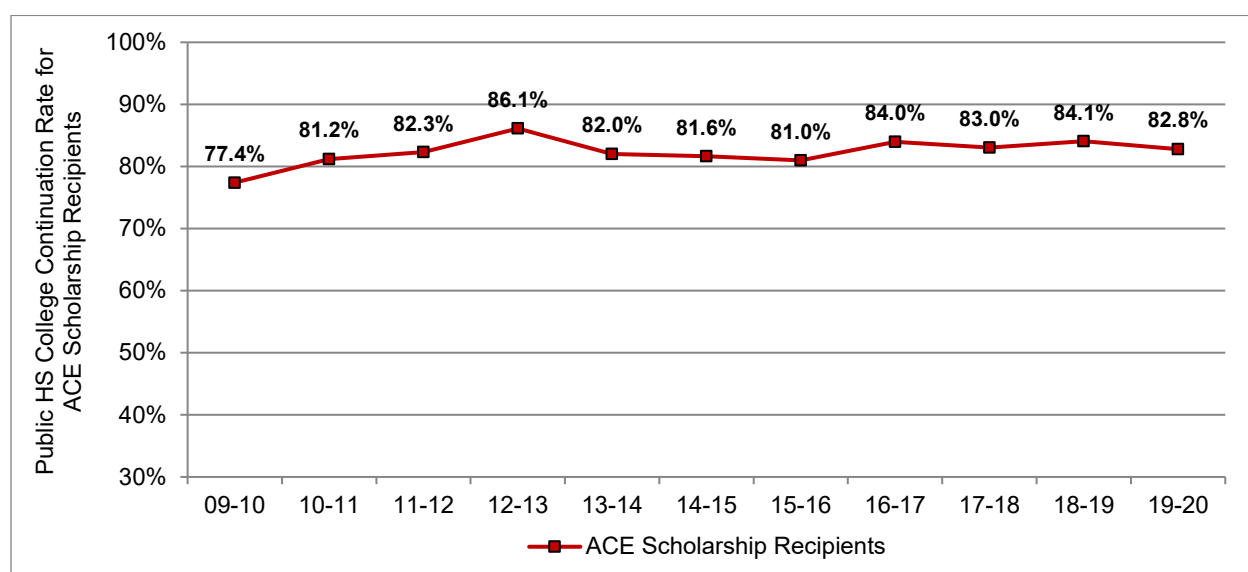
²⁶ Non-low-income students for this study include at least some students who live in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

College Continuation Rates for Public High School Graduates Who Received ACE Scholarships

- As shown in [Section 1.1.c](#), [Figure 1.1.c.5](#), the college continuation rate for Nebraska public high school graduates has decreased from 71.9% for the 2009-2010 graduating class to 66.9% for the 2019-2020 graduating class.
- As shown in [Figure 1.5.8](#), the college continuation rate for *all public high school graduates* who received ACE scholarships during their senior year has varied by year.
- Since 2009-2010, the college-going rate for ACE scholarship recipients increased from 77.4% to 82.8% for 2019-2020 graduates.

Figure 1.5.8

**College Continuation Rates for All Public High School Graduates
Who Received Access College Early (ACE) Scholarships
2009-2010 through 2019-2020**



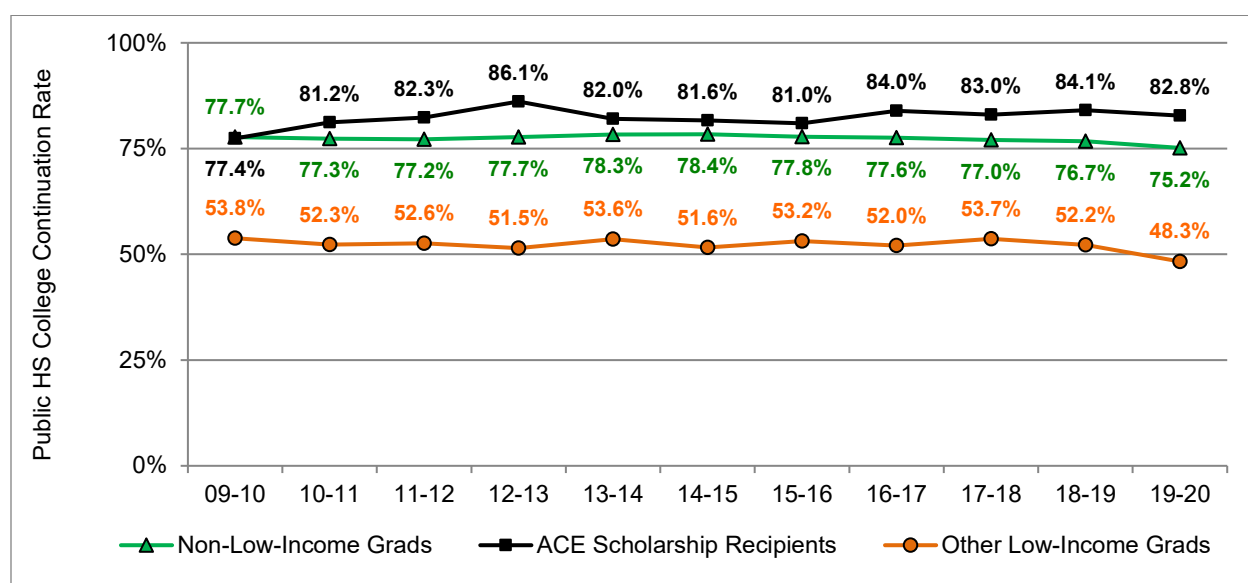
Note. See [Tables A8.4.a](#), [A8.4.b](#), [A8.4.c](#), [A8.4.d](#), [A8.4.e](#), [A8.4.f](#), [A8.4.g](#), [A8.5.a](#), [A8.5.b](#), [A8.5.c](#), and [A8.5.d](#) in [Appendix 8](#) for supporting data. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2021; National Student Clearinghouse (college continuation data), October 2021.

College Continuation Rates by Household Income

- As shown in [Figure 1.5.9](#), 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.
- College continuation rates for ACE scholarship recipients were significantly higher than the college-going rates for other low-income students who graduated from Nebraska's public high schools between 2009-2010 and 2019-2020.
- The college continuation rate fell 1.3 percentage point for ACE scholarship recipients between 2018-2019 and 2019-2020. Meanwhile, the college continuation rate for other low-income graduates fell 3.9 percentage points.

Figure 1.5.9

College Continuation Rates for Public High School Seniors Who Received Access Early (ACE) Scholarships and Other Graduates of Nebraska Public High Schools by Student Income Status: 2009-2010 through 2019-2020



Note. See [Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, A8.4.g, A8.5.a, A8.5.b, A8.5.c, and A8.5.d](#) in [Appendix 8](#) for supporting data. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2021; National Student Clearinghouse (college continuation data), October 2021.

This page left blank intentionally.

Section 2

Increasing College Retention and Graduation Rates

Priority 2. Increase the percentage of students who enroll and successfully complete a degree.

The second priority recommended by the 2003 LR 174 Task Force is to increase the percentage of students who enroll, persist, and successfully complete a degree. To achieve this goal, the LR 174 Task Force concluded that Nebraska's postsecondary education system must (1) decrease the percentage of students who fail to persist beyond their first year(s) of enrollment, (2) increase the percentage of students who complete associate degrees within three years and baccalaureate degrees within six years, and (3) expand upon and strengthen existing associate degree to baccalaureate degree transfer programs.

To monitor the extent to which the first and second strategic objectives are being achieved, this section focuses primarily on freshmen retention rates and college graduation rates that are based on data collected through the Integrated Postsecondary Education Data System (IPEDS), maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. In addition, the Coordinating Commission analyzes the transfer rates based on IPEDS data for Nebraska's six community colleges.

Retention rate: The rate at which students persist in their educational program at an institution. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Graduation rate: The total number of completers within 150% of normal time divided by the adjusted cohort. Graduation rates are only available historically for full-time, first-time freshmen.

Transfer-out rate: Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort. Transfer-out rates are only available for full-time, first-time freshmen. Note that IPEDS data are not available to determine if transfer students persist in their studies and graduate from the institutions to which they transfer. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

Cohorts for retention rates, graduation rates, and transfer rates are adjusted for allowable exclusions.²⁷

The NCES is the best available source of data for monitoring the retention and graduation rates of institutions on an annual basis and over time, either by institution or by sector. However, the retention and graduation rates that are calculated using data collected through IPEDS have historically been for first-time freshmen who continue their studies at the same institution where they started college. This type of student represents a decreasing

²⁷ For the Graduation Rates, Outcome Measures, and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Beginning with 2016 retention data, the freshmen cohort is adjusted by adding inclusions to the adjusted freshmen cohort. See Explanatory Note A9.1 in Appendix 9 for more information about freshmen retention rate calculations.

percentage of postsecondary students. Consequently, a statewide analysis of retention and graduation rates based on NCES-IPEDS data does not provide any information about the persistence or graduation rates of a significant number of Nebraska college students who transfer to other institutions to continue their studies, including students who start college in the academic transfer programs offered by Nebraska's community colleges and then transfer to four-year schools to earn bachelor's degrees.

Another limitation of the currently available transfer data is that not all institutions are required to report the number of full-time, first-time freshmen who transfer to other schools. As a result, it is impossible to compute a statewide transfer rate that is comparable to Nebraska's statewide graduation rate. However, beginning with the 2010-2011 academic year, all six of Nebraska's community colleges have reported the number of students in their full-time, first-time freshmen cohorts who transferred to other schools. Resulting transfer rates for these schools are reported at the end of Section 2.2 on college graduation and transfer rates based on IPEDS data.²⁸

In addition to reporting the latest available retention, graduation, and transfer rates based on NCES-IPEDS data, this section of the *Progress Report* includes information about graduation and persistence rates obtained from research conducted by the National Student Clearinghouse Research Center. Using Clearinghouse data, six-year student outcomes based on national cohorts of degree-seeking, first-time freshmen were analyzed by state as well as for the United States as a whole. As a result, it provides additional information about the graduation and persistence rates of students who have started college at two-year public institutions, four-year public institutions, and four-year private nonprofit institutions in Nebraska.

The research conducted by the National Student Clearinghouse Research Center is not without limitations. However, the research encompasses part-time students as well as full-time students and includes students who transferred to other institutions before completing their programs of study. Including these students overcomes important limitations of the analyses that are based only on NCES-IPEDS data. In overcoming these limitations, the research conducted by the Clearinghouse provides previously unavailable information about graduation and persistence rates. Consequently, this information, presented in Section 2.3, should be of interest to public policy makers and administrators of postsecondary institutions in Nebraska.

²⁸ The recent addition of the Outcome Measures Survey to IPEDS addresses some of the shortcomings of the Graduation Rate Survey mentioned above. The Outcome Measures Survey includes transfer student cohorts as well as first-time student cohorts, both types of students further disaggregated into full-time, part-time, and Pell Grant recipients. The Commission intends to incorporate the new information into the *Progress Report* over time. Data from the Outcome Measures Survey is presented in the Commission's *Comprehensive Plan* annual metrics report, *Measuring Accomplishments*, at ccpe.nebraska.gov/reports.

2.1 Freshmen Retention Rates (Based on IPEDS Data)

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

The following analysis of freshmen retention rates is based on data reported by Nebraska institutions to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The NCES defines a retention rate as the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Separate retention rates are reported by institutions for their full-time and part-time students.

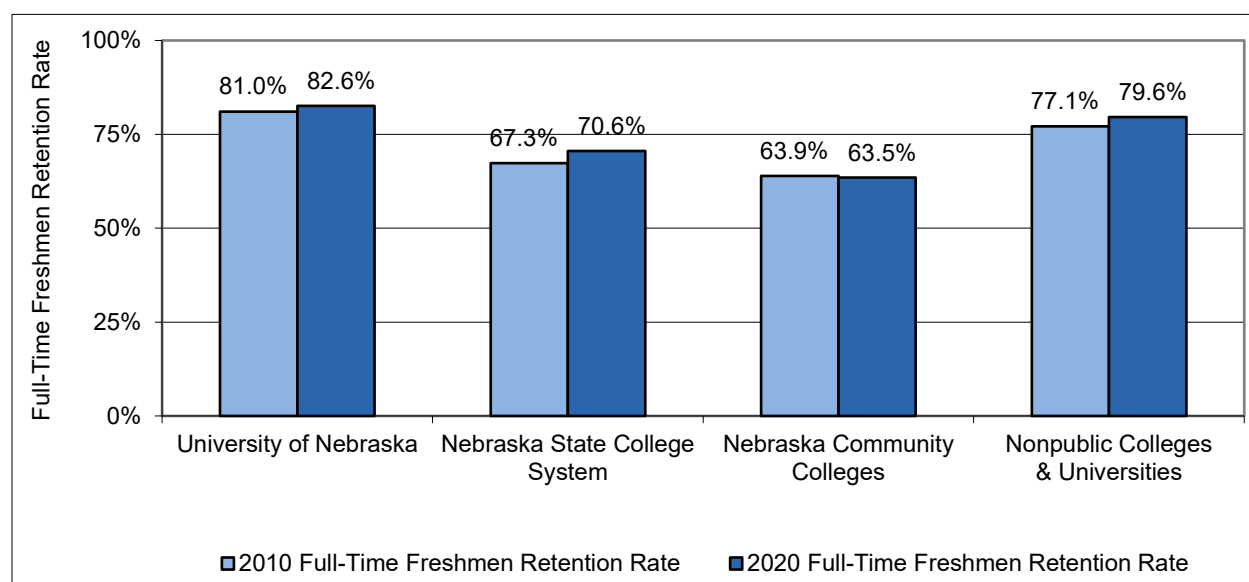
The latest available data are for fall 2020. Retention rates for fall 2021 will not be available until mid-2022 and will be reported in the *2023 Progress Report*. Consequently, the following analysis focuses on how fall 2020 retention rates compare to fall 2010 rates.

Full-Time Freshmen Retention Rates by Sector

Figure 2.1.1 shows that full-time freshmen retention rates for the University of Nebraska, the Nebraska State College System, and the nonpublic colleges and universities were higher in fall 2020 than they were in fall 2010. Meanwhile, the full-time retention rate for the community colleges was slightly lower in fall 2020 than in fall 2010.

Figure 2.1.1

Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector Fall 2020 Compared to Fall 2010



Note. See Table A9.1 and Table A9.4 in Appendix 9 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.

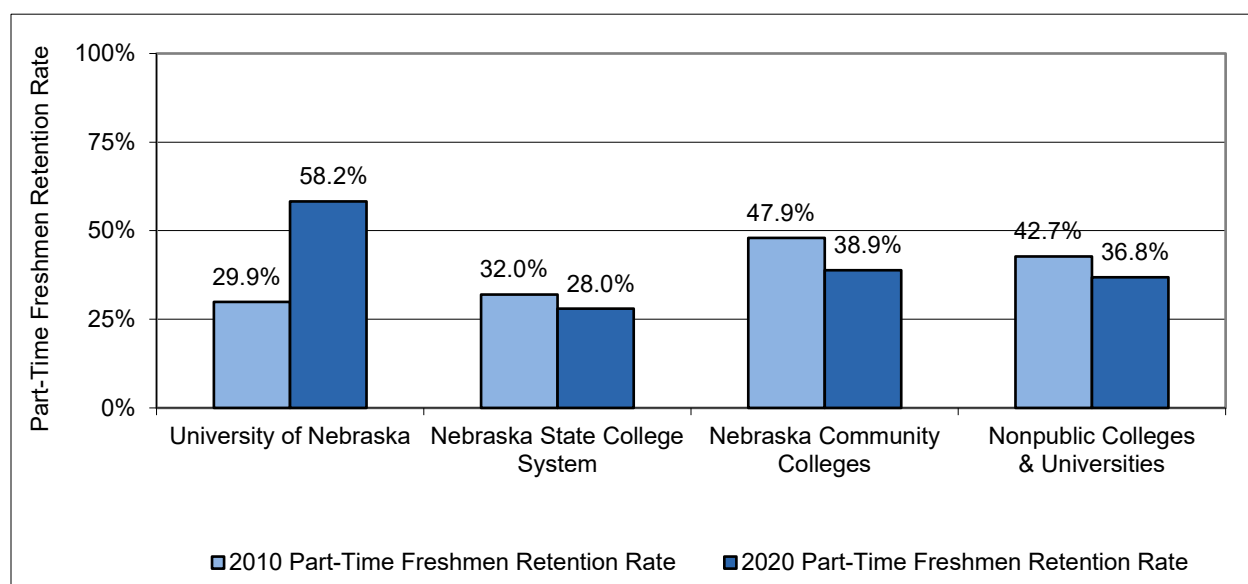
- The net effect of these changes in sector rates was that the overall full-time retention rate for all institutions in Nebraska increased 2.3 percentage points, from 73.9% in fall 2010 to 76.2% in fall 2020.
- See [Table A9.1](#) in [Appendix 9](#) for data related to the calculated sector and state retention rates for full-time freshmen. See [Table A9.4](#) in [Appendix 9](#) for the full-time retention rates by institution for fall 2010 and fall 2020.

Part-Time Freshmen Retention Rates by Sector

As shown in [Figure 2.1.2](#), part-time retention rates for all sectors decreased between fall 2010 and fall 2020 except for the University of Nebraska.

- The net effect of these changes in sector rates was that the overall part-time retention rate for all institutions in Nebraska decreased 5.6 percentage points, from 45.1% in fall 2010 to 39.5% in fall 2020.
- Regardless of sector, retention rates for part-time students are much lower than comparable rates for full-time students.
- Compared to Nebraska's community colleges, the other sectors of higher education in Nebraska consistently report small numbers of part-time, first-time freshmen. See [Table A9.2](#) in [Appendix 9](#) for more information.

Figure 2.1.2
Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2020 Compared to Fall 2010



Note. See [Table A9.2](#) and [Table A9.5](#) in [Appendix 9](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.

Nebraska Freshmen Retention Rates Compared to Those of Other States

The charts in this section show the fall 2020 overall freshmen retention rates for full-time and part-time freshmen enrolled at Nebraska's public four-year institutions and Nebraska's public two-year institutions, compared to the retention rates for other states and the nation. (See Table A9.3 in Appendix 9 for supporting data.)

Retention Rates for Public Four-Year Institutions

Figure 2.1.3 and Figure 2.1.4 reveal that the fall 2020 retention rates for full-time and part-time freshmen enrolled at Nebraska's public four-year institutions were below the corresponding national averages.

- As shown in Figure 2.1.3, the overall full-time retention rate for Nebraska's public four-year institutions—University of Nebraska at Kearney, University of Nebraska-Lincoln, University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 80.8% in fall 2020, compared to an 82.4% retention rate for the nation.
- Nebraska's fall 2020 full-time retention rate for public four-year institutions was the 23rd highest in the nation.
- As shown in Figure 2.1.4, the overall part-time retention rate for Nebraska's public four-year institutions was 51.0% in fall 2020, compared to the national average of 53.9%.
- Nebraska's fall 2020 part-time retention rate for public four-year institutions was the 20th highest in the nation.

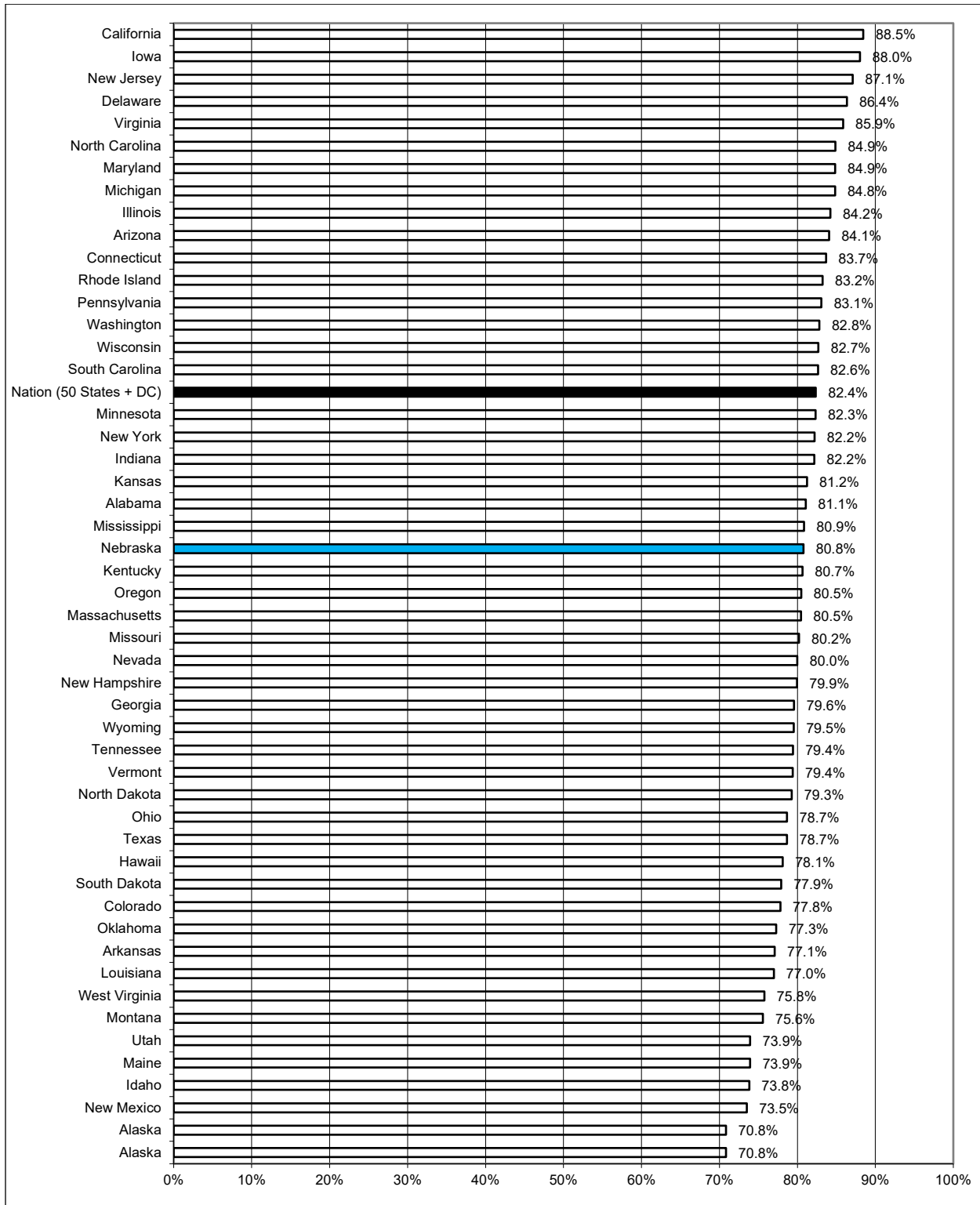
Retention Rates for Public Two-Year Institutions

Figure 2.1.5 and Figure 2.1.6 compare the overall full-time and part-time freshmen retention rates for Nebraska's public two-year institutions—Nebraska College of Technical Agriculture and Nebraska's six community colleges—to the state and national rates for all two-year public colleges.

- As shown in Figure 2.1.5, the overall full-time retention rate for Nebraska's public two-year institutions was 63.5% in fall 2020, compared to a 60.5% retention rate for the nation.
- Nebraska's fall 2020 full-time retention rate for the community colleges was the 5th highest in the nation.
- As shown in Figure 2.1.6, the overall part-time retention rate for Nebraska's public two-year institutions was 38.9% in fall 2020, compared to the national average of 40.3%.
- Nebraska's fall 2020 part-time retention rate for the community colleges was the 28th highest in the nation.

Figure 2.1.3

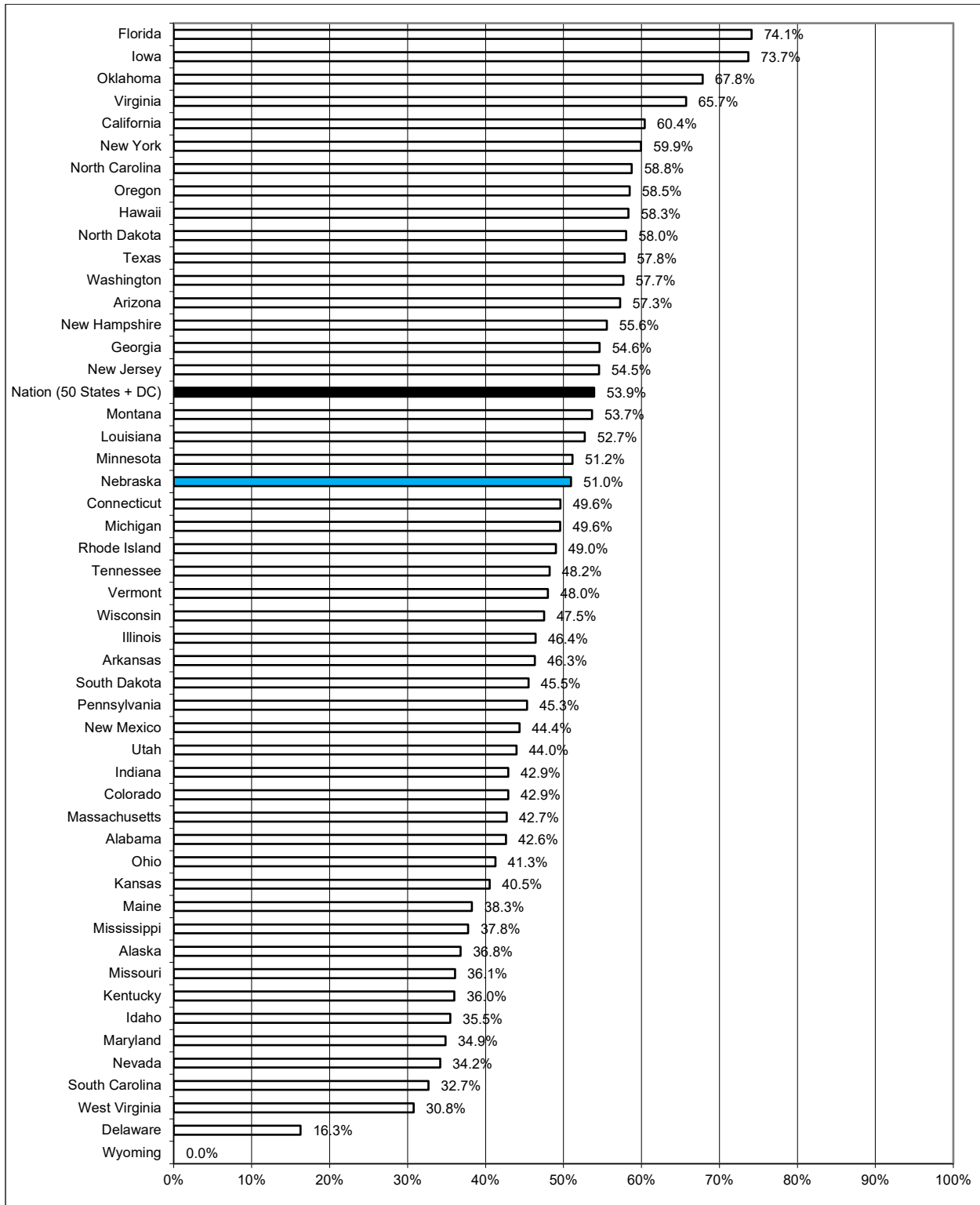
2020 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2020 survey.

Figure 2.1.4

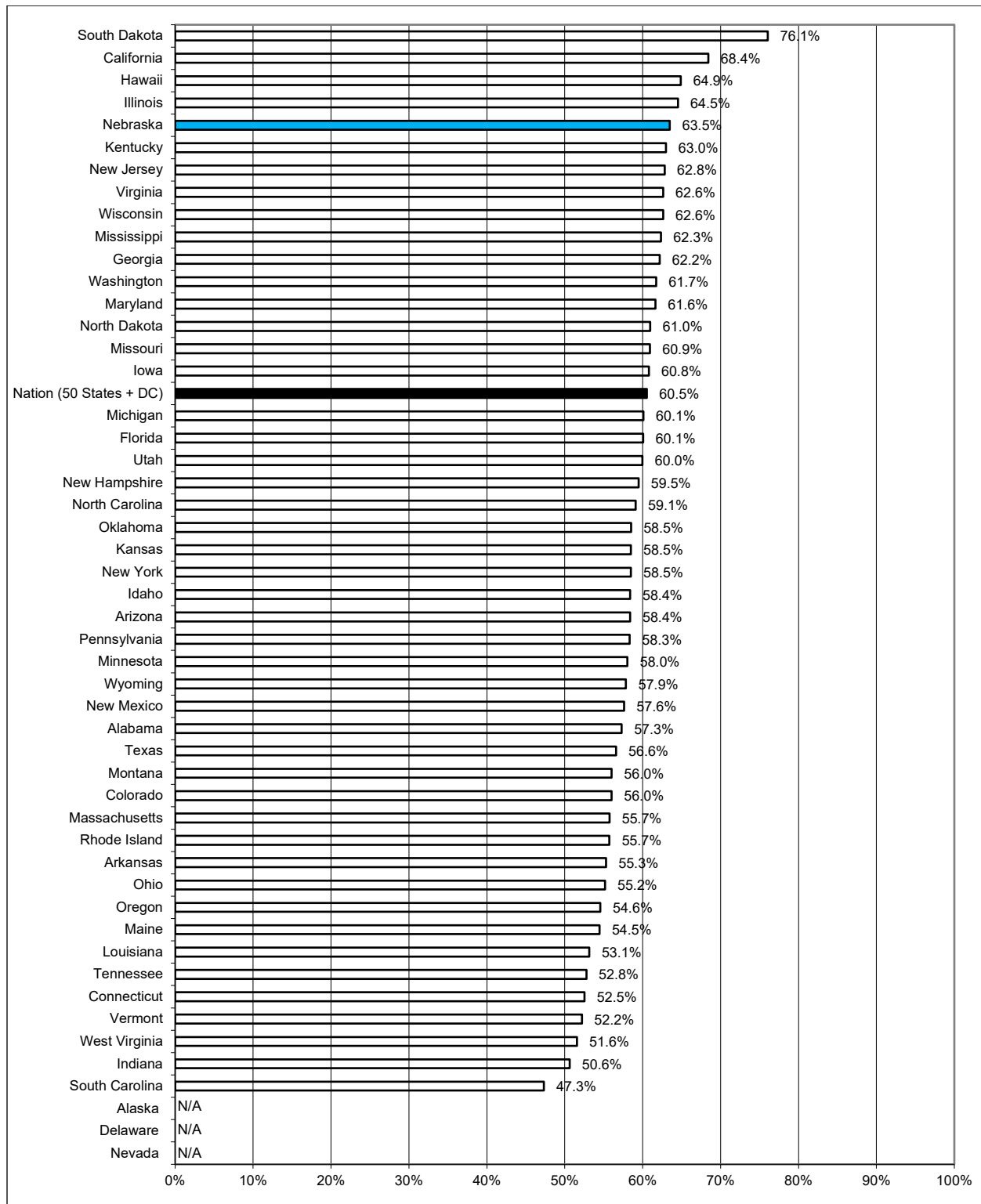
2020 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2020 survey.

Figure 2.1.5

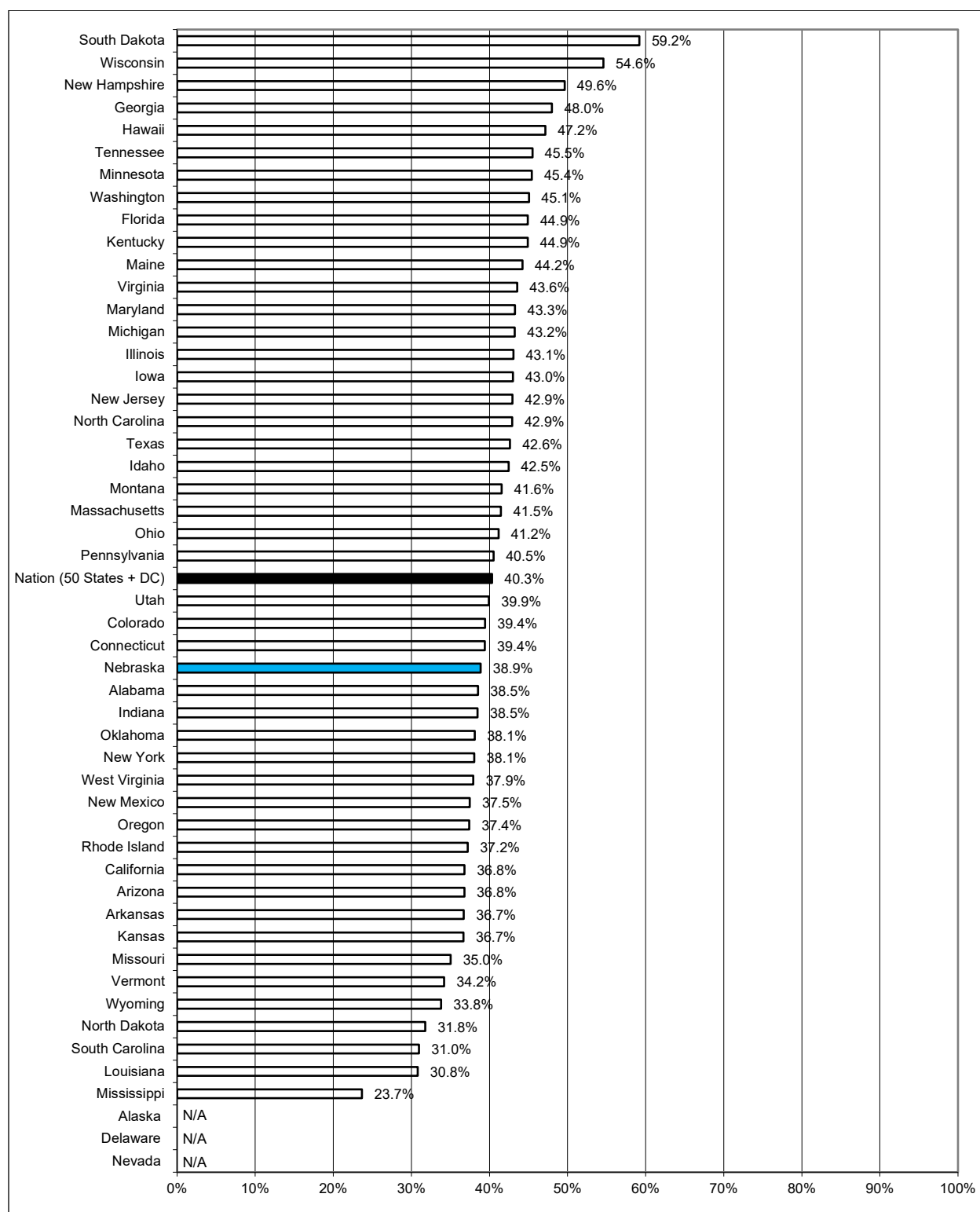
2020 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2020 survey.

Figure 2.1.6

2020 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2020 survey.

This page left blank intentionally.

2.2 College Graduation and Transfer Rates within 150% of Normal Time (Based on IPEDS Data)

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

The college graduation rates reported in this section are based on data collected by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The latest available data are for undergraduates who completed degree programs during the 2019-2020 academic year. Completion data for students who finished their degree programs in 2020-2021 will not be available for analysis until mid-2022. Consequently, the following analysis focuses on how 2019-2020 graduation rates for Nebraska institutions compare to 2009-2010 rates. **Throughout this analysis, the terms “completion rate” and “graduation rate” are used interchangeably.**

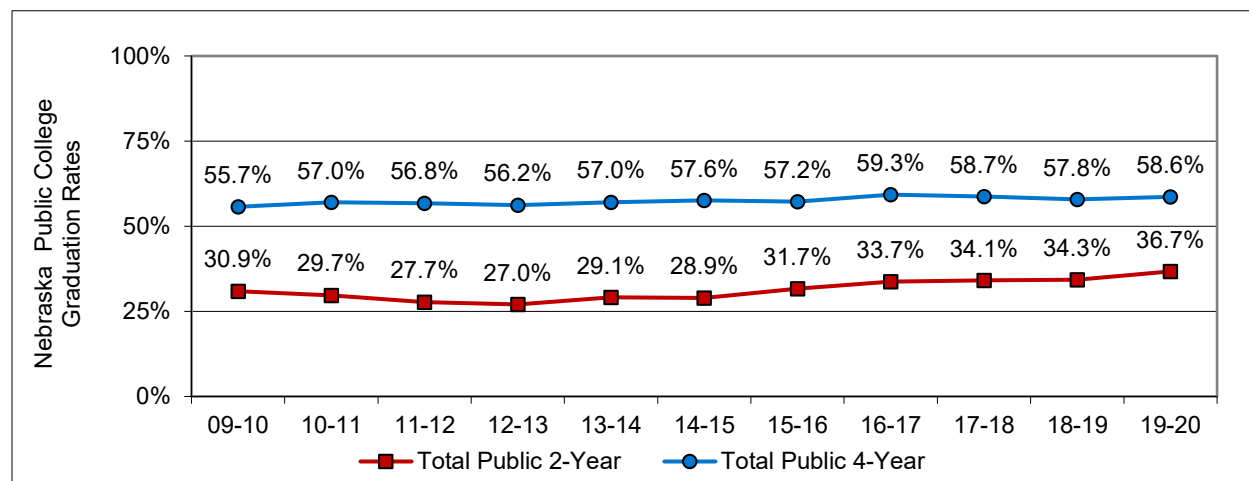
Based on the same cohorts as graduation rates, the 2019-2020 transfer rates for Nebraska’s six community colleges are presented at the end of this section. Presenting these rates provides an important supplement to the graduation rates reported for these institutions.

Generally, baccalaureate graduation and transfer rates are based on a six-year time frame, while rates for associate degrees are based on three years. In all cases, rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See Explanatory Note A10.1 in Appendix 10 and Explanatory Note A11.1 in Appendix 11 for further information on how completion and transfer rates are calculated.

College Graduation Rates within 150% of Normal Time for Nebraska Public Postsecondary Institutions

- As shown in Figure 2.2.1 the statewide graduation rate for Nebraska’s public four-year postsecondary institutions increased from 55.7% in 2009-2010 to 58.6% in 2019-2020. Meanwhile, the statewide graduation rate for Nebraska’s public two-year institutions increased from 30.9% in 2009-2010 to 36.7% in 2019-2020.

Figure 2.2.1
Graduation Rates within 150% of Normal Time
for Nebraska Public Postsecondary Institutions
2009-2010 through 2019-2020



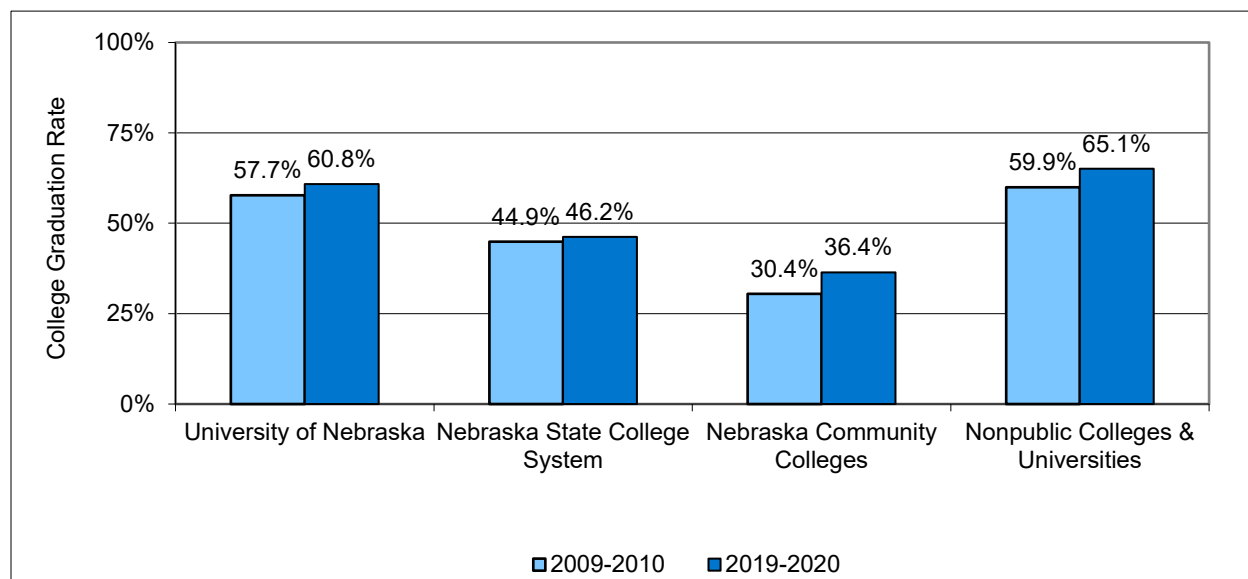
Note. See Table A10.1 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2010 through 2020 surveys.

College Graduation Rates within 150% of Normal Time by Sector and by Institution

- Completion rates by sector varied noticeably, as shown in [Figure 2.2.2](#).
- The overall graduation rate for the University of Nebraska system increased from 57.7% in 2009-2010 to 60.8% in 2019-2020. The highest graduation rate within this sector in 2019-2020 was at the University of Nebraska–Lincoln (66.0%) while the lowest rate was at the Nebraska College of Technical Agriculture (47.6%).
- The overall graduation rate for the Nebraska State College System increased from 44.9% in 2009-2010 to 46.2% in 2019-2020. The highest graduation rate within this sector in 2019-2020 was at Wayne State College (52.9%) while the lowest rate was at Peru State College (36.3%).
- The overall graduation rate for Nebraska’s community colleges increased from 30.4% in 2009-2010 to 36.4% in 2019-2020. The highest graduation rate within this sector in 2019-2020 was at Northeast Community College (52.5%) while the lowest rate was at Metropolitan Community College (16.4%).
- Within the nonpublic sector, the graduation rate increased from 59.9% in 2009-2010 to 65.1% in 2019-2020. The highest graduation rates in the nonpublic sector in 2019-2020 were at Davines Professional Academy of Beauty and Business (100.0%) and Myotherapy Institute (100.0%). Meanwhile, Little Priest Tribal College reported the lowest graduation rate (9.1%). For some institutions, the cohorts are very small and graduation rates should be interpreted with caution. For example, while the 2019-2020 graduation rate for Summit Christian College was 75.0%, the cohort consisted of only four students. See [Table A10.4](#) in [Appendix 10](#) for more information.

Figure 2.2.2

**Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector
2019-2020 Compared to 2009-2010**



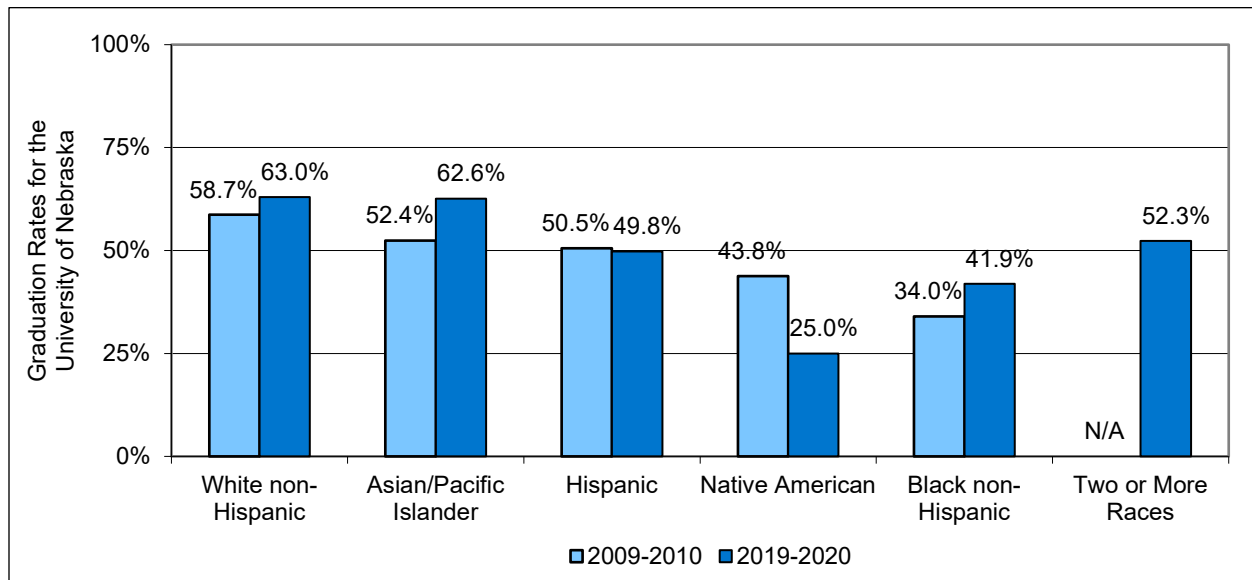
Note. See [Table A10.2](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2010 and 2020 surveys.

- Within all of the sectors, some schools showed significant changes in their completion rates. Consequently, the sector completion rates shown in [Figure 2.2.2](#) should not be interpreted as an indicator of the performance of any particular school.
- See [Table A10.3](#) for the 2009-2010 and 2019-2020 completion rates by institution and by sector. See [Table A10.4](#) in [Appendix 10](#) for the data used to calculate the graduation rates by institution and by sector for 2009-2010 through 2019-2020.

College Graduation Rates within 150% of Normal Time by Sector and by Race/Ethnicity

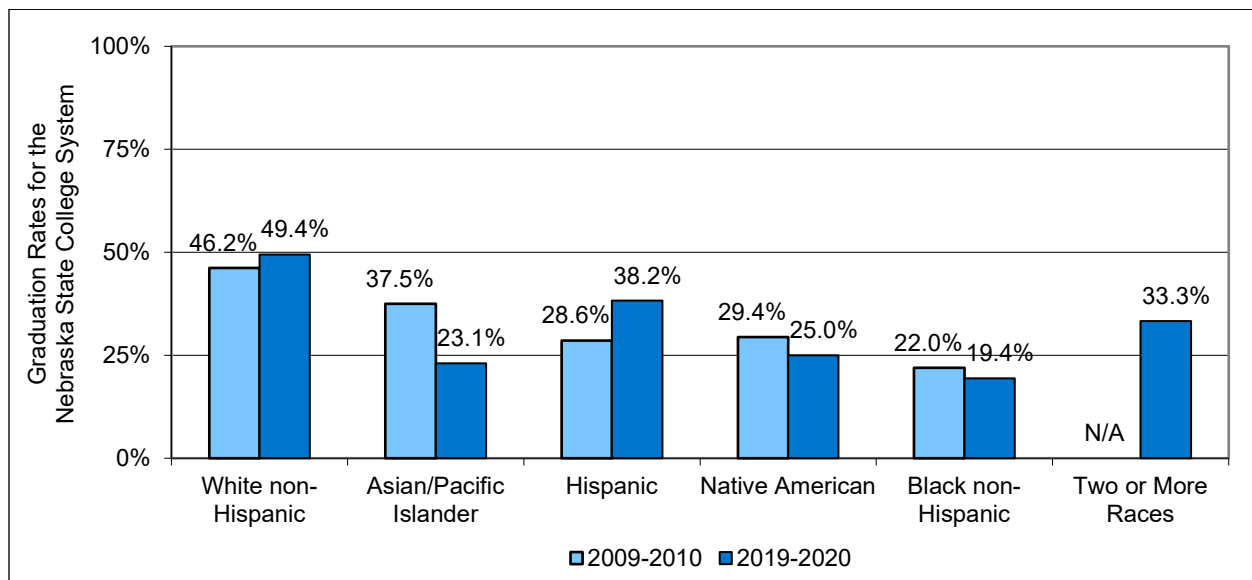
- The following charts show how the graduation rates for each racial/ethnic group varied and changed between 2009-2010 and 2019-2020 within each sector of higher education in Nebraska.
- Segmenting college graduation rates by sector and by race/ethnicity results in graduation rates for 24 subgroups. For some subgroups, the cohorts are very small and graduation rates should be interpreted with caution. For example, the 2019-2020 graduation rate for Asian/Pacific Islanders at the state colleges was 23.1%, but the cohort consisted of only 13 students. See [Table A10.5](#) in [Appendix 10](#) for more information.
- As shown in [Figure 2.2.3](#), graduation rates at the University of Nebraska increased for White non-Hispanics, Asian/Pacific Islanders, and Black non-Hispanics but decreased for Hispanics and Native Americans.
- At the state colleges, graduation rates increased for White non-Hispanics and Hispanics but decreased for all other racial/ethnic groups (see [Figure 2.2.4](#)).
- As shown in [Figure 2.2.5](#), graduation rates at Nebraska's community colleges increased for all racial/ethnic groups except for multiracial students. However, the cohort for two or more races in 2009-2010 consisted of only two students versus 98 students in 2019-2020.
- As shown in [Figure 2.2.6](#), graduation rates at Nebraska's nonpublic institutions increased for White non-Hispanics, Asian/Pacific Islanders, and Hispanics, but decreased for Native Americans, Black non-Hispanics, and multiracial students. Similar to the community colleges, the 2009-2010 cohort for two or more races consisted of only three students versus 102 students in 2019-2020.

Figure 2.2.3
Graduation Rates within 150% of Normal Time
for the University of Nebraska by Race/Ethnicity
2019-2020 Compared to 2009-2010



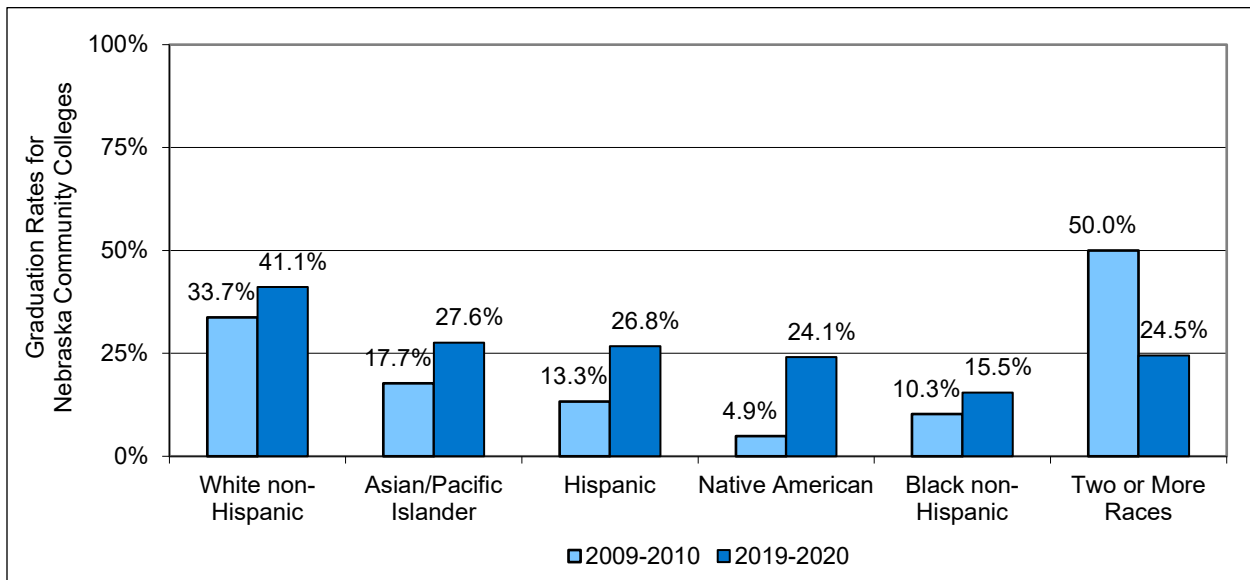
Note. The race/ethnicity category 'two or more races' was an optional reporting category for graduation rates reported for 2009-2010. Adoption of the category was mandatory beginning with graduation rate data reported for 2010-2011. See [Table A10.5 in Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2010 and 2020 surveys.

Figure 2.2.4
Graduation Rates within 150% of Normal Time
for the Nebraska State College System by Race/Ethnicity
2019-2020 Compared to 2009-2010



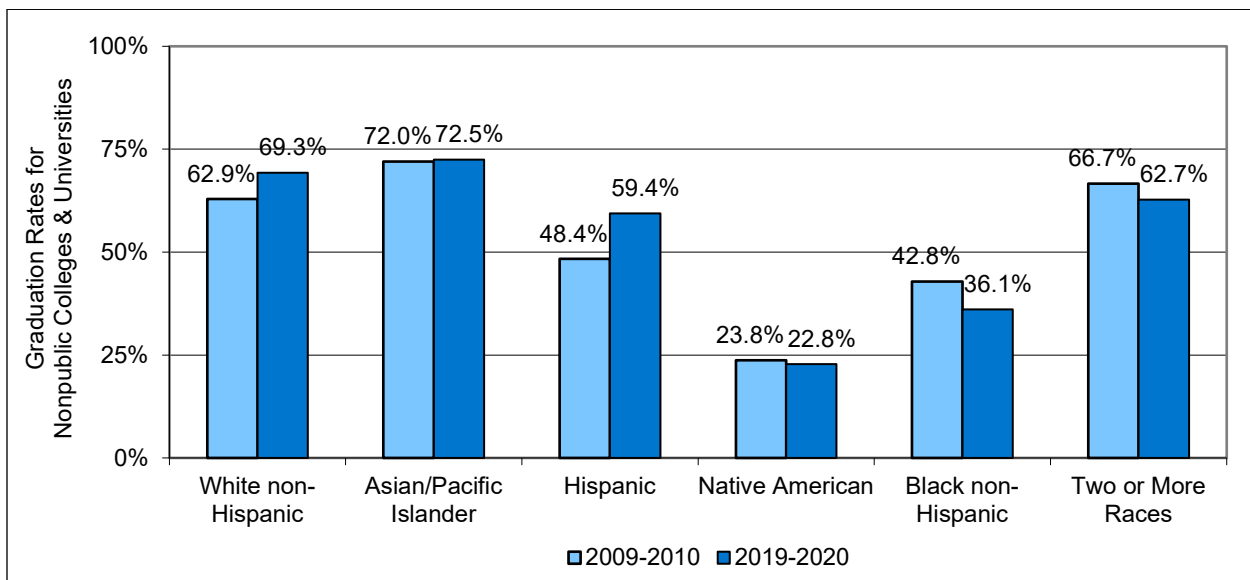
Note. The race/ethnicity category 'two or more races' was an optional reporting category for graduation rates reported for 2009-2010. Adoption of the category was mandatory beginning with graduation rate data reported for 2010-2011. See [Table A10.5 in Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2010 and 2020 surveys.

Figure 2.2.5
Graduation Rates within 150% of Normal Time
for Nebraska Community Colleges by Race/Ethnicity
2019-2020 Compared to 2009-2010



Note. The race/ethnicity category 'two or more races' was an optional reporting category for graduation rates reported for 2009-2010. Adoption of the category was mandatory beginning with graduation rate data reported for 2010-2011. See [Table A10.5](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2010 and 2020 surveys.

Figure 2.2.6
Graduation Rates within 150% of Normal Time
for Nonpublic Colleges and Universities by Race/Ethnicity
2019-2020 Compared to 2009-2010



Note. The race/ethnicity category 'two or more races' was an optional reporting category for graduation rates reported for 2009-2010. Adoption of the category was mandatory beginning with graduation rate data reported for 2010-2011. See [Table A10.5](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2010 and 2020 surveys.

College Graduation Rates within 150% of Normal Time by Financial Aid Received

IPEDS college graduation rates are also reported for Pell Grant recipients, Subsidized Stafford Loan recipients that did not receive Pell Grants, and students that did not receive Pell Grants or Subsidized Stafford Loans.²⁹ Students are placed into one of these mutually exclusive subgroups based on the financial aid the student received and used upon their entry into the institution. If a student received and used their Pell Grant or Subsidized Stafford Loan *after* their initial entry into the institution, they would be counted in the 'did not receive a Pell Grant or Subsidized Stafford Loan' subgroup. A student does not need to receive the aid throughout their time at the institution to be counted as part of these subgroups. As long as the student received and used their aid upon entry, they do not need to continue to be awarded that aid during their time at the institution to be counted as part of these subgroups.

Graduation rates by financial aid received are shown separately for two-year public institutions and four-year public institutions. For graduation rates from two-year public institutions, students who completed an award within 150% of normal time are included. For graduation rates from four-year public institutions, students who completed a bachelor's or equivalent degree within 150% of normal time are included.

- As shown in [Table 2.2.1](#), the 2019-2020 graduation rates for Pell Grant recipients were generally lower than the total graduation rates for two-year public institutions, while graduation rates for students that received Subsidized Stafford Loans were generally higher than the total graduation rates for two-year public institutions. Meanwhile, graduation rates for students that did not receive Pell Grants or Subsidized Stafford Loans were mostly higher than the total graduation rates for two-year public institutions.

Table 2.2.1 Graduation Rates within 150% of Normal Time for Two-Year Public Institutions by Financial Aid Received 2019-2020				
Institutions	Pell Grant Graduation Rate	Subsidized Stafford Loan Graduation Rate ^a	Did Not Receive a Pell Grant or Subsidized Stafford Loan Graduation Rate	Total Graduation Rate
Neb. College of Technical Agr.	76.7%	57.1%	30.5%	47.6%
Central Community College	33.9%	45.6%	43.5%	38.8%
Metropolitan Community College	15.4%	20.0%	17.0%	16.4%
Mid-Plains Community College	39.7%	35.0%	53.5%	46.7%
Northeast Community College	48.9%	60.7%	55.3%	52.5%
Southeast Community College	25.9%	43.0%	32.4%	30.6%
Western Neb. Community College	28.8%	55.6%	43.2%	37.0%
Total Two-Year Public Institutions	33.0%	44.4%	39.2%	36.7%
<i>Note.</i> See Table A10.6 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2020 survey. ^a Only includes recipients that did not receive a Pell Grant.				

²⁹ Federal Pell Grants and Subsidized Stafford Loans are awarded to students who have demonstrated financial need, and they serve as a proxy for low-income status.

- As shown in [Table 2.2.2](#), graduation rates for Pell Grant recipients were lower than the total graduation rates for Nebraska's four-year public institutions. Graduation rates for students that received Subsidized Stafford Loans were generally lower than the total graduation rates for four-year public institutions. Meanwhile, rates for students who did not receive Pell Grants or Subsidized Stafford Loans were higher than or about equal to the total graduation rates for four-year public institutions.

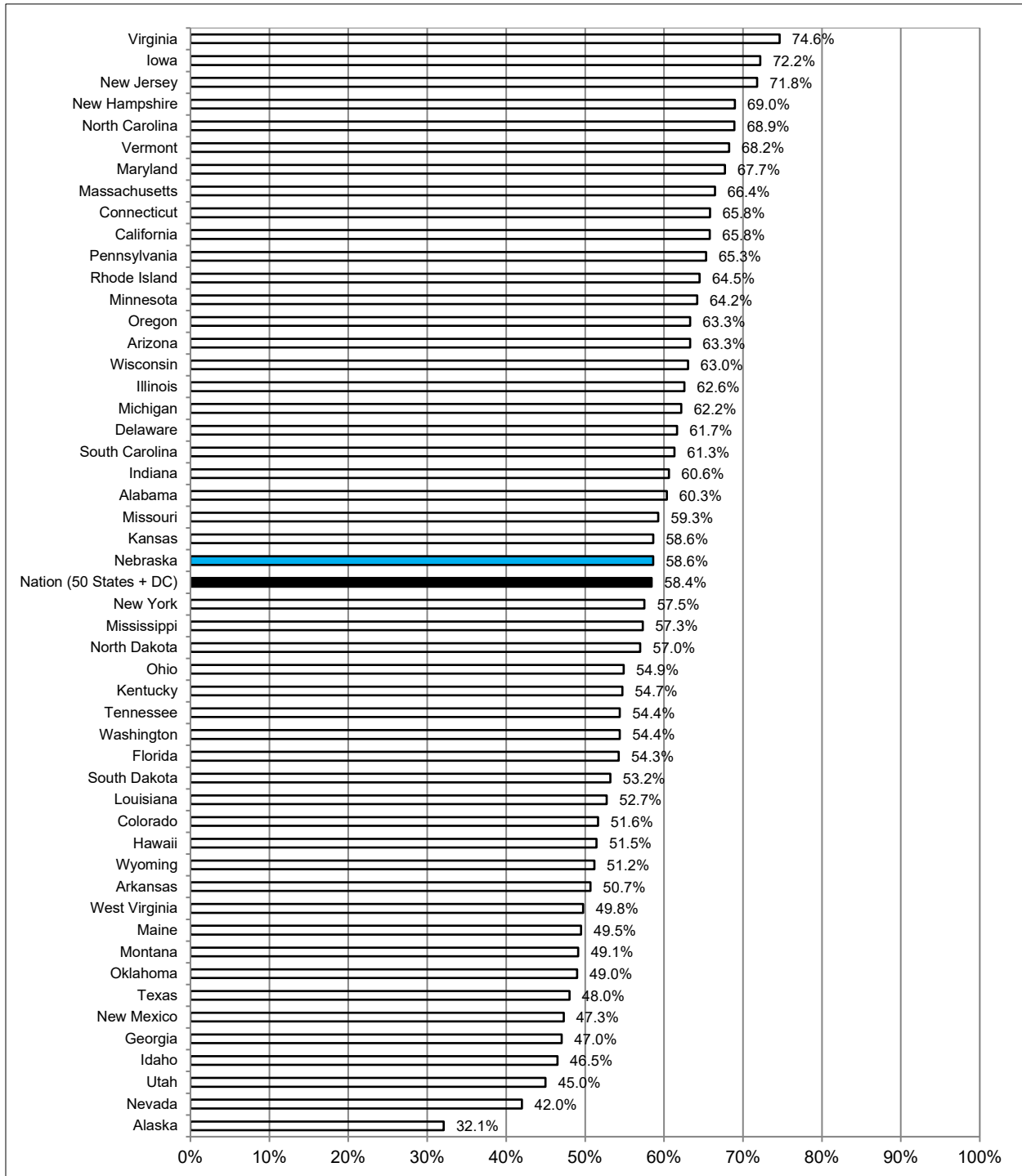
Table 2.2.2 Graduation Rates within 150% of Normal Time for Four-Year Public Institutions by Financial Aid Received 2019-2020				
Institutions	Pell Grant Graduation Rate	Subsidized Stafford Loan Graduation Rate ^a	Did Not Receive a Pell Grant or Subsidized Stafford Loan Graduation Rate	Total Graduation Rate
University of Nebraska at Kearney	51.1%	42.9%	65.9%	58.0%
University of Nebraska-Lincoln	57.0%	62.4%	72.3%	66.7%
University of Nebraska at Omaha	45.2%	44.7%	55.0%	50.0%
Chadron State College	40.5%	47.3%	41.9%	42.0%
Peru State College	25.0%	32.7%	54.7%	36.3%
Wayne State College	41.6%	50.9%	64.5%	52.9%
Total Four-Year Public Institutions	49.5%	54.5%	66.3%	59.1%
<i>Note.</i> See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2020 survey. ^a Only includes recipients that did not receive a Pell Grant.				

Nebraska Graduation Rates within 150% of Normal Time Compared to Those of Other States

- [Figure 2.2.7](#) and [Figure 2.2.8](#) show how the graduation rates of Nebraska's public four-year and public two-year institutions compare to the rates calculated for other states and the United States as a whole. These rates are calculated for all public degree-granting institutions within each state. These rates are for all awards conferred. For example, the graduation rate for Nebraska's public two-year schools encompasses awards of diplomas and certificates as well as two-year associate degrees.
- As shown in [Figure 2.2.7](#), the graduation rate for Nebraska's public four-year institutions was 58.6% for 2019-2020, or 25th highest nationally, and 0.2 percentage point higher than the graduation rate for all public four-year institutions in the United States.
- As illustrated in [Figure 2.2.8](#), the graduation rate for Nebraska's public two-year institutions was 36.7%, or 9th highest nationally, and 7.5 percentage points higher than the graduation rate of 29.3% for all public two-year institutions in the United States.

Figure 2.2.7

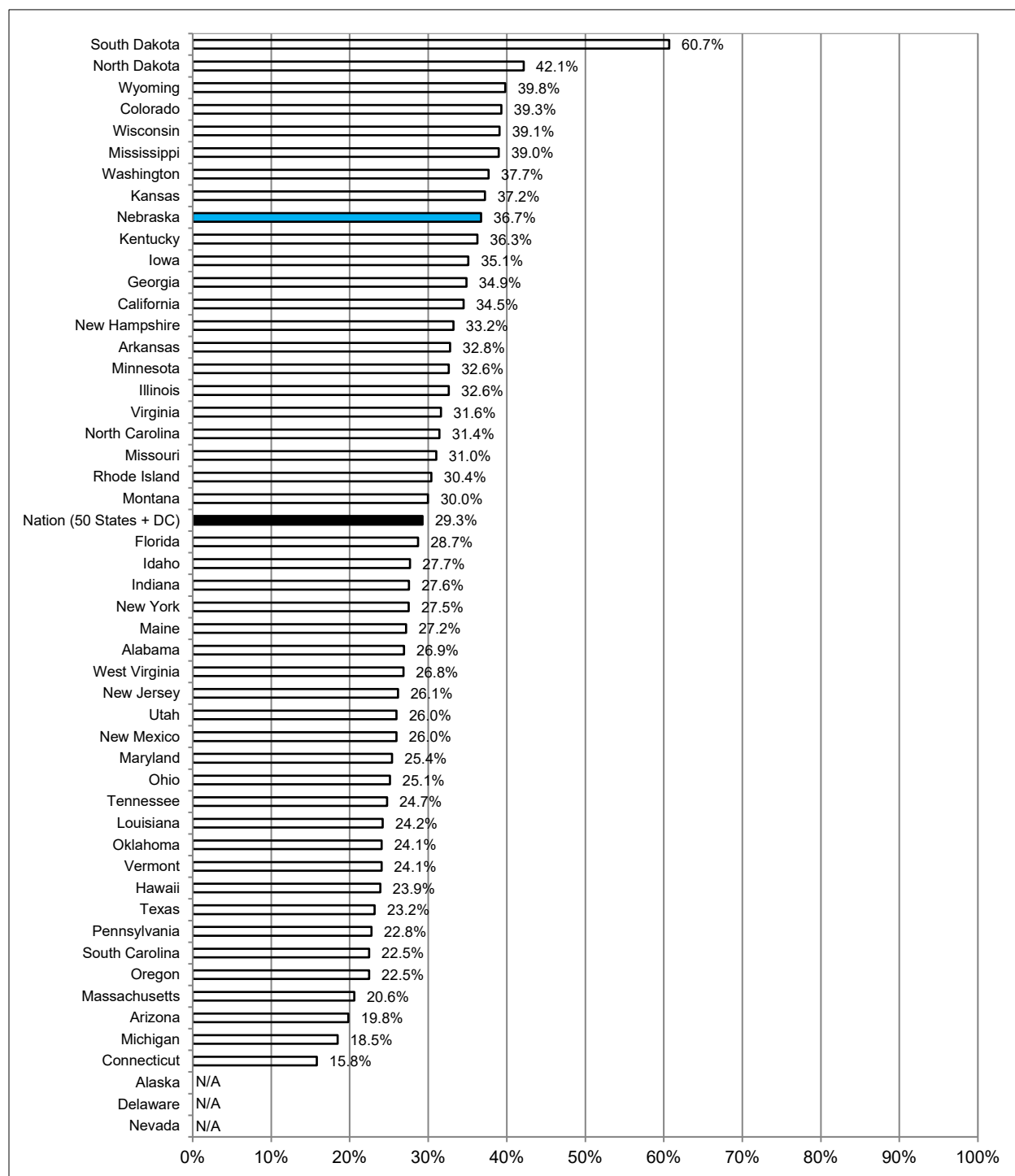
**2019-2020 Graduation Rates within 150% of Normal Time for
Four-Year Public Institutions by State**



Data source: National Center for Education Statistics, IPEDS 2020 survey.

Figure 2.2.8

**2019-2020 Graduation Rates within 150% of Normal Time for
Two-Year Public Institutions by State**



Data source: National Center for Education Statistics, IPEDS 2020 survey.

Transfer Rates within 150% of Normal Time for Nebraska Community Colleges

A college's graduation and transfer rates are based on the same full-time, first-time freshmen cohort. Consequently, a college's graduation and transfer rates can be added together to determine the total percentage of the full-time, first-time freshmen who either completed their programs or transferred to other schools within 150% of the time specified for normal program completion.

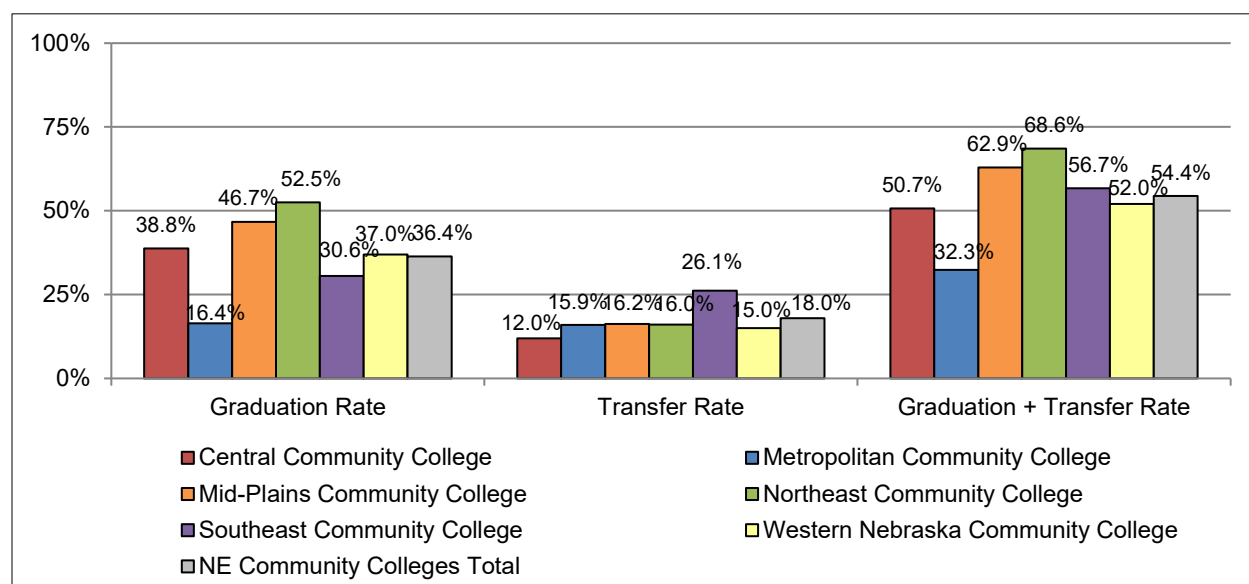
Institutions are not required to report the number of students in their freshmen cohorts who transfer to other institutions unless the mission of the institution, "...includes providing substantial preparation for students to enroll in another eligible institution..." (IPEDS Graduation Rates Full Instructions). Since 2010-2011, all six of Nebraska's community colleges have reported transfer data. (For more information about computed college transfer rates based on IPEDS data, see [Explanatory Note A11.1](#) in [Appendix 11](#).)

[Figure 2.2.9](#) compares the 2019-2020 graduation rates, transfer rates, and graduation plus transfer rates for Nebraska's six community colleges.

- As shown in [Figure 2.2.9](#), the overall graduation rate for Nebraska's community colleges in 2019-2020 was 36.4% while the overall transfer rate was 18.0%.
- The 2019-2020 graduation rates for the community colleges ranged from 16.4% at Metropolitan Community College to 52.5% at Northeast Community College.
- Meanwhile, the schools' transfer rates ranged from 12.0% at Central Community College to 26.1% at Southeast Community College.
- The rates produced by combining each institution's graduation rate and transfer rate ranged from 32.3% at Metropolitan Community College to 68.6% at Northeast Community College.

Figure 2.2.9

2019-2020 Graduation Rates and Transfers Rates within 150% of Normal Time for Nebraska Community Colleges



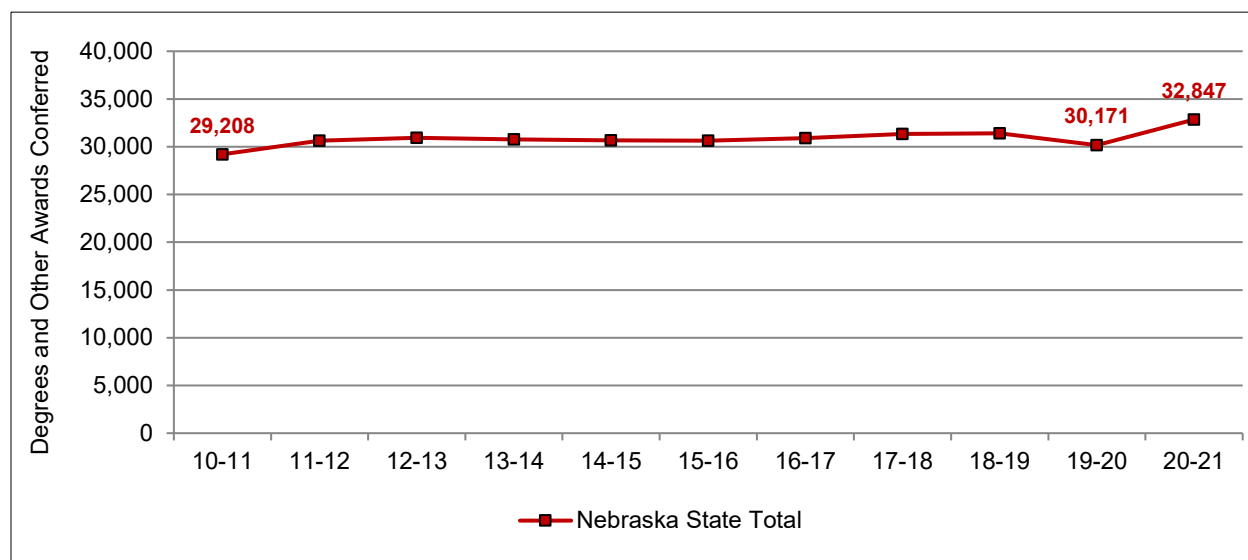
Note. See [Table A10.4](#) in [Appendix 10](#) and [Table A11.1](#) and [Table A11.2](#) in [Appendix 11](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2020 survey.

Number of Degrees Conferred at Nebraska Postsecondary Institutions

The 2003 LR 174 Higher Education Task Force stated that “increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification.” Increasing educational attainment ultimately depends on increasing the number of degrees and credentials awarded, retaining the graduates in the state, and attracting highly educated persons to Nebraska.

- As shown in [Figure 2.2.10](#), the total number of degrees and awards conferred by Nebraska institutions increased 12.5% from 29,208 in 2010-2011 to 32,847 in 2020-2021. About a fourth of the increase over the last year was due to an increase in awards at Concordia University which was serving as a teach-out university for an out-of-state institution.

Figure 2.2.10
Total Number of Degrees and Other Awards Conferred
by Nebraska Postsecondary Institutions
2010-2011 Academic Year through 2020-2021 Academic Year



Note. For more information, see the *2021 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2011 through 2021 surveys.

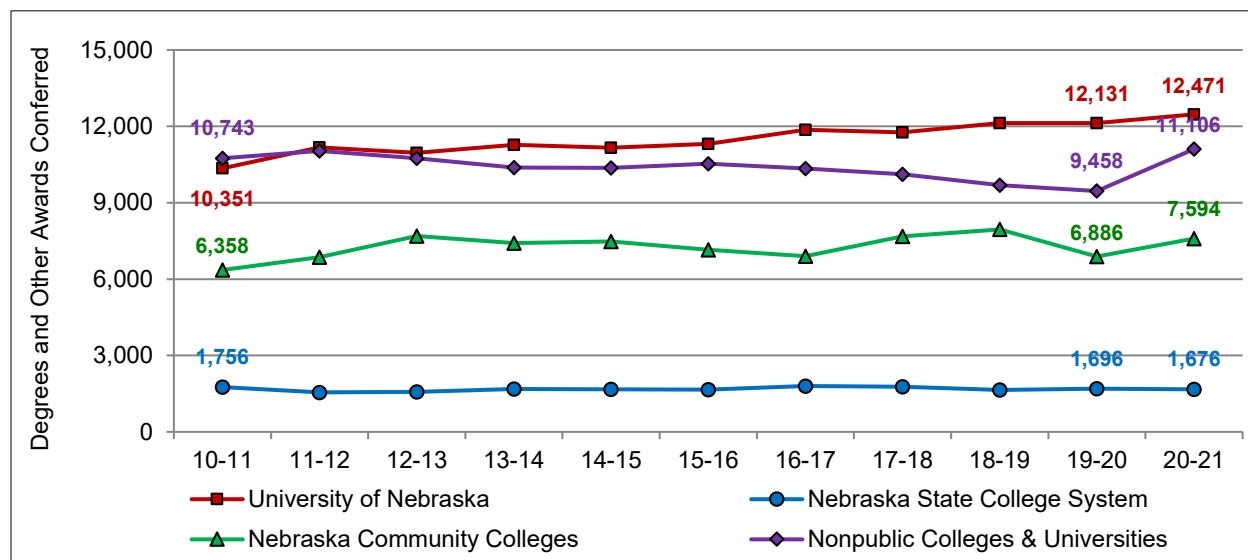
- As shown in [Figure 2.2.11](#), the University of Nebraska, state colleges, and nonpublic institutions awarded more degrees and other awards in 2020-2021 than in 2010-2011.
- By sector, the number of degrees and other awards conferred by Nebraska’s postsecondary institutions changed as follows:

Sector	1-Year Change 19-20 to 20-21	10-Year Change 10-11 to 20-21
University of Nebraska	2.8%	20.5%
Nebraska State College System	-1.2%	-4.6%
Nebraska Community Colleges	10.3%	19.4%
Nonpublic Colleges & Universities	17.4%	3.4%

- [Table 2.2.3](#) shows, by award level, the number of degrees and other awards conferred by all Nebraska colleges and universities. Based on these data, from 2010-2011 to 2020-2021, the largest percentage point increase was at the doctoral level (32.3%).

Figure 2.2.11

**Total Number of Degrees and Other Awards Conferred by Sector
2010-2011 Academic Year through 2020-2021 Academic Year**



Note. For more information, see the *2021 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at cpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2011 through 2021 surveys.

Table 2.2.3
Total Number of Degrees and Other Awards Conferred by Award Level
Nebraska Postsecondary Institutions
2010-2011 Academic Year through 2020-2021 Academic Year

Award Level	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	10-Yr. Chg.
Less-than-Four-Year Certificates	3,261	3,227	3,746	3,404	3,393	3,282	3,009	4,032	3,868	3,407	3,812	16.9%
Associate Degrees	5,352	5,765	5,944	5,755	5,712	5,144	5,067	4,703	5,007	4,389	4,680	-12.6%
Bachelor's Degrees & Post-Baccalaureate Certificates	14,061	14,548	14,523	15,022	14,514	14,734	14,965	14,950	15,072	14,787	15,860	12.8%
Master's Degrees & Post-Master's Certificates	5,163	5,692	5,244	5,074	5,481	5,788	6,268	5,980	5,690	5,845	6,681	29.4%
Doctor's Degrees	1,371	1,392	1,495	1,503	1,583	1,699	1,607	1,663	1,779	1,743	1,814	32.3%
Total Awards Conferred	29,208	30,624	30,952	30,758	30,683	30,647	30,916	31,328	31,416	30,171	32,847	12.5%

Note. For more information, see the *2021 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission’s website at cpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2011 through 2021 surveys.

2.3 Graduation and Persistence Rates (Based on Clearinghouse Data)

Research by the National Student Clearinghouse Research Center provides important information about the completion and persistence rates of students who start college at Nebraska's postsecondary institutions.

This section of the *Nebraska Higher Education Progress Report* summarizes the findings of a recent study of the six-year completion and persistence rates of degree-seeking, first-time freshmen who started college in Nebraska in fall 2015. The study was conducted by the National Student Clearinghouse (NSC) Research Center and published in the report *National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort*. First available in February 2013, the report presents the findings of the NSC's annual study of six-year student outcomes based on a national cohort analyzed by state as well as for the United States as a whole. The report is important because it presents comparable six-year completion and persistence rates for students who started college at (a) two-year public colleges, (b) four-year public colleges and universities, and (c) four-year private nonprofit institutions.³⁰

Introduction to the National Student Clearinghouse Study

The completion and persistence rates reported in this section are based on the enrollment and completion records maintained by the NSC. An analysis of these records resulted in a national cohort of approximately 2.3 million college students who could be classified as degree-seeking, first-time freshmen in fall 2015. The enrollment and completion records of these students were then analyzed through the six-year period ending June 30, 2021.

Each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record prior to fall 2015 (not counting dual enrollments while still in high school), and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2015, according to Clearinghouse data unless the award date was before the student turned 18 years old. The study was not limited to recent high school graduates.

The percentage of Nebraska's two-year and four-year institutions with Clearinghouse records varied by type of institution. The data coverage rate, based on student enrollments, for Nebraska's four-year public institutions was 100.0%, and Nebraska's four-year private nonprofit institutions coverage rate was 99.9%. Meanwhile, the data coverage rate for Nebraska's two-year public colleges was 100.0%. (The Nebraska institutions included in the study are listed in Table A12.1 in Appendix 12 of this report.) The Nebraska cohort included 16,817 degree-seeking, first-time freshmen—5,240 started college at two-year public institutions, 8,362 started college at four-year public institutions, and 3,215 started at four-year private nonprofit institutions.

Degree-seeking status was defined differently for students at two-year and four-year schools. For students who started at four-year institutions, Clearinghouse records had to show that they were enrolled at least one term with an intensity of half-time or higher. For students who started at two-year institutions, they had to either be enrolled for at least one term full time before August 10, 2016, be enrolled three-quarters-time for at least one term before December 31, 2016, or be enrolled at least half time for any two terms before December 31, 2016.

³⁰ Students who began at multistate four-year nonprofit institutions were excluded from the results summarized in this section.

The students in this study were classified as exclusively full-time students, exclusively part-time students, or mixed enrollment students. Mixed enrollment students were those who showed a combination of full-time and part-time enrollments across the terms during the study period. (Enrollments during summer terms and shorter terms lasting less than 21 days were excluded from consideration.) For students enrolled concurrently at more than one institution, the two highest-intensity enrollment records were combined. So, if a student was concurrently enrolled half time at two institutions, that student was categorized as full time for that term.

Students were also divided into three groups based on the age of the students when they first entered college (20 or younger, 21 to 24, and 25 or older). Finally, student outcomes were analyzed by gender.

Reported Student Outcomes

The six-year student outcomes calculated and compared in the National Student Clearinghouse study are as follows:

Total completion rate: The percentage of the cohort who received diplomas or certificates from any institution in the United States by the end of the defined six-year period.

Starting institution completion rate: The percentage of the cohort who received degrees or certificates from the same institution where they enrolled as first-time freshmen.

Other institutions completion rates: The percentage of the cohort who received degrees or certificates from institutions anywhere in the United States to which they had transferred. This rate is reported separately for the two-year and four-year schools where the students did not initially enroll as first-time freshmen.

Persistence rate: The percentage of students in a cohort who did not earn a degree or other academic award but were still enrolled in college during the last year of the study period.

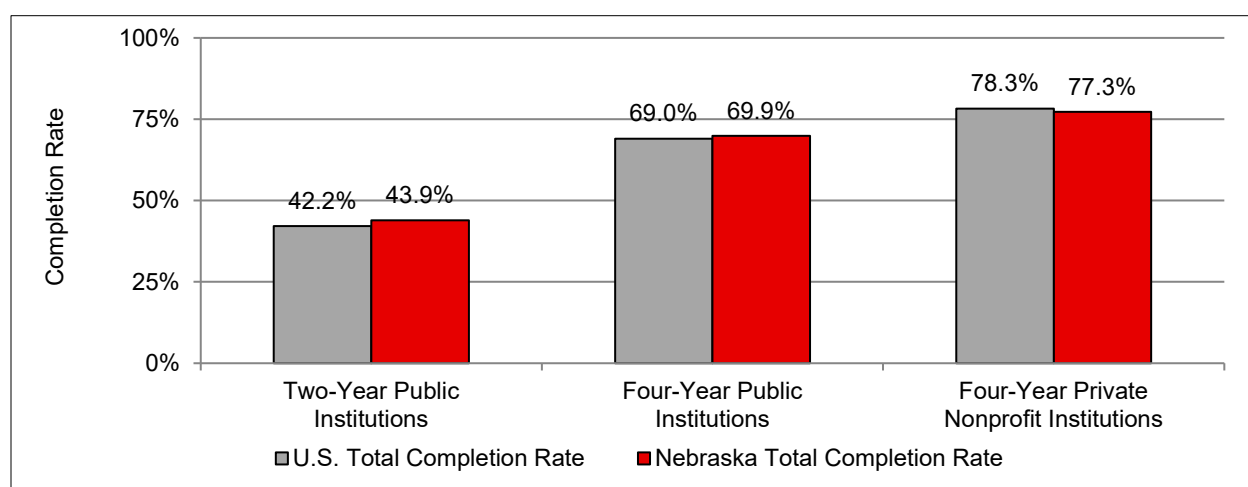
Percentage of students not enrolled: The percentage of the cohort who had not completed degrees or certificate programs and were not enrolled at any institution during the last year of the study period.

Nebraska Completion and Persistence Rates Compared to National Rates

- [Figure 2.3.1](#) shows how the total completion rates for Nebraska institutions compared to the national rates for two-year public institutions, four-year public institutions, and four-year private nonprofit institutions.
- Total completion rates for degree-seeking, first-time freshmen at Nebraska's two-year and four-year public institutions were both higher than the comparable national rates.
- The total completion rate for Nebraska's four-year private nonprofit institutions was lower than the national rate for similar institutions.

Figure 2.3.1

Six-Year Total Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2015)

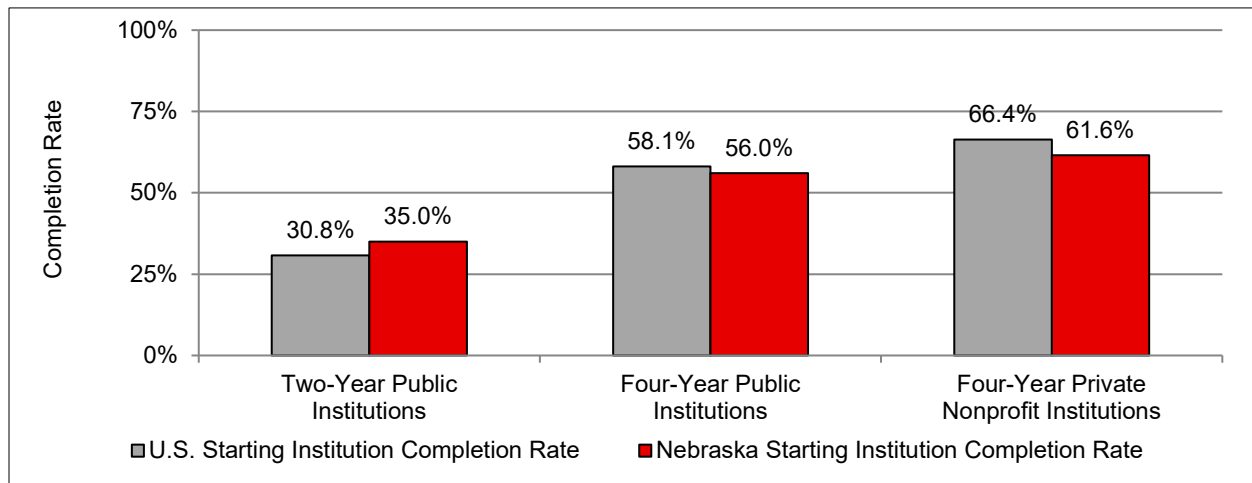


Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. National Student Clearinghouse Research Center, *National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort* (Signature Report 20), published February 2022.

- [Figure 2.3.2](#) compares the U.S. and Nebraska completion rates for students who received degrees or certificates from the same institutions where they initially enrolled as first-time freshmen.
- The completion rate for Nebraska's two-year public institutions was higher than the comparable national rate. Nebraska's completion rates for four-year public institutions and four-year private nonprofit institutions were lower than the corresponding national rates.

Figure 2.3.2

Six-Year Starting Institution Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2015)

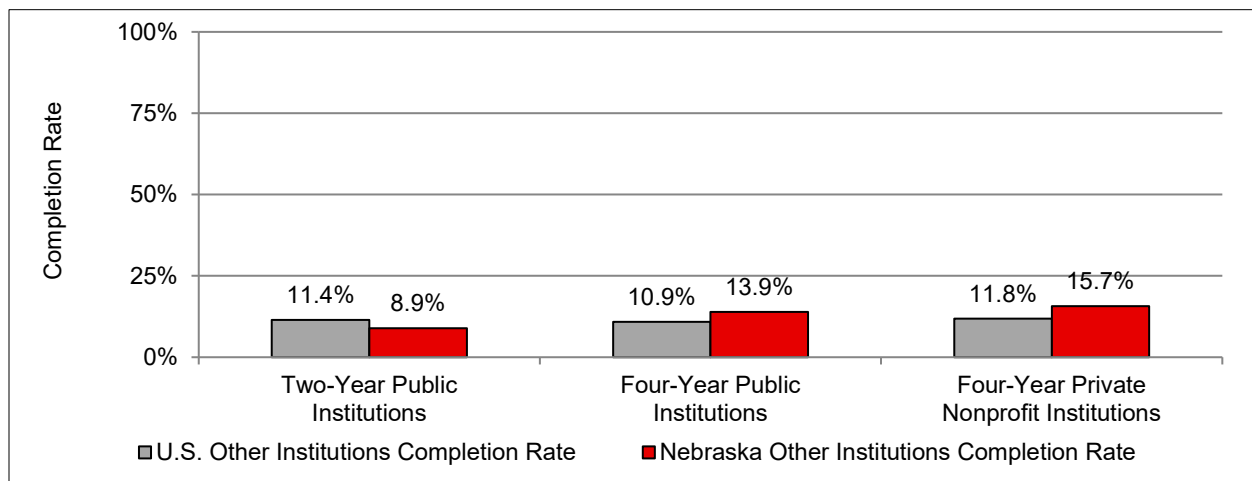


Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. National Student Clearinghouse Research Center, *National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort* (Signature Report 20), published February 2022.

- As shown in [Figure 2.3.3](#), a notable percentage of freshmen started college at one institution and then transferred to another school where they completed a program of study.
- Approximately 9% to 16% of the first-time students at Nebraska's public and private nonprofit institutions graduated from two-year or four-year schools to which they had transferred.
- Nebraska's completion rates were higher than the comparable national rates for four-year public and four-year private nonprofit institutions.

Figure 2.3.3

Six-Year "Other Institutions" Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2015)

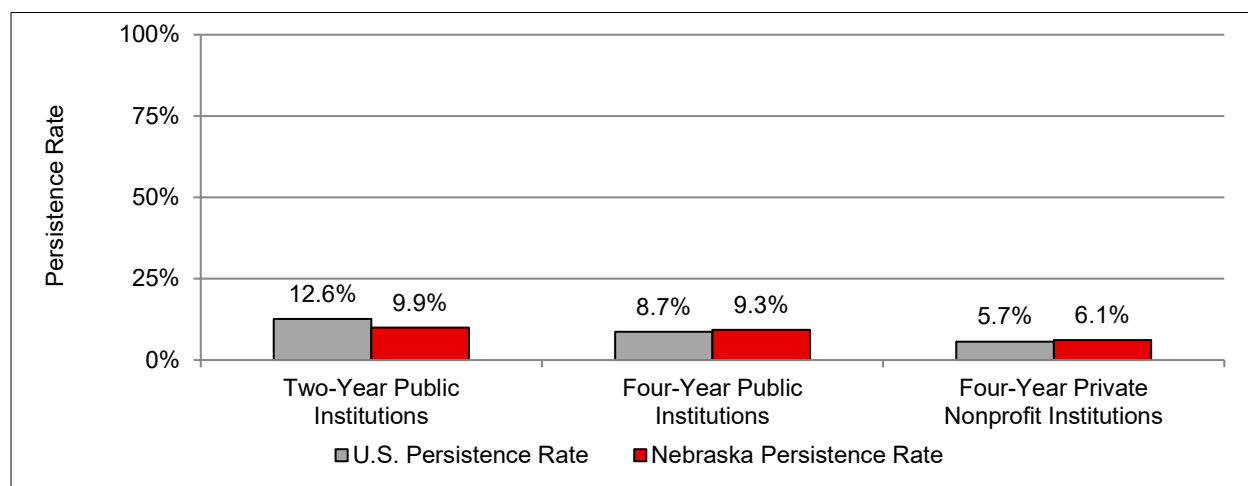


Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. National Student Clearinghouse Research Center, *National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort* (Signature Report 20), published February 2022.

- As shown in [Figure 2.3.4](#), 6% to 10% of the students who started college at Nebraska's public and private nonprofit institutions had not completed a degree or certificate program and were still enrolled at these or other institutions during the last year of the study period.
- Nebraska's persistence rate for two-year public institutions was lower than the national persistence rate for similar institutions. However, Nebraska's persistence rates for four-year public institutions and four-year private nonprofit institutions were slightly higher than the reported national rates.

Figure 2.3.4

**Six-Year Persistence Rates for Nebraska and the United States
for Degree-Seeking, First-Time Freshmen (Fall 2015)**



Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. National Student Clearinghouse Research Center, *National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort* (Signature Report 20), published February 2022.

Nebraska Student Outcomes by Enrollment Status

The findings of the National Student Clearinghouse study confirm that the completion rates of full-time students are significantly higher than for students who attend college only part-time. This study also reveals that the completion rates for students with combinations of full-time and part-time enrollment are higher than those for exclusively part-time students but lower than the rates for students who consistently go to college full time. In addition, this study confirms that part-time students are less likely to persist in their studies and more likely to drop out of college than exclusively full-time students.

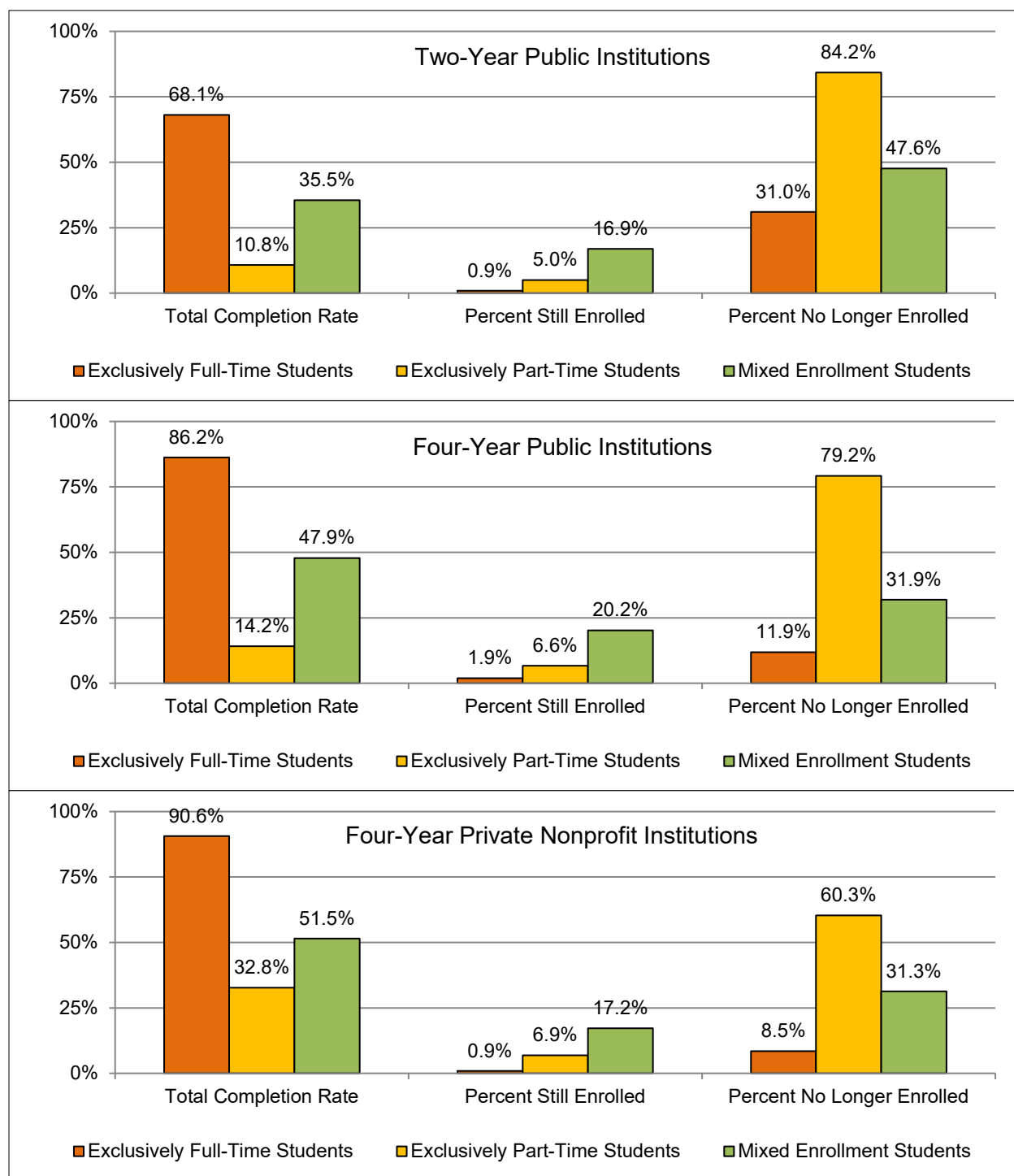
Student Outcomes Compared Within Each Sector

- [Figure 2.3.5](#) shows that exclusively part-time students had total completion rates that were significantly lower than the completion rates for exclusively full-time students or mixed enrollment students, regardless of whether they started college at two-year public, four-year public, or four-year private nonprofit institutions in Nebraska.
- The six-year persistence rates (i.e., the percentage of students who had not completed a degree or certificate program but were still enrolled) were highest for the mixed enrollment students, regardless of the type of institution where they enrolled as first-time freshmen.

- The percentage of students who were no longer enrolled six years after they started college was significantly higher for exclusively part-time students than for exclusively full-time students or mixed enrollment students.

Figure 2.3.5

Nebraska Six-Year Student Outcomes by Sector and Student Enrollment Status for Degree-Seeking, First-Time Freshmen (Fall 2015)



Note. See [Table A12.2 in Appendix 12](#) for supporting data. National Student Clearinghouse Research Center, *National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort* (Signature Report 20), published February 2022.

Nebraska Student Outcomes by Age Group

- As shown in [Figure 2.3.6](#), students who started college when they were age 20 or younger were more likely to complete degrees or certificate programs than students who didn't start college until they were over the age of 20, regardless of where they initially enrolled.
- The highest total completion rate for students age 20 or younger was 79.1% at the four-year private nonprofit schools. Meanwhile, the highest total completion rates for students age 21 through 24 and students age 25 or older were at four-year public institutions (65.3% and 69.8%, respectively).

Nebraska Student Outcomes by Gender

- As shown in [Figure 2.3.7](#), males were more likely than females to have completed degrees or certificate programs within the two-year public sector. However, females were more likely than males to have graduated within six years from four-year public and four-year private nonprofit institutions.
- Across all sectors, the percentages of female students who left college before degree completion were much lower than the percentages of male students who dropped out of college. However, at the four-year public and four-year private nonprofit institutions, the persistence rates of students who did not earn a degree or certificate within six years were similar for males and females.

Conclusion

All of the six-year student outcomes for the United States as a whole and for Nebraska's public and private nonprofit institutions are presented in [Table A12.2](#) in [Appendix 12](#). When the national percentages are compared to Nebraska's percentages, Nebraska's outcomes are higher, lower, or about the same as the comparable national rates, depending on the type of institution and the specific student enrollment or age group that was analyzed.

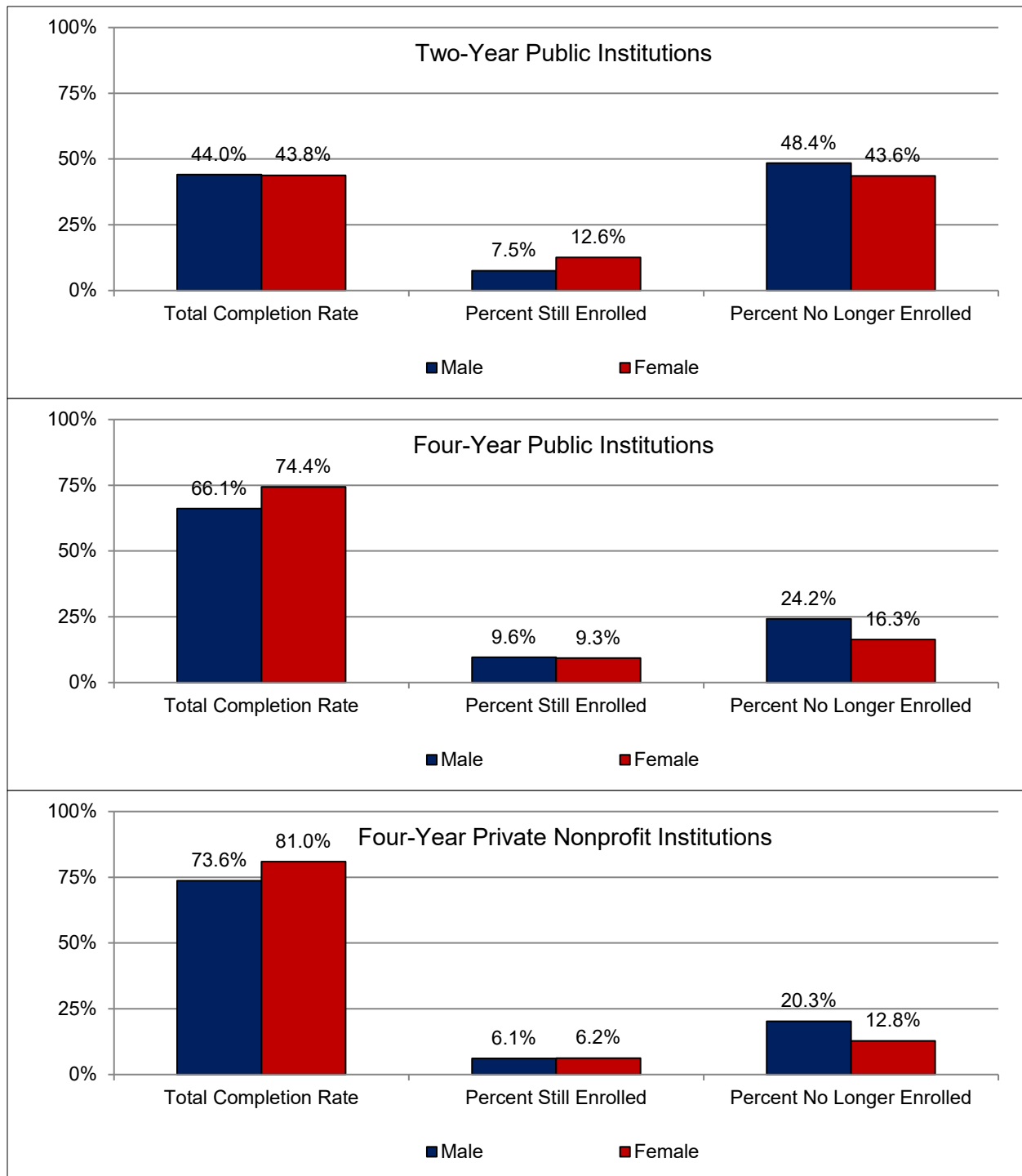
This study clearly shows that students who start college earlier and attend full time are much more likely to earn degrees and certificates. While this study is not without limitations, it does provide reasonable estimates of the six-year completion and persistence rates for Nebraska's two-year public institutions, four-year public institutions, and four-year private nonprofit institutions, compared to national rates.

Figure 2.3.6
Nebraska Six-Year Student Outcomes by Sector and Age Group
for Degree-Seeking, First-Time Freshmen (Fall 2015)



Note. See Table A12.2 in Appendix 12 for supporting data. National Student Clearinghouse Research Center, *National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort* (Signature Report 20), published February 2022.

Figure 2.3.7
Nebraska Six-Year Student Outcomes by Sector and Gender
for Degree-Seeking, First-Time Freshmen (Fall 2015)



Note. See Table A12.2 in Appendix 12 for supporting data. National Student Clearinghouse Research Center, *National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort* (Signature Report 20), published February 2022.

This page left blank intentionally.

Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

Priority 3. Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment.

The third priority recommended by the 2003 LR 174 Task Force is to reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment. This priority was advised because data from the 2000 U.S. Census showed that Nebraska lost more college-educated adults than the state attracted between 1995 and 2000. Furthermore, during the same period, Nebraska attracted a significant net in-migration of adults with less than a high school education. The results of this analysis underscore the importance of developing more employment opportunities for individuals who are educated at Nebraska's colleges and universities.

The migration analysis presented in the *2004 Baseline Report* was based on the U.S. Census Bureau's estimates of the numbers of *adults aged 22 to 64* who left and entered the state during the five-year period preceding the 2000 census. These estimates and the resulting estimates of net migration were based on responses to questions asked on the 2000 Census long-form, completed by a one-in-six sample of U.S. households.

Migration estimates based on 2000 census data were included in the *2004 Baseline Report* with the intention that they would later be compared to data collected through the 2010 decennial census. However, the U.S. Census Bureau no longer collects migration data comparable to the data collected in 2000. Instead, the Census Bureau replaced the long-form of the decennial census with the annual American Community Survey (ACS).

First conducted in 2005, the ACS is an ongoing survey that provides annual population estimates for the United States. The ACS is collected monthly over the course of the survey year, and migration estimates are obtained by asking if members of a household lived in a different residence one year ago.

Compared to the decennial census, the major advantage of the ACS is that it provides new estimates of interstate migration every year, rather than only once every ten years. For the purposes of this report, the major disadvantage of the annual ACS is that it provides estimates of the numbers of 22- to 64-year-olds who migrated to and from Nebraska based on small samples of individuals who entered or left the state. As a result, the migration estimates for 22- to 64-year-olds developed from ACS data can vary dramatically from one year to another, not because any significant changes in migration patterns have occurred, but because estimates based on small samples commonly fluctuate due to sampling error. In contrast, the migration data collected through the long-form of the decennial census in 2000 were from large samples of respondents, thus resulting in estimates with small margins of error.

In 2019, the nationwide ACS had an initial sample of approximately 3.54 million housing unit addresses. Using the total ACS sample, the U.S. Census Bureau publishes estimates of the number of adults 25 years of age or older that move in to or out of each state. However, the only way to obtain migration estimates for 22- to 64-year-olds is to develop them based on a smaller sample of ACS data that is available for public use, Public Use Microdata Sample (PUMS).

The ACS PUMS files include the survey responses obtained from an annual sample of about 1% of Nebraska's households. However, only a small fraction of the individuals surveyed report that they lived in Nebraska for less than a year or that they moved out of Nebraska within one year of the survey. When these groups of respondents are classified by level of education, sample sizes are further reduced, thereby decreasing the reliability of the migration estimates by education level.

Even though migration estimates based on ACS data can be expected to vary quite dramatically from one year to another, they are currently the *only* available statistics for monitoring Nebraska migration patterns. Consequently, the Coordinating Commission has reported the estimates for 22- to 64-year-olds by education level since ACS data first became available for public use.

Generally, only limited conclusions can be drawn from one-year migration estimates, due to the small samples on which the estimates are based each year and the relatively high margin of error associated with each estimate. Theoretically, by calculating average annual migration estimates based on the combined data collected through five consecutive ACS surveys, these limitations may be reduced. Therefore, average annual migration estimates presented in this section are calculated using five-year ACS PUMS files.

This section summarizes the average annual migration estimates based on the 2015-2019 ACS data collected from samples of 22- to 64-year-olds that migrated to and from the state, and compares these estimates to those based on average annual estimates based on 2010-2014 ACS. To provide context to the average annual migration estimates, the educational attainment of 22- to 64-year-olds is also discussed. While out-migration of Nebraskans with at least a bachelor's degree continues to be a serious issue that Nebraska must address, it is worth noting that the educational attainment of 22- to 64-year-olds continues to increase, albeit less than it would have if net out-migration were curtailed.

The latest available data are from the 2015-2019 ACS PUMS and were previously reported in the *2021 Nebraska Higher Education Progress Report*. The U.S. Census Bureau has delayed the release of the 2016-2020 American Community Survey five-year PUMS data due to the impacts of COVID-19 on data collection. Since 2016-2020 PUMS data will not be available until spring 2022, the following analysis of 2015-2019 data is repeated in this section of the 2021 report.

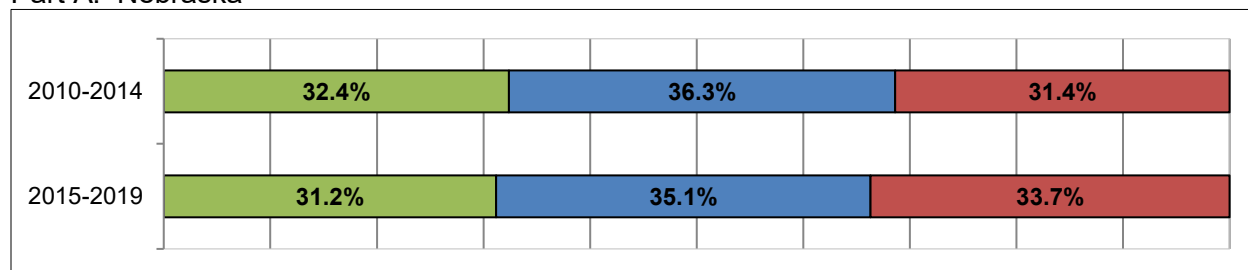
Educational Attainment for 22- to 64-Year-Olds

- Between 2010-2014 and 2015-2019, Nebraska's estimated population of 22- to 64-year-olds increased 1.0% (from 1,025,020 to 1,035,121). (See [Table A13.1](#) in [Appendix 13](#).)
- Analysis by education level reveals that between 2010-2014 and 2015-2019, Nebraska's estimated population of 22- to 64-year-olds:
 - Decreased 1.2 percentage points for high school graduates or below.
 - Decreased 1.2 percentage points for those with some college or an associate's degree.
 - Increased 2.3 percentage points for those with a bachelor's degree or higher.
- As shown in [Figure 3.1](#), the result of these increases and decreases is that overall, educational attainment in Nebraska is increasing.
- Educational attainment is also increasing for the United States as a whole, as shown in [Figure 3.1](#). However, Nebraska has consistently had higher percentages of 22- to 64-year-olds with some college or an associate's degree and for those with a bachelor's degree or higher.

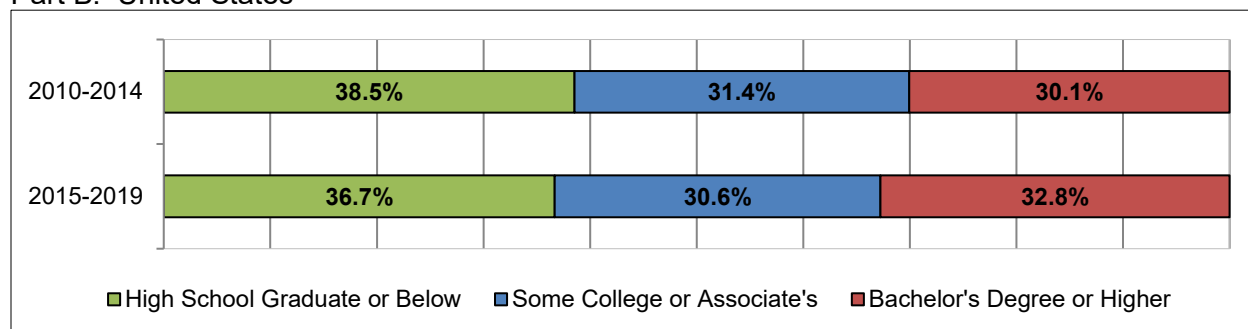
Figure 3.1

**Educational Attainment of 22- to 64-Year-Olds
Based on the 2010-2014 and 2015-2019 American Community Survey**

Part A: Nebraska



Part B: United States



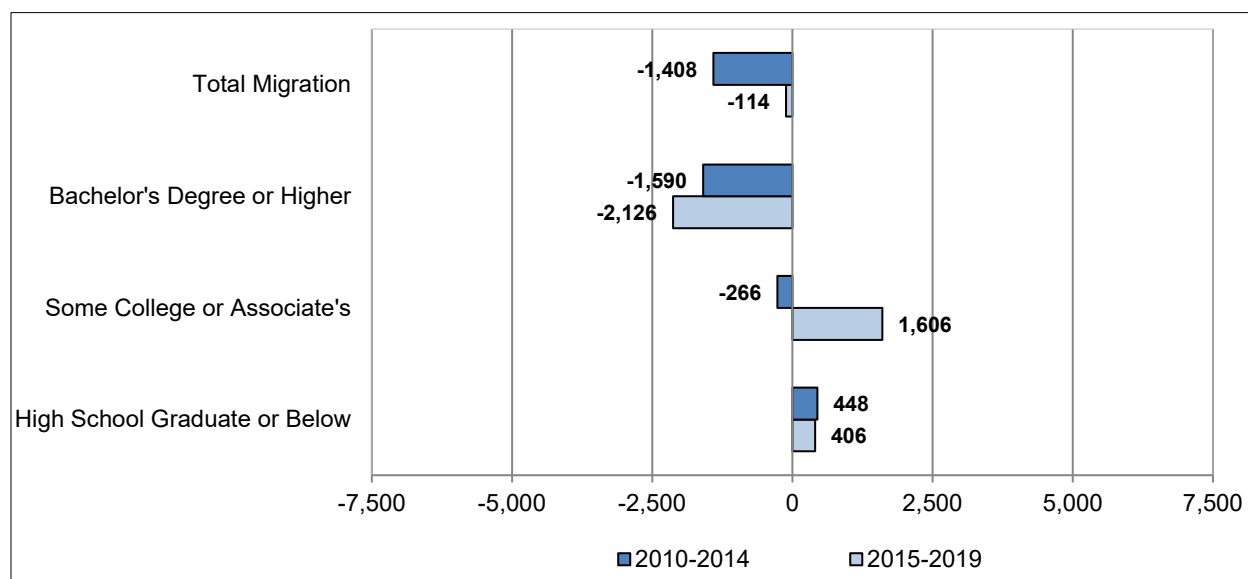
Note. See [Table A13.1](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2010-2014 and 2015-2019. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.

Migration Estimates for 22- to 64-Year-Olds

- [Figure 3.2](#) summarizes the average annual net migration estimates for Nebraska by education level, based on the results of the 2010-2014 and 2015-2019 ACS.³¹
- Analysis by education level reveals that between 2010 and 2014, Nebraska had an average annual net out-migration of 1,590 working-age adults with a bachelor's degree or higher. Furthermore, it is estimated that between 2015 and 2019, Nebraska had an average annual net out-migration of 2,126 working-age adults with a bachelor's degree or higher. The result of this continued pattern of net out-migration over the last 10 years is that Nebraska has lost an estimated 18,580 working-age adults with high levels of education.
- [Figure 3.2](#) demonstrates that the net out-migration of highly educated working-age Nebraskans has not been eliminated since the 2003 LR 174 Task Force prioritized the issue.

Figure 3.2

Nebraska Average Annual Net Migration of 22- to 64-Year-Olds by Education Level Based on the 2010-2014 and 2015-2019 American Community Survey



Note. See [Table A13.2](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2010-2014 and 2015-2019. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.

³¹ Net migration is the difference between the estimated numbers of individuals who moved to or from Nebraska. If net migration is positive, the number of people who moved to the state is higher than the number who left Nebraska. If net migration is negative, the number of people who left the state exceeded the number who moved to Nebraska. Migration estimates from the ACS PUMS surveys are based on survey responses from a small number of working-age adults that moved in to or out of Nebraska. As shown in [Table A13.2](#) in [Appendix 13](#), the 2015-2019 ACS PUMS data reveals that only 516 highly educated, working-age adults were surveyed that moved in to or out of Nebraska (approximately 100 survey respondents per year).

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

Although currently available estimates from the U.S. Census Bureau do not reveal a clear picture of overall Nebraska migration patterns at all levels of education, there is still reason to be concerned about the net migration of working-age adults, particularly at the bachelor's degree and above level. In fact, using a slightly different population (age 25+ rather than 22-64) the University of Nebraska at Omaha Center for Public Affairs Research calculates that Nebraska experienced the 10th largest net loss per capita of people age 25 or older with a bachelor's degree or higher over the past 10 years.³²

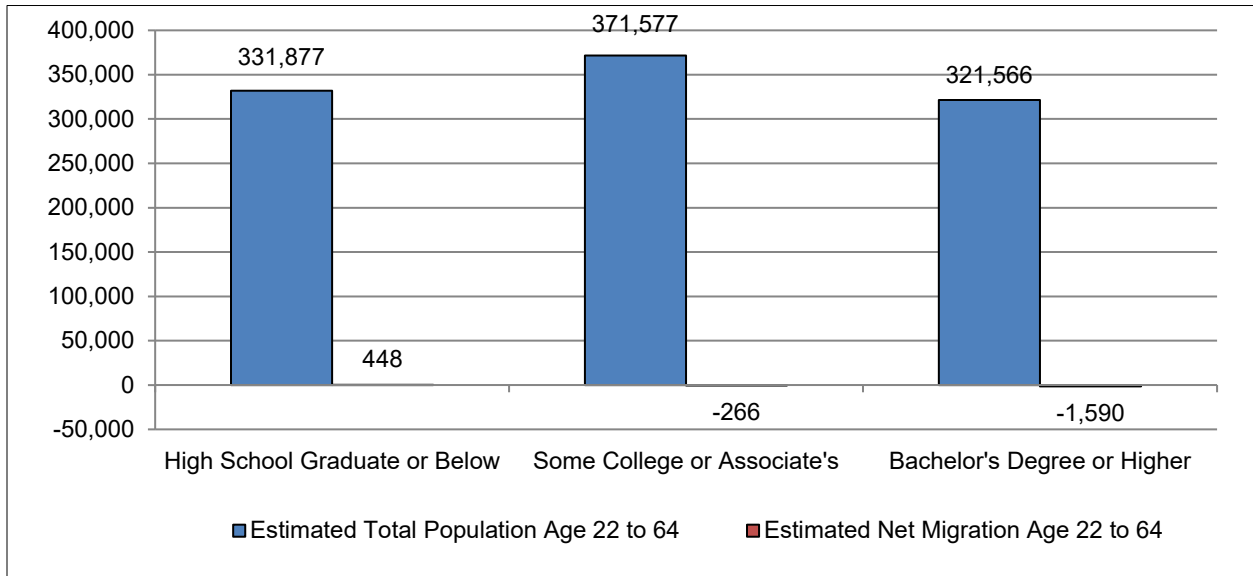
As illustrated in [Figure 3.3](#), the latest available average annual net migration estimate at each education level is small relative to the corresponding total estimated working-age population of the state. Nevertheless, repeated positive or negative net migration will have a corresponding positive or negative effect on the size and quality of the state's labor force over the long run.

- Analyzing the overall educational attainment and the overall net migration of 22- to-64-year-olds reveals that for every 10,000 people in Nebraska with a high school education or below, there was an average annual net in-migration of 12.6 people for 2015-2019, compared to an average annual net in-migration of 13.5 people for 2010-2014.
- For every 10,000 people in Nebraska with some college or an associate's degree, there was an average annual net in-migration of 44.2 people for 2015-2019, compared to an average annual net out-migration of 7.2 people for 2010-2014.
- For every 10,000 people in Nebraska with a bachelor's degree or higher, there was an average annual net out-migration of 61.0 people for 2015-2019, compared to an average annual net out-migration of 49.4 people for 2010-2014.
- As previously discussed, only limited conclusions can be drawn about the net migration of 22- to-64-year-olds due to the small samples on which the estimates are based each year and the relatively high margin of error associated with each estimate. Caution should be exercised when interpreting the migration estimates based on American Community Survey data.
- A better future measure to analyze the net migration of Nebraskans with high levels of education attainment would be to obtain data from the postsecondary institutions related to where their recent college graduates are employed.

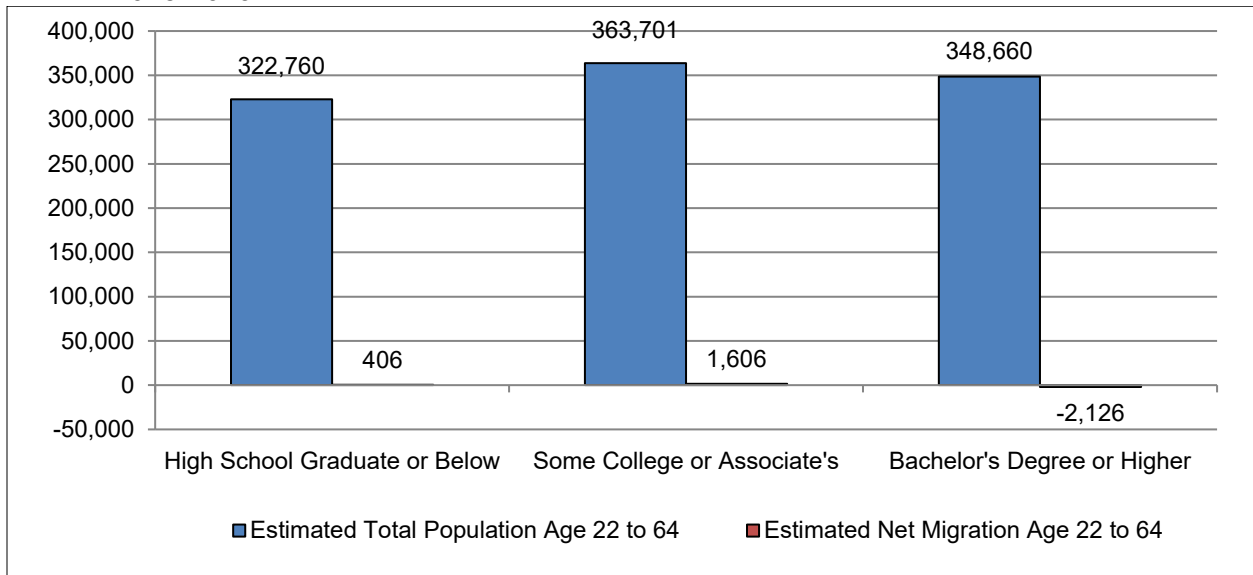
³² 2006-10 to 2015-19 American Community Survey, U.S. Census Bureau, average of 10 ACS 5-year periods (2010 to 2019), analyzed by David Drozd, UNO Center for Public Affairs Research.

Figure 3.3
Nebraska Educational Attainment of 22- to 64-Year-Olds Compared to the
Nebraska Average Annual Net Migration of 22- to 64-Year-Olds by Education Level
Based on the 2010-2014 and 2015-2019 American Community Survey

Part A: 2010-2014



Part B: 2015-2019



Note. See Table A13.1 and Table A13.2 in Appendix 13 for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2010-2014 and 2015-2019. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.

Appendices

Note. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report. Due to rounding, percentages may not sum to 100.0% for data summarized in this report. Additionally, due to rounding, totals may not equal the sum of their parts.

Reporting Institutions

University of Nebraska

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

Nebraska State College System

- Chadron State College
- Peru State College
- Wayne State College

Nebraska Community Colleges

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

Nonpublic College & Universities

- Bellevue University
- Bryan College of Health Sciences
 - Formerly BryanLGH College of Health Sciences
- Capitol School of Hairstyling and Esthetics
 - Formerly Capitol School of Hairstyling
- CHI Health School of Radiologic Technology
 - Formerly Alegant Health School of Radiologic Technology
- Clarkson College
- College of Hair Design-Downtown
 - Formerly College of Hair Design
- College of Hair Design-East Campus
 - Did not report to IPEDS until Fall 2009
- College of Saint Mary
- Concordia University-Nebraska
 - Formerly Concordia University
 - Formerly Concordia University-Seward
- Creighton University
- Davines Professional Academy of Beauty and Business
 - Formerly Paul Mitchell the School Lincoln
 - Did not report to IPEDS until Fall 2016
- Doane University
 - Formerly Doane College
 - Formerly Doane College-Crete
 - Formerly Doane College-Lincoln
 - Formerly Doane University-Arts & Sciences
 - Formerly Doane University-Graduate and Professional Studies
- Fullen School of Hair Design
 - No longer an IPEDS reporting institution Fall 2016
- Grace University
 - Closed Fall 2018
- Hastings College

Nonpublic College & Universities (Continued)

- ITT Technical Institute-Omaha
 - Closed Fall 2016
- Joseph's College Cosmetology
 - Formerly Joseph's College of Beauty
 - Formerly Joseph's College
- La'James International College
 - Closed Fall 2020
- Little Priest Tribal College
- Mary Lanning Memorial Hospital School of Radiologic Technology
 - No longer an IPEDS reporting institution Fall 2011
- Midland University
 - Formerly Midland Lutheran College
- Myotherapy Institute
- National American University-Bellevue
 - Did not report to IPEDS until Fall 2012
 - Closed Fall 2019
- Nebraska Christian College of Hope International University
 - Formerly Nebraska Christian College
 - Closed Fall 2020
- Nebraska Indian Community College
- Nebraska Methodist College of Nursing & Allied Health
- Nebraska Wesleyan University
- Omaha School of Massage and Healthcare of Herzing University
 - Formerly Omaha School of Massage Therapy
 - Closed Fall 2018
- Purdue University Global-Lincoln
 - Formerly Hamilton College-Lincoln Campus
 - Formerly Kaplan University-Lincoln Campus
 - No longer an IPEDS reporting institution Fall 2019
- Purdue University Global-Omaha
 - Formerly Hamilton College-Omaha Campus
 - Formerly Kaplan University-Omaha Campus
 - Closed Fall 2019
- Regional West Medical Center School of Radiologic Technology
 - No longer an IPEDS reporting institution Fall 2016
- Summit Christian College
- The Creative Center
 - Closed Fall 2021
- Union College
- Universal College of Healing Arts
- University of Phoenix-Omaha Campus
 - Closed Fall 2015
- Vatterott College-Spring Valley
 - Closed Fall 2015
- Xenon International Academy-Omaha
 - Formerly Xenon International School of Hair Design II Inc
- York College

Appendix 1

Nebraska College Enrollments

Table A1.1 Nebraska Total Fall Headcount Enrollment by Sector Fall 2010 through Fall 2021					
Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Nonpublic Colleges & Universities	Nebraska State Total
2010	49,905	8,846	49,051	38,091	145,893
2011	50,363	8,726	47,542	37,328	143,959
2012	50,178	8,939	44,899	36,631	140,647
2013	50,705	8,984	42,005	37,245	138,939
2014	51,215	9,002	39,484	37,009	136,710
2015	51,835	8,930	39,107	37,090	136,962
2016	52,516	8,905	39,436	36,060	136,917
2017	52,679	8,378	39,660	35,891	136,608
2018	51,885	8,195	39,564	35,974	135,618
2019	51,208	8,406	39,529	37,064	136,207
2020	51,206	8,434	37,351	38,610	135,601
<i>2021 Estimated</i>	<i>50,067</i>	<i>8,726</i>	<i>38,514</i>	<i>36,765</i>	<i>134,072</i>
<i>Note.</i> Statewide official enrollments for fall 2021 will not be available from IPEDS until mid-2022. Data sources: For 2010 through 2020 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.					

Table A1.2
Nebraska Total Fall Headcount Enrollment by Sector and by Institution
Fall 2010 through Fall 2021

Total Fall Headcount Enrollment	2010	2011	2012	2013	2014	2015
Nebraska Public Institutions	107,802	106,631	104,016	101,694	99,701	99,872
University of Nebraska	49,905	50,363	50,178	50,705	51,215	51,835
Neb. College of Technical Agriculture	383	333	331	300	384	512
University of Nebraska at Kearney	6,753	7,100	7,199	7,052	6,902	6,747
University of Nebraska-Lincoln	24,610	24,593	24,207	24,445	25,006	25,260
University of Nebraska Medical Center	3,494	3,625	3,655	3,681	3,696	3,790
University of Nebraska at Omaha	14,665	14,712	14,786	15,227	15,227	15,526
Nebraska State College System	8,846	8,726	8,939	8,984	9,002	8,930
Chadron State College	2,759	2,851	2,994	3,056	3,033	2,993
Peru State College	2,518	2,358	2,390	2,422	2,499	2,506
Wayne State College	3,569	3,517	3,555	3,506	3,470	3,431
Nebraska Community Colleges	49,051	47,542	44,899	42,005	39,484	39,107
Central Community College	7,527	7,521	7,283	6,906	6,377	6,227
Metropolitan Community College	18,523	18,518	17,376	15,752	14,675	14,812
Mid-Plains Community College	2,987	2,623	2,591	2,491	2,143	2,235
Northeast Community College	5,377	5,161	5,251	5,145	5,061	5,051
Southeast Community College	12,242	11,479	10,168	9,751	9,392	9,248
Western Nebraska Community College	2,395	2,240	2,230	1,960	1,836	1,534
Nonpublic Colleges & Universities	38,091	37,328	36,631	37,245	37,009	37,090
Bellevue University	10,407	10,304	9,942	9,788	9,879	9,760
Bryan College of Health Sciences	528	636	714	711	691	704
Capitol School of Hairstyling and Esthetics	104	131	148	144	116	121
CHI Health School of Radiologic Technology	22	19	17	22	22	19
Clarkson College	980	1,114	1,204	1,238	1,221	1,254
College of Hair Design-Downtown	220	130	138	116	98	103
College of Hair Design-East Campus	154	169	140	114	112	80
College of Saint Mary	1,070	1,063	1,037	970	1,018	1,001
Concordia University-Nebraska	2,146	2,196	2,091	2,206	2,332	2,457
Creighton University	7,662	7,730	7,736	8,019	8,236	8,435
Davines Professional Academy of Beauty and Business	-	-	-	-	-	37
Doane University	2,743	2,701	2,784	2,766	2,624	2,639
Fullen School of Hair Design	40	43	32	34	29	24
Grace University	481	459	439	481	469	471
Hastings College	1,193	1,240	1,112	1,144	1,212	1,219
ITT Technical Institute-Omaha	732	735	597	505	395	312
Joseph's College Cosmetology	303	264	308	281	229	245
La'James International College	47	40	39	33	24	24
Little Priest Tribal College	148	172	144	144	127	132
Mary Lanning Memorial Hospital School of Radiologic Technology ^a	20	-	-	-	-	-
Midland University	1,117	1,030	1,126	1,288	1,362	1,646

Continued on the next page.

Table A1.2 Continued						
Total Fall Headcount Enrollment	2016	2017	2018	2019	2020	<i>Est. 2021</i>
Nebraska Public Institutions	100,857	100,717	99,644	99,143	96,991	97,307
University of Nebraska	52,516	52,679	51,885	51,208	51,206	50,067
Neb. College of Technical Agriculture	342	317	335	331	282	282
University of Nebraska at Kearney	6,788	6,644	6,327	6,279	6,225	6,275
University of Nebraska-Lincoln	25,897	26,079	25,820	25,390	25,108	24,431
University of Nebraska Medical Center	3,862	3,908	3,972	4,055	3,699	3,751
University of Nebraska at Omaha	15,627	15,731	15,431	15,153	15,892	15,328
Nebraska State College System	8,905	8,378	8,195	8,406	8,434	8,726
Chadron State College	2,977	2,737	2,448	2,407	2,330	2,250
Peru State College	2,571	2,349	2,114	2,109	1,902	1,896
Wayne State College	3,357	3,292	3,633	3,890	4,202	4,580
Nebraska Community Colleges	39,436	39,660	39,564	39,529	37,351	38,514
Central Community College	6,316	6,082	6,354	6,368	5,974	6,309
Metropolitan Community College	14,788	14,954	14,913	14,300	13,244	13,709
Mid-Plains Community College	2,276	2,221	2,216	2,125	2,075	2,101
Northeast Community College	5,075	5,086	5,016	5,258	5,105	5,335
Southeast Community College	9,262	9,412	9,240	9,756	9,328	9,422
Western Nebraska Community College	1,719	1,905	1,825	1,722	1,625	1,638
Nonpublic Colleges & Universities	36,060	35,891	35,974	37,064	38,610	36,765
Bellevue University	8,896	8,655	9,621	11,637	13,059	11,886
Bryan College of Health Sciences	703	679	716	775	778	694
Capitol School of Hairstyling and Esthetics	124	124	107	158	160	125
CHI Health School of Radiologic Technology	18	15	15	16	15	19
Clarkson College	1,219	1,273	1,162	1,108	1,169	1,190
College of Hair Design-Downtown	92	88	123	70	43	57
College of Hair Design-East Campus	67	40	37	94	51	113
College of Saint Mary	1,043	1,140	1,168	1,050	1,024	969
Concordia University-Nebraska	2,757	2,520	2,424	2,703	3,224	2,989
Creighton University	8,393	8,654	8,910	8,821	8,770	8,735
Davines Professional Academy of Beauty and Business	55	58	51	44	38	33
Doane University	2,615	2,871	2,617	2,422	2,281	2,061
Fullen School of Hair Design	-	-	-	-	-	-
Grace University	393	298	-	-	-	-
Hastings College	1,246	1,202	1,080	998	982	947
ITT Technical Institute-Omaha	-	-	-	-	-	-
Joseph's College Cosmetology	266	202	163	140	131	126
La'James International College	20	17	8	15	-	-
Little Priest Tribal College	132	141	130	133	113	165
Mary Lanning Memorial Hospital School of Radiologic Technology ^a	-	-	-	-	-	-
Midland University	1,709	1,793	1,873	1,809	1,765	1,660
Continued on the next page.						

Table A1.2 Continued				
Total Fall Headcount Enrollment	1-Year Change 19-20	Est. 1-Year Change 20-21	10-Year Change 10-20	Est. 11-Year Change 10-21
Nebraska Public Institutions	-2.2%	0.3%	-10.0%	-9.7%
University of Nebraska	0.0%	-2.2%	2.6%	0.3%
Neb. College of Technical Agriculture	-14.8%	0.0%	-26.4%	-26.4%
University of Nebraska at Kearney	-0.9%	0.8%	-7.8%	-7.1%
University of Nebraska-Lincoln	-1.1%	-2.7%	2.0%	-0.7%
University of Nebraska Medical Center	-8.8%	1.4%	5.9%	7.4%
University of Nebraska at Omaha	4.9%	-3.5%	8.4%	4.5%
Nebraska State College System	0.3%	3.5%	-4.7%	-1.4%
Chadron State College	-3.2%	-3.4%	-15.5%	-18.4%
Peru State College	-9.8%	-0.3%	-24.5%	-24.7%
Wayne State College	8.0%	9.0%	17.7%	28.3%
Nebraska Community Colleges	-5.5%	3.1%	-23.9%	-21.5%
Central Community College	-6.2%	5.6%	-20.6%	-16.2%
Metropolitan Community College	-7.4%	3.5%	-28.5%	-26.0%
Mid-Plains Community College	-2.4%	1.3%	-30.5%	-29.7%
Northeast Community College	-2.9%	4.5%	-5.1%	-0.8%
Southeast Community College	-4.4%	1.0%	-23.8%	-23.0%
Western Nebraska Community College	-5.6%	0.8%	-32.2%	-31.6%
Nonpublic Colleges & Universities	4.2%	-4.8%	1.4%	-3.5%
Bellevue University	12.2%	-9.0%	25.5%	14.2%
Bryan College of Health Sciences	0.4%	-10.8%	47.3%	31.4%
Capitol School of Hairstyling and Esthetics	1.3%	-21.9%	53.8%	20.2%
CHI Health School of Radiologic Technology	-6.3%	26.7%	-31.8%	-13.6%
Clarkson College	5.5%	1.8%	19.3%	21.4%
College of Hair Design-Downtown	-38.6%	32.6%	-80.5%	-74.1%
College of Hair Design-East Campus	-45.7%	121.6%	-66.9%	-26.6%
College of Saint Mary	-2.5%	-5.4%	-4.3%	-9.4%
Concordia University-Nebraska	19.3%	-7.3%	50.2%	39.3%
Creighton University	-0.6%	-0.4%	14.5%	14.0%
Davines Professional Academy of Beauty and Business	-13.6%	-13.2%	-	-
Doane University	-5.8%	-9.6%	-16.8%	-24.9%
Fullen School of Hair Design	-	-	-	-
Grace University	-	-	-	-
Hastings College	-1.6%	-3.6%	-17.7%	-20.6%
ITT Technical Institute-Omaha	-	-	-	-
Joseph's College Cosmetology	-6.4%	-3.8%	-56.8%	-58.4%
La'James International College	-100.0%	-	-	-
Little Priest Tribal College	-15.0%	46.0%	-23.6%	11.5%
Mary Lanning Memorial Hospital School of Radiologic Technology ^a	-	-	-	-
Midland University	-2.4%	-5.9%	58.0%	48.6%

Continued on the next page.

Table A1.2 Continued						
Total Fall Headcount Enrollment	2010	2011	2012	2013	2014	2015
Myotherapy Institute	45	38	29	23	15	20
National American University-Bellevue	-	-	168	227	191	121
Nebraska Christian College of Hope International University	141	131	139	150	136	130
Nebraska Indian Community College	177	163	150	199	120	158
Nebraska Methodist College of Nursing & Allied Health	765	847	878	943	1,000	1,000
Nebraska Wesleyan University	2,138	2,070	2,065	2,149	2,083	2,049
Omaha School of Massage and Healthcare of Herzing University	236	179	148	121	146	104
Purdue University Global-Lincoln	690	469	462	501	593	498
Purdue University Global-Omaha	1,059	721	615	795	720	678
Regional West Medical Center School of Radiologic Technology	10	8	9	8	7	11
Summit Christian College	38	39	39	29	40	36
The Creative Center	114	119	109	86	78	64
Union College	901	886	881	911	887	903
Universal College of Healing Arts	55	46	27	28	14	25
University of Phoenix-Omaha Campus	76	79	71	34	-	-
Vatterott College-Spring Valley	766	587	383	330	145	6
Xenon International Academy-Omaha	285	260	238	237	230	194
York College	478	510	472	470	408	410
Nebraska State Total	145,893	143,959	140,647	138,939	136,710	136,962
Continued on the next page.						

Table A1.2 Continued						
Total Fall Headcount Enrollment	2016	2017	2018	2019	2020	<i>Est. 2021</i>
Myotherapy Institute	41	23	11	17	13	10
National American University-Bellevue	106	98	68	-	-	-
Nebraska Christian College of Hope International University	124	146	134	111	-	-
Nebraska Indian Community College	175	180	200	226	210	409
Nebraska Methodist College of Nursing & Allied Health	1,088	1,167	1,102	1,128	1,212	1,229
Nebraska Wesleyan University	2,059	2,064	2,095	2,044	1,924	1,816
Omaha School of Massage and Healthcare of Herzing University	106	17	-	-	-	-
Purdue University Global-Lincoln	410	296	288	-	-	-
Purdue University Global-Omaha	585	458	332	-	-	-
Regional West Medical Center School of Radiologic Technology	-	-	-	-	-	-
Summit Christian College	37	30	27	25	34	27
The Creative Center	60	51	39	40	24	-
Union College	895	868	807	770	757	668
Universal College of Healing Arts	11	46	35	26	29	23
University of Phoenix-Omaha Campus	-	-	-	-	-	-
Vatterott College-Spring Valley	-	-	-	-	-	-
Xenon International Academy-Omaha	191	215	191	177	152	152
York College	424	462	440	507	652	662
Nebraska State Total	136,917	136,608	135,618	136,207	135,601	134,072
Continued on the next page.						

Table A1.2 Continued				
Total Fall Headcount Enrollment	1-Year Change 19-20	<i>Est. 1-Year Change 20-21</i>	10-Year Change 10-20	<i>Est. 11-Year Change 10-21</i>
Myotherapy Institute	-23.5%	-23.1%	-71.1%	-77.8%
National American University-Bellevue	-	-	-	-
Nebraska Christian College of Hope International University	-100.0%	-	-	-
Nebraska Indian Community College	-7.1%	94.8%	18.6%	131.1%
Nebraska Methodist College of Nursing & Allied Health	7.4%	1.4%	58.4%	60.7%
Nebraska Wesleyan University	-5.9%	-5.6%	-10.0%	-15.1%
Omaha School of Massage and Healthcare of Herzing University	-	-	-	-
Purdue University Global-Lincoln	-	-	-	-
Purdue University Global-Omaha	-	-	-	-
Regional West Medical Center School of Radiologic Technology	-	-	-	-
Summit Christian College	36.0%	-20.6%	-10.5%	-28.9%
The Creative Center	-40.0%	-100.0%	-78.9%	-100.0%
Union College	-1.7%	-11.8%	-16.0%	-25.9%
Universal College of Healing Arts	11.5%	-20.7%	-47.3%	-58.2%
University of Phoenix-Omaha Campus	-	-	-	-
Vatterott College-Spring Valley	-	-	-	-
Xenon International Academy-Omaha	-14.1%	0.0%	-46.7%	-46.7%
York College	28.6%	1.5%	36.4%	38.5%
Nebraska State Total	-0.4%	-1.1%	-7.1%	-8.1%
Data sources: For 2010 through 2020 data, National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021. ^a Beginning in 2011, Mary Lanning Memorial Hospital School of Radiologic Technology reports enrollment through the University of Nebraska at Kearney.				

Table A1.3
Nebraska 12-Month Unduplicated Headcount Enrollment by Sector
2010-2011 through 2020-2021

Academic Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Nonpublic Colleges & Universities	Nebraska State Total
2010-2011	57,450	11,540	87,335	51,022	207,347
2011-2012	57,913	11,397	85,780	49,463	204,553
2012-2013	57,626	11,520	84,583	48,629	202,358
2013-2014	58,373	11,584	78,308	48,745	197,010
2014-2015	58,708	11,537	69,560	48,258	188,063
2015-2016	59,217	11,622	64,268	48,221	183,328
2016-2017	59,963	11,339	62,113	46,185	179,600
2017-2018	59,978	10,924	60,782	45,933	177,617
2018-2019	59,401	10,595	59,720	45,497	175,213
2019-2020	58,262	10,956	56,768	51,017	177,003
2020-2021	58,037	11,706	54,424	50,779	174,942

Data source: National Center for Education Statistics, IPEDS 2011 through 2021 surveys.

Table A1.4
First-Time Freshmen Enrollment by Sector
Fall 2010 through Fall 2021

Part A: Full-Time, First-Time Freshmen

Number of Students	2010	2011	2012	2013	2014	2015
University of Nebraska	7,011	6,909	6,785	7,267	7,478	7,570
Nebraska State College System	1,304	1,240	1,286	1,420	1,399	1,292
Nebraska Community Colleges	5,192	4,747	4,789	4,475	4,235	3,946
Nonpublic Colleges & Universities	4,046	3,667	3,540	3,859	3,667	3,743
Nebraska Total	17,553	16,563	16,400	17,021	16,779	16,551
% of Total Freshmen Enrolled	89.3%	89.6%	89.1%	89.5%	90.3%	90.4%
Number of Students	2016	2017	2018	2019	2020	Est. 2021
University of Nebraska	7,935	7,902	7,963	7,697	7,807	7,870
Nebraska State College System	1,217	1,228	1,306	1,389	1,413	1,452
Nebraska Community Colleges	4,183	3,678	3,869	3,922	3,734	3,576
Nonpublic Colleges & Universities	3,589	3,773	3,672	3,562	3,374	3,506
Nebraska Total	16,924	16,581	16,810	16,570	16,328	16,404
% of Total Freshmen Enrolled	90.8%	91.2%	91.0%	90.8%	90.2%	90.3%
Percentage Changes	1-Year Change 19-20	Est. 1-Year Change 20-21	10-Year Change 10-20	Est. 11-Year Change 10-21		
University of Nebraska	1.4%	0.8%	11.4%	12.3%		
Nebraska State College System	1.7%	2.8%	8.4%	11.3%		
Nebraska Community Colleges	-4.8%	-4.2%	-28.1%	-31.1%		
Nonpublic Colleges & Universities	-5.3%	3.9%	-16.6%	-13.3%		
Nebraska Total	-1.5%	0.5%	-7.0%	-6.5%		

Continued on the next page.

Table A1.4 Continued

Part B: Part-Time, First-Time Freshmen

Number of Students	2010	2011	2012	2013	2014	2015
University of Nebraska	112	129	145	134	125	147
Nebraska State College System	23	20	27	12	20	17
Nebraska Community Colleges	1,607	1,515	1,565	1,669	1,574	1,538
Nonpublic Colleges & Universities	355	260	275	186	88	57
Nebraska Total	2,097	1,924	2,012	2,001	1,807	1,759
% of Total Freshmen Enrolled	10.7%	10.4%	10.9%	10.5%	9.7%	9.6%
Number of Students	2016	2017	2018	2019	2020	Est. 2021
University of Nebraska	107	110	67	90	122	97
Nebraska State College System	12	9	6	26	17	21
Nebraska Community Colleges	1,506	1,365	1,534	1,481	1,515	1,530
Nonpublic Colleges & Universities	96	114	49	82	121	124
Nebraska Total	1,721	1,598	1,656	1,679	1,775	1,772
% of Total Freshmen Enrolled	9.2%	8.8%	9.0%	9.2%	9.8%	9.7%
Percentage Changes	1-Year Change 19-20	Est. 1-Year Change 20-21	10-Year Change 10-20	Est. 11-Year Change 10-21		
University of Nebraska	35.6%	-20.5%	8.9%	-13.4%		
Nebraska State College System	-34.6%	23.5%	-26.1%	-8.7%		
Nebraska Community Colleges	2.3%	1.0%	-5.7%	-4.8%		
Nonpublic Colleges & Universities	47.6%	2.5%	-65.9%	-65.1%		
Nebraska Total	5.7%	-0.2%	-15.4%	-15.5%		

Continued on the next page.

Table A1.4 Continued

Part C: Total First-Time Freshmen

Number of Students	2010	2011	2012	2013	2014	2015
University of Nebraska	7,123	7,038	6,930	7,401	7,603	7,717
Nebraska State College System	1,327	1,260	1,313	1,432	1,419	1,309
Nebraska Community Colleges	6,799	6,262	6,354	6,144	5,809	5,484
Nonpublic Colleges & Universities	4,401	3,927	3,815	4,045	3,755	3,800
Nebraska Total	19,650	18,487	18,412	19,022	18,586	18,310
Number of Students	2016	2017	2018	2019	2020	Est. 2021
University of Nebraska	8,042	8,012	8,030	7,787	7,929	7,967
Nebraska State College System	1,229	1,237	1,312	1,415	1,430	1,473
Nebraska Community Colleges	5,689	5,043	5,403	5,403	5,249	5,106
Nonpublic Colleges & Universities	3,685	3,887	3,721	3,644	3,495	3,630
Nebraska Total	18,645	18,179	18,466	18,249	18,103	18,176
Percentage Changes	1-Year Change 19-20	Est. 1-Year Change 20-21	10-Year Change 10-20	Est. 11-Year Change 10-21		
University of Nebraska	1.8%	0.5%	11.3%	11.8%		
Nebraska State College System	1.1%	3.0%	7.8%	11.0%		
Nebraska Community Colleges	-2.9%	-2.7%	-22.8%	-24.9%		
Nonpublic Colleges & Universities	-4.1%	3.9%	-20.6%	-17.5%		
Nebraska Total	-0.8%	0.4%	-7.9%	-7.5%		
Data sources: For 2010 through 2020 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2009 through fall 2019 surveys. Preliminary enrollments for fall 2021 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2021.						

This page left blank intentionally.

Appendix 2

Actual and Projected Numbers of Nebraska High School Graduates

Table A2.1 Numbers of Nebraska High School Graduates 2010-2011 through 2020-2021					
School Year	Type of School/Agency			Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	ESU & SO		
10-11	20,313	2,205	119	22,637	5.2%
11-12	20,379	2,192	107	22,678	0.2%
12-13	20,326	2,197	118	22,641	-0.2%
13-14	20,359	2,557	88	23,004	1.6%
14-15	20,281	2,544	87	22,912	-0.4%
15-16	20,562	2,173	210	22,945	0.1%
16-17	20,730	2,537	118	23,385	1.9%
17-18	20,844	2,786	117	23,747	1.5%
18-19	21,311	2,314	138	23,763	0.1%
19-20	21,506	2,569	150	24,225	1.9%
20-21	21,771	2,856	72	24,699	2.0%
<i>Note.</i> Graduates do not include GED recipients or completers who did not receive regular diplomas. ESU = Educational service units; SO = State-operated schools. Data source: Nebraska Department of Education, February 2012 (2010-11 data), December 2012 (2011-12 data), January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), December 2018 (2017-18 data), December 2019 (2018-19 data), December 2020 (2019-20 data), and February 2022 (2020-21 data).					

Table A2.2
Actual and Projected Numbers of Nebraska High School Graduates
2010-2011 through 2030-2031

Academic Year	Public by Race/Ethnicity							Public Total	Non Public Total	Total
	White non-Hispanic	Asian/Pacific Islander	Hispanic	Native American	Black non-Hispanic	Two or More Races	Race/Ethnicity Total			
Actual										
10-11	15,779	380	2,351	237	1,074	492	20,313	20,313	2,205	22,518
11-12	15,399	451	2,516	265	1,223	525	20,379	20,379	2,192	22,571
12-13	15,268	408	2,654	227	1,233	536	20,326	20,326	2,197	22,523
13-14	14,964	507	2,907	211	1,179	591	20,359	20,359	2,557	22,916
14-15	14,817	503	3,026	228	1,112	595	20,281	20,281	2,544	22,825
15-16	15,007	484	3,082	211	1,206	562	20,562	20,562	2,173	22,735
16-17	14,770	573	3,334	240	1,187	626	20,730	20,730	2,537	23,267
17-18	14,854	520	3,486	233	1,157	594	20,844	20,844	2,786	23,630
18-19	14,937	591	3,644	246	1,302	591	21,311	21,311	2,314	23,625
19-20	14,967	603	3,867	210	1,203	656	21,506	21,506	2,569	24,075
20-21	15,036	629	3,909	255	1,252	690	21,771	21,771	2,856	24,627
Projected										
20-21	15,260	660	4,040	250	1,350	720	22,280	22,300	2,960	25,260
21-22	15,530	710	4,300	230	1,340	750	22,860	22,870	3,080	25,950
22-23	15,170	730	4,350	220	1,420	800	22,690	22,700	2,940	25,640
23-24	15,230	750	4,570	230	1,470	830	23,080	23,100	2,790	25,890
24-25	14,570	730	4,400	220	1,350	860	22,130	22,130	2,750	24,880
25-26	15,500	850	4,820	220	1,500	970	23,860	23,830	2,870	26,710
26-27	15,440	850	5,030	230	1,430	1,020	24,000	23,960	2,710	26,660
27-28	15,150	870	4,860	210	1,400	1,010	23,500	23,460	2,740	26,200
28-29	14,820	950	4,680	180	1,320	1,030	22,980	22,890	2,980	25,860
29-30	14,890	1,020	4,710	220	1,360	1,110	23,310	23,230	2,830	26,050
30-31	14,970	1,030	4,730	220	1,410	1,120	23,480	23,310	2,820	26,130

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. The actual and projected public totals do not include graduates from education service units or state-operated schools. The projected race/ethnicity total may not equal the projected total number of public school graduates because graduates for each race/ethnicity were projected independently from the total public projections. The sum of the projected public and nonpublic graduates may not equal the total graduates, and the sum of the projected races may not equal the race/ethnicity total. For 2020-2021, the actual number of public school graduates (21,771) was 2.4% lower than WICHE predicted in their 2021 report (22,300). Data sources: For actual numbers of graduates: Nebraska Department of Education, February 2012 (2010-11 data), December 2012 (2011-12 data), January 2014 (2012-13 data), January 2015 (2013-14 data), January 2016 (2014-15 data), December 2016 (2015-16 data), December 2017 (2016-17 data), December 2018 (2017-18 data), December 2019 (2018-19 data), December 2020 (2019-20 data), and February 2022 (2020-21 data). For projected numbers of graduates: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*.

Table A2.3
Actual and Projected Changes in the Numbers and Percentages of
Nebraska Public High School Graduates by Race/Ethnicity:
2010-2011, 2020-21, and 2030-2031

Race/Ethnicity	2010-2011		2020-2021		Actual % Change 10-11 to 20-21	2030-2031		Projected % Change 20-21 to 30-31
	Actual No. of Grads	% of Actual Grads	Actual No. of Grads	% of Actual Grads		Projected No. of Grads	% of Projected Grads	
White non-Hispanic	15,779	77.7%	15,036	69.1%	-4.7%	14,970	63.8%	-0.4%
Asian/ Pacific Islander	380	1.9%	629	2.9%	65.5%	1030	4.4%	63.8%
Hispanic	2,351	11.6%	3,909	18.0%	66.3%	4,730	20.1%	21.0%
Native American	237	1.2%	255	1.2%	7.6%	220	0.9%	-13.7%
Black non-Hispanic	1,074	5.3%	1,252	5.8%	16.6%	1,410	6.0%	12.6%
Two or More Races	492	2.4%	690	3.2%	40.2%	1,120	4.8%	62.3%
Total for Public High Schools	20,313		21,771		7.2%	23,480 ^a		7.8%

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Actual counts and projections do not include graduates of educational service units or state-operated schools.

Data source: For actual numbers of graduates: Nebraska Department of Education, February 2012 and February 2022. For projected numbers of graduates: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*.

^a Because projections were made independently for the various race/ethnic groups, the projected race/ethnicity total may not equal the projected total number of public school graduates. WICHE projects a total of 23,310 individuals will graduate from Nebraska's public schools in 2030-31. This is a projected increase of 7.1% between 2020-21 and 2030-31.

This page left blank intentionally.

Appendix 3

Nebraska High School Graduation Rates

Explanatory Note A3.1 The Cohort Four-Year High School Graduation Rate

Prior to the 2010-2011 school year, the Nebraska Department of Education used the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.

Beginning with the 2010-2011 school year, the Nebraska Department of Education (NDE) started using the **cohort four-year graduation rate** or, more simply, the **cohort graduation rate**, to measure the proportion of Nebraska's public high school students who receive regular diplomas. The cohort graduation rate is not currently calculated for nonpublic schools in Nebraska.

The cohort four-year graduation rate is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the graduation cohort, including students who graduate in the summer following the expected graduation year.

A student belongs to a graduation cohort based on school enrollment status. The demographic subgroups for a graduation cohort are determined by data submitted by the school district and reported at the student's final status.

A graduation cohort represents the group of students sharing an expected graduation year. The expected graduation year is determined by adding four years to the school year when the student reaches 9th grade for the first time and remains unchanged. For example, the 2021 graduation cohort is the group of students who entered 9th grade for the first time at the beginning of or during the 2017-2018 school year. The expected graduation year for this cohort was the 2020-2021 school year.

A graduation cohort is adjusted by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the four-year cohort period.

Only students who earn and receive regular diplomas are counted as completers in calculating the cohort graduation rate. Students who receive certificates of achievement or attendance, alternative awards, or General Education Diplomas (GED) remain in the cohort, but they are not counted as completers for the purposes of calculating the cohort graduate rate. Instead, they remain only in the denominator. The cohort graduation rate is computed using the following formula:

$$\frac{\text{High school diploma recipients (Year X)}}{\text{1st time 9th graders (Year X - 4) + Students who transfer in - (Students who transfer out, emigrate to another country, or die)}}$$

Continued on the next page.

Explanatory Note A3.1 (Continued)

The cohort four-year graduation rate is calculated using an entirely different methodology than the four-year graduation rate; therefore, it is not comparable to the four-year graduation rates for previous school years. Consequently, **the 2010 cohort four-year graduation rate established a new baseline for future comparisons.**

Data source: Nebraska Department of Education, *2020-2021 Nebraska Public Schools State Snapshot*, Definitions.

Table A3.1
Cohort Graduation Rates for Nebraska Public High Schools
By Gender, Race/Ethnicity, and Other Student Groups
2010-2011 through 2020-2021

Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2010-2011						
Total Cohort Graduates	19,313	86%	19,957	89%	20,210	90%
Gender						
Male	9,560	83%	9,979	87%	10,129	88%
Female	9,753	89%	9,978	91%	10,081	92%
Race/Ethnicity						
White non-Hispanic	15,246	90%	15,566	92%	15,701	93%
Asian	327	81%	358	88%	364	90%
Native Hawaiian/Other Pac. Islander	27	90%	29	97%	29	97%
Hispanic	2,113	75%	2,264	79%	2,317	81%
Native American	210	61%	236	68%	239	69%
Black non-Hispanic	939	67%	1,038	73%	1,086	76%
Two or More Races	451	89%	466	91%	474	92%
Other Groups						
Eligible for Free or Reduced Lunch	5,711	78%	6,087	83%	6,226	85%
Special Education Students	1,725	69%	1,874	75%	1,980	80%
English Language Learners	485	62%	569	72%	589	75%
2011-2012						
Total Cohort Graduates	19,317	88%	19,945	90%	20,136	91%
Gender						
Male	9,607	85%	9,984	88%	10,100	89%
Female	9,710	90%	9,961	92%	10,036	93%
Race/Ethnicity						
White non-Hispanic	14,849	91%	15,161	93%	15,260	94%
Asian	375	84%	400	89%	417	92%
Native Hawaiian/Other Pac. Islander	29	85%	30	88%	30	88%
Hispanic	2,276	78%	2,430	83%	2,469	84%
Native American	232	67%	261	73%	276	77%
Black non-Hispanic	1,066	73%	1,148	79%	1,165	80%
Two or More Races	490	85%	515	89%	519	90%
Other Groups						
Eligible for Free or Reduced Lunch	6,150	79%	6,540	86%	6,660	88%
Special Education Students	1,824	71%	1,980	79%	2,071	83%
English Language Learners	566	64%	643	75%	669	79%
Continued on the next page.						

Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2012-2013						
Total Cohort Graduates	19,389	88%	19,977	91%	20,222	92%
Gender						
Male	9,711	86%	10,075	89%	10,218	91%
Female	9,678	91%	9,902	93%	10,004	94%
Race/Ethnicity						
White non-Hispanic	14,772	92%	15,049	94%	15,169	95%
Asian	365	77%	408	84%	425	88%
Native Hawaiian/Other Pac. Islander	18	100%	19	100%	19	100%
Hispanic	2,435	79%	2,579	83%	2,647	85%
Native American	194	72%	206	76%	208	77%
Black non-Hispanic	1,098	77%	1,182	82%	1,211	84%
Two or More Races	507	85%	534	88%	543	90%
Other Groups						
Eligible for Free or Reduced Lunch	6,388	81%	6,735	87%	6,857	89%
Special Education Students	1,820	72%	2,000	80%	2,132	86%
English Language Learners	468	60%	557	72%	588	76%
2013-2014						
Total Cohort Graduates	19,493	90%	19,987	92%	20,215	93%
Gender						
Male	9,655	87%	9,960	90%	10,108	91%
Female	9,838	92%	10,027	94%	10,107	95%
Race/Ethnicity						
White non-Hispanic	14,526	93%	14,777	94%	14,893	95%
Asian	418	78%	447	83%	481	89%
Native Hawaiian/Other Pac. Islander	24	77%	26	84%	27	84%
Hispanic	2,695	83%	2,824	87%	2,860	88%
Native American	187	69%	204	76%	208	77%
Black non-Hispanic	1,085	81%	1,136	84%	1,166	86%
Two or More Races	558	87%	573	90%	580	91%
Other Groups						
Eligible for Free or Reduced Lunch	6,550	82%	6,842	88%	6,967	90%
Special Education Students	1,801	72%	1,956	80%	2,069	85%
English Language Learners	449	60%	510	70%	550	75%
Continued on the next page.						

Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2014-2015						
Total Cohort Graduates	19,430	89%	20,036	92%	20,250	92%
Gender						
Male	9,619	86%	10,008	89%	10,136	90%
Female	9,811	92%	10,028	94%	10,114	95%
Race/Ethnicity						
White non-Hispanic	14,374	93%	14,656	94%	14,775	95%
Asian	434	78%	475	86%	502	89%
Native Hawaiian/Other Pac. Islander	23	96%	23	96%	23	96%
Hispanic	2,804	82%	2,953	86%	2,989	87%
Native American	207	76%	215	79%	219	80%
Black non-Hispanic	1,020	75%	1,116	83%	1,135	84%
Two or More Races	568	84%	598	88%	607	89%
Other Groups						
Eligible for Free or Reduced Lunch	6,530	81%	6,880	88%	6,994	90%
Special Education Students	1,803	71%	1,975	79%	2,087	84%
English Language Learners	410	55%	505	68%	541	72%
2015-2016						
Total Cohort Graduates	19,668	89%	20,149	91%	20,380	92%
Gender						
Male	9,850	87%	10,153	89%	10,297	90%
Female	9,818	92%	9,996	94%	10,083	94%
Race/Ethnicity						
White non-Hispanic	14,536	93%	14,776	94%	14,884	95%
Asian	410	81%	428	83%	449	87%
Native Hawaiian/Other Pac. Islander	27	77%	31	89%	32	91%
Hispanic	2,883	82%	3,022	85%	3,083	87%
Native American	197	74%	204	77%	211	79%
Black non-Hispanic	1,094	79%	1,152	82%	1,181	84%
Two or More Races	521	84%	536	87%	540	87%
Other Groups						
Eligible for Free or Reduced Lunch	6,631	82%	6,910	87%	7,038	89%
Special Education Students	1,837	70%	1,992	77%	2,127	83%
English Language Learners	348	55%	408	63%	431	69%
Continued on the next page.						

Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2016-2017						
Total Cohort Graduates	19,931	89%	20,502	92%	20,715	92%
Gender						
Male	10,030	87%	10,378	90%	10,491	90%
Female	9,901	92%	10,124	94%	10,224	94%
Race/Ethnicity						
White non-Hispanic	14,345	92%	14,627	94%	14,731	95%
Asian	499	82%	539	88%	557	91%
Native Hawaiian/Other Pac. Islander	35	85%	37	93%	38	95%
Hispanic	3,130	82%	3,282	85%	3,334	87%
Native American	227	70%	245	75%	248	75%
Black non-Hispanic	1,100	81%	1,157	85%	1,184	86%
Two or More Races	595	86%	615	88%	621	89%
Other Groups						
Eligible for Free or Reduced Lunch	7,099	82%	7,432	87%	7,494	89%
Special Education Students	1,768	71%	1,925	79%	2,023	83%
English Language Learners	411	50%	501	62%	538	67%
2017-2018						
Total Cohort Graduates	20,546	89%	21,053	91%	21,247	92%
Gender						
Male	10,331	87%	10,620	89%	10,739	90%
Female	10,215	91%	10,433	93%	10,508	94%
Race/Ethnicity						
White non-Hispanic	14,658	93%	14,905	95%	15,003	95%
Asian	483	82%	506	86%	520	88%
Native Hawaiian/Other Pac. Islander	20	95%	20	95%	20	95%
Hispanic	3,385	81%	3,535	85%	3,585	86%
Native American	217	72%	227	75%	232	77%
Black non-Hispanic	1,193	78%	1,258	82%	1,283	84%
Two or More Races	590	85%	601	87%	604	88%
Other Groups						
Eligible for Free or Reduced Lunch	7,291	81%	7,559	87%	7,661	88%
Special Education Students	1,819	70%	1,948	75%	2,030	79%
English Language Learners	432	48%	535	61%	567	65%
Continued on the next page.						

Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2018-2019						
Total Cohort Graduates	20,491	88%	21,000	90%	21,141	91%
Gender						
Male	10,122	85%	10,458	88%	10,536	89%
Female	10,369	92%	10,542	93%	10,605	94%
Race/Ethnicity						
White non-Hispanic	14,500	92%	14,750	94%	14,822	94%
Asian	528	84%	553	88%	558	89%
Native Hawaiian/Other Pac. Islander	21	75%	23	82%	24	86%
Hispanic	3,432	80%	3,570	84%	3,612	85%
Native American	235	71%	254	76%	260	79%
Black non-Hispanic	1,212	78%	1,269	82%	1,281	83%
Two or More Races	558	82%	581	85%	584	85%
Other Groups						
Eligible for Free or Reduced Lunch	7,553	81%	7,882	85%	7,963	86%
Special Education Students	1,890	69%	2,006	74%	2,075	77%
English Language Learners	466	49%	560	60%	573	62%
2019-2020						
Total Cohort Graduates	20,690	88%	21,188	90%		
Gender						
Male	10,229	84%	10,512	87%		
Female	10,461	91%	10,676	93%		
Race/Ethnicity						
White non-Hispanic	14,518	92%	14,734	94%		
Asian	567	87%	585	90%		
Native Hawaiian/Other Pac. Islander	24	73%	26	76%		
Hispanic	3,639	78%	3,809	82%		
Native American	186	72%	202	77%		
Black non-Hispanic	1,118	75%	1,177	80%		
Two or More Races	638	83%	655	85%		
Other Groups						
Eligible for Free or Reduced Lunch	8,014	80%	8,383	84%		
Special Education Students	1,858	65%	2,006	72%		
English Language Learners	609	52%	711	61%		
Continued on the next page.						

Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2020-2021						
Total Cohort Graduates	20,914	88%				
Gender						
Male	10,505	85%				
Female	10,409	90%				
Race/Ethnicity						
White non-Hispanic	14,613	92%				
Asian	569	89%				
Native Hawaiian/Other Pac. Islander	29	83%				
Hispanic	3,654	79%				
Native American	228	73%				
Black non-Hispanic	1,159	75%				
Two or More Races	662	81%				
Other Groups						
Eligible for Free or Reduced Lunch	8,429	80%				
Special Education Students	1,931	65%				
English Language Learners	596	58%				
<i>Note.</i> Graduates do not include GED recipients or completers who did not receive regular diplomas. Data source: Nebraska Department of Education, 2020-2021 Data Downloads, Cohort Graduation Data.						

Appendix 4

Nebraska Scores on the ACT Test

Table A4.1 Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks Nebraska and National High School Graduating Classes 2011 through 2021						
Year of High School Graduation	No. of Students Tested		% of ACT-Tested Students Meeting College Readiness Benchmarks			
			English		Mathematics	
	Nebraska	National	Nebraska	National	Nebraska	National
2011	16,461	1,623,112	76%	66%	50%	45%
2012	16,581	1,666,017	75%	67%	51%	46%
2013	17,745	1,799,243	71%	64%	46%	44%
2014	17,768	1,845,787	72%	64%	45%	43%
2015	18,347	1,924,436	69%	64%	44%	42%
2016	18,598	2,090,342	68%	61%	43%	41%
2017	18,993	2,030,038	67%	61%	42%	41%
2018	24,516	1,914,817	56%	60%	35%	40%
2019	24,744	1,782,820	55%	59%	34%	39%
2020	24,973	1,670,497	54%	58%	34%	37%
2021	21,627	1,295,349	55%	56%	33%	36%
Year of High School Graduation	% of ACT-Tested Students Meeting College Readiness Benchmarks					
	Reading		Science		Meeting All Four ACT Benchmark Scores	
	Nebraska	National	Nebraska	National	Nebraska	National
2011	60%	52%	36%	30%	29%	25%
2012	59%	52%	36%	31%	30%	25%
2013	48%	44%	41%	36%	28%	26%
2014	48%	44%	42%	37%	29%	26%
2015	49%	46%	42%	38%	29%	28%
2016	48%	44%	40%	36%	28%	26%
2017	50%	47%	41%	37%	28%	27%
2018	40%	46%	33%	36%	22%	27%
2019	40%	45%	33%	36%	22%	26%
2020	38%	45%	31%	36%	22%	26%
2021	42%	44%	35%	35%	23%	25%
<i>Note.</i> Beginning with the 2013 graduating class, ACT's college readiness benchmark score for reading increased from 21 to 22 while their college readiness benchmark score for science decreased from 24 to 23. The benchmark scores for English (18) and mathematics (22) were unchanged during the reporting period. In addition, starting in 2013, extended-time test takers are included in national and state scores. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11 th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. Data source: ACT, <i>High School Profile Report - Nebraska</i> , 2011 through 2021.						

Table A4.2
Numbers and Percentages of ACT-Tested Students
by High School Curriculum Completed or Planned to Complete Before Graduation
2011 through 2021

Year of High School Graduation	The Core or More		Less Than the Core		Did Not Report Courses Taken		Total No. of Students
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	
2011	13,168	80%	3,120	19%	173	1%	16,461
2012	13,515	82%	2,896	17%	170	1%	16,581
2013	13,851	78%	3,372	19%	522	3%	17,745
2014	13,909	78%	3,283	18%	576	3%	17,768
2015	13,943	76%	3,489	19%	915	5%	18,347
2016	13,865	75%	3,480	19%	1,253	7%	18,598
2017	14,384	76%	3,501	18%	1,108	6%	18,993
2018	15,146	62%	6,263	26%	3,107	13%	24,516
2019	14,415	58%	6,181	25%	4,148	17%	24,744
2020	13,706	55%	5,839	23%	5,428	22%	24,973
2021	8,984	42%	3,131	14%	9,512	44%	21,627

Note. ACT, Inc. defines the core, college-preparatory high school curriculum (or what is simply called “the core”) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I). Data is self-reported by the student. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class. Data source: ACT, *High School Profile Report - Nebraska*, 2011 through 2021.

Appendix 5

Nebraska College Continuation Rates

Table A5.1
College Continuation Rates for Nebraska High School Graduates
Who Attended Postsecondary Institutions
in the Fall Term Following High School Graduation
Fall 2010 through Fall 2020

Year of HS Graduation	No. of HS Graduates	Fall IPEDS Survey	No. of FTF with Nebraska Residency Who Graduated from HS During the Past 12 Months and Attended Postsecondary Institutions	College Continuation Rate
2009-2010	21,513	2010	15,072	70.1%
2011-2012	22,678	2012	14,917	65.8%
2013-2014	23,004	2014	14,285	62.1%
2015-2016	22,945	2016	14,839	64.7%
2017-2018	23,747	2018	15,160	63.8%
2019-2020	24,225	2020	14,636	60.4%
Change Since: 2009-10 (HS) & Fall 2010 (FTF)	12.6% (HS)		-2.9% (FTF)	

Note. High school graduates include graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. FTF = first-time freshmen. HS = high school. Continuation rate = the number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting or non-degree-granting institutions in the fall term following high school graduation divided by the total number of high school graduates. First-time freshmen enrolled in the fall term who attended college for the first time in the prior summer term are also included. Nebraskans who have delayed going to college are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas. Data sources: For high school data, Nebraska Department of Education, February 2011 (2009-10 data), December 2013 (2011-12 data), January 2015 (2013-14 data), December 2016 (2015-16 data), December 2018 (2017-18 data), and December 2020 (2019-20 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.

Table A5.2
In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates
Who Attended Postsecondary Institutions and the Estimated Number
and Percentage of Nebraska High School Graduates
Who Did Not Go to College in the Fall Term Following High School Graduation
Fall 2010 through Fall 2020

Year of HS Graduation	No. of HS Graduates	Fall IPEDS Survey	No. of FTF with Nebraska Residency Who Graduated from HS During the Past 12 Months				Estimated No. and % of HS Grads Who Did Not Go to College	
			No. Who Attended Nebraska Institutions	In-State College Continuation Rate	No. Who Attended Out-of-State Institutions	Out-of-State College Continuation Rate	N	%
2009-10	21,513	2010	12,651	58.8%	2,421	11.3%	6,441	29.9%
2011-12	22,678	2012	12,117	53.4%	2,800	12.3%	7,761	34.2%
2013-14	23,004	2014	11,593	50.4%	2,692	11.7%	8,719	37.9%
2015-16	22,945	2016	12,114	52.8%	2,725	11.9%	8,106	35.3%
2017-18	23,747	2018	12,408	52.3%	2,752	11.6%	8,587	36.2%
2019-20	24,225	2020	11,994	49.5%	2,642	10.9%	9,586	39.6%

Note. High school graduates include graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. FTF = first-time freshmen. HS = high school. Continuation rate = the number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting or non-degree-granting institutions in the fall term following high school graduation divided by the total number of high school graduates. First-time freshmen enrolled in the fall term who attended college for the first time in the prior summer term are also included. Nebraskans who have delayed going to college are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas. Data sources: For high school data, Nebraska Department of Education, February 2011 (2009-10 data), December 2013 (2011-12 data), January 2015 (2013-14 data), December 2016 (2015-16 data), December 2018 (2017-18 data), and December 2020 (2019-20 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.

Table A5.3
Percentages of First-Time Freshmen with Nebraska Residency Who Attended
Nebraska and Out-of-State Postsecondary Institutions in the Fall Term Following
High School Graduation by Type of Institution
Fall 2020 Compared to Fall 2010

Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended Nebraska Institutions			
	Fall 2010		Fall 2020	
	N	%	N	%
Private For-Profit	298	2.4%	53	0.4%
Private Not-For-Profit	1,697	13.4%	1,469	12.2%
Subtotal	1,995	15.8%	1,522	12.7%
Public, 2-Year	4,084	32.3%	3,515	29.3%
Public, 4-Year	6,572	51.9%	6,957	58.0%
Subtotal	10,656	84.2%	10,472	87.3%
Total to Nebraska Institutions	12,651	100.0%	11,994	100.0%
Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended Out-of-State Institutions			
	Fall 2010		Fall 2020	
	N	%	N	%
Private For-Profit	88	3.6%	79	3.0%
Private Not-For-Profit	928	38.3%	940	35.6%
Subtotal	1,016	42.0%	1,019	38.6%
Public, 2-Year	480	19.8%	392	14.8%
Public, 4-Year	925	38.2%	1,231	46.6%
Subtotal	1,405	58.0%	1,623	61.4%
Total to Out-of-State Institutions	2,421	100.0%	2,642	100.0%
Total All States	15,072		14,636	
<i>Note.</i> FTF = first-time freshmen. First-time freshmen include full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. Data source: National Center for Education Statistics, IPEDS fall 2010 and 2020 surveys.				

Table A5.4
College Continuation Rates for Nebraska Public High School Graduates
by Gender and Student Income Status
2009-2010 through 2010-2011

Student Income Status	No. of Public High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate
2009-2010 Public High School Graduates			
Males			
Low Income	2,529	1,321	52.2%
Non-Low Income	7,165	5,321	74.3%
Total	9,694	6,642	68.5%
Females			
Low Income	2,767	1,658	59.9%
Non-Low Income	6,947	5,648	81.3%
Total	9,714	7,306	75.2%
Total			
Low Income	5,296 (27.3%)	2,979	56.3%
Non-Low Income	14,112 (72.7%)	10,969	77.7%
Total	19,408 (100.0%)	13,948	71.9%
2010-2011 Public High School Graduates			
Males			
Low Income	2,708	1,423	52.5%
Non-Low Income	6,872	5,044	73.4%
Total	9,580	6,467	67.5%
Females			
Low Income	3,032	1,836	60.6%
Non-Low Income	6,747	5,489	81.4%
Total	9,779	7,325	74.9%
Total			
Low Income	5,740 (29.7%)	3,259	56.8%
Non-Low Income	13,619 (70.3%)	10,533	77.3%
Total	19,359 (100.0%)	13,792	71.2%
<p><i>Note.</i> Includes only “on-time” graduates (students who graduated from high school in four years or less). Includes graduates of Nebraska’s state operated schools. Low-income students = students approved to receive free or reduced-price school lunches (FRL). Non-low-income students = students not approved for FRL. The non-low-income students include at least some students who live in low-income households, but who do not apply for FRL. Since participation in the FRL program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified or excluded for the purposes of analysis. College continuation rate = the number of students enrolled in college on or before April 28, 2011 (2009-10 graduates) or April 24, 2012 (2010-11 graduates) divided by the total number of students who graduated from Nebraska public high schools during the academic year. Data sources: For high school graduates, Nebraska Department of Education, April 2011 and April 2012; for number of graduates who enrolled in college, National Student Clearinghouse, April 2011 and April 2012.</p>			

Table A5.5
College Continuation Rates for Nebraska Public High School Graduates
by Gender, Student Income Status, and Race/Ethnicity: 2011-2012 through 2019-2020

Gender / Student Income Status / Race/Ethnicity	2011-2012			2012-2013		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,570	852	54.3%	1,581	798	50.5%
Asian/Pacific Islander	73	47	64.4%	75	57	76.0%
Black non-Hispanic	359	203	56.5%	360	209	58.1%
Hispanic	771	339	44.0%	847	409	48.3%
Native American	82	29	35.4%	64	25	39.1%
Two or More Races	92	53	57.6%	120	68	56.7%
Total	2,947	1,523	51.7%	3,047	1,566	51.4%
Non-Low Income						
White non-Hispanic	5,903	4,309	73.0%	5,911	4,419	74.8%
Asian/Pacific Islander	136	107	78.7%	109	89	81.7%
Black non-Hispanic	162	116	71.6%	162	112	69.1%
Hispanic	325	192	59.1%	347	202	58.2%
Native American	41	21	51.2%	41	19	46.3%
Two or More Races	120	75	62.5%	119	80	67.2%
Total	6,687	4,820	72.1%	6,689	4,921	73.6%
Total						
White non-Hispanic	7,473	5,161	69.1%	7,492	5,217	69.6%
Asian/Pacific Islander	209	154	73.7%	184	146	79.3%
Black non-Hispanic	521	319	61.2%	522	321	61.5%
Hispanic	1,096	531	48.4%	1,194	611	51.2%
Native American	123	50	40.7%	105	44	41.9%
Two or More Races	212	128	60.4%	239	148	61.9%
Total	9,634	6,343	65.8%	9,736	6,487	66.6%
Females						
Low Income						
White non-Hispanic	1,691	1,120	66.2%	1,721	1,113	64.7%
Asian/Pacific Islander	80	59	73.8%	90	70	77.8%
Black non-Hispanic	412	256	62.1%	437	251	57.4%
Hispanic	830	457	55.1%	917	521	56.8%
Native American	69	23	33.3%	63	22	34.9%
Two or More Races	158	104	65.8%	147	93	63.3%
Total	3,240	2,019	62.3%	3,375	2,070	61.3%
Non-Low Income						
White non-Hispanic	5,715	4,778	83.6%	5,598	4,685	83.7%
Asian/Pacific Islander	119	95	79.8%	102	79	77.5%
Black non-Hispanic	137	109	79.6%	157	121	77.1%
Hispanic	362	252	69.6%	337	223	66.2%
Native American	44	24	54.5%	29	9	31.0%
Two or More Races	124	97	78.2%	119	91	76.5%
Total	6,501	5,355	82.4%	6,342	5,208	82.1%
Total						
White non-Hispanic	7,406	5,898	79.6%	7,319	5,798	79.2%
Asian/Pacific Islander	199	154	77.4%	192	149	77.6%
Black non-Hispanic	549	365	66.5%	594	372	62.6%
Hispanic	1,192	709	59.5%	1,254	744	59.3%
Native American	113	47	41.6%	92	31	33.7%
Two or More Races	282	201	71.3%	266	184	69.2%
Total	9,741	7,374	75.7%	9,717	7,278	74.9%

Continued on the next page.

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2011-2012			2012-2013		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,261	1,972	60.5%	3,302	1,911	57.9%
Asian/Pacific Islander	153	106	69.3%	165	127	77.0%
Black non-Hispanic	771	459	59.5%	797	460	57.7%
Hispanic	1,601	796	49.7%	1,764	930	52.7%
Native American	151	52	34.4%	127	47	37.0%
Two or More Races	250	157	62.8%	267	161	60.3%
Total	6,187 (31.9%)	3,542	57.2%	6,422 (33.0%)	3,636	56.6%
Non-Low Income						
White non-Hispanic	11,618	9,087	78.2%	11,509	9,104	79.1%
Asian/Pacific Islander	255	202	79.2%	211	168	79.6%
Black non-Hispanic	299	225	75.3%	319	233	73.0%
Hispanic	687	444	64.6%	684	425	62.1%
Native American	85	45	52.9%	70	28	40.0%
Two or More Races	244	172	70.5%	238	171	71.8%
Total	13,188 (68.1%)	10,175	77.2%	13,031 (67.0%)	10,129	77.7%
Total						
White non-Hispanic	14,879	11,059	74.3%	14,811	11,015	74.4%
Asian/Pacific Islander	408	308	75.5%	376	295	78.5%
Black non-Hispanic	1,070	684	63.9%	1,116	693	62.1%
Hispanic	2,288	1,240	54.2%	2,448	1,355	55.4%
Native American	236	97	41.1%	197	75	38.1%
Two or More Races	494	329	66.6%	505	332	65.7%
Total	19,375 (100.0%)	13,717	70.8%	19,453 (100.0%)	13,765	70.8%
Continued on the next page.						

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2013-2014			2014-2015		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,515	769	50.8%	1,658	833	50.2%
Asian/Pacific Islander	100	75	75.0%	98	68	69.4%
Black non-Hispanic	362	211	58.3%	340	193	56.8%
Hispanic	971	516	53.1%	936	487	52.0%
Native American	62	24	38.7%	54	22	40.7%
Two or More Races	114	51	44.7%	120	61	50.8%
Total	3,124	1,646	52.7%	3,206	1,664	51.9%
Non-Low Income						
White non-Hispanic	5,750	4,337	75.4%	5,637	4,206	74.6%
Asian/Pacific Islander	107	87	81.3%	115	99	86.1%
Black non-Hispanic	164	92	56.1%	188	124	66.0%
Hispanic	391	225	57.5%	415	251	60.5%
Native American	26	13	50.0%	51	24	47.1%
Two or More Races	130	98	75.4%	143	102	71.3%
Total	6,568	4,852	73.9%	6,549	4,806	73.4%
Total						
White non-Hispanic	7,265	5,106	70.3%	7,295	5,039	69.1%
Asian/Pacific Islander	207	162	78.3%	213	167	78.4%
Black non-Hispanic	526	303	57.6%	528	317	60.0%
Hispanic	1,362	741	54.4%	1,351	738	54.6%
Native American	88	37	42.0%	105	46	43.8%
Two or More Races	244	149	61.1%	263	163	62.0%
Total	9,692	6,498	67.0%	9,755	6,470	66.3%
Females						
Low Income						
White non-Hispanic	1,702	1,114	65.5%	1,678	1,052	62.7%
Asian/Pacific Islander	94	75	79.8%	87	65	74.7%
Black non-Hispanic	423	250	59.1%	360	226	62.8%
Hispanic	983	597	60.7%	1081	623	57.6%
Native American	68	28	41.2%	66	34	51.5%
Two or More Races	167	105	62.9%	164	92	56.1%
Total	3,437	2,169	63.1%	3,436	2,092	60.9%
Non-Low Income						
White non-Hispanic	5,578	4,690	84.1%	5,516	4,691	85.0%
Asian/Pacific Islander	144	120	83.3%	180	149	82.8%
Black non-Hispanic	140	118	84.3%	152	123	80.9%
Hispanic	360	245	68.1%	407	284	69.8%
Native American	31	14	45.2%	40	25	62.5%
Two or More Races	147	116	78.9%	150	107	71.3%
Total	6,400	5,303	82.9%	6,445	5,379	83.5%
Total						
White non-Hispanic	7,280	5,804	79.7%	7,194	5,743	79.8%
Asian/Pacific Islander	238	195	81.9%	267	214	80.1%
Black non-Hispanic	563	368	65.4%	512	349	68.2%
Hispanic	1,343	842	62.7%	1,488	907	61.0%
Native American	99	42	42.4%	106	59	55.7%
Two or More Races	314	221	70.4%	314	199	63.4%
Total	9,837	7,472	76.0%	9,881	7,471	75.6%

Continued on the next page.

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2013-2014			2014-2015		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,217	1,883	58.5%	3,336	1,885	56.5%
Asian/Pacific Islander	194	150	77.3%	185	133	71.9%
Black non-Hispanic	785	461	58.7%	700	419	59.9%
Hispanic	1,954	1,113	57.0%	2,017	1,110	55.0%
Native American	130	52	40.0%	120	56	46.7%
Two or More Races	281	156	55.5%	284	153	53.9%
Total	6,561 (33.6%)	3,815	58.1%	6,642 (33.8%)	3,756	56.5%
Non-Low Income						
White non-Hispanic	11,328	9,027	79.7%	11,153	8,897	79.8%
Asian/Pacific Islander	251	207	82.5%	295	248	84.1%
Black non-Hispanic	304	210	69.1%	340	247	72.6%
Hispanic	751	470	62.6%	822	535	65.1%
Native American	57	27	47.4%	91	49	53.8%
Two or More Races	277	214	77.3%	293	209	71.3%
Total	12,968 (66.4%)	10,155	78.3%	12,994 (66.2%)	10,185	78.4%
Total						
White non-Hispanic	14,545	10,910	75.0%	14,489	10,782	74.4%
Asian/Pacific Islander	445	357	80.2%	480	381	79.4%
Black non-Hispanic	1,089	671	61.6%	1,040	666	64.0%
Hispanic	2,705	1,583	58.5%	2,839	1,645	57.9%
Native American	187	79	42.2%	211	105	49.8%
Two or More Races	558	370	66.3%	577	362	62.7%
Total	19,529 (100.0%)	13,970	71.5%	19,636 (100.0%)	13,941	71.0%
Continued on the next page.						

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2015-2016			2016-2017		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,642	836	50.9%	1,680	827	49.2%
Asian/Pacific Islander	83	58	69.9%	112	79	70.5%
Black non-Hispanic	396	215	54.3%	378	194	51.3%
Hispanic	1,009	553	54.8%	1,076	549	51.0%
Native American	56	17	30.4%	65	19	29.2%
Two or More Races	104	61	58.7%	123	53	43.1%
Total	3,290	1,740	52.9%	3,434	1,721	50.1%
Non-Low Income						
White non-Hispanic	5,757	4,288	74.5%	5,606	4,203	75.0%
Asian/Pacific Islander	118	91	77.1%	159	131	82.4%
Black non-Hispanic	182	125	68.7%	162	102	63.0%
Hispanic	434	265	61.1%	472	261	55.3%
Native American	44	24	54.5%	45	24	53.3%
Two or More Races	127	85	66.9%	157	102	65.0%
Total	6,662	4,878	73.2%	6,601	4,823	73.1%
Total						
White non-Hispanic	7,399	5,124	69.3%	7,286	5,030	69.0%
Asian/Pacific Islander	201	149	74.1%	271	210	77.5%
Black non-Hispanic	578	340	58.8%	540	296	54.8%
Hispanic	1,443	818	56.7%	1,548	810	52.3%
Native American	100	41	41.0%	110	43	39.1%
Two or More Races	231	146	63.2%	280	155	55.4%
Total	9,952	6,618	66.5%	10,035	6,544	65.2%
Females						
Low Income						
White non-Hispanic	1,631	1,042	63.9%	1,714	1,100	64.2%
Asian/Pacific Islander	119	98	82.4%	111	85	76.6%
Black non-Hispanic	377	236	62.6%	416	261	62.7%
Hispanic	1,077	626	58.1%	1,186	729	61.5%
Native American	50	20	40.0%	60	30	50.0%
Two or More Races	142	80	56.3%	162	100	61.7%
Total	3,396	2,102	61.9%	3,649	2,305	63.2%
Non-Low Income						
White non-Hispanic	5,607	4,709	84.0%	5,349	4,484	83.8%
Asian/Pacific Islander	130	110	84.6%	153	119	77.8%
Black non-Hispanic	164	115	70.1%	147	112	76.2%
Hispanic	369	257	69.6%	403	291	72.2%
Native American	51	31	60.8%	61	41	67.2%
Two or More Races	163	131	80.4%	152	116	76.3%
Total	6,484	5,353	82.6%	6,265	5,163	82.4%
Total						
White non-Hispanic	7,238	5,751	79.5%	7,063	5,584	79.1%
Asian/Pacific Islander	249	208	83.5%	264	204	77.3%
Black non-Hispanic	541	351	64.9%	563	373	66.3%
Hispanic	1,446	883	61.1%	1,589	1,020	64.2%
Native American	101	51	50.5%	121	71	58.7%
Two or More Races	305	211	69.2%	314	216	68.8%
Total	9,880	7,455	75.5%	9,914	7,468	75.3%

Continued on the next page.

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2015-2016			2016-2017		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,273	1,878	57.4%	3,394	1,927	56.8%
Asian/Pacific Islander	202	156	77.2%	223	164	73.5%
Black non-Hispanic	773	451	58.3%	794	455	57.3%
Hispanic	2,086	1,179	56.5%	2,262	1,278	56.5%
Native American	106	37	34.9%	125	49	39.2%
Two or More Races	246	141	57.3%	285	153	53.7%
Total	6,686 (33.7%)	3,842	57.5%	7,083 (35.5%)	4,026	56.8%
Non-Low Income						
White non-Hispanic	11,364	8,997	79.2%	10,955	8,687	79.3%
Asian/Pacific Islander	248	201	81.0%	312	250	80.1%
Black non-Hispanic	346	240	69.4%	309	214	69.3%
Hispanic	803	522	65.0%	875	552	63.1%
Native American	95	55	57.9%	106	65	61.3%
Two or More Races	290	216	74.5%	309	218	70.6%
Total	13,146 (66.3%)	10,231	77.8%	12,866 (64.5%)	9,986	77.6%
Total						
White non-Hispanic	14,637	10,875	74.3%	14,349	10,614	74.0%
Asian/Pacific Islander	450	357	79.3%	535	414	77.4%
Black non-Hispanic	1,119	691	61.8%	1,103	669	60.7%
Hispanic	2,889	1,701	58.9%	3,137	1,830	58.3%
Native American	201	92	45.8%	231	114	49.4%
Two or More Races	536	357	66.6%	594	371	62.5%
Total	19,832 (100.0%)	14,073	71.0%	19,949 (100.0%)	14,012	70.2%
Continued on the next page.						

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2017-2018			2018-2019		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,615	842	52.1%	1,685	827	49.1%
Asian/Pacific Islander	122	80	65.6%	125	80	64.0%
Black non-Hispanic	353	182	51.6%	401	211	52.6%
Hispanic	1,137	575	50.6%	1,187	592	49.9%
Native American	43	23	53.5%	54	22	40.7%
Two or More Races	109	57	52.3%	132	70	53.0%
Total	3,379	1,759	52.1%	3,584	1,802	50.3%
Non-Low Income						
White non-Hispanic	5,760	4,223	73.3%	5,532	4,083	73.8%
Asian/Pacific Islander	133	113	85.0%	158	120	75.9%
Black non-Hispanic	156	105	67.3%	184	103	56.0%
Hispanic	456	273	59.9%	491	281	57.2%
Native American	69	34	49.3%	73	34	46.6%
Two or More Races	169	112	66.3%	137	89	65.0%
Total	6,743	4,860	72.1%	6,575	4,710	71.6%
Total						
White non-Hispanic	7,375	5,065	68.7%	7,217	4,910	68.0%
Asian/Pacific Islander	255	193	75.7%	283	200	70.7%
Black non-Hispanic	509	287	56.4%	585	314	53.7%
Hispanic	1,593	848	53.2%	1,678	873	52.0%
Native American	112	57	50.9%	127	56	44.1%
Two or More Races	278	169	60.8%	269	159	59.1%
Total	10,122	6,619	65.4%	10,159	6,512	64.1%
Females						
Low Income						
White non-Hispanic	1,691	1,114	65.9%	1,821	1,175	64.5%
Asian/Pacific Islander	97	79	81.4%	142	116	81.7%
Black non-Hispanic	445	280	62.9%	462	279	60.4%
Hispanic	1,230	757	61.5%	1,302	798	61.3%
Native American	48	35	72.9%	47	27	57.4%
Two or More Races	147	96	65.3%	157	93	59.2%
Total	3,658	2,361	64.5%	3,931	2,488	63.3%
Non-Low Income						
White non-Hispanic	5,439	4,585	84.3%	5,525	4,637	83.9%
Asian/Pacific Islander	131	111	84.7%	124	100	80.6%
Black non-Hispanic	143	110	76.9%	166	116	69.9%
Hispanic	476	318	66.8%	459	310	67.5%
Native American	58	30	51.7%	62	35	56.5%
Two or More Races	148	111	75.0%	136	104	76.5%
Total	6,395	5,265	82.3%	6,472	5,302	81.9%
Total						
White non-Hispanic	7,130	5,699	79.9%	7,346	5,812	79.1%
Asian/Pacific Islander	228	190	83.3%	266	216	81.2%
Black non-Hispanic	588	390	66.3%	628	395	62.9%
Hispanic	1,706	1,075	63.0%	1,761	1,108	62.9%
Native American	106	65	61.3%	109	62	56.9%
Two or More Races	295	207	70.2%	293	197	67.2%
Total	10,053	7,626	75.9%	10,403	7,790	74.9%

Continued on the next page.

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2017-2018			2018-2019		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,306	1,956	59.2%	3,506	2,002	57.1%
Asian/Pacific Islander	219	159	72.6%	267	196	73.4%
Black non-Hispanic	798	462	57.9%	863	490	56.8%
Hispanic	2,367	1,332	56.3%	2,489	1,390	55.8%
Native American	91	58	63.7%	101	49	48.5%
Two or More Races	256	153	59.8%	289	163	56.4%
Total	7,037 (34.9%)	4,120	58.5%	7,515 (36.5%)	4,290	57.1%
Non-Low Income						
White non-Hispanic	11,199	8,808	78.6%	11,057	8,720	78.9%
Asian/Pacific Islander	264	224	84.8%	282	220	78.0%
Black non-Hispanic	299	215	71.9%	350	219	62.6%
Hispanic	932	591	63.4%	950	591	62.2%
Native American	127	64	50.4%	135	69	51.1%
Two or More Races	317	223	70.3%	273	193	70.7%
Total	13,138 (65.1%)	10,125	77.1%	13,047 (63.5%)	10,012	76.7%
Total						
White non-Hispanic	14,505	10,764	74.2%	14,563	10,722	73.6%
Asian/Pacific Islander	483	383	79.3%	549	416	75.8%
Black non-Hispanic	1,097	677	61.7%	1,213	709	58.5%
Hispanic	3,299	1,923	58.3%	3,439	1,981	57.6%
Native American	218	122	56.0%	236	118	50.0%
Two or More Races	573	376	65.6%	562	356	63.3%
Total	20,175 (100.0%)	14,245	70.6%	20,562 (100.0%)	14,302	69.6%
Continued on the next page.						

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2019-2020					
	Public HS Grads	# Enrolled in College	College Cont. Rate			
Males						
Low Income						
White non-Hispanic	1,846	832	45.1%			
Asian/Pacific Islander	153	91	59.5%			
Black non-Hispanic	394	199	50.5%			
Hispanic	1,270	552	43.5%			
Native American	39	13	33.3%			
Two or More Races	139	69	49.6%			
Total	3,841	1,756	45.7%			
Non-Low Income						
White non-Hispanic	5,503	3,934	71.5%			
Asian/Pacific Islander	133	111	83.5%			
Black non-Hispanic	167	109	65.3%			
Hispanic	534	288	53.9%			
Native American	51	20	39.2%			
Two or More Races	172	119	69.2%			
Total	6,560	4,581	69.8%			
Total						
White non-Hispanic	7,349	4,766	64.9%			
Asian/Pacific Islander	286	202	70.6%			
Black non-Hispanic	561	308	54.9%			
Hispanic	1,804	840	46.6%			
Native American	90	33	36.7%			
Two or More Races	311	188	60.5%			
Total	10,401	6,337	60.9%			
Females						
Low Income						
White non-Hispanic	1,916	1,188	62.0%			
Asian/Pacific Islander	166	118	71.1%			
Black non-Hispanic	442	279	63.1%			
Hispanic	1,437	830	57.8%			
Native American	43	18	41.9%			
Two or More Races	175	104	59.4%			
Total	4,179	2,537	60.7%			
Non-Low Income						
White non-Hispanic	5,427	4,484	82.6%			
Asian/Pacific Islander	146	121	82.9%			
Black non-Hispanic	128	82	64.1%			
Hispanic	465	308	66.2%			
Native American	61	43	70.5%			
Two or More Races	159	124	78.0%			
Total	6,386	5,162	80.8%			
Total						
White non-Hispanic	7,343	5,672	77.2%			
Asian/Pacific Islander	312	239	76.6%			
Black non-Hispanic	570	361	63.3%			
Hispanic	1,902	1,138	59.8%			
Native American	104	61	58.7%			
Two or More Races	334	228	68.3%			
Total	10,565	7,699	72.9%			

Continued on the next page.

Table A5.5 (Continued)						
Gender / Student Income Status / Race/Ethnicity	2019-2020					
	Public HS Grads	# Enrolled in College	College Cont. Rate			
Total						
Low Income						
White non-Hispanic	3,762	2,020	53.7%			
Asian/Pacific Islander	319	209	65.5%			
Black non-Hispanic	836	478	57.2%			
Hispanic	2,707	1,382	51.1%			
Native American	82	31	37.8%			
Two or More Races	314	173	55.1%			
Total	8,020 (38.3%)	4,293	53.5%			
Non-Low Income						
White non-Hispanic	10,930	8,418	77.0%			
Asian/Pacific Islander	279	232	83.2%			
Black non-Hispanic	295	191	64.7%			
Hispanic	999	596	59.7%			
Native American	112	63	56.3%			
Two or More Races	331	243	73.4%			
Total	12,946 (61.7%)	9,743	75.3%			
Total						
White non-Hispanic	14,692	10,438	71.0%			
Asian/Pacific Islander	598	441	73.7%			
Black non-Hispanic	1,131	669	59.2%			
Hispanic	3,706	1,978	53.4%			
Native American	194	94	48.5%			
Two or More Races	645	416	64.5%			
Total	20,966 (100.0%)	14,036	66.9%			
<p><i>Note.</i> Includes only “on-time” graduates (students who graduated from high school in four years or less). Includes graduates of Nebraska’s state operated schools. Low-income students = students approved to receive free or reduced-price school lunches (FRL). Non-low-income students = students not approved for FRL. The non-low-income students include at least some students who live in low-income households, but who do not apply for FRL. Since participation in the FRL program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified or excluded for the purposes of analysis. College continuation rate = the number of students enrolled in college on or before May 31, 2013 (2011-12 graduates), March 27, 2014 (2012-13 graduates), May 31, 2015 (2013-14 graduates), May 27, 2016 (2014-15 graduates), May 25, 2017 (2015-16 graduates), May 31, 2018 (2016-17 graduates), May 31, 2019 (2017-18 graduates), May 31, 2020 (2018-19 graduates), or May 31, 2021 (2019-20 graduates) divided by the total number of students who graduated from Nebraska public high schools during the academic year. Data sources: Nebraska Department of Education (numbers of high school graduates), August 2013, April 2014, August 2015, April 2016, October 2017, May 2018, May 2019, May 2020, and October 2021; National Student Clearinghouse (college continuation data), August and September 2013, March and April 2014, August 2015, May 2016, May 2017, May 2018, May 2019, May 2020, and October 2021.</p>						

Appendix 6

Nebraska and Non-Nebraska, First-Time Freshmen Migration Data

Table A6.1
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2010 through Fall 2020

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Fall 2014	
	N	%	N	%	N	%	N	%
Nebraska Schools	12,651	83.9%	12,117	81.2%	11,593	81.2%	12,114	81.6%
Out-of-State Schools	2,421	16.1%	2,800	18.8%	2,692	18.8%	2,725	18.4%
Total	15,072	100.0%	14,917	100.0%	14,285	100.0%	14,839	100.0%
Δ Since the Previous IPEDS Survey			-155	-1.0%	-632	-4.2%	554	3.9%
Where Students Enrolled as FTF	Fall 2018		Fall 2020				Δ Since Fall 2010	
	N	%	N	%			N	%
Nebraska Schools	12,408	81.8%	11,994	81.9%			-657	-5.2%
Out-of-State Schools	2,752	18.2%	2,642	18.1%			221	9.1%
Total	15,160	100.0%	14,636	100.0%			-436	-2.9%
Δ Since the Previous IPEDS Survey	321	2.2%	-524	-3.5%				

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.

Table A6.2
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2010 through Fall 2020

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Fall 2016	
	N	%	N	%	N	%	N	%
University of Nebraska	5,690	45.0%	5,454	45.0%	5,776	49.8%	5,959	49.2%
Nebraska State College System	965	7.6%	924	7.6%	994	8.6%	820	6.8%
Nebraska Community Colleges	3,989	31.5%	3,920	32.4%	3,126	27.0%	3,646	30.1%
Nonpublic Colleges & Universities	2,007	15.9%	1,819	15.0%	1,697	14.6%	1,689	13.9%
Nebraska Total	12,651	100.0%	12,117	100.0%	11,593	100.0%	12,114	100.0%
Where Students Enrolled as FTF	Fall 2018		Fall 2020			Δ Since Fall 2010		
	N	%	N	%		N	%	
University of Nebraska	5,946	47.9%	6,034	50.3%		344	6.0%	
Nebraska State College System	936	7.5%	1,000	8.3%		35	3.6%	
Nebraska Community Colleges	3,790	30.5%	3,424	28.5%		-565	-14.2%	
Nonpublic Colleges & Universities	1,736	14.0%	1,536	12.8%		-471	-23.5%	
Nebraska Total	12,408	100.0%	11,994	100.0%		-657	-5.2%	
<i>Note.</i> Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.								

Table A6.3
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2010 through Fall 2020

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Fall 2016	
	N	%	N	%	N	%	N	%
Nebraska Schools	3,330	83.7%	2,483	82.7%	2,742	84.7%	1,901	82.6%
Out-of-State Schools	647	16.3%	519	17.3%	496	15.3%	401	17.4%
Total	3,977	100.0%	3,002	100.0%	3,238	100.0%	2,302	100.0%
Δ Since the Previous IPEDS Survey			-975	-24.5%	236	7.9%	-936	-28.9%
Where Students Enrolled as FTF	Fall 2018		Fall 2020			Δ Since Fall 2010		
	N	%	N	%		N	%	
Nebraska Schools	1,494	79.5%	1,713	77.1%		-1,617	-48.6%	
Out-of-State Schools	385	20.5%	510	22.9%		-137	-21.2%	
Total	1,879	100.0%	2,223	100.0%		-1,754	-44.1%	
Δ Since the Previous IPEDS Survey	-423	-18.4%	344	18.3%				
<i>Note.</i> Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, 2020 surveys.								

Table A6.4
Nebraska-Resident First-Time Freshmen,
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2010 through Fall 2020

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Fall 2016	
	N	%	N	%	N	%	N	%
University of Nebraska	238	7.1%	136	5.5%	189	6.9%	217	11.4%
Nebraska State College System	47	1.4%	59	2.4%	56	2.0%	36	1.9%
Nebraska Community Colleges	2,304	69.2%	1,908	76.8%	2,190	79.9%	1,439	75.7%
Nonpublic Colleges & Universities	741	22.3%	380	15.3%	307	11.2%	209	11.0%
Nebraska Total	3,330	100.0%	2,483	100.0%	2,742	100.0%	1,901	100.0%
Where Students Enrolled as FTF	Fall 2018		Fall 2020			Δ Since Fall 2010		
	N	%	N	%		N	%	
University of Nebraska	206	13.8%	295	17.2%		57	23.9%	
Nebraska State College System	41	2.7%	45	2.6%		-2	-4.3%	
Nebraska Community Colleges	1,130	75.6%	1,251	73.0%		-1,053	-45.7%	
Nonpublic Colleges & Universities	117	7.8%	122	7.1%		-619	-83.5%	
Nebraska Total	1,494	100.0%	1,713	100.0%		-1,617	-48.6%	
<i>Note.</i> Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.								

Table A6.5
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2010 through Fall 2020

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Fall 2016	
	N	%	N	%	N	%	N	%
University of Nebraska	1,006	34.1%	1,072	36.0%	1,347	38.6%	1,581	40.0%
Out-of-State Res.	933		979		1,232		1,339	
Foreign Countries	73		93		115		242	
Nebraska State College System	277	9.4%	294	9.9%	331	9.5%	345	8.7%
Out-of-State Res.	275		292		318		340	
Foreign Countries	2		2		13		5	
Nebraska Community Colleges	185	6.3%	271	9.1%	295	8.5%	335	8.5%
Out-of-State Res.	178		249		276		300	
Foreign Countries	7		22		19		35	
Nonpublic Colleges & Universities	1,480	50.2%	1,344	45.1%	1,515	43.4%	1,696	42.9%
Out-of-State Res.	1,460		1,306		1,468		1,642	
Foreign Countries	20		38		47		54	
Nebraska Total	2,948	100.0%	2,981	100.0%	3,488	100.0%	3,957	100.0%
Out-of-State Res.	2,846		2,826		3,294		3,621	
Foreign Countries	102		155		194		336	
Where Students Enrolled as FTF	Fall 2018		Fall 2020				Δ Since Fall 2010	
	N	%	N	%			N	%
University of Nebraska	1,646	40.5%	1,459	38.9%			453	45.0%
Out-of-State Res.	1,440		1,365				432	46.3%
Foreign Countries	206		94		21	28.8%		
Nebraska State College System	317	7.8%	357	9.5%			80	28.9%
Out-of-State Res.	304		355				80	29.1%
Foreign Countries	13		2		0	0.0%		
Nebraska Community Colleges	303	7.5%	277	7.4%			92	49.7%
Out-of-State Res.	279		260				82	46.1%
Foreign Countries	24		17		10	142.9%		
Nonpublic Colleges & Universities	1,798	44.2%	1,661	44.2%			181	12.2%
Out-of-State Res.	1,749		1,622				162	11.1%
Foreign Countries	49		39		19	95.0%		
Nebraska Total	4,064	100.0%	3,754	100.0%			806	27.3%
Out-of-State Res.	3,772		3,602				756	26.6%
Foreign Countries	292		152		50	49.0%		
Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.								

Table A6.6
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months after High School Graduation
Fall 2010 through Fall 2020

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Fall 2016	
	N	%	N	%	N	%	N	%
University of Nebraska	122	24.0%	199	31.7%	154	27.2%	219	46.4%
Out-of-State Res.	33		19		29		40	
Foreign Countries	89		180		125		179	
Nebraska State College System	38	7.5%	32	5.1%	38	6.7%	28	5.9%
Out-of-State Res.	32		32		33		23	
Foreign Countries	6		0		5		5	
Nebraska Community Colleges	234	46.0%	200	31.8%	188	33.2%	156	33.1%
Out-of-State Res.	203		173		167		108	
Foreign Countries	31		27		21		48	
Nonpublic Colleges & Universities	115	22.6%	197	31.4%	187	33.0%	69	14.6%
Out-of-State Res.	111		197		177		60	
Foreign Countries	4		0		10		9	
Nebraska Total	509	100.0%	628	100.0%	567	100.0%	472	100.0%
Out-of-State Res.	379		421		406		231	
Foreign Countries	130		207		161		241	
Where Students Enrolled as FTF	Fall 2018		Fall 2020				Δ Since Fall 2010	
	N	%	N	%			N	%
University of Nebraska	181	45.3%	122	31.2%			0	0.0%
Out-of-State Res.	61		63				30	90.9%
Foreign Countries	120		59				-30	-33.7%
Nebraska State College System	17	4.3%	28	7.2%			-10	-26.3%
Out-of-State Res.	15		25				-7	-21.9%
Foreign Countries	2		3				-3	-50.0%
Nebraska Community Colleges	146	36.5%	173	44.2%			-61	-26.1%
Out-of-State Res.	92		138				-65	-32.0%
Foreign Countries	54		35				4	12.9%
Nonpublic Colleges & Universities	56	14.0%	68	17.4%			-47	-40.9%
Out-of-State Res.	36		64				-47	-42.3%
Foreign Countries	20		4				0	0.0%
Nebraska Total	400	100.0%	391	100.0%			-118	-23.2%
Out-of-State Res.	204		290				-89	-23.5%
Foreign Countries	196		101				-29	-22.3%

Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.

Table A6.7
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2010 through Fall 2020

Fall 2010							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,644	87.9%	1,386	11.4%	82	0.7%	12,112
University of Nebraska	5,690	85.0%	933	13.9%	73	1.1%	6,696
Neb. College of Tech. Agriculture	83	80.6%	20	19.4%			103
University of Nebraska at Kearney	879	89.3%	93	9.5%	12	1.2%	984
University of Nebraska-Lincoln	3,189	80.6%	705	17.8%	61	1.5%	3,955
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,539	93.0%	115	7.0%			1,654
Nebraska State College System	965	77.7%	275	22.1%	2	0.2%	1,242
Chadron State College	213	61.2%	135	38.8%			348
Peru State College	178	74.2%	62	25.8%			240
Wayne State College	574	87.8%	78	11.9%	2	0.3%	654
Nebraska Community Colleges	3,989	95.6%	178	4.3%	7	0.2%	4,174
Central Community College	800	99.4%	5	0.6%			805
Metropolitan Community College	976	97.0%	30	3.0%			1,006
Mid-Plains Community College	194	78.5%	50	20.2%	3	1.2%	247
Northeast Community College	676	97.1%	19	2.7%	1	0.1%	696
Southeast Community College	1,082	98.2%	19	1.7%	1	0.1%	1,102
Western Neb. Community College	261	82.1%	55	17.3%	2	0.6%	318
Nonpublic Colleges & Universities	2,007	57.6%	1,460	41.9%	20	0.6%	3,487
Bellevue University	47	85.5%	8	14.5%			55
Bryan College of Health Sciences	33	97.1%	1	2.9%			34
Capitol School of Hairstyling and Esthetics	80	100.0%					80
CHI Health School of Radiologic Technology							0
Clarkson College	7	100.0%					7
College of Hair Design-Downtown	17	100.0%					17
College of Hair Design-East Campus	27	93.1%	2	6.9%			29
College of Saint Mary	64	76.2%	20	23.8%			84
Concordia University-Nebraska	129	48.0%	139	51.7%	1	0.4%	269
Creighton University	272	27.0%	718	71.4%	16	1.6%	1,006
Davines Professional Academy of Beauty and Business							0
Doane University	268	83.8%	52	16.3%			320
Fullen School of Hair Design	8	100.0%					8
Grace University	28	54.9%	23	45.1%			51
Hastings College	214	68.6%	97	31.1%	1	0.3%	312
ITT Technical Institute-Omaha	22	100.0%					22
Joseph's College Cosmetology	28	93.3%	2	6.7%			30

Continued on the next page.

Table A6.7 Continued

Fall 2010							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	11	100.0%					11
Little Priest Tribal College	12	100.0%					12
Mary Lanning Memorial Hospital School of Radiologic Technology							0
Midland University	145	64.7%	78	34.8%	1	0.4%	224
Myotherapy Institute	6	100.0%					6
National American University-Bellevue							0
Nebraska Christian College of Hope International University	26	53.1%	23	46.9%			49
Nebraska Indian Community College	12	100.0%					12
Nebraska Methodist College of Nursing & Allied Health	32	91.4%	2	5.7%	1	2.9%	35
Nebraska Wesleyan University	367	85.5%	62	14.5%			429
Omaha School of Massage and Healthcare of Herzing University	20	83.3%	4	16.7%			24
Purdue University Global-Lincoln	6	100.0%					6
Purdue University Global-Omaha	10	90.9%	1	9.1%			11
Regional West Medical Center School of Radiologic Technology							0
Summit Christian College	1	25.0%	3	75.0%			4
The Creative Center	17	51.5%	16	48.5%			33
Union College	13	9.4%	126	90.6%			139
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley	20	87.0%	3	13.0%			23
Xenon International Academy-Omaha	23	100.0%					23
York College	39	32.8%	80	67.2%			119
Nebraska Total	12,651	81.1%	2,846	18.2%	102	0.7%	15,599

Continued on the next page.

Table A6.7 Continued

Fall 2012							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,298	86.3%	1,520	12.7%	117	1.0%	11,935
University of Nebraska	5,454	83.6%	979	15.0%	93	1.4%	6,526
Neb. College of Tech. Agriculture	75	81.5%	17	18.5%			92
University of Nebraska at Kearney	893	90.3%	82	8.3%	14	1.4%	989
University of Nebraska-Lincoln	2,975	78.7%	738	19.5%	66	1.7%	3,779
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,511	90.7%	142	8.5%	13	0.8%	1,666
Nebraska State College System	924	75.9%	292	24.0%	2	0.2%	1,218
Chadron State College	218	59.4%	149	40.6%			367
Peru State College	120	70.2%	50	29.2%	1	0.6%	171
Wayne State College	586	86.2%	93	13.7%	1	0.1%	680
Nebraska Community Colleges	3,920	93.5%	249	5.9%	22	0.5%	4,191
Central Community College	713	98.5%	11	1.5%			724
Metropolitan Community College	989	97.6%	24	2.4%			1,013
Mid-Plains Community College	263	82.2%	56	17.5%	1	0.3%	320
Northeast Community College	660	95.4%	31	4.5%	1	0.1%	692
Southeast Community College	1,023	93.5%	68	6.2%	3	0.3%	1,094
Western Neb. Community College	272	78.2%	59	17.0%	17	4.9%	348
Nonpublic Colleges & Universities	1,819	57.5%	1,306	41.3%	38	1.2%	3,163
Bellevue University	35	74.5%	12	25.5%			47
Bryan College of Health Sciences	40	97.6%	1	2.4%			41
Capitol School of Hairstyling and Esthetics	44	88.0%	6	12.0%			50
CHI Health School of Radiologic Technology							0
Clarkson College	37	86.0%	6	14.0%			43
College of Hair Design-Downtown	14	100.0%					14
College of Hair Design-East Campus	19	86.4%	3	13.6%			22
College of Saint Mary	68	76.4%	21	23.6%			89
Concordia University-Nebraska	138	47.3%	150	51.4%	4	1.4%	292
Creighton University	210	22.4%	712	75.8%	17	1.8%	939
Davines Professional Academy of Beauty and Business							0
Doane University	280	86.7%	42	13.0%	1	0.3%	323
Fullen School of Hair Design	7	87.5%	1	12.5%			8
Grace University	38	55.9%	30	44.1%			68
Hastings College	140	59.8%	91	38.9%	3	1.3%	234
ITT Technical Institute-Omaha	16	100.0%					16
Joseph's College Cosmetology	30	93.8%	2	6.3%			32

Continued on the next page.

Table A6.7 Continued

Fall 2012							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	6	100.0%					6
Little Priest Tribal College	3	100.0%					3
Mary Lanning Memorial Hospital School of Radiologic Technology							0
Midland University	238	78.0%	67	22.0%			305
Myotherapy Institute	3	100.0%					3
National American University-Bellevue	4	100.0%					4
Nebraska Christian College of Hope International University	13	44.8%	16	55.2%			29
Nebraska Indian Community College	13	81.3%	3	18.8%			16
Nebraska Methodist College of Nursing & Allied Health	27	93.1%	2	6.9%			29
Nebraska Wesleyan University	304	86.1%	46	13.0%	3	0.8%	353
Omaha School of Massage and Healthcare of Herzing University	6	75.0%	2	25.0%			8
Purdue University Global-Lincoln	1	100.0%					1
Purdue University Global-Omaha	4	80.0%	1	20.0%			5
Regional West Medical Center School of Radiologic Technology							0
Summit Christian College	6	46.2%	7	53.8%			13
The Creative Center	15	55.6%	12	44.4%			27
Union College	1	3.1%	21	65.6%	10	31.3%	32
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley	4	100.0%					4
Xenon International Academy-Omaha	22	95.7%	1	4.3%			23
York College	32	38.6%	51	61.4%			83
Nebraska Total	12,117	80.3%	2,826	18.7%	155	1.0%	15,098
Continued on the next page.							

Table A6.7 Continued

Fall 2014							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	9,896	83.4%	1,826	15.4%	147	1.2%	11,869
University of Nebraska	5,776	81.1%	1,232	17.3%	115	1.6%	7,123
Neb. College of Tech. Agriculture	88	77.9%	25	22.1%			113
University of Nebraska at Kearney	811	91.6%	74	8.4%			885
University of Nebraska-Lincoln	3,326	74.8%	1,004	22.6%	115	2.6%	4,445
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,551	92.3%	129	7.7%			1,680
Nebraska State College System	994	75.0%	318	24.0%	13	1.0%	1,325
Chadron State College	220	53.8%	178	43.5%	11	2.7%	409
Peru State College	195	79.3%	50	20.3%	1	0.4%	246
Wayne State College	579	86.4%	90	13.4%	1	0.1%	670
Nebraska Community Colleges	3,126	91.4%	276	8.1%	19	0.6%	3,421
Central Community College	215	99.1%	2	0.9%			217
Metropolitan Community College	774	97.1%	23	2.9%			797
Mid-Plains Community College	243	78.6%	61	19.7%	5	1.6%	309
Northeast Community College	707	95.0%	31	4.2%	6	0.8%	744
Southeast Community College	976	92.1%	84	7.9%			1,060
Western Neb. Community College	211	71.8%	75	25.5%	8	2.7%	294
Nonpublic Colleges & Universities	1,697	52.8%	1,468	45.7%	47	1.5%	3,212
Bellevue University	38	80.9%	9	19.1%			47
Bryan College of Health Sciences	50	98.0%	1	2.0%			51
Capitol School of Hairstyling and Esthetics	30	100.0%					30
CHI Health School of Radiologic Technology							0
Clarkson College	23	82.1%	5	17.9%			28
College of Hair Design-Downtown	8	100.0%					8
College of Hair Design-East Campus	4	100.0%					4
College of Saint Mary	46	67.6%	22	32.4%			68
Concordia University-Nebraska	134	43.6%	170	55.4%	3	1.0%	307
Creighton University	227	22.5%	759	75.1%	25	2.5%	1,011
Davines Professional Academy of Beauty and Business							0
Doane University	191	71.5%	76	28.5%			267
Fullen School of Hair Design	5	100.0%					5
Grace University	28	51.9%	26	48.1%			54
Hastings College	213	62.5%	122	35.8%	6	1.8%	341
ITT Technical Institute-Omaha	7	100.0%					7
Joseph's College Cosmetology	30	96.8%	1	3.2%			31

Continued on the next page.

Table A6.7 Continued

Fall 2014							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	3	100.0%					3
Little Priest Tribal College	3	75.0%	1	25.0%			4
Mary Lanning Memorial Hospital School of Radiologic Technology							0
Midland University	186	84.2%	35	15.8%			221
Myotherapy Institute	7	100.0%					7
National American University-Bellevue	1	100.0%					1
Nebraska Christian College of Hope International University	13	52.0%	12	48.0%			25
Nebraska Indian Community College	12	92.3%	1	7.7%			13
Nebraska Methodist College of Nursing & Allied Health	33	86.8%	5	13.2%			38
Nebraska Wesleyan University	323	87.8%	41	11.1%	4	1.1%	368
Omaha School of Massage and Healthcare of Herzing University	8	88.9%	1	11.1%			9
Purdue University Global-Lincoln							0
Purdue University Global-Omaha	2	100.0%					2
Regional West Medical Center School of Radiologic Technology							0
Summit Christian College	3	60.0%	2	40.0%			5
The Creative Center	16	66.7%	8	33.3%			24
Union College			111	92.5%	9	7.5%	120
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
Xenon International Academy-Omaha	24	88.9%	3	11.1%			27
York College	28	32.9%	57	67.1%			85
Nebraska Total	11,593	76.9%	3,294	21.8%	194	1.3%	15,081
Continued on the next page.							

Table A6.7 Continued

Fall 2016							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,425	82.2%	1,979	15.6%	282	2.2%	12,686
University of Nebraska	5,959	79.0%	1,339	17.8%	242	3.2%	7,540
Neb. College of Tech. Agriculture	83	83.8%	16	16.2%			99
University of Nebraska at Kearney	847	90.0%	78	8.3%	16	1.7%	941
University of Nebraska-Lincoln	3,353	72.7%	1,068	23.2%	189	4.1%	4,610
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,676	88.7%	177	9.4%	37	2.0%	1,890
Nebraska State College System	820	70.4%	340	29.2%	5	0.4%	1,165
Chadron State College	178	51.3%	166	47.8%	3	0.9%	347
Peru State College	185	74.3%	63	25.3%	1	0.4%	249
Wayne State College	457	80.3%	111	19.5%	1	0.2%	569
Nebraska Community Colleges	3,646	91.6%	300	7.5%	35	0.9%	3,981
Central Community College	607	97.1%	18	2.9%			625
Metropolitan Community College	859	95.8%	38	4.2%			897
Mid-Plains Community College	253	79.6%	62	19.5%	3	0.9%	318
Northeast Community College	790	95.0%	33	4.0%	9	1.1%	832
Southeast Community College	950	92.0%	79	7.6%	4	0.4%	1,033
Western Neb. Community College	187	67.8%	70	25.4%	19	6.9%	276
Nonpublic Colleges & Universities	1,689	49.9%	1,642	48.5%	54	1.6%	3,385
Bellevue University	14	66.7%	6	28.6%	1	4.8%	21
Bryan College of Health Sciences	54	94.7%	3	5.3%			57
Capitol School of Hairstyling and Esthetics	15	75.0%	5	25.0%			20
CHI Health School of Radiologic Technology							0
Clarkson College	24	75.0%	8	25.0%			32
College of Hair Design-Downtown	10	100.0%					10
College of Hair Design-East Campus	9	100.0%					9
College of Saint Mary	63	70.0%	27	30.0%			90
Concordia University-Nebraska	134	41.6%	185	57.5%	3	0.9%	322
Creighton University	180	17.5%	813	79.2%	33	3.2%	1,026
Davines Professional Academy of Beauty and Business	1	33.3%	2	66.7%			3
Doane University	223	74.1%	78	25.9%			301
Fullen School of Hair Design							0
Grace University	23	60.5%	15	39.5%			38
Hastings College	172	65.6%	89	34.0%	1	0.4%	262
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	38	100.0%					38

Continued on the next page.

Table A6.7 Continued

Fall 2016							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	1	50.0%	1	50.0%			2
Little Priest Tribal College	8	47.1%	9	52.9%			17
Mary Lanning Memorial Hospital School of Radiologic Technology							0
Midland University	212	63.1%	120	35.7%	4	1.2%	336
Myotherapy Institute	4	100.0%					4
National American University-Bellevue	2	100.0%					2
Nebraska Christian College of Hope International University	11	68.8%	5	31.3%			16
Nebraska Indian Community College	13	92.9%	1	7.1%			14
Nebraska Methodist College of Nursing & Allied Health	36	87.8%	5	12.2%			41
Nebraska Wesleyan University	356	84.8%	61	14.5%	3	0.7%	420
Omaha School of Massage and Healthcare of Herzing University	7	87.5%	1	12.5%			8
Purdue University Global-Lincoln							0
Purdue University Global-Omaha							0
Regional West Medical Center School of Radiologic Technology							0
Summit Christian College	2	40.0%	3	60.0%			5
The Creative Center	12	57.1%	9	42.9%			21
Union College	9	6.2%	128	87.7%	9	6.2%	146
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
Xenon International Academy-Omaha	28	96.6%	1	3.4%			29
York College	27	28.7%	67	71.3%			94
Nebraska Total	12,114	75.4%	3,621	22.5%	336	2.1%	16,071

Continued on the next page.

Table A6.7 Continued

Fall 2018							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,672	82.5%	2,023	15.6%	243	1.9%	12,938
University of Nebraska	5,946	78.3%	1,440	19.0%	206	2.7%	7,592
Neb. College of Tech. Agriculture	79	71.8%	31	28.2%			110
University of Nebraska at Kearney	805	91.9%	65	7.4%	6	0.7%	876
University of Nebraska-Lincoln	3,264	71.3%	1,163	25.4%	153	3.3%	4,580
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,798	88.7%	181	8.9%	47	2.3%	2,026
Nebraska State College System	936	74.7%	304	24.3%	13	1.0%	1,253
Chadron State College	170	50.4%	162	48.1%	5	1.5%	337
Peru State College	167	78.0%	47	22.0%			214
Wayne State College	599	85.3%	95	13.5%	8	1.1%	702
Nebraska Community Colleges	3,790	92.6%	279	6.8%	24	0.6%	4,093
Central Community College	612	98.4%	10	1.6%			622
Metropolitan Community College	881	98.8%	11	1.2%			892
Mid-Plains Community College	220	78.0%	56	19.9%	6	2.1%	282
Northeast Community College	764	91.6%	55	6.6%	15	1.8%	834
Southeast Community College	1,121	95.2%	54	4.6%	2	0.2%	1,177
Western Neb. Community College	192	67.1%	93	32.5%	1	0.3%	286
Nonpublic Colleges & Universities	1,736	49.1%	1,749	49.5%	49	1.4%	3,534
Bellevue University	15	88.2%	2	11.8%			17
Bryan College of Health Sciences	63	100.0%					63
Capitol School of Hairstyling and Esthetics	67	97.1%	2	2.9%			69
CHI Health School of Radiologic Technology							0
Clarkson College	16	84.2%	3	15.8%			19
College of Hair Design-Downtown	7	100.0%					7
College of Hair Design-East Campus	5	100.0%					5
College of Saint Mary	89	76.1%	28	23.9%			117
Concordia University-Nebraska	166	48.7%	175	51.3%			341
Creighton University	240	21.3%	872	77.3%	16	1.4%	1,128
Davines Professional Academy of Beauty and Business	6	100.0%					6
Doane University	167	64.0%	91	34.9%	3	1.1%	261
Fullen School of Hair Design							0
Grace University							0
Hastings College	133	50.6%	123	46.8%	7	2.7%	263
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	20	95.2%	1	4.8%			21

Continued on the next page.

Table A6.7 Continued

Fall 2018							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College	2	100.0%					2
Little Priest Tribal College	10	37.0%	17	63.0%			27
Mary Lanning Memorial Hospital School of Radiologic Technology							0
Midland University	183	55.5%	141	42.7%	6	1.8%	330
Myotherapy Institute	1	100.0%					1
National American University-Bellevue	1	100.0%					1
Nebraska Christian College of Hope International University	15	46.9%	17	53.1%			32
Nebraska Indian Community College	6	100.0%					6
Nebraska Methodist College of Nursing & Allied Health	32	76.2%	10	23.8%			42
Nebraska Wesleyan University	418	85.8%	68	14.0%	1	0.2%	487
Omaha School of Massage and Healthcare of Herzing University							0
Purdue University Global-Lincoln							0
Purdue University Global-Omaha							0
Regional West Medical Center School of Radiologic Technology							0
Summit Christian College	4	80.0%	1	20.0%			5
The Creative Center	6	60.0%	4	40.0%			10
Union College	17	11.4%	124	83.2%	8	5.4%	149
Universal College of Healing Arts							0
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
Xenon International Academy-Omaha	20	90.9%	2	9.1%			22
York College	27	26.2%	68	66.0%	8	7.8%	103
Nebraska Total	12,408	75.3%	3,772	22.9%	292	1.8%	16,472

Continued on the next page.

Table A6.7 Continued

Fall 2020							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,458	83.3%	1,980	15.8%	113	0.9%	12,551
University of Nebraska	6,034	80.5%	1,365	18.2%	94	1.3%	7,493
Neb. College of Tech. Agriculture	77	83.7%	15	16.3%			92
University of Nebraska at Kearney	708	91.5%	58	7.5%	8	1.0%	774
University of Nebraska-Lincoln	3,369	73.5%	1,160	25.3%	54	1.2%	4,583
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,880	92.0%	132	6.5%	32	1.6%	2,044
Nebraska State College System	1,000	73.7%	355	26.2%	2	0.1%	1,357
Chadron State College	177	50.6%	173	49.4%			350
Peru State College	148	67.9%	69	31.7%	1	0.5%	218
Wayne State College	675	85.6%	113	14.3%	1	0.1%	789
Nebraska Community Colleges	3,424	92.5%	260	7.0%	17	0.5%	3,701
Central Community College	570	98.6%	8	1.4%			578
Metropolitan Community College	698	97.8%	16	2.2%			714
Mid-Plains Community College	236	82.2%	46	16.0%	5	1.7%	287
Northeast Community College	733	92.7%	48	6.1%	10	1.3%	791
Southeast Community College	1,016	93.0%	75	6.9%	2	0.2%	1,093
Western Neb. Community College	171	71.8%	67	28.2%			238
Nonpublic Colleges & Universities	1,536	48.0%	1,622	50.7%	39	1.2%	3,197
Bellevue University	22	66.7%	11	33.3%			33
Bryan College of Health Sciences	30	93.8%	2	6.3%			32
Capitol School of Hairstyling and Esthetics	20	100.0%					20
CHI Health School of Radiologic Technology							0
Clarkson College	30	76.9%	9	23.1%			39
College of Hair Design-Downtown	3	100.0%					3
College of Hair Design-East Campus	4	100.0%					4
College of Saint Mary	63	69.2%	28	30.8%			91
Concordia University-Nebraska	158	48.3%	162	49.5%	7	2.1%	327
Creighton University	234	23.7%	743	75.3%	10	1.0%	987
Davines Professional Academy of Beauty and Business	2	100.0%					2
Doane University	173	64.8%	91	34.1%	3	1.1%	267
Fullen School of Hair Design							0
Grace University							0
Hastings College	156	54.7%	129	45.3%			285
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	16	94.1%	1	5.9%			17

Continued on the next page.

Table A6.7 Continued

Fall 2020							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College							0
Little Priest Tribal College	7	87.5%	1	12.5%			8
Mary Lanning Memorial Hospital School of Radiologic Technology							0
Midland University	173	47.3%	179	48.9%	14	3.8%	366
Myotherapy Institute	2	100.0%					2
National American University-Bellevue							0
Nebraska Christian College of Hope International University							0
Nebraska Indian Community College	7	77.8%	2	22.2%			9
Nebraska Methodist College of Nursing & Allied Health	34	79.1%	9	20.9%			43
Nebraska Wesleyan University	342	80.1%	84	19.7%	1	0.2%	427
Omaha School of Massage and Healthcare of Herzing University							0
Purdue University Global-Lincoln							0
Purdue University Global-Omaha							0
Regional West Medical Center School of Radiologic Technology							0
Summit Christian College	3	75.0%	1	25.0%			4
The Creative Center							0
Union College	15	15.2%	80	80.8%	4	4.0%	99
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha Campus							0
Vatterott College-Spring Valley							0
Xenon International Academy-Omaha	5	83.3%	1	16.7%			6
York College	36	28.8%	89	71.2%			125
Nebraska Total	11,994	76.2%	3,602	22.9%	152	1.0%	15,748
<i>Note.</i> Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2010, 2012, 2014, 2016, 2018, and 2020 surveys.							

Table A6.8
Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Institutions
Fall 2020 Compared to Fall 2010

Institution	Fall 2010		Fall 2020		Δ Since Fall 2010
	N	% of Non- NE FTF	N	% of Non- NE FTF	
University of Nebraska					
Nebraska College of Technical Agriculture	27	0.8%	15	0.4%	-12
University of Nebraska at Kearney	169	4.9%	75	1.8%	-94
University of Nebraska-Lincoln	808	23.4%	1,285	31.0%	477
University of Nebraska Medical Center	0	0.0%	0	0.0%	0
University of Nebraska at Omaha	124	3.6%	206	5.0%	82
Nebraska State College System					
Chadron State College	164	4.7%	185	4.5%	21
Peru State College	65	1.9%	78	1.9%	13
Wayne State College	86	2.5%	122	2.9%	36
Nebraska Community Colleges					
Central Community College	8	0.2%	11	0.3%	3
Metropolitan Community College	83	2.4%	27	0.7%	-56
Mid-Plains Community College	82	2.4%	83	2.0%	1
Northeast Community College	67	1.9%	79	1.9%	12
Southeast Community College	81	2.3%	161	3.9%	80
Western Nebraska Community College	98	2.8%	89	2.1%	-9
Nonpublic Colleges & Universities					
Bellevue University	33	1.0%	36	0.9%	3
Bryan College of Health Sciences	1	0.0%	3	0.1%	2
Capitol School of Hairstyling and Esthetics	0	0.0%	0	0.0%	0
CHI Health School of Radiologic Technology	0	0.0%	0	0.0%	0
Clarkson College	1	0.0%	9	0.2%	8
College of Hair Design-Downtown	4	0.1%	0	0.0%	-4
College of Hair Design-East Campus	2	0.1%	0	0.0%	-2
College of Saint Mary	22	0.6%	28	0.7%	6
Concordia University-Nebraska	146	4.2%	171	4.1%	25
Creighton University	737	21.3%	770	18.6%	33
Davines Professional Academy of Beauty and Business	0	0.0%	0	0.0%	0
Doane University	52	1.5%	94	2.3%	42
Fullen School of Hair Design	2	0.1%	0	0.0%	-2
Grace University	36	1.0%	0	0.0%	-36
Hastings College	98	2.8%	129	3.1%	31
ITT Technical Institute-Omaha	0	0.0%	0	0.0%	0
Joseph's College Cosmetology	3	0.1%	1	0.0%	-2
Continued on the next page.					

Table A6.8 Continued

Institution	Fall 2010		Fall 2020		Δ Since Fall 2010
	N	% of Non- NE FTF	N	% of Non- NE FTF	
La'James International College	0	0.0%	0	0.0%	0
Little Priest Tribal College	0	0.0%	6	0.1%	6
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0.0%	0	0.0%	0
Midland University	80	2.3%	196	4.7%	116
Myotherapy Institute	0	0.0%	0	0.0%	0
National American University-Bellevue	0	0.0%	0	0.0%	0
Nebraska Christian College of Hope International University	23	0.7%	0	0.0%	-23
Nebraska Indian Community College	6	0.2%	9	0.2%	3
Nebraska Methodist College of Nursing & Allied Health	3	0.1%	11	0.3%	8
Nebraska Wesleyan University	62	1.8%	85	2.1%	23
Omaha School of Massage and Healthcare of Herzing University	6	0.2%	0	0.0%	-6
Purdue University Global-Lincoln	4	0.1%	0	0.0%	-4
Purdue University Global-Omaha	9	0.3%	0	0.0%	-9
Regional West Medical Center School of Radiologic Technology	0	0.0%	0	0.0%	0
Summit Christian College	3	0.1%	1	0.0%	-2
The Creative Center	16	0.5%	0	0.0%	-16
Union College	141	4.1%	90	2.2%	-51
Universal College of Healing Arts	1	0.0%	0	0.0%	-1
University of Phoenix-Omaha Campus	3	0.1%	0	0.0%	-3
Vatterott College-Spring Valley	12	0.3%	0	0.0%	-12
Xenon International Academy-Omaha	1	0.0%	1	0.0%	0
Nebraska Total	3,457	100.0%	4,145	100.0%	688
<i>Note.</i> Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.					

Appendix 7

First-Time Freshmen Enrollments by Race/Ethnicity

Table A7.1 Changes in the Number of First-Time Freshmen at Nebraska Postsecondary Institutions by Race/Ethnicity Fall 2010 through Fall 2020							
Race/Ethnicity	Number of First-Time Freshmen						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
White non-Hispanic	15,100	13,956	13,675	13,845	13,594	12,976	13,069
Asian/Pacific Islander	382	394	488	451	520	518	513
Hispanic	1,396	1,471	1,600	1,834	1,929	1,987	2,098
Native American	191	232	165	174	127	151	151
Black non-Hispanic	1,054	969	1,028	1,095	960	859	910
Two or More Races	349	407	383	519	557	716	663
Total Minority	3,372	3,473	3,664	4,073	4,093	4,231	4,335
Total Students	18,472	17,429	17,339	17,918	17,687	17,207	17,404
% Δ from Previous Yr.	4.8%	-5.6%	-0.5%	3.3%	-1.3%	-2.7%	1.1%
Race/Ethnicity	Number of First-Time Freshmen					Δ Since Fall 2010	
	Fall 2017	Fall 2018	Fall 2019	Fall 2020		N	%
White non-Hispanic	12,917	12,863	12,665	12,597		-2,503	-16.6%
Asian/Pacific Islander	552	562	528	585		203	53.1%
Hispanic	2,104	2,363	2,465	2,583		1,187	85.0%
Native American	165	117	124	136		-55	-28.8%
Black non-Hispanic	830	886	853	848		-206	-19.5%
Two or More Races	640	650	667	694		345	98.9%
Total Minority	4,291	4,578	4,637	4,846		1,474	43.7%
Total Students	17,208	17,441	17,302	17,443		-1,029	-5.6%
% Δ from Previous Yr.	-1.1%	1.4%	-0.8%	0.8%			
<i>Note.</i> Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys.							

Table A7.2
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Race/Ethnicity and by Sector
Fall 2010 through Fall 2020

Fall 2010

Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic		
	N	%	N	%	N	%	
University of Nebraska	5,910	39.1%	119	31.2%	432	30.9%	
Nebraska State College System	1,073	7.1%	9	2.4%	68	4.9%	
Neb. Community Colleges	4,786	31.7%	92	24.1%	629	45.1%	
Nonpublic Colleges & Universities	3,331	22.1%	162	42.4%	267	19.1%	
Total	15,100	100.0%	382	100.0%	1,396	100.0%	

Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	19	9.9%	233	22.1%	151	43.3%	6,864	37.2%
Nebraska State College System	18	9.4%	53	5.0%	18	5.2%	1,239	6.7%
Neb. Community Colleges	59	30.9%	491	46.6%	74	21.2%	6,131	33.2%
Nonpublic Colleges & Universities	95	49.7%	277	26.3%	106	30.4%	4,238	22.9%
Total	191	100.0%	1,054	100.0%	349	100.0%	18,472	100.0%

^a A total of 64 (33.5%) of the 191 Native Americans who were first-time freshmen in 2010 were enrolled at Little Priest Tribal College (28) or Nebraska Indian Community College (36).

Continued on the next page.

Table A7.2 Continued								
Fall 2011								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,477	39.2%	139	35.3%	505	34.3%		
Nebraska State College System	1,007	7.2%	8	2.0%	68	4.6%		
Neb. Community Colleges	4,491	32.2%	107	27.2%	659	44.8%		
Nonpublic Colleges & Universities	2,981	21.4%	140	35.5%	239	16.2%		
Total	13,956	100.0%	394	100.0%	1,471	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	16	6.9%	229	23.6%	188	46.2%	6,554	37.6%
Nebraska State College System	14	6.0%	74	7.6%	30	7.4%	1,201	6.9%
Neb. Community Colleges	89	38.4%	454	46.9%	79	19.4%	5,879	33.7%
Nonpublic Colleges & Universities	113	48.7%	212	21.9%	110	27.0%	3,795	21.8%
Total	232	100.0%	969	100.0%	407	100.0%	17,429	100.0%
^a A total of 91 (39.2%) of the 232 Native Americans who were first-time freshmen in 2011 were enrolled at Little Priest Tribal College (53) or Nebraska Indian Community College (38).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2012								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,366	39.2%	188	38.5%	493	30.8%		
Nebraska State College System	1,011	7.4%	14	2.9%	89	5.6%		
Neb. Community Colleges	4,507	33.0%	119	24.4%	744	46.5%		
Nonpublic Colleges & Universities	2,791	20.4%	167	34.2%	274	17.1%		
Total	13,675	100.0%	488	100.0%	1,600	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	15	9.1%	233	22.7%	218	56.9%	6,513	37.6%
Nebraska State College System	17	10.3%	106	10.3%	26	6.8%	1,263	7.3%
Neb. Community Colleges	64	38.8%	509	49.5%	51	13.3%	5,994	34.6%
Nonpublic Colleges & Universities	69	41.8%	180	17.5%	88	23.0%	3,569	20.6%
Total	165	100.0%	1,028	100.0%	383	100.0%	17,339	100.0%
^a A total of 49 (29.7%) of the 165 Native Americans who were first-time freshmen in 2012 were enrolled at Little Priest Tribal College (7) or Nebraska Indian Community College (42).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2013								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,657	40.9%	181	40.1%	614	33.5%		
Nebraska State College System	1,043	7.5%	11	2.4%	118	6.4%		
Neb. Community Colleges	4,268	30.8%	114	25.3%	790	43.1%		
Nonpublic Colleges & Universities	2,877	20.8%	145	32.2%	312	17.0%		
Total	13,845	100.0%	451	100.0%	1,834	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	14	8.0%	277	25.3%	235	45.3%	6,978	38.9%
Nebraska State College System	8	4.6%	59	5.4%	57	11.0%	1,296	7.2%
Neb. Community Colleges	54	31.0%	501	45.8%	86	16.6%	5,813	32.4%
Nonpublic Colleges & Universities	98	56.3%	258	23.6%	141	27.2%	3,831	21.4%
Total	174	100.0%	1,095	100.0%	519	100.0%	17,918	100.0%
^a A total of 78 (44.8%) of the 174 Native Americans who were first-time freshmen in 2013 were enrolled at Little Priest Tribal College (24) or Nebraska Indian Community College (54).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2014								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,754	42.3%	219	42.1%	670	34.7%		
Nebraska State College System	1,127	8.3%	14	2.7%	108	5.6%		
Neb. Community Colleges	3,929	28.9%	137	26.3%	851	44.1%		
Nonpublic Colleges & Universities	2,784	20.5%	150	28.8%	300	15.6%		
Total	13,594	100.0%	520	100.0%	1,929	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	13	10.2%	276	28.8%	266	47.8%	7,198	40.7%
Nebraska State College System	19	15.0%	71	7.4%	37	6.6%	1,376	7.8%
Neb. Community Colleges	40	31.5%	436	45.4%	146	26.2%	5,539	31.3%
Nonpublic Colleges & Universities	55	43.3%	177	18.4%	108	19.4%	3,574	20.2%
Total	127	100.0%	960	100.0%	557	100.0%	17,687	100.0%
^a A total of 40 (31.5%) of the 127 Native Americans who were first-time freshmen in 2014 were enrolled at Little Priest Tribal College (19) or Nebraska Indian Community College (21).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2015								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,780	44.5%	206	39.8%	735	37.0%		
Nebraska State College System	1,028	7.9%	13	2.5%	96	4.8%		
Neb. Community Colleges	3,655	28.2%	130	25.1%	789	39.7%		
Nonpublic Colleges & Universities	2,513	19.4%	169	32.6%	367	18.5%		
Total	12,976	100.0%	518	100.0%	1,987	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	14	9.3%	306	35.6%	273	38.1%	7,314	42.5%
Nebraska State College System	18	11.9%	81	9.4%	40	5.6%	1,276	7.4%
Neb. Community Colleges	56	37.1%	333	38.8%	145	20.3%	5,108	29.7%
Nonpublic Colleges & Universities	63	41.7%	139	16.2%	258	36.0%	3,509	20.4%
Total	151	100.0%	859	100.0%	716	100.0%	17,207	100.0%
^a A total of 42 (27.8%) of the 151 Native Americans who were first-time freshmen in 2015 were enrolled at Little Priest Tribal College (18) or Nebraska Indian Community College (24).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2016								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,858	44.8%	231	45.0%	796	37.9%		
Nebraska State College System	953	7.3%	10	1.9%	106	5.1%		
Neb. Community Colleges	3,777	28.9%	117	22.8%	877	41.8%		
Nonpublic Colleges & Universities	2,481	19.0%	155	30.2%	319	15.2%		
Total	13,069	100.0%	513	100.0%	2,098	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	21	13.9%	297	32.6%	328	49.5%	7,531	43.3%
Nebraska State College System	8	5.3%	85	9.3%	53	8.0%	1,215	7.0%
Neb. Community Colleges	59	39.1%	394	43.3%	149	22.5%	5,373	30.9%
Nonpublic Colleges & Universities	63	41.7%	134	14.7%	133	20.1%	3,285	18.9%
Total	151	100.0%	910	100.0%	663	100.0%	17,404	100.0%
^a A total of 56 (37.1%) of the 151 Native Americans who were first-time freshmen in 2016 were enrolled at Little Priest Tribal College (24) or Nebraska Indian Community College (32).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2017								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,905	45.7%	270	48.9%	781	37.1%		
Nebraska State College System	952	7.4%	13	2.4%	111	5.3%		
Neb. Community Colleges	3,290	25.5%	115	20.8%	848	40.3%		
Nonpublic Colleges & Universities	2,770	21.4%	154	27.9%	364	17.3%		
Total	12,917	100.0%	552	100.0%	2,104	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	24	14.5%	313	37.7%	281	43.9%	7,574	44.0%
Nebraska State College System	10	6.1%	76	9.2%	54	8.4%	1,216	7.1%
Neb. Community Colleges	40	24.2%	261	31.4%	149	23.3%	4,703	27.3%
Nonpublic Colleges & Universities	91	55.2%	180	21.7%	156	24.4%	3,715	21.6%
Total	165	100.0%	830	100.0%	640	100.0%	17,208	100.0%
^a A total of 70 (42.4%) of the 165 Native Americans who were first-time freshmen in 2017 were enrolled at Little Priest Tribal College (42) or Nebraska Indian Community College (28).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2018								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,867	45.6%	261	46.4%	881	37.3%		
Nebraska State College System	1,008	7.8%	11	2.0%	126	5.3%		
Neb. Community Colleges	3,373	26.2%	126	22.4%	984	41.6%		
Nonpublic Colleges & Universities	2,615	20.3%	164	29.2%	372	15.7%		
Total	12,863	100.0%	562	100.0%	2,363	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	23	19.7%	334	37.7%	277	42.6%	7,643	43.8%
Nebraska State College System	15	12.8%	69	7.8%	62	9.5%	1,291	7.4%
Neb. Community Colleges	29	24.8%	330	37.2%	153	23.5%	4,995	28.6%
Nonpublic Colleges & Universities	50	42.7%	153	17.3%	158	24.3%	3,512	20.1%
Total	117	100.0%	886	100.0%	650	100.0%	17,441	100.0%
^a A total of 37 (31.6%) of the 117 Native Americans who were first-time freshmen in 2018 were enrolled at Little Priest Tribal College (20) or Nebraska Indian Community College (17).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2019								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,651	44.6%	263	49.8%	919	37.3%		
Nebraska State College System	1,084	8.6%	11	2.1%	141	5.7%		
Neb. Community Colleges	3,401	26.9%	128	24.2%	993	40.3%		
Nonpublic Colleges & Universities	2,529	20.0%	126	23.9%	412	16.7%		
Total	12,665	100.0%	528	100.0%	2,465	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	22	17.7%	303	35.5%	285	42.7%	7,443	43.0%
Nebraska State College System	20	16.1%	80	9.4%	47	7.0%	1,383	8.0%
Neb. Community Colleges	41	33.1%	303	35.5%	175	26.2%	5,041	29.1%
Nonpublic Colleges & Universities	41	33.1%	167	19.6%	160	24.0%	3,435	19.9%
Total	124	100.0%	853	100.0%	667	100.0%	17,302	100.0%
^a A total of 31 (25.0%) of the 124 Native Americans who were first-time freshmen in 2019 were enrolled at Little Priest Tribal College (16) or Nebraska Indian Community College (15).								
Continued on the next page.								

Table A7.2 Continued								
Fall 2020								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,635	44.7%	326	55.7%	1,030	39.9%		
Nebraska State College System	1,144	9.1%	14	2.4%	127	4.9%		
Neb. Community Colleges	3,396	27.0%	119	20.3%	1,025	39.7%		
Nonpublic Colleges & Universities	2,422	19.2%	126	21.5%	401	15.5%		
Total	12,597	100.0%	585	100.0%	2,583	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	19	14.0%	346	40.8%	323	46.5%	7,679	44.0%
Nebraska State College System	23	16.9%	68	8.0%	47	6.8%	1,423	8.2%
Neb. Community Colleges	35	25.7%	273	32.2%	177	25.5%	5,025	28.8%
Nonpublic Colleges & Universities	59	43.4%	161	19.0%	147	21.2%	3,316	19.0%
Total	136	100.0%	848	100.0%	694	100.0%	17,443	100.0%
^a A total of 42 (30.9%) of the 136 Native Americans who were first-time freshmen in 2020 were enrolled at Little Priest Tribal College (20) or Nebraska Indian Community College (22).								
<i>Note.</i> Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2010 through 2020 surveys.								

Table A7.3
First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2010 through Fall 2020

Fall 2010						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,910	86.1%	1,073	86.6%	4,786	78.1%
Asian/Pacific Islander	119	1.7%	9	0.7%	92	1.5%
Hispanic	432	6.3%	68	5.5%	629	10.3%
Native American	19	0.3%	18	1.5%	59	1.0%
Black non-Hispanic	233	3.4%	53	4.3%	491	8.0%
Two or More Races	151	2.2%	18	1.5%	74	1.2%
Total	6,864	100.0%	1,239	100.0%	6,131	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	3,331	78.6%	15,100	81.7%		
Asian/Pacific Islander	162	3.8%	382	2.1%		
Hispanic	267	6.3%	1,396	7.6%		
Native American	95	2.2%	191	1.0%		
Black non-Hispanic	277	6.5%	1,054	5.7%		
Two or More Races	106	2.5%	349	1.9%		
Total	4,238	100.0%	18,472	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2011						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,477	83.6%	1,007	83.8%	4,491	76.4%
Asian/Pacific Islander	139	2.1%	8	0.7%	107	1.8%
Hispanic	505	7.7%	68	5.7%	659	11.2%
Native American	16	0.2%	14	1.2%	89	1.5%
Black non-Hispanic	229	3.5%	74	6.2%	454	7.7%
Two or More Races	188	2.9%	30	2.5%	79	1.3%
Total	6,554	100.0%	1,201	100.0%	5,879	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,981	78.6%	13,956	80.1%		
Asian/Pacific Islander	140	3.7%	394	2.3%		
Hispanic	239	6.3%	1,471	8.4%		
Native American	113	3.0%	232	1.3%		
Black non-Hispanic	212	5.6%	969	5.6%		
Two or More Races	110	2.9%	407	2.3%		
Total	3,795	100.0%	17,429	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2012						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,366	82.4%	1,011	80.0%	4,507	75.2%
Asian/Pacific Islander	188	2.9%	14	1.1%	119	2.0%
Hispanic	493	7.6%	89	7.0%	744	12.4%
Native American	15	0.2%	17	1.3%	64	1.1%
Black non-Hispanic	233	3.6%	106	8.4%	509	8.5%
Two or More Races	218	3.3%	26	2.1%	51	0.9%
Total	6,513	100.0%	1,263	100.0%	5,994	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,791	78.2%	13,675	78.9%		
Asian/Pacific Islander	167	4.7%	488	2.8%		
Hispanic	274	7.7%	1,600	9.2%		
Native American	69	1.9%	165	1.0%		
Black non-Hispanic	180	5.0%	1,028	5.9%		
Two or More Races	88	2.5%	383	2.2%		
Total	3,569	100.0%	17,339	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2013						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,657	81.1%	1,043	80.5%	4,268	73.4%
Asian/Pacific Islander	181	2.6%	11	0.8%	114	2.0%
Hispanic	614	8.8%	118	9.1%	790	13.6%
Native American	14	0.2%	8	0.6%	54	0.9%
Black non-Hispanic	277	4.0%	59	4.6%	501	8.6%
Two or More Races	235	3.4%	57	4.4%	86	1.5%
Total	6,978	100.0%	1,296	100.0%	5,813	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,877	75.1%	13,845	77.3%		
Asian/Pacific Islander	145	3.8%	451	2.5%		
Hispanic	312	8.1%	1,834	10.2%		
Native American	98	2.6%	174	1.0%		
Black non-Hispanic	258	6.7%	1,095	6.1%		
Two or More Races	141	3.7%	519	2.9%		
Total	3,831	100.0%	17,918	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2014						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,754	79.9%	1,127	81.9%	3,929	70.9%
Asian/Pacific Islander	219	3.0%	14	1.0%	137	2.5%
Hispanic	670	9.3%	108	7.8%	851	15.4%
Native American	13	0.2%	19	1.4%	40	0.7%
Black non-Hispanic	276	3.8%	71	5.2%	436	7.9%
Two or More Races	266	3.7%	37	2.7%	146	2.6%
Total	7,198	100.0%	1,376	100.0%	5,539	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,784	77.9%	13,594	76.9%		
Asian/Pacific Islander	150	4.2%	520	2.9%		
Hispanic	300	8.4%	1,929	10.9%		
Native American	55	1.5%	127	0.7%		
Black non-Hispanic	177	5.0%	960	5.4%		
Two or More Races	108	3.0%	557	3.1%		
Total	3,574	100.0%	17,687	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2015						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,780	79.0%	1,028	80.6%	3,655	71.6%
Asian/Pacific Islander	206	2.8%	13	1.0%	130	2.5%
Hispanic	735	10.0%	96	7.5%	789	15.4%
Native American	14	0.2%	18	1.4%	56	1.1%
Black non-Hispanic	306	4.2%	81	6.3%	333	6.5%
Two or More Races	273	3.7%	40	3.1%	145	2.8%
Total	7,314	100.0%	1,276	100.0%	5,108	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,513	71.6%	12,976	75.4%		
Asian/Pacific Islander	169	4.8%	518	3.0%		
Hispanic	367	10.5%	1,987	11.5%		
Native American	63	1.8%	151	0.9%		
Black non-Hispanic	139	4.0%	859	5.0%		
Two or More Races	258	7.4%	716	4.2%		
Total	3,509	100.0%	17,207	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2016						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,858	77.8%	953	78.4%	3,777	70.3%
Asian/Pacific Islander	231	3.1%	10	0.8%	117	2.2%
Hispanic	796	10.6%	106	8.7%	877	16.3%
Native American	21	0.3%	8	0.7%	59	1.1%
Black non-Hispanic	297	3.9%	85	7.0%	394	7.3%
Two or More Races	328	4.4%	53	4.4%	149	2.8%
Total	7,531	100.0%	1,215	100.0%	5,373	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,481	75.5%	13,069	75.1%		
Asian/Pacific Islander	155	4.7%	513	2.9%		
Hispanic	319	9.7%	2,098	12.1%		
Native American	63	1.9%	151	0.9%		
Black non-Hispanic	134	4.1%	910	5.2%		
Two or More Races	133	4.0%	663	3.8%		
Total	3,285	100.0%	17,404	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2017						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,905	78.0%	952	78.3%	3,290	70.0%
Asian/Pacific Islander	270	3.6%	13	1.1%	115	2.4%
Hispanic	781	10.3%	111	9.1%	848	18.0%
Native American	24	0.3%	10	0.8%	40	0.9%
Black non-Hispanic	313	4.1%	76	6.3%	261	5.5%
Two or More Races	281	3.7%	54	4.4%	149	3.2%
Total	7,574	100.0%	1,216	100.0%	4,703	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,770	74.6%	12,917	75.1%		
Asian/Pacific Islander	154	4.1%	552	3.2%		
Hispanic	364	9.8%	2,104	12.2%		
Native American	91	2.4%	165	1.0%		
Black non-Hispanic	180	4.8%	830	4.8%		
Two or More Races	156	4.2%	640	3.7%		
Total	3,715	100.0%	17,208	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2018						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,867	76.8%	1,008	78.1%	3,373	67.5%
Asian/Pacific Islander	261	3.4%	11	0.9%	126	2.5%
Hispanic	881	11.5%	126	9.8%	984	19.7%
Native American	23	0.3%	15	1.2%	29	0.6%
Black non-Hispanic	334	4.4%	69	5.3%	330	6.6%
Two or More Races	277	3.6%	62	4.8%	153	3.1%
Total	7,643	100.0%	1,291	100.0%	4,995	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,615	74.5%	12,863	73.8%		
Asian/Pacific Islander	164	4.7%	562	3.2%		
Hispanic	372	10.6%	2,363	13.5%		
Native American	50	1.4%	117	0.7%		
Black non-Hispanic	153	4.4%	886	5.1%		
Two or More Races	158	4.5%	650	3.7%		
Total	3,512	100.0%	17,441	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2019						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,651	75.9%	1,084	78.4%	3,401	67.5%
Asian/Pacific Islander	263	3.5%	11	0.8%	128	2.5%
Hispanic	919	12.3%	141	10.2%	993	19.7%
Native American	22	0.3%	20	1.4%	41	0.8%
Black non-Hispanic	303	4.1%	80	5.8%	303	6.0%
Two or More Races	285	3.8%	47	3.4%	175	3.5%
Total	7,443	100.0%	1,383	100.0%	5,041	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,529	73.6%	12,665	73.2%		
Asian/Pacific Islander	126	3.7%	528	3.1%		
Hispanic	412	12.0%	2,465	14.2%		
Native American	41	1.2%	124	0.7%		
Black non-Hispanic	167	4.9%	853	4.9%		
Two or More Races	160	4.7%	667	3.9%		
Total	3,435	100.0%	17,302	100.0%		
Continued on the next page.						

Table A7.3 Continued						
Fall 2020						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,635	73.4%	1,144	80.4%	3,396	67.6%
Asian/Pacific Islander	326	4.2%	14	1.0%	119	2.4%
Hispanic	1,030	13.4%	127	8.9%	1,025	20.4%
Native American	19	0.2%	23	1.6%	35	0.7%
Black non-Hispanic	346	4.5%	68	4.8%	273	5.4%
Two or More Races	323	4.2%	47	3.3%	177	3.5%
Total	7,679	100.0%	1,423	100.0%	5,025	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,422	73.0%	12,597	72.2%		
Asian/Pacific Islander	126	3.8%	585	3.4%		
Hispanic	401	12.1%	2,583	14.8%		
Native American	59	1.8%	136	0.8%		
Black non-Hispanic	161	4.9%	848	4.9%		
Two or More Races	147	4.4%	694	4.0%		
Total	3,316	100.0%	17,443	100.0%		
<i>Note.</i> Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2010 through 2020 surveys.						

This page left blank intentionally.

Appendix 8

Financial Aid Programs

Explanatory Note A8.1 Definitions of Income Groups for Access College Early (ACE) Scholarship Recipients

The following definitions are used for Table A8.5:

- **Low-income students:** Students approved to receive free or reduced-price school lunches.
- **Non-low-income students:** Students not approved for free or reduced-price school lunches. The non-low-income students include students in low-income households that have not applied for free or reduced-price school lunches. Participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education; therefore, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.
- **Other low-income graduates:** Students approved to receive free or reduced-price school lunches that did not receive an ACE scholarship.

Table A8.1
Free Application for Federal Student Aid (FAFSA) Completion Rates by State
Class of 2018 through Class of 2021

State	Class of 2018		Class of 2019		Class of 2020		Class of 2021	
	% Complete	Rank	% Complete	Rank	% Complete	Rank	% Complete	Rank
Alabama	54.7%	30	52.1%	28	48.7%	33	45.8%	33
Alaska	37.1%	49	34.5%	49	31.2%	50	28.7%	50
Arizona	43.0%	48	40.1%	48	39.7%	48	35.8%	48
Arkansas	58.6%	20	55.3%	18	51.2%	26	47.3%	31
California	56.0%	29	52.6%	24	54.1%	14	49.0%	25
Colorado	47.0%	46	44.0%	45	43.5%	45	40.3%	44
Connecticut	64.2%	8	58.2%	11	59.6%	6	56.1%	8
Delaware	68.6%	3	66.0%	3	62.3%	3	58.8%	4
Florida	53.4%	35	45.3%	43	43.4%	46	41.5%	41
Georgia	58.3%	21	50.4%	31	52.2%	22	51.5%	13
Hawaii	59.1%	17	57.8%	12	55.5%	13	53.8%	11
Idaho	49.5%	43	47.1%	40	44.4%	43	40.2%	45
Illinois	64.1%	10	59.6%	8	57.9%	10	61.4%	3
Indiana	56.4%	26	49.6%	35	49.4%	32	47.9%	28
Iowa	56.3%	27	52.9%	23	53.3%	16	50.6%	14
Kansas	51.0%	37	49.3%	36	47.6%	36	44.5%	37
Kentucky	65.4%	6	60.1%	6	55.5%	12	49.4%	23
Louisiana	77.1%	1	69.4%	2	64.9%	2	64.1%	2
Maine	63.5%	12	53.2%	22	50.8%	28	47.4%	30
Maryland	60.0%	15	55.0%	19	53.4%	15	50.1%	16
Massachusetts	67.2%	4	60.3%	5	58.6%	7	55.8%	9
Michigan	56.6%	25	52.2%	26	51.9%	23	47.8%	29
Minnesota	50.2%	41	41.3%	47	44.3%	44	41.8%	39
Mississippi	63.6%	11	61.5%	4	57.6%	11	55.4%	10
Missouri	56.3%	28	52.2%	25	49.9%	30	45.7%	34
Montana	53.9%	34	50.0%	32	45.6%	38	41.5%	40
Nebraska	54.6%	31	51.2%	30	52.7%	19	49.8%	17
Nevada	49.3%	44	45.1%	44	45.0%	40	40.6%	42
New Hampshire	57.5%	23	55.6%	17	51.3%	25	49.3%	24

Continued on the next page.

Table A8.1 Continued

State	Class of 2018		Class of 2019		Class of 2020		Class of 2021	
	% Complete	Rank	% Complete	Rank	% Complete	Rank	% Complete	Rank
New Jersey	67.1%	5	58.3%	10	59.7%	5	56.6%	7
New Mexico	50.6%	40	46.1%	42	45.2%	39	40.4%	43
New York	64.1%	9	58.6%	9	58.6%	8	57.2%	5
North Carolina	58.7%	19	52.1%	27	52.3%	21	49.7%	19
North Dakota	49.7%	42	47.7%	39	48.3%	34	46.8%	32
Ohio	62.2%	13	56.4%	14	52.9%	18	50.1%	15
Oklahoma	50.6%	39	47.7%	38	44.4%	42	38.7%	46
Oregon	50.8%	38	49.6%	33	47.4%	37	42.1%	38
Pennsylvania	59.0%	18	55.9%	16	52.7%	20	49.7%	20
Rhode Island	64.3%	7	56.8%	13	60.0%	4	56.9%	6
South Carolina	59.2%	16	54.2%	20	51.0%	27	49.6%	21
South Dakota	57.8%	22	56.4%	15	50.2%	29	48.9%	26
Tennessee	76.6%	2	71.7%	1	70.5%	1	65.8%	1
Texas	54.5%	32	49.6%	34	51.9%	24	49.4%	22
Utah	35.5%	50	33.5%	50	35.9%	49	32.8%	49
Vermont	53.3%	36	54.2%	21	49.6%	31	48.5%	27
Virginia	57.0%	24	49.0%	37	53.2%	17	49.8%	18
Washington	46.1%	47	42.8%	46	41.6%	47	38.1%	47
West Virginia	60.7%	14	59.8%	7	58.0%	9	52.3%	12
Wisconsin	54.0%	33	51.8%	29	48.3%	35	44.6%	36
Wyoming	48.0%	45	47.0%	41	45.0%	41	45.4%	35

Note. Includes students who completed the FAFSA between October 1 and June 30 for each high school class. Includes students from public and private high schools. Data source: National College Attainment Network, FAFSA Completion, January 2022.

Table A8.2
Nebraska Opportunity Grants (NOG) Awarded by Sector
2020-2021 Compared to 2010-2011

	2010-2011	2020-2021	% Change
Nebraska Public Institutions			
Number of NOG-Eligible Students	34,454	26,259	-23.8%
Number of Students Awarded a NOG	10,614	10,170	-4.2%
Percent of Eligible Students Awarded a NOG	30.8%	38.7%	25.7%
Total Amount Awarded	\$9,579,265	\$16,462,475	71.9%
Average Amount Award	\$903	\$1,619	79.4%
Nonpublic Colleges & Universities			
Number of NOG-Eligible Students	10,022	4,423	-55.9%
Number of Students Awarded a NOG	4,942	2,939	-40.5%
Percent of Eligible Students Awarded a NOG	49.3%	66.4%	34.8%
Total Amount Awarded	\$5,368,398	\$4,624,666	-13.9%
Average Amount Award	\$1,086	\$1,574	44.9%
Total Nebraska Opportunity Grants Awarded			
Number of NOG-Eligible Students	44,476	30,682	-31.0%
Number of Students Awarded a NOG	15,556	13,109	-15.7%
Percent of Eligible Students Awarded a NOG	35.0%	42.7%	22.2%
Total Amount Awarded	\$14,947,663	\$21,087,141	41.1%
Average Amount Award	\$961	\$1,609	67.4%
<p><i>Note.</i> To be eligible for a NOG, the student must be a Nebraska resident, attend a Nebraska postsecondary institution, and have a minimum EFC as determined by completing the Free Application for Federal Student Aid (FAFSA). Students who would otherwise qualify for a NOG but do not complete the FAFSA are not included in the number of NOG-eligible students. Data source: Nebraska's Coordinating Commission for Postsecondary Education, <i>Nebraska Opportunity Grant Year-End Report</i>, 2011 and 2021.</p>			

Table A8.3
Nebraska Opportunity Grants (NOG) Awarded by Sector and Income of Recipient
2020-2021 Compared to 2010-2011

Income Level of NOG Recipients by Sector	2010-2011		2020-2021		% Change in # of Recipients
	# of Recipients	% of Recipients	# of Recipients	% of Recipients	
Nebraska Public Institutions					
\$0 to \$19,999	4,714	44.4%	3,219	31.7%	-31.7%
\$20,000 to \$39,999	3,017	28.4%	2,844	28.0%	-5.7%
\$40,000 or Higher	2,883	27.2%	4,107	40.4%	42.5%
Total	10,614	100.0%	10,170	100.0%	-4.2%
Nonpublic Colleges & Universities					
\$0 to \$19,999	2,796	56.6%	994	33.8%	-64.4%
\$20,000 to \$39,999	1,158	23.4%	838	28.5%	-27.6%
\$40,000 or Higher	988	20.0%	1,107	37.7%	12.0%
Total	4,942	100.0%	2,939	100.0%	-40.5%
Total Nebraska Opportunity Grants Awarded					
\$0 to \$19,999	7,510	48.3%	4,213	32.1%	-43.9%
\$20,000 to \$39,999	4,175	26.8%	3,682	28.1%	-11.8%
\$40,000 or Higher	3,871	24.9%	5,214	39.8%	34.7%
Total	15,556	100.0%	13,109	100.0%	-15.7%
Data source: Nebraska's Coordinating Commission for Postsecondary Education, <i>Nebraska Opportunity Grant Year-End Report</i> , 2011 and 2021.					

Table A8.4
Access College Early (ACE) Scholarship Program Funding and Awards
2010-2011 to 2020-2021

Academic Year	NE State Funding	Federal Funding	Total Available Funding	\$ Amount of Scholarships Awarded
2010-2011	\$484,652	\$250,000	\$734,652	\$699,071
2011-2012	\$499,000	\$294,034	\$793,034	\$812,968
2012-2013	\$580,000	\$300,000	\$880,000	\$813,760
2013-2014	\$640,000	\$285,000	\$925,000	\$921,071
2014-2015	\$685,000	\$271,890	\$956,890	\$953,596
2015-2016	\$735,000	\$92,082	\$827,082	\$814,910
2016-2017	\$951,414	\$0	\$951,414	\$947,076
2017-2018	\$965,300	\$0	\$965,300	\$914,907
2018-2019	\$945,600	\$0	\$945,600	\$995,417
2019-2020	\$1,100,000	\$0	\$1,100,000	\$1,098,008
2020-2021	\$1,100,000	\$0	\$1,100,000	\$989,327
Academic Year	# of Student Recipients	# of Scholarships Awarded	Average Scholarship	Average Received per Student
2010-2011	1,601	2,152	\$325	\$437
2011-2012	1,707	3,442	\$236	\$476
2012-2013	1,705	3,445	\$236	\$477
2013-2014	1,866	3,969	\$232	\$494
2014-2015	1,919	4,082	\$234	\$497
2015-2016	1,894	3,575	\$228	\$430
2016-2017	2,156	4,036	\$235	\$439
2017-2018	2,456	3,723	\$246	\$373
2018-2019	2,309	4,057	\$245	\$431
2019-2020	2,473	4,420	\$248	\$444
2020-2021	2,433	4,518	\$219	\$407
Academic Year	# of Dual Enrollment Courses	# of Credit Hours	# of NE High Schools Represented	# of NE Colleges & Universities Where Students Took Courses
2010-2011	3,191	10,396	220	12
2011-2012	3,214	10,889	216	15
2012-2013	3,445	11,877	210	15
2013-2014	3,969	13,592	217	20
2014-2015	4,082	13,785	211	18
2015-2016	3,575	12,195	204	17
2016-2017	4,036	13,977	209	18
2017-2018	3,723	12,512	224	18
2018-2019	4,057	13,652	223	17
2019-2020	4,420	14,973	231	19
2020-2021	4,518	15,472	231	19
Data source: Nebraska's Coordinating Commission for Postsecondary Education, January 2022.				

Table A8.5.a
College Continuation Rates of
2009-2010 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	186	136	73.1%
Nonpublic (Private)	11	11	100.0%
Home-Schooled	0	0	
Total	197	147	74.6%
Females			
Public	368	293	79.6%
Nonpublic (Private)	23	22	95.7%
Home-Schooled	1	1	100.0%
Total	392	316	80.6%
Total			
Public	554	429	77.4%
Nonpublic (Private)	34	33	97.1%
Home-Schooled	1	1	100.0%
Total	589	463	78.6%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	186	136	73.1%
Other Low-Income Graduates	2,343	1,185	50.6%
Non-Low-Income Graduates	7,165	5,321	74.3%
Total	9,694	6,642	68.5%
Females			
ACE Scholarship Recipients	368	293	79.6%
Other Low-Income Graduates	2,399	1,365	56.9%
Non-Low-Income Graduates	6,947	5,648	81.3%
Total	9,714	7,306	75.2%
Total			
ACE Scholarship Recipients	554	429	77.4%
Other Low-Income Graduates	4,742	2,550	53.8%
Non-Low-Income Graduates	14,112	10,969	77.7%
Total	19,408	13,948	71.9%

Note. The college continuation rate is the number 2009-10 high school graduates who enrolled in college on or before March 25, 2011, divided by the total number of students who graduated from Nebraska high schools in 2009-10. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), March 2011; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), March 2011.

Table A8.5.b
College Continuation Rates of
2010-2011 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	291	232	79.7%
Nonpublic (Private)	14	12	85.7%
Home-Schooled	0	0	
Total	305	244	80.0%
Females			
Public	604	495	82.0%
Nonpublic (Private)	20	18	90.0%
Home-Schooled	1	1	100.0%
Total	625	514	82.2%
Total			
Public	895	727	81.2%
Nonpublic (Private)	34	30	88.2%
Home-Schooled	1	1	100.0%
Total	930	758	81.5%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	291	232	79.7%
Other Low-Income Graduates	2,417	1,191	49.3%
Non-Low-Income Graduates	6,872	5,044	73.4%
Total	9,580	6,467	67.5%
Females			
ACE Scholarship Recipients	604	495	82.0%
Other Low-Income Graduates	2,428	1,341	55.2%
Non-Low-Income Graduates	6,747	5,489	81.4%
Total	9,779	7,325	74.9%
Total			
ACE Scholarship Recipients	895	727	81.2%
Other Low-Income Graduates	4,845	2,532	52.3%
Non-Low-Income Graduates	13,619	10,533	77.3%
Total	19,359	13,792	71.2%

Note. The college continuation rate is the number 2010-11 high school graduates who enrolled in college on or before March 26, 2012, divided by the total number of students who graduated from Nebraska high schools in 2010-11. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), March and April 2012; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2012.

Table A8.5.c
College Continuation Rates of
2011-2012 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	341	276	80.9%
Nonpublic (Private)	16	14	87.5%
Home-Schooled	1	1	100.0%
Total	358	291	81.3%
Females			
Public	631	524	83.0%
Nonpublic (Private)	21	21	100.0%
Home-Schooled	0	0	
Total	652	545	83.6%
Total			
Public	972	800	82.3%
Nonpublic (Private)	37	35	94.6%
Home-Schooled	1	1	100.0%
Total	1,010	836	82.8%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	341	276	80.9%
Other Low-Income Graduates	2,606	1,247	47.9%
Non-Low-Income Graduates	6,687	4,820	72.1%
Total	9,634	6,343	65.8%
Females			
ACE Scholarship Recipients	631	524	83.0%
Other Low-Income Graduates	2,609	1,495	57.3%
Non-Low-Income Graduates	6,501	5,355	82.4%
Total	9,741	7,374	75.7%
Total			
ACE Scholarship Recipients	972	800	82.3%
Other Low-Income Graduates	5,215	2,742	52.6%
Non-Low-Income Graduates	13,188	10,175	77.2%
Total	19,375	13,717	70.8%

Note. The college continuation rate is the number 2011-12 high school graduates who enrolled in college on or before May 31, 2013, divided by the total number of students who graduated from Nebraska high schools in 2011-12. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), August and September 2013; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), August 2013.

Table A8.5.d
College Continuation Rates of
2012-2013 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	342	283	82.7%
Nonpublic (Private)	12	11	91.7%
Home-Schooled	1	1	100.0%
Total	355	295	83.1%
Females			
Public	609	536	88.0%
Nonpublic (Private)	22	19	86.4%
Home-Schooled	3	2	66.7%
Total	634	557	87.9%
Total			
Public	951	819	86.1%
Nonpublic (Private)	34	30	88.2%
Home-Schooled	4	3	75.0%
Total	989	852	86.1%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	342	283	82.7%
Other Low-Income Graduates	2,705	1,283	47.4%
Non-Low-Income Graduates	6,689	4,921	73.6%
Total	9,736	6,487	66.6%
Females			
ACE Scholarship Recipients	609	536	88.0%
Other Low-Income Graduates	2,766	1,534	55.5%
Non-Low-Income Graduates	6,342	5,208	82.1%
Total	9,717	7,278	74.9%
Total			
ACE Scholarship Recipients	951	819	86.1%
Other Low-Income Graduates	5,471	2,817	51.5%
Non-Low-Income Graduates	13,031	10,129	77.7%
Total	19,453	13,765	70.8%

Note. The college continuation rate is the number 2012-13 high school graduates who enrolled in college on or before March 27, 2014, divided by the total number of students who graduated from Nebraska high schools in 2012-13. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), June 2014; National Student Clearinghouse (college continuation data), March and April 2014; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2014.

Table A8.5.e
College Continuation Rates of
2013-2014 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	394	301	76.4%
Nonpublic (Private)	10	10	100.0%
Home-Schooled	1	1	100.0%
Total	405	312	77.0%
Females			
Public	657	561	85.4%
Nonpublic (Private)	28	23	82.1%
Home-Schooled	3	3	100.0%
Total	688	587	85.3%
Total			
Public	1,051	862	82.0%
Nonpublic (Private)	38	33	86.8%
Home-Schooled	4	4	100.0%
Total	1,093	899	82.3%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	394	301	76.4%
Other Low-Income Graduates	2,730	1,345	49.3%
Non-Low-Income Graduates	6,568	4,852	73.9%
Total	9,692	6,498	67.0%
Females			
ACE Scholarship Recipients	657	561	85.4%
Other Low-Income Graduates	2,780	1,608	57.8%
Non-Low-Income Graduates	6,400	5,303	82.9%
Total	9,837	7,472	76.0%
Total			
ACE Scholarship Recipients	1,051	862	82.0%
Other Low-Income Graduates	5,510	2,953	53.6%
Non-Low-Income Graduates	12,968	10,155	78.3%
Total	19,529	13,970	71.5%

Note. The college continuation rate is the number 2013-14 high school graduates who enrolled in college on or before May 31, 2015, divided by the total number of students who graduated from Nebraska high schools in 2013-14. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), August 2015; National Student Clearinghouse (college continuation data), August 2015; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), August 2015.

Table A8.5.f
College Continuation Rates of
2014-2015 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	426	336	78.9%
Nonpublic (Private)	18	17	94.4%
Home-Schooled	0	0	
Total	444	353	79.5%
Females			
Public	669	558	83.4%
Nonpublic (Private)	14	11	78.6%
Home-Schooled	4	4	100.0%
Total	687	573	83.4%
Total			
Public	1,095	894	81.6%
Nonpublic (Private)	32	28	87.5%
Home-Schooled	4	4	100.0%
Total	1,131	926	81.9%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	426	336	78.9%
Other Low-Income Graduates	2,780	1,328	47.8%
Non-Low-Income Graduates	6,549	4,806	73.4%
Total	9,755	6,470	66.3%
Females			
ACE Scholarship Recipients	669	558	83.4%
Other Low-Income Graduates	2,767	1,534	55.4%
Non-Low-Income Graduates	6,445	5,379	83.5%
Total	9,881	7,471	75.6%
Total			
ACE Scholarship Recipients	1,095	894	81.6%
Other Low-Income Graduates	5,547	2,862	51.6%
Non-Low-Income Graduates	12,994	10,185	78.4%
Total	19,636	13,941	71.0%

Note. The college continuation rate is the number 2014-15 high school graduates who enrolled in college on or before May 27, 2016, divided by the total number of students who graduated from Nebraska high schools in 2014-15. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2016; National Student Clearinghouse (college continuation data), May 2016; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2016.

Table A8.5.g
College Continuation Rates of
2015-2016 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	379	292	77.0%
Nonpublic (Private)	8	7	87.5%
Home-Schooled	0	0	
Total	387	299	77.3%
Females			
Public	656	546	83.2%
Nonpublic (Private)	20	20	100.0%
Home-Schooled	2	0	0.0%
Total	678	566	83.5%
Total			
Public	1,035	838	81.0%
Nonpublic (Private)	28	27	96.4%
Home-Schooled	2	0	0.0%
Total	1,065	865	81.2%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	379	292	77.0%
Other Low-Income Graduates	2,911	1,448	49.7%
Non-Low-Income Graduates	6,662	4,878	73.2%
Total	9,952	6,618	66.5%
Females			
ACE Scholarship Recipients	656	546	83.2%
Other Low-Income Graduates	2,740	1,556	56.8%
Non-Low-Income Graduates	6,484	5,353	82.6%
Total	9,880	7,455	75.5%
Total			
ACE Scholarship Recipients	1,035	838	81.0%
Other Low-Income Graduates	5,651	3,004	53.2%
Non-Low-Income Graduates	13,146	10,231	77.8%
Total	19,832	14,073	71.0%

Note. The college continuation rate is the number 2015-16 high school graduates who enrolled in college on or before May 25, 2017, divided by the total number of students who graduated from Nebraska high schools in 2015-16. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), May 2017; National Student Clearinghouse (college continuation data), May 2017; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), October 2017.

Table A8.6.a
College Continuation Rates of Public High School Graduates Who Received
2016-2017 Access College Early (ACE) Scholarships by Gender

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	423	345	81.6%
Female	705	602	85.4%
Total	1,128	947	84.0%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	423	345	81.6%
Other Low-Income Graduates	3,028	1,392	46.0%
Non-Low-Income Graduates	6,584	4,807	73.0%
Total	10,035	6,544	65.2%
Females			
ACE Scholarship Recipients	705	602	85.4%
Other Low-Income Graduates	2,984	1,737	58.2%
Non-Low-Income Graduates	6,225	5,129	82.4%
Total	9,914	7,468	75.3%
Total			
ACE Scholarship Recipients	1,128	947	84.0%
Other Low-Income Graduates	6,012	3,129	52.0%
Non-Low-Income Graduates	12,809	9,936	77.6%
Total	19,949	14,012	70.2%

Note. The college continuation rate is the number 2016-17 public high school graduates who enrolled in college on or before May 31, 2018, divided by the total number of students who graduated from Nebraska public high schools in 2016-17. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), May 2018; National Student Clearinghouse (college continuation data), May 2018; and Nebraska Department of Education (public high school graduate data), May 2018.

Table A8.6.b
College Continuation Rates of Public High School Graduates Who Received
2017-2018 Access College Early (ACE) Scholarships by Gender

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	460	371	80.7%
Female	784	662	84.4%
Total	1,244	1,033	83.0%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	460	371	80.7%
Other Low-Income Graduates	2,938	1,405	47.8%
Non-Low-Income Graduates	6,724	4,843	72.0%
Total	10,122	6,619	65.4%
Females			
ACE Scholarship Recipients	784	662	84.4%
Other Low-Income Graduates	2,918	1,739	59.6%
Non-Low-Income Graduates	6,351	5,225	82.3%
Total	10,053	7,626	75.9%
Total			
ACE Scholarship Recipients	1,244	1,033	83.0%
Other Low-Income Graduates	5,856	3,144	53.7%
Non-Low-Income Graduates	13,075	10,068	77.0%
Total	20,175	14,245	70.6%

Note. The college continuation rate is the number 2017-18 public high school graduates who enrolled in college on or before May 31, 2019, divided by the total number of students who graduated from Nebraska public high schools in 2017-18. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), May 2019; National Student Clearinghouse (college continuation data), May 2019; and Nebraska Department of Education (public high school graduate data), May 2019.

Table A8.6.c
College Continuation Rates of Public High School Graduates Who Received
2018-2019 Access College Early (ACE) Scholarships by Gender

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	389	313	80.5%
Female	796	683	85.8%
Total	1,185	996	84.1%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	389	313	80.5%
Other Low-Income Graduates	3,206	1,498	46.7%
Non-Low-Income Graduates	6,564	4,701	71.6%
Total	10,159	6,512	64.1%
Females			
ACE Scholarship Recipients	796	683	85.8%
Other Low-Income Graduates	3,165	1,829	57.8%
Non-Low-Income Graduates	6,442	5,278	81.9%
Total	10,403	7,790	74.9%
Total			
ACE Scholarship Recipients	1,185	996	84.1%
Other Low-Income Graduates	6,371	3,327	52.2%
Non-Low-Income Graduates	13,006	9,979	76.7%
Total	20,562	14,302	69.6%

Note. The college continuation rate is the number 2018-19 public high school graduates who enrolled in college on or before May 31, 2020, divided by the total number of students who graduated from Nebraska public high schools in 2018-19. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), May 2020; National Student Clearinghouse (college continuation data), May 2020; and Nebraska Department of Education (public high school graduate data), May 2020.

Table A8.6.d
College Continuation Rates of Public High School Graduates Who Received
2019-2020 Access College Early (ACE) Scholarships by Gender

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Gender

Gender	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	475	367	77.3%
Female	856	735	85.9%
Total	1,331	1,102	82.8%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	475	367	77.3%
Other Low-Income Graduates	3,400	1,416	41.6%
Non-Low-Income Graduates	6,526	4,554	69.8%
Total	10,401	6,337	60.9%
Females			
ACE Scholarship Recipients	856	735	85.9%
Other Low-Income Graduates	3,390	1,864	55.0%
Non-Low-Income Graduates	6,319	5,100	80.7%
Total	10,565	7,699	72.9%
Total			
ACE Scholarship Recipients	1,331	1,102	82.8%
Other Low-Income Graduates	6,790	3,280	48.3%
Non-Low-Income Graduates	12,845	9,654	75.2%
Total	20,966	14,036	66.9%

Note. The college continuation rate is the number 2019-20 public high school graduates who enrolled in college on or before May 31, 2021, divided by the total number of students who graduated from Nebraska public high schools in 2019-20. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), May 2021; National Student Clearinghouse (college continuation data), October 2021; and Nebraska Department of Education (public high school graduate data), October 2021.

This page left blank intentionally.

Appendix 9

IPEDS Freshmen Retention Rates

Explanatory Note A9.1
Information on Freshmen Retention Rates Based on Data
Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate freshmen retention rates.

The retention rate for four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

A cohort may be reduced only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they change their enrollment intensity (full time/part time), transfer to other institutions, or drop out of the institution permanently or temporarily. Beginning with 2016 retention data, cohorts are adjusted by adding inclusions to the adjusted freshmen cohort data. Inclusions to the freshmen cohort consist of first-time bachelor's seeking study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year.

Table A9.1
Nebraska Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2020 Compared to Fall 2010

Sector	Fall 2010			Fall 2020		
	No. of Full-Time, First-Time Freshmen Fall 2009	No. of Students Retained Fall 2010	Full-Time Retention Rate Fall 2010	No. of Full-Time, First-Time Freshmen Fall 2019	No. of Students Retained Fall 2020	Full-Time Retention Rate Fall 2020
University of Nebraska	6,789	5,502	81.0%	7,258	5,992	82.6%
Nebraska State College System	1,296	872	67.3%	1,389	980	70.6%
Nebraska Community Colleges	5,099	3,258	63.9%	3,981	2,526	63.5%
Nonpublic Colleges & Universities	3,688	2,843	77.1%	3,486	2,774	79.6%
Nebraska State Retention Rate	16,872	12,475	73.9%	16,114	12,272	76.2%

Note. The University of Nebraska includes retention data for the Nebraska College of Technical Agriculture. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.

Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2020 Compared to Fall 2010

Sector	Fall 2010			Fall 2020		
	No. of Part-Time, First-Time Freshmen Fall 2009	No. of Students Retained Fall 2010	Part-Time Retention Rate Fall 2010	No. of Part-Time, First-Time Freshmen Fall 2019	No. of Students Retained Fall 2020	Part-Time Retention Rate Fall 2020
University of Nebraska	221	66	29.9%	79	46	58.2%
Nebraska State College System	25	8	32.0%	25	7	28.0%
Nebraska Community Colleges	1,462	701	47.9%	1,487	578	38.9%
Nonpublic Colleges & Universities	206	88	42.7%	76	28	36.8%
Nebraska State Retention Rate	1,914	863	45.1%	1,667	659	39.5%

Note. The University of Nebraska includes retention data for the Nebraska College of Technical Agriculture. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.

Table A9.3
Nebraska Freshmen Retention Rates
for Public Four-Year Institutions and Public Two-Year Institutions
Fall 2010 through Fall 2020

Fall 2010 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2009	No. of Students Retained Fall 2010	Retention Rate Fall 2010	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	957	783	82%	
University of Nebraska-Lincoln	3,965	3,348	84%	
University of Nebraska at Omaha	1,753	1,285	73%	
Chadron State College	407	286	70%	
Peru State College	226	137	61%	
Wayne State College	663	449	68%	
Total Public 4-Year Institutions	7,971	6,288		78.9%
Nebraska College of Technical Agriculture	114	86	75%	
Central Community College	890	564	63%	
Metropolitan Community College	984	524	53%	
Mid-Plains Community College	356	195	55%	
Northeast Community College	853	551	65%	
Southeast Community College	1,640	1,214	74%	
Western Nebraska Community College	376	210	56%	
Total Public 2-Year Institutions	5,213	3,344		64.1%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	14	7	50%	
University of Nebraska-Lincoln	21	13	62%	
University of Nebraska at Omaha	59	29	49%	
Chadron State College	12	2	17%	
Peru State College	11	6	55%	
Wayne State College	2	0	0%	
Total Public 4-Year Institutions	119	57		47.9%
Nebraska College of Technical Agriculture	127	17	13%	
Central Community College	235	102	43%	
Metropolitan Community College	679	298	44%	
Mid-Plains Community College	60	23	38%	
Northeast Community College	87	32	37%	
Southeast Community College	291	204	70%	
Western Nebraska Community College	110	42	38%	
Total Public 2-Year Institutions	1,589	718		45.2%
Continued on the next page.				

Table A9.3 Continued				
Fall 2011 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2010	No. of Students Retained Fall 2011	Retention Rate Fall 2011	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,124	869	77%	
University of Nebraska-Lincoln	4,039	3,378	84%	
University of Nebraska at Omaha	1,720	1,254	73%	
Chadron State College	384	254	66%	
Peru State College	243	129	53%	
Wayne State College	677	460	68%	
Total Public 4-Year Institutions	8,187	6,344		77.5%
Nebraska College of Technical Agriculture	128	81	63%	
Central Community College	853	506	59%	
Metropolitan Community College	1,148	491	43%	
Mid-Plains Community College	401	200	50%	
Northeast Community College	865	547	63%	
Southeast Community College	1,168	732	63%	
Western Nebraska Community College	402	204	51%	
Total Total Public 2-Year Institutions	4,965	2,761		55.6%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	8	2	25%	
University of Nebraska-Lincoln	36	17	47%	
University of Nebraska at Omaha	68	36	53%	
Chadron State College	14	3	21%	
Peru State College	5	1	20%	
Wayne State College	4	1	25%	
Total Public 4-Year Institutions	135	60		44.4%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	206	80	39%	
Metropolitan Community College	799	314	39%	
Mid-Plains Community College	56	19	34%	
Northeast Community College	120	37	31%	
Southeast Community College	696	289	42%	
Western Nebraska Community College	85	21	25%	
Total Total Public 2-Year Institutions	1,962	760		38.7%
Continued on the next page.				

Table A9.3 Continued				
Fall 2012 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2011	No. of Students Retained Fall 2012	Retention Rate Fall 2012	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,058	839	79%	
University of Nebraska-Lincoln	4,056	3,405	84%	
University of Nebraska at Omaha	1,710	1,228	72%	
Chadron State College	392	259	66%	
Peru State College	172	109	63%	
Wayne State College	676	470	70%	
Total Public 4-Year Institutions	8,064	6,310		78.2%
Nebraska College of Technical Agriculture	85	55	65%	
Central Community College	811	492	61%	
Metropolitan Community College	961	477	50%	
Mid-Plains Community College	442	241	55%	
Northeast Community College	790	527	67%	
Southeast Community College	1,368	875	64%	
Western Nebraska Community College	379	200	53%	
Total Public 2-Year Institutions	4,836	2,867		59.3%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	16	4	25%	
University of Nebraska-Lincoln	37	22	59%	
University of Nebraska at Omaha	75	32	43%	
Chadron State College	12	5	42%	
Peru State College	2	2	100%	
Wayne State College	6	2	33%	
Total Public 4-Year Institutions	148	67		45.3%
Nebraska College of Technical Agriculture	1	0	0%	
Central Community College	212	87	41%	
Metropolitan Community College	747	264	35%	
Mid-Plains Community College	92	21	23%	
Northeast Community College	79	24	30%	
Southeast Community College	275	117	43%	
Western Nebraska Community College	86	25	29%	
Total Public 2-Year Institutions	1,492	538		36.1%
Continued on the next page.				

Table A9.3 Continued				
Fall 2013 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2012	No. of Students Retained Fall 2013	Retention Rate Fall 2013	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,123	848	76%	
University of Nebraska-Lincoln	3,918	3,277	84%	
University of Nebraska at Omaha	1,648	1,232	75%	
Chadron State College	398	268	67%	
Peru State College	194	113	58%	
Wayne State College	693	429	62%	
Total Public 4-Year Institutions	7,974	6,167		77.3%
Nebraska College of Technical Agriculture	96	64	67%	
Central Community College	740	465	63%	
Metropolitan Community College	1,237	624	50%	
Mid-Plains Community College	425	225	53%	
Northeast Community College	800	547	68%	
Southeast Community College	1,203	691	57%	
Western Nebraska Community College	373	181	49%	
Total Public 2-Year Institutions	4,874	2,797		57.4%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	13	6	46%	
University of Nebraska-Lincoln	19	9	47%	
University of Nebraska at Omaha	113	66	58%	
Chadron State College	11	4	36%	
Peru State College	14	4	29%	
Wayne State College	2	0	0%	
Total Public 4-Year Institutions	172	89		51.7%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	199	78	39%	
Metropolitan Community College	761	238	31%	
Mid-Plains Community College	109	38	35%	
Northeast Community College	83	28	34%	
Southeast Community College	317	158	50%	
Western Nebraska Community College	95	19	20%	
Total Public 2-Year Institutions	1,564	559		35.7%
Continued on the next page.				

Table A9.3 Continued				
Fall 2014 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2013	No. of Students Retained Fall 2014	Retention Rate Fall 2014	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,007	801	80%	
University of Nebraska-Lincoln	4,396	3,693	84%	
University of Nebraska at Omaha	1,780	1,378	77%	
Chadron State College	458	298	65%	
Peru State College	272	159	58%	
Wayne State College	690	467	68%	
Total Public 4-Year Institutions	8,603	6,796		79.0%
Nebraska College of Technical Agriculture	70	46	66%	
Central Community College	710	461	65%	
Metropolitan Community College	1,077	509	47%	
Mid-Plains Community College	398	236	59%	
Northeast Community College	749	517	69%	
Southeast Community College	1,205	736	61%	
Western Nebraska Community College	335	198	59%	
Total Public 2-Year Institutions	4,544	2,703		59.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	15	5	33%	
University of Nebraska-Lincoln	24	8	33%	
University of Nebraska at Omaha	95	43	45%	
Chadron State College	5	1	20%	
Peru State College	6	0	0%	
Wayne State College	1	1	100%	
Total Public 4-Year Institutions	146	58		39.7%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	194	86	44%	
Metropolitan Community College	866	317	37%	
Mid-Plains Community College	87	28	32%	
Northeast Community College	78	23	29%	
Southeast Community College	361	153	42%	
Western Nebraska Community College	83	23	28%	
Total Public 2-Year Institutions	1,669	630		37.7%
Continued on the next page.				

Table A9.3 Continued				
Fall 2015 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2014	No. of Students Retained Fall 2015	Retention Rate Fall 2015	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	985	785	80%	
University of Nebraska-Lincoln	4,628	3,820	83%	
University of Nebraska at Omaha	1,743	1,344	77%	
Chadron State College	460	298	65%	
Peru State College	259	139	54%	
Wayne State College	680	490	72%	
Total Public 4-Year Institutions	8,755	6,876		78.5%
Nebraska College of Technical Agriculture	121	79	65%	
Central Community College	622	427	69%	
Metropolitan Community College	1,075	489	45%	
Mid-Plains Community College	353	211	60%	
Northeast Community College	785	588	75%	
Southeast Community College	1,064	635	60%	
Western Nebraska Community College	335	174	52%	
Total Public 2-Year Institutions	4,355	2,603		59.8%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	5	2	40%	
University of Nebraska-Lincoln	24	12	50%	
University of Nebraska at Omaha	96	47	49%	
Chadron State College	6	1	17%	
Peru State College	9	2	22%	
Wayne State College	5	2	40%	
Total Public 4-Year Institutions	145	66		45.5%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	182	80	44%	
Metropolitan Community College	885	295	33%	
Mid-Plains Community College	34	15	44%	
Northeast Community College	94	36	38%	
Southeast Community College	306	139	45%	
Western Nebraska Community College	71	22	31%	
Total Public 2-Year Institutions	1,572	587		37.3%
Continued on the next page.				

Table A9.3 Continued				
Fall 2016 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2015	No. of Students Retained Fall 2016	Retention Rate Fall 2016	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	931	778	84%	
University of Nebraska-Lincoln	4,603	3,784	82%	
University of Nebraska at Omaha	1,602	1,240	77%	
Chadron State College	413	265	64%	
Peru State College	249	157	63%	
Wayne State College	630	419	67%	
Total Public 4-Year Institutions	8,428	6,643		78.8%
Nebraska College of Technical Agriculture	91	58	64%	
Central Community College	611	416	68%	
Metropolitan Community College	909	485	53%	
Mid-Plains Community College	329	221	67%	
Northeast Community College	768	536	70%	
Southeast Community College	1,010	633	63%	
Western Nebraska Community College	317	168	53%	
Total Public 2-Year Institutions	4,035	2,517		62.4%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	7	4	57%	
University of Nebraska-Lincoln	25	14	56%	
University of Nebraska at Omaha	95	46	48%	
Chadron State College	15	6	40%	
Peru State College	1	1	100%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	144	71		49.3%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	197	94	48%	
Metropolitan Community College	774	263	34%	
Mid-Plains Community College	56	16	29%	
Northeast Community College	79	31	39%	
Southeast Community College	359	151	42%	
Western Nebraska Community College	73	15	21%	
Total Public 2-Year Institutions	1,538	570		37.1%
Continued on the next page.				

Table A9.3 Continued				
Fall 2017 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2016	No. of Students Retained Fall 2017	Retention Rate Fall 2017	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	996	790	79%	
University of Nebraska-Lincoln	4,833	4,004	83%	
University of Nebraska at Omaha	1,612	1,229	76%	
Chadron State College	382	251	66%	
Peru State College	257	146	57%	
Wayne State College	578	396	69%	
Total Public 4-Year Institutions	8,658	6,816		78.7%
Nebraska College of Technical Agriculture	109	67	61%	
Central Community College	600	392	65%	
Metropolitan Community College	1,057	559	53%	
Mid-Plains Community College	371	235	63%	
Northeast Community College	865	589	68%	
Southeast Community College	977	605	62%	
Western Nebraska Community College	312	164	53%	
Total Public 2-Year Institutions	4,291	2,611		60.8%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	12	6	50%	
University of Nebraska-Lincoln	27	12	44%	
University of Nebraska at Omaha	57	32	56%	
Chadron State College	6	3	50%	
Peru State College	5	2	40%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	108	55		50.9%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	181	93	51%	
Metropolitan Community College	747	308	41%	
Mid-Plains Community College	81	20	25%	
Northeast Community College	85	28	33%	
Southeast Community College	371	156	42%	
Western Nebraska Community College	41	7	17%	
Total Public 2-Year Institutions	1,506	612		40.6%
Continued on the next page.				

Table A9.3 Continued				
Fall 2018 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2017	No. of Students Retained Fall 2018	Retention Rate Fall 2018	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	897	718	80%	
University of Nebraska-Lincoln	4,883	4,061	83%	
University of Nebraska at Omaha	1,550	1,157	75%	
Chadron State College	394	226	57%	
Peru State College	229	143	62%	
Wayne State College	605	453	75%	
Total Public 4-Year Institutions	8,558	6,758		79.0%
Nebraska College of Technical Agriculture	103	57	55%	
Central Community College	559	373	67%	
Metropolitan Community College	665	354	53%	
Mid-Plains Community College	321	200	62%	
Northeast Community College	885	595	67%	
Southeast Community College	972	598	62%	
Western Nebraska Community College	273	147	54%	
Total Public 2-Year Institutions	3,778	2,324		61.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	7	4	57%	
University of Nebraska-Lincoln	22	11	50%	
University of Nebraska at Omaha	72	25	35%	
Chadron State College	3	0	0%	
Peru State College	5	0	0%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	110	40		36.4%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	182	90	49%	
Metropolitan Community College	585	250	43%	
Mid-Plains Community College	44	11	25%	
Northeast Community College	68	19	28%	
Southeast Community College	422	184	44%	
Western Nebraska Community College	64	17	27%	
Total Public 2-Year Institutions	1,365	571		41.8%
Continued on the next page.				

Table A9.3 Continued				
Fall 2019 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2018	No. of Students Retained Fall 2019	Retention Rate Fall 2019	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	937	721	77%	
University of Nebraska-Lincoln	4,800	3,899	81%	
University of Nebraska at Omaha	1,644	1,224	74%	
Chadron State College	367	262	71%	
Peru State College	217	146	67%	
Wayne State College	721	500	69%	
Total Public 4-Year Institutions	8,686	6,752		77.7%
Nebraska College of Technical Agriculture	119	84	71%	
Central Community College	589	387	66%	
Metropolitan Community College	695	421	61%	
Mid-Plains Community College	329	221	67%	
Northeast Community College	892	609	68%	
Southeast Community College	1,043	672	64%	
Western Nebraska Community College	319	180	56%	
Total Public 2-Year Institutions	3,986	2,574		64.6%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	5	3	60%	
University of Nebraska-Lincoln	14	8	57%	
University of Nebraska at Omaha	39	17	44%	
Chadron State College	1	1	100%	
Peru State College	5	1	20%	
Wayne State College	0	0	NA	
Total Public 4-Year Institutions	64	30		46.9%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	225	118	52%	
Metropolitan Community College	703	267	38%	
Mid-Plains Community College	56	16	29%	
Northeast Community College	67	24	36%	
Southeast Community College	428	196	46%	
Western Nebraska Community College	52	18	35%	
Total Public 2-Year Institutions	1,531	639		41.7%
Continued on the next page.				

Table A9.3 Continued				
Fall 2020 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2019	No. of Students Retained Fall 2020	Retention Rate Fall 2020	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	842	683	81%	
University of Nebraska-Lincoln	4,746	4,035	85%	
University of Nebraska at Omaha	1,588	1,221	77%	
Chadron State College	390	268	69%	
Peru State College	276	176	64%	
Wayne State College	723	536	74%	
Total Public 4-Year Institutions	8,565	6,919		80.8%
Nebraska College of Technical Agriculture	82	53	65%	
Central Community College	644	435	68%	
Metropolitan Community College	665	345	52%	
Mid-Plains Community College	331	228	69%	
Northeast Community College	888	604	68%	
Southeast Community College	1,155	740	64%	
Western Nebraska Community College	298	174	58%	
Total Public 2-Year Institutions	4,063	2,579		63.5%
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	19	9	47%	
University of Nebraska-Lincoln	27	13	48%	
University of Nebraska at Omaha	33	24	73%	
Chadron State College	9	2	22%	
Peru State College	9	2	22%	
Wayne State College	7	3	43%	
Total Public 4-Year Institutions	104	53		51.0%
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	211	86	41%	
Metropolitan Community College	591	207	35%	
Mid-Plains Community College	52	19	37%	
Northeast Community College	77	27	35%	
Southeast Community College	489	221	45%	
Western Nebraska Community College	67	18	27%	
Total Public 2-Year Institutions	1,487	578		38.9%
Data source: National Center for Education Statistics, IPEDS fall 2010 through fall 2020 surveys.				

Table A9.4
Nebraska Full-Time Freshmen Retention Rates by Institution
Fall 2020 Compared to Fall 2010

Sector and Institution	Fall 2010			Fall 2020		
	No. FTF Fall 2009	No. Retained Fall 2010	Retention Rate Fall 2010	No. FTF Fall 2019	No. Retained Fall 2020	Retention Rate Fall 2020
University of Nebraska						
Neb. College of Technical Agriculture	114	86	75%	82	53	65%
University of Nebraska at Kearney	957	783	82%	842	683	81%
University of Nebraska-Lincoln	3,965	3,348	84%	4,746	4,035	85%
University of Nebraska Medical Center	0	0	NA	0	0	NA
University of Nebraska at Omaha	1,753	1,285	73%	1,588	1,221	77%
Nebraska State College System						
Chadron State College	407	286	70%	390	268	69%
Peru State College	226	137	61%	276	176	64%
Wayne State College	663	449	68%	723	536	74%
Nebraska Community Colleges						
Central Community College	890	564	63%	644	435	68%
Metropolitan Community College	984	524	53%	665	345	52%
Mid-Plains Community College	356	195	55%	331	228	69%
Northeast Community College	853	551	65%	888	604	68%
Southeast Community College	1,640	1,214	74%	1,155	740	64%
Western Nebraska Community College	376	210	56%	298	174	58%
Nonpublic Colleges & Universities						
Bellevue University	16	6	38%	63	32	51%
Bryan College of Health Sciences	28	26	93%	68	61	90%
Capitol School of Hairstyling and Esthetics	75	75	100%	37	36	97%
CHI Health School of Radiologic Technology	0	0	NA	0	0	NA
Clarkson College	9	6	67%	17	10	59%
College of Hair Design-Downtown	81	78	96%	13	12	92%
College of Hair Design-East Campus	41	38	93%	31	24	77%
College of Saint Mary	103	65	63%	104	80	77%
Concordia University-Nebraska	288	212	74%	291	229	79%
Creighton University	1,054	928	88%	1,076	995	92%
Davines Professional Academy of Beauty and Business	0	0	NA	10	5	50%
Doane University	313	242	77%	314	243	77%
Fullen School of Hair Design	12	10	83%	0	0	NA
Grace University	70	46	66%	0	0	NA
Hastings College	290	212	73%	316	225	71%
ITT Technical Institute-Omaha	0	0	NA	0	0	NA
Joseph's College Cosmetology	114	58	51%	28	25	89%
La'James International College	34	9	26%	3	3	100%
Little Priest Tribal College	15	7	47%	22	4	18%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA	0	0	NA
Midland University	112	67	60%	317	217	68%
Myotherapy Institute	23	22	96%	5	4	80%

Continued on the next page.

Table A9.4 Continued

Sector and Institution	Fall 2010			Fall 2020		
	No. FTF Fall 2009	No. Retained Fall 2010	Retention Rate Fall 2010	No. FTF Fall 2019	No. Retained Fall 2020	Retention Rate Fall 2020
National American University-Bellevue	0	0	NA	0	0	NA
Nebraska Christian College of Hope International University	18	10	56%	0	0	NA
Nebraska Indian Community College	33	12	36%	8	5	63%
Nebraska Methodist College of Nursing & Allied Health	27	26	96%	40	31	78%
Nebraska Wesleyan University	393	309	79%	487	360	74%
Omaha School of Massage and Healthcare of Herzing University	38	31	82%	0	0	NA
Purdue University Global-Lincoln	3	1	33%	0	0	NA
Purdue University Global-Omaha	19	13	68%	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA	0	0	NA
Summit Christian College	4	2	50%	2	2	100%
The Creative Center	0	0	NA	0	0	NA
Union College	114	75	66%	107	88	82%
Universal College of Healing Arts	13	12	92%	1	1	100%
University of Phoenix-Omaha Campus	0	0	NA	0	0	NA
Vatterott College-Spring Valley	119	60	50%	0	0	NA
Xenon International Academy-Omaha	115	107	93%	14	11	79%
York College	114	78	68%	115	74	64%
<i>Note.</i> FTF = first-time freshmen. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.						

Table A9.5
Nebraska Part-Time Freshmen Retention Rates by Institution
Fall 2020 Compared to Fall 2010

Sector and Institution	Fall 2010			Fall 2020		
	No. FTF Fall 2009	No. Retained Fall 2010	Retention Rate Fall 2010	No. FTF Fall 2019	No. Retained Fall 2020	Retention Rate Fall 2020
University of Nebraska						
Neb. College of Technical Agriculture	127	17	13%	0	0	NA
University of Nebraska at Kearney	14	7	50%	19	9	47%
University of Nebraska-Lincoln	21	13	62%	27	13	48%
University of Nebraska Medical Center	0	0	NA	0	0	NA
University of Nebraska at Omaha	59	29	49%	33	24	73%
Nebraska State College System						
Chadron State College	12	2	17%	9	2	22%
Peru State College	11	6	55%	9	2	22%
Wayne State College	2	0	0%	7	3	43%
Nebraska Community Colleges						
Central Community College	235	102	43%	211	86	41%
Metropolitan Community College	679	298	44%	591	207	35%
Mid-Plains Community College	60	23	38%	52	19	37%
Northeast Community College	87	32	37%	77	27	35%
Southeast Community College	291	204	70%	489	221	45%
Western Nebraska Community College	110	42	38%	67	18	27%
Nonpublic Colleges & Universities						
Bellevue University	106	35	33%	61	19	31%
Bryan College of Health Sciences	3	3	100%	4	3	75%
Capitol School of Hairstyling and Esthetics	21	21	100%	0	0	NA
CHI Health School of Radiologic Technology	0	0	NA	0	0	NA
Clarkson College	0	0	NA	1	0	0%
College of Hair Design-Downtown	0	0	NA	0	0	NA
College of Hair Design-East Campus	0	0	NA	0	0	NA
College of Saint Mary	8	3	38%	0	0	NA
Concordia University-Nebraska	0	0	NA	0	0	NA
Creighton University	0	0	NA	0	0	NA
Davines Professional Academy of Beauty and Business	0	0	NA	0	0	NA
Doane University	3	2	67%	0	0	NA
Fullen School of Hair Design	0	0	NA	0	0	NA
Grace University	5	2	40%	0	0	NA
Hastings College	0	0	NA	0	0	NA
ITT Technical Institute-Omaha	0	0	NA	0	0	NA
Joseph's College Cosmetology	0	0	NA	0	0	NA
La'James International College	0	0	NA	0	0	NA
Little Priest Tribal College	8	1	13%	2	2	100%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA	0	0	NA
Midland University	0	0	NA	0	0	NA
Myotherapy Institute	1	1	100%	0	0	NA

Continued on the next page.

Table A9.5 Continued

Sector and Institution	Fall 2010			Fall 2020		
	No. FTF Fall 2009	No. Retained Fall 2010	Retention Rate Fall 2010	No. FTF Fall 2019	No. Retained Fall 2020	Retention Rate Fall 2020
National American University-Bellevue	0	0	NA	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA	0	0	NA
Nebraska Indian Community College	16	5	31%	5	2	40%
Nebraska Methodist College of Nursing & Allied Health	0	0	NA	3	2	67%
Nebraska Wesleyan University	0	0	NA	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	20	9	45%	0	0	NA
Purdue University Global-Lincoln	1	0	0%	0	0	NA
Purdue University Global-Omaha	10	3	30%	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA	0	0	NA
Summit Christian College	0	0	NA	0	0	NA
The Creative Center	0	0	NA	0	0	NA
Union College	3	2	67%	0	0	NA
Universal College of Healing Arts	0	0	NA	0	0	NA
University of Phoenix-Omaha Campus	0	0	NA	0	0	NA
Vatterott College-Spring Valley	0	0	NA	0	0	NA
Xenon International Academy-Omaha	1	1	100%	0	0	NA
York College	0	0	NA	0	0	NA
<i>Note.</i> FTF = first-time freshmen. Data source: National Center for Education Statistics, IPEDS fall 2010 and fall 2020 surveys.						

Appendix 10

IPEDS College Graduation Rates within 150% of Normal Time

Explanatory Note A10.1 Information on Computed College Graduation Rates Based on Data Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate the percentage of undergraduates who complete their degree programs within 150% of specified time periods. Students in four-year programs are considered to be “completers” if they graduate within six years from the time of their first enrollment. For two-year programs, the time frame for completion is three years.

The graduation rate that is calculated for an institution using IPEDS data is typically based on a cohort of full-time, first-time, degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer. (A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating graduation rates.) The rate is calculated by dividing the number of completers by the number of students in the adjusted cohort. The resulting percentage may be referred to as a “completion rate” or “graduation rate.”

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institutions, or drop out of the institution permanently or temporarily.

With or without cohort adjustments, graduation rates based on IPEDS data are estimates of the percentage of full-time, first-time, degree/certificate-seeking students who complete their academic programs at the same institution where they were enrolled as freshmen. These rates historically do not estimate the percentage of all students who complete their degree programs after transferring to other institutions, who started their degree programs in the winter or spring, or who initially enrolled at the institution as part-time students.

The recent addition of the Outcome Measures Survey to IPEDS addresses some of the shortcomings of the Graduation Rate Survey mentioned above. The Outcome Measures Survey includes transfer student cohorts as well as first-time student cohorts, both types of students further disaggregated into full-time, part-time, and Pell Grant recipients. The Commission intends to incorporate the new information into the *Progress Report* over time. Data from the Outcome Measures Survey is presented in the Commission’s *Comprehensive Plan* annual metrics report, *Measuring Accomplishments*, at ccpe.nebraska.gov/reports.

Table A10.1
Graduation Rates within 150% of Normal Time
for Nebraska Public Postsecondary Institutions
2009-2010 through 2019-2020

Year	Public Two-Year Institutions			Public Four-Year Institutions		
	No. of Students in Cohort	No. of Graduates	Graduation Rate	No. of Students in Cohort	No. of Graduates	Graduation Rate
2009-2010	4,113	1,271	30.9%	7,015	3,908	55.7%
2010-2011	4,360	1,296	29.7%	7,369	4,200	57.0%
2011-2012	5,269	1,459	27.7%	7,566	4,294	56.8%
2012-2013	4,961	1,341	27.0%	7,985	4,486	56.2%
2013-2014	4,759	1,385	29.1%	8,204	4,679	57.0%
2014-2015	4,874	1,408	28.9%	7,982	4,596	57.6%
2015-2016	4,542	1,438	31.7%	8,170	4,673	57.2%
2016-2017	4,354	1,467	33.7%	8,061	4,778	59.3%
2017-2018	4,033	1,374	34.1%	7,974	4,682	58.7%
2018-2019	4,287	1,469	34.3%	8,597	4,972	57.8%
2019-2020	3,779	1,388	36.7%	8,745	5,127	58.6%
Data source: National Center for Education Statistics, IPEDS 2010 through 2020 surveys.						

Table A10.2
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector
2019-2020 Compared to 2009-2010

Sector	No. of Students in Cohort	No. of Graduates	Graduation Rate	
2009-2010				
University of Nebraska	5,969	3,444	57.7%	
Nebraska State College System	1,141	512	44.9%	
Nebraska Community Colleges	4,018	1,223	30.4%	
Nonpublic Colleges & Universities	5,206	3,119	59.9%	
State Total	16,334	8,298	50.8%	
2019-2020				Percentage Pt. Change in Grad Rate
University of Nebraska	7,449	4,529	60.8%	3.1
Nebraska State College System	1,399	647	46.2%	1.4
Nebraska Community Colleges	3,676	1,339	36.4%	6.0
Nonpublic Colleges & Universities	3,537	2,302	65.1%	5.2
State Total	16,061	8,817	54.9%	4.1
Data source: National Center for Education Statistics, IPEDS 2010 and 2020 surveys.				

Table A10.3
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions
by Sector and Institution: 2019-2020 Compared to 2009-2010

Institution	2009-2010 Grad Rate	2019-2020 Grad Rate
University of Nebraska	57.7%	60.8%
Nebraska College of Technical Agriculture	50.5%	47.6%
University of Nebraska at Kearney	57.6%	58.9%
University of Nebraska-Lincoln	64.2%	66.0%
University of Nebraska Medical Center	NA	NA
University of Nebraska at Omaha	44.8%	48.9%
Nebraska State College System	44.9%	46.2%
Chadron State College	45.7%	42.0%
Peru State College	36.9%	36.3%
Wayne State College	47.5%	52.9%
Nebraska Community Colleges	30.4%	36.4%
Central Community College	33.0%	38.8%
Metropolitan Community College	11.3%	16.4%
Mid-Plains Community College	32.2%	46.7%
Northeast Community College	49.2%	52.5%
Southeast Community College	37.7%	30.6%
Western Nebraska Community College	17.6%	37.0%
Nonpublic Colleges & Universities	59.9%	65.1%
Bellevue University	25.6%	22.7%
Bryan College of Health Sciences	NA	75.6%
Capitol School of Hairstyling and Esthetics	86.7%	85.2%
CHI Health School of Radiologic Technology	NA	NA
Clarkson College	47.4%	51.6%
College of Hair Design-Downtown	79.2%	97.6%
College of Hair Design-East Campus	NA	73.6%
College of Saint Mary	46.5%	60.6%
Concordia University-Nebraska	59.7%	62.9%
Creighton University	76.8%	81.6%
Davines Professional Academy of Beauty and Business	NA	100.0%
Doane University	55.4%	60.1%
Fullen School of Hair Design	75.0%	NA
Grace University	43.9%	NA
Hastings College	64.7%	60.0%
ITT Technical Institute-Omaha	37.1%	NA
Joseph's College Cosmetology	NA	64.8%
La'James International College	62.8%	NA
Little Priest Tribal College	4.8%	9.1%
Continued on the next page.		

Table A10.3 Continued		
Institution	2009-2010 Grad Rate	2019-2020 Grad Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	NA	NA
Midland University	52.4%	52.0%
Myotherapy Institute	100.0%	65.1%
National American University-Bellevue	NA	NA
Nebraska Christian College of Hope International University	70.7%	NA
Nebraska Indian Community College	22.2%	11.8%
Nebraska Methodist College of Nursing & Allied Health	82.4%	64.7%
Nebraska Wesleyan University	65.0%	62.5%
Omaha School of Massage and Healthcare of Herzing University	76.2%	NA
Purdue University Global-Lincoln	28.9%	NA
Purdue University Global-Omaha	44.9%	NA
Regional West Medical Center School of Radiologic Technology	NA	NA
Summit Christian College	55.6%	75.0%
The Creative Center	64.7%	71.4%
Union College	56.8%	50.6%
Universal College of Healing Arts	84.6%	75.0%
University of Phoenix-Omaha Campus	NA	NA
Vatterott College-Spring Valley	72.7%	NA
Xenon International Academy-Omaha	99.0%	80.0%
York College	43.4%	55.3%
Nebraska State Total	50.8%	54.9%
<i>Note.</i> See Table A10.4 for supporting data. Data source: National Center for Education Statistics, IPEDS 2010 and 2020 surveys.		

Table A10.4
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions
by Sector and Institution: 2009-2010 through 2019-2020

2009-2010 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2009-2010 Graduation Rate
University of Nebraska	5,969	3,444	57.7%
Nebraska College of Technical Agriculture	95	48	50.5%
University of Nebraska at Kearney	1,061	611	57.6%
University of Nebraska-Lincoln	3,236	2,078	64.2%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,577	707	44.8%
Nebraska State College System	1,141	512	44.9%
Chadron State College	372	170	45.7%
Peru State College	217	80	36.9%
Wayne State College	552	262	47.5%
Nebraska Community Colleges	4,018	1,223	30.4%
Central Community College	706	233	33.0%
Metropolitan Community College	976	110	11.3%
Mid-Plains Community College	245	79	32.2%
Northeast Community College	779	383	49.2%
Southeast Community College	931	351	37.7%
Western Nebraska Community College	381	67	17.6%
Nonpublic Colleges & Universities	5,206	3,119	59.9%
Bellevue University	121	31	25.6%
Bryan College of Health Sciences	0	0	NA
Capitol School of Hairstyling and Esthetics	98	85	86.7%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	19	9	47.4%
College of Hair Design-Downtown	77	61	79.2%
College of Hair Design-East Campus	0	0	NA
College of Saint Mary	101	47	46.5%
Concordia University-Nebraska	278	166	59.7%
Creighton University	968	743	76.8%
Davines Professional Academy of Beauty and Business	0	0	NA
Doane University	303	168	55.4%
Fullen School of Hair Design	12	9	75.0%
Grace University	57	25	43.9%
Hastings College	289	187	64.7%
ITT Technical Institute-Omaha	97	36	37.1%
Joseph's College Cosmetology ^a	0	0	NA
La'James International College	43	27	62.8%
Little Priest Tribal College	21	1	4.8%
Continued on the next page.			

Table A10.4 Continued			
2009-2010 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2009-2010 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	252	132	52.4%
Myotherapy Institute	27	27	100.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	41	29	70.7%
Nebraska Indian Community College	18	4	22.2%
Nebraska Methodist College of Nursing & Allied Health	34	28	82.4%
Nebraska Wesleyan University	428	278	65.0%
Omaha School of Massage and Healthcare of Herzing University	42	32	76.2%
Purdue University Global-Lincoln	426	123	28.9%
Purdue University Global-Omaha	561	252	44.9%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	9	5	55.6%
The Creative Center	51	33	64.7%
Union College	148	84	56.8%
Universal College of Healing Arts	26	22	84.6%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	451	328	72.7%
Xenon International Academy-Omaha	102	101	99.0%
York College	106	46	43.4%
Nebraska State Total	16,334	8,298	50.8%

Continued on the next page.

Table A10.4 Continued			
2010-2011 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2010-2011 Graduation Rate
University of Nebraska	6,327	3,751	59.3%
Nebraska College of Technical Agriculture	91	57	62.6%
University of Nebraska at Kearney	1,013	614	60.6%
University of Nebraska-Lincoln	3,533	2,356	66.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,690	724	42.8%
Nebraska State College System	1,133	506	44.7%
Chadron State College	333	152	45.6%
Peru State College	213	55	25.8%
Wayne State College	587	299	50.9%
Nebraska Community Colleges	4,269	1,239	29.0%
Central Community College	755	252	33.4%
Metropolitan Community College	876	115	13.1%
Mid-Plains Community College	254	90	35.4%
Northeast Community College	725	331	45.7%
Southeast Community College	1,298	352	27.1%
Western Nebraska Community College	361	99	27.4%
Nonpublic Colleges & Universities	4,877	2,828	58.0%
Bellevue University	54	20	37.0%
Bryan College of Health Sciences	0	0	NA
Capitol School of Hairstyling and Esthetics	59	59	100.0%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	17	10	58.8%
College of Hair Design-Downtown	50	38	76.0%
College of Hair Design-East Campus	0	0	NA
College of Saint Mary	79	32	40.5%
Concordia University-Nebraska	289	152	52.6%
Creighton University	970	750	77.3%
Davines Professional Academy of Beauty and Business	0	0	NA
Doane University	256	162	63.3%
Fullen School of Hair Design	37	29	78.4%
Grace University	56	18	32.1%
Hastings College	312	175	56.1%
ITT Technical Institute-Omaha	93	15	16.1%
Joseph's College Cosmetology	273	152	55.7%
La'James International College	41	25	61.0%
Little Priest Tribal College	21	0	0.0%

Continued on the next page.

Table A10.4 Continued			
2010-2011 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2010-2011 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	249	110	44.2%
Myotherapy Institute	27	22	81.5%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	41	22	53.7%
Nebraska Indian Community College	17	2	11.8%
Nebraska Methodist College of Nursing & Allied Health	37	29	78.4%
Nebraska Wesleyan University	406	258	63.5%
Omaha School of Massage and Healthcare of Herzing University	38	26	68.4%
Purdue University Global-Lincoln	246	90	36.6%
Purdue University Global-Omaha	309	158	51.1%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	10	7	70.0%
The Creative Center	29	26	89.7%
Union College	161	87	54.0%
Universal College of Healing Arts	22	19	86.4%
University of Phoenix-Omaha Campus	10	1	10.0%
Vatterott College-Spring Valley	401	177	44.1%
Xenon International Academy-Omaha	150	107	71.3%
York College	117	50	42.7%
Nebraska State Total	16,606	8,324	50.1%

Continued on the next page.

Table A10.4 Continued			
2011-2012 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2011-2012 Graduation Rate
University of Nebraska	6,518	3,808	58.4%
Nebraska College of Technical Agriculture	116	56	48.3%
University of Nebraska at Kearney	937	524	55.9%
University of Nebraska-Lincoln	3,828	2,474	64.6%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,637	754	46.1%
Nebraska State College System	1,164	542	46.6%
Chadron State College	354	148	41.8%
Peru State College	204	71	34.8%
Wayne State College	606	323	53.3%
Nebraska Community Colleges	5,153	1,403	27.2%
Central Community College	888	283	31.9%
Metropolitan Community College	1,021	124	12.1%
Mid-Plains Community College	356	129	36.2%
Northeast Community College	872	412	47.2%
Southeast Community College	1,640	369	22.5%
Western Nebraska Community College	376	86	22.9%
Nonpublic Colleges & Universities	4,793	2,746	57.3%
Bellevue University	103	32	31.1%
Bryan College of Health Sciences	0	0	NA
Capitol School of Hairstyling and Esthetics	88	71	80.7%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	22	11	50.0%
College of Hair Design-Downtown	97	65	67.0%
College of Hair Design-East Campus	59	48	81.4%
College of Saint Mary	92	33	35.9%
Concordia University-Nebraska	302	189	62.6%
Creighton University	965	719	74.5%
Davines Professional Academy of Beauty and Business	0	0	NA
Doane University	247	158	64.0%
Fullen School of Hair Design	33	26	78.8%
Grace University	63	27	42.9%
Hastings College	262	145	55.3%
ITT Technical Institute-Omaha	68	23	33.8%
Joseph's College Cosmetology	150	87	58.0%
La'James International College	45	30	66.7%
Little Priest Tribal College	15	0	0.0%

Continued on the next page.

Table A10.4 Continued			
2011-2012 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2011-2012 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	270	126	46.7%
Myotherapy Institute	23	20	87.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	51	20	39.2%
Nebraska Indian Community College	28	5	17.9%
Nebraska Methodist College of Nursing & Allied Health	22	14	63.6%
Nebraska Wesleyan University	413	270	65.4%
Omaha School of Massage and Healthcare of Herzing University	37	20	54.1%
Purdue University Global-Lincoln	220	77	35.0%
Purdue University Global-Omaha	245	101	41.2%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	4	1	25.0%
The Creative Center	31	24	77.4%
Union College	185	92	49.7%
Universal College of Healing Arts	13	13	100.0%
University of Phoenix-Omaha Campus	24	1	4.2%
Vatterott College-Spring Valley	401	186	46.4%
Xenon International Academy-Omaha	128	85	66.4%
York College	87	27	31.0%
Nebraska State Total	17,628	8,499	48.2%

Continued on the next page.

Table A10.4 Continued			
2012-2013 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2012-2013 Graduation Rate
University of Nebraska	6,853	4,040	59.0%
Nebraska College of Technical Agriculture	128	67	52.3%
University of Nebraska at Kearney	915	487	53.2%
University of Nebraska-Lincoln	4,214	2,814	66.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,596	672	42.1%
Nebraska State College System	1,260	513	40.7%
Chadron State College	409	136	33.3%
Peru State College	197	79	40.1%
Wayne State College	654	298	45.6%
Nebraska Community Colleges	4,833	1,274	26.4%
Central Community College	852	212	24.9%
Metropolitan Community College	1,148	143	12.5%
Mid-Plains Community College	401	137	34.2%
Northeast Community College	862	372	43.2%
Southeast Community College	1,168	317	27.1%
Western Nebraska Community College	402	93	23.1%
Nonpublic Colleges & Universities	4,481	2,628	58.6%
Bellevue University	104	41	39.4%
Bryan College of Health Sciences	9	5	55.6%
Capitol School of Hairstyling and Esthetics	74	70	94.6%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	31	15	48.4%
College of Hair Design-Downtown	96	57	59.4%
College of Hair Design-East Campus	75	56	74.7%
College of Saint Mary	93	39	41.9%
Concordia University-Nebraska	264	168	63.6%
Creighton University	947	719	75.9%
Davines Professional Academy of Beauty and Business	0	0	NA
Doane University	261	157	60.2%
Fullen School of Hair Design	21	17	81.0%
Grace University	82	43	52.4%
Hastings College	302	174	57.6%
ITT Technical Institute-Omaha	61	26	42.6%
Joseph's College Cosmetology	105	71	67.6%
La'James International College	39	20	51.3%
Little Priest Tribal College	24	1	4.2%

Continued on the next page.

Table A10.4 Continued			
2012-2013 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2012-2013 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	215	106	49.3%
Myotherapy Institute	38	33	86.8%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	45	11	24.4%
Nebraska Indian Community College	23	3	13.0%
Nebraska Methodist College of Nursing & Allied Health	50	34	68.0%
Nebraska Wesleyan University	438	300	68.5%
Omaha School of Massage and Healthcare of Herzing University	22	14	63.6%
Purdue University Global-Lincoln	166	66	39.8%
Purdue University Global-Omaha	255	94	36.9%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	11	2	18.2%
The Creative Center	41	33	80.5%
Union College	164	61	37.2%
Universal College of Healing Arts	23	22	95.7%
University of Phoenix-Omaha Campus	6	0	0.0%
Vatterott College-Spring Valley	244	93	38.1%
Xenon International Academy-Omaha	63	42	66.7%
York College	89	35	39.3%
Nebraska State Total	17,427	8,455	48.5%

Continued on the next page.

Table A10.4 Continued			
2013-2014 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2013-2014 Graduation Rate
University of Nebraska	7,023	4,176	59.5%
Nebraska College of Technical Agriculture	85	37	43.5%
University of Nebraska at Kearney	1,019	575	56.4%
University of Nebraska-Lincoln	4,164	2,781	66.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,755	783	44.6%
Nebraska State College System	1,266	540	42.7%
Chadron State College	403	146	36.2%
Peru State College	210	77	36.7%
Wayne State College	653	317	48.5%
Nebraska Community Colleges	4,674	1,348	28.8%
Central Community College	811	267	32.9%
Metropolitan Community College	887	121	13.6%
Mid-Plains Community College	439	145	33.0%
Northeast Community College	790	364	46.1%
Southeast Community College	1,368	347	25.4%
Western Nebraska Community College	379	104	27.4%
Nonpublic Colleges & Universities	4,234	2,538	59.9%
Bellevue University	34	10	29.4%
Bryan College of Health Sciences	25	20	80.0%
Capitol School of Hairstyling and Esthetics	79	79	100.0%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	22	13	59.1%
College of Hair Design-Downtown	51	31	60.8%
College of Hair Design-East Campus	78	64	82.1%
College of Saint Mary	76	37	48.7%
Concordia University-Nebraska	273	181	66.3%
Creighton University	984	766	77.8%
Davines Professional Academy of Beauty and Business	0	0	NA
Doane University	247	146	59.1%
Fullen School of Hair Design	32	25	78.1%
Grace University	62	34	54.8%
Hastings College	320	188	58.8%
ITT Technical Institute-Omaha	76	26	34.2%
Joseph's College Cosmetology	111	67	60.4%
La'James International College	31	20	64.5%
Little Priest Tribal College	27	4	14.8%

Continued on the next page.

Table A10.4 Continued			
2013-2014 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2013-2014 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	157	75	47.8%
Myotherapy Institute	22	19	86.4%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	38	10	26.3%
Nebraska Indian Community College	30	1	3.3%
Nebraska Methodist College of Nursing & Allied Health	56	37	66.1%
Nebraska Wesleyan University	383	266	69.5%
Omaha School of Massage and Healthcare of Herzing University	22	12	54.5%
Purdue University Global-Lincoln	170	49	28.8%
Purdue University Global-Omaha	259	88	34.0%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	9	5	55.6%
The Creative Center	47	32	68.1%
Union College	160	79	49.4%
Universal College of Healing Arts	8	8	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	134	39	29.1%
Xenon International Academy-Omaha	99	66	66.7%
York College	112	41	36.6%
Nebraska State Total	17,197	8,602	50.0%

Continued on the next page.

Table A10.4 Continued			
2014-2015 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2014-2015 Graduation Rate
University of Nebraska	6,782	4,066	60.0%
Nebraska College of Technical Agriculture	96	51	53.1%
University of Nebraska at Kearney	974	544	55.9%
University of Nebraska-Lincoln	3,965	2,658	67.0%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,747	813	46.5%
Nebraska State College System	1,296	581	44.8%
Chadron State College	406	172	42.4%
Peru State College	227	83	36.6%
Wayne State College	663	326	49.2%
Nebraska Community Colleges	4,778	1,357	28.4%
Central Community College	740	234	31.6%
Metropolitan Community College	1,236	166	13.4%
Mid-Plains Community College	424	147	34.7%
Northeast Community College	800	387	48.4%
Southeast Community College	1,203	330	27.4%
Western Nebraska Community College	375	93	24.8%
Nonpublic Colleges & Universities	4,116	2,443	59.4%
Bellevue University	11	2	18.2%
Bryan College of Health Sciences	28	22	78.6%
Capitol School of Hairstyling and Esthetics	77	70	90.9%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	14	10	71.4%
College of Hair Design-Downtown	44	32	72.7%
College of Hair Design-East Campus	41	34	82.9%
College of Saint Mary	105	50	47.6%
Concordia University-Nebraska	288	169	58.7%
Creighton University	1,052	828	78.7%
Davines Professional Academy of Beauty and Business	0	0	NA
Doane University	310	190	61.3%
Fullen School of Hair Design	12	12	100.0%
Grace University	69	32	46.4%
Hastings College	290	169	58.3%
ITT Technical Institute-Omaha	117	34	29.1%
Joseph's College Cosmetology	43	23	53.5%
La'James International College	18	10	55.6%
Little Priest Tribal College	6	1	16.7%

Continued on the next page.

Table A10.4 Continued			
2014-2015 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2014-2015 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	115	50	43.5%
Myotherapy Institute	18	16	88.9%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	19	5	26.3%
Nebraska Indian Community College	22	2	9.1%
Nebraska Methodist College of Nursing & Allied Health	49	36	73.5%
Nebraska Wesleyan University	393	245	62.3%
Omaha School of Massage and Healthcare of Herzing University	29	22	75.9%
Purdue University Global-Lincoln	138	35	25.4%
Purdue University Global-Omaha	201	60	29.9%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	4	1	25.0%
The Creative Center	48	28	58.3%
Union College	114	65	57.0%
Universal College of Healing Arts	8	8	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	220	69	31.4%
Xenon International Academy-Omaha	97	64	66.0%
York College	116	49	42.2%
Nebraska State Total	16,972	8,447	49.8%

Continued on the next page.

Table A10.4 Continued			
2015-2016 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2015-2016 Graduation Rate
University of Nebraska	6,936	4,127	59.5%
Nebraska College of Technical Agriculture	70	30	42.9%
University of Nebraska at Kearney	1,124	640	56.9%
University of Nebraska-Lincoln	4,039	2,692	66.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,703	765	44.9%
Nebraska State College System	1,304	576	44.2%
Chadron State College	384	166	43.2%
Peru State College	243	86	35.4%
Wayne State College	677	324	47.9%
Nebraska Community Colleges	4,472	1,408	31.5%
Central Community College	710	268	37.7%
Metropolitan Community College	1,077	141	13.1%
Mid-Plains Community College	395	133	33.7%
Northeast Community College	749	397	53.0%
Southeast Community College	1,205	369	30.6%
Western Nebraska Community College	336	100	29.8%
Nonpublic Colleges & Universities	3,731	2,406	64.5%
Bellevue University	8	1	12.5%
Bryan College of Health Sciences	30	22	73.3%
Capitol School of Hairstyling and Esthetics	73	58	79.5%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	13	6	46.2%
College of Hair Design-Downtown	28	15	53.6%
College of Hair Design-East Campus	47	40	85.1%
College of Saint Mary	90	36	40.0%
Concordia University-Nebraska	276	186	67.4%
Creighton University	1,010	798	79.0%
Davines Professional Academy of Beauty and Business	9	9	100.0%
Doane University	327	192	58.7%
Fullen School of Hair Design	0	0	NA
Grace University	62	41	66.1%
Hastings College	312	182	58.3%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	92	55	59.8%
La'James International College	19	13	68.4%
Little Priest Tribal College	17	3	17.6%

Continued on the next page.

Table A10.4 Continued			
2015-2016 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2015-2016 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	228	106	46.5%
Myotherapy Institute	10	8	80.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	46	29	63.0%
Nebraska Indian Community College	33	2	6.1%
Nebraska Methodist College of Nursing & Allied Health	39	23	59.0%
Nebraska Wesleyan University	427	299	70.0%
Omaha School of Massage and Healthcare of Herzing University	38	26	68.4%
Purdue University Global-Lincoln	27	6	22.2%
Purdue University Global-Omaha	49	18	36.7%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	3	3	100.0%
The Creative Center	35	26	74.3%
Union College	167	72	43.1%
Universal College of Healing Arts	5	5	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon International Academy-Omaha	80	62	77.5%
York College	131	64	48.9%
Nebraska State Total	16,443	8,517	51.8%

Continued on the next page.

Table A10.4 Continued			
2016-2017 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2016-2017 Graduation Rate
University of Nebraska	6,942	4,267	61.5%
Nebraska College of Technical Agriculture	121	59	48.8%
University of Nebraska at Kearney	1,055	647	61.3%
University of Nebraska-Lincoln	4,056	2,756	67.9%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,710	805	47.1%
Nebraska State College System	1,240	570	46.0%
Chadron State College	392	164	41.8%
Peru State College	172	62	36.0%
Wayne State College	676	344	50.9%
Nebraska Community Colleges	4,233	1,408	33.3%
Central Community College	621	251	40.4%
Metropolitan Community College	1,075	170	15.8%
Mid-Plains Community College	352	123	34.9%
Northeast Community College	785	433	55.2%
Southeast Community College	1,064	327	30.7%
Western Nebraska Community College	336	104	31.0%
Nonpublic Colleges & Universities	3,634	2,347	64.6%
Bellevue University	6	1	16.7%
Bryan College of Health Sciences	28	22	78.6%
Capitol School of Hairstyling and Esthetics	89	74	83.1%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	27	20	74.1%
College of Hair Design-Downtown	44	31	70.5%
College of Hair Design-East Campus	33	26	78.8%
College of Saint Mary	88	42	47.7%
Concordia University-Nebraska	314	208	66.2%
Creighton University	974	785	80.6%
Davines Professional Academy of Beauty and Business	1	0	0.0%
Doane University	290	182	62.8%
Fullen School of Hair Design	0	0	NA
Grace University	70	30	42.9%
Hastings College	321	175	54.5%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	99	58	58.6%
La'James International College	30	22	73.3%
Little Priest Tribal College	17	2	11.8%

Continued on the next page.

Table A10.4 Continued			
2016-2017 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2016-2017 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	265	129	48.7%
Myotherapy Institute	13	10	76.9%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	41	10	24.4%
Nebraska Indian Community College	15	1	6.7%
Nebraska Methodist College of Nursing & Allied Health	30	21	70.0%
Nebraska Wesleyan University	359	234	65.2%
Omaha School of Massage and Healthcare of Herzing University	36	17	47.2%
Purdue University Global-Lincoln	19	6	31.6%
Purdue University Global-Omaha	28	7	25.0%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	5	0	0.0%
The Creative Center	45	32	71.1%
Union College	154	83	53.9%
Universal College of Healing Arts	4	4	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon International Academy-Omaha	70	51	72.9%
York College	119	64	53.8%
Nebraska State Total	16,049	8,592	53.5%

Continued on the next page.

Table A10.4 Continued			
2017-2018 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2017-2018 Graduation Rate
University of Nebraska	6,778	4,198	61.9%
Nebraska College of Technical Agriculture	90	51	56.7%
University of Nebraska at Kearney	1,123	656	58.4%
University of Nebraska-Lincoln	3,918	2,693	68.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,647	798	48.5%
Nebraska State College System	1,286	535	41.6%
Chadron State College	399	173	43.4%
Peru State College	194	67	34.5%
Wayne State College	693	295	42.6%
Nebraska Community Colleges	3,943	1,323	33.6%
Central Community College	611	252	41.2%
Metropolitan Community College	909	143	15.7%
Mid-Plains Community College	328	159	48.5%
Northeast Community College	768	372	48.4%
Southeast Community College	1,010	315	31.2%
Western Nebraska Community College	317	82	25.9%
Nonpublic Colleges & Universities	3,563	2,282	64.0%
Bellevue University	2	0	0.0%
Bryan College of Health Sciences	36	25	69.4%
Capitol School of Hairstyling and Esthetics	99	84	84.8%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	43	23	53.5%
College of Hair Design-Downtown	34	21	61.8%
College of Hair Design-East Campus	24	18	75.0%
College of Saint Mary	91	55	60.4%
Concordia University-Nebraska	296	186	62.8%
Creighton University	939	757	80.6%
Davines Professional Academy of Beauty and Business	10	9	90.0%
Doane University	337	220	65.3%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	236	125	53.0%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	118	73	61.9%
La'James International College	15	8	53.3%
Little Priest Tribal College	19	4	21.1%

Continued on the next page.

Table A10.4 Continued			
2017-2018 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2017-2018 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	364	161	44.2%
Myotherapy Institute	6	4	66.7%
National American University-Bellevue	1	0	0.0%
Nebraska Christian College of Hope International University	44	17	38.6%
Nebraska Indian Community College	15	1	6.7%
Nebraska Methodist College of Nursing & Allied Health	30	19	63.3%
Nebraska Wesleyan University	356	225	63.2%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA
Purdue University Global-Lincoln	19	6	31.6%
Purdue University Global-Omaha	42	12	28.6%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	13	6	46.2%
The Creative Center	33	22	66.7%
Union College	151	76	50.3%
Universal College of Healing Arts	6	6	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon International Academy-Omaha	99	76	76.8%
York College	85	43	50.6%
Nebraska State Total	15,570	8,338	53.6%

Continued on the next page.

Table A10.4 Continued			
2018-2019 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2018-2019 Graduation Rate
University of Nebraska	7,285	4,366	59.9%
Nebraska College of Technical Agriculture	109	47	43.1%
University of Nebraska at Kearney	1,007	562	55.8%
University of Nebraska-Lincoln	4,392	2,877	65.5%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,777	880	49.5%
Nebraska State College System	1,421	653	46.0%
Chadron State College	458	206	45.0%
Peru State College	273	94	34.4%
Wayne State College	690	353	51.2%
Nebraska Community Colleges	4,178	1,422	34.0%
Central Community College	599	212	35.4%
Metropolitan Community College	1,057	204	19.3%
Mid-Plains Community College	371	151	40.7%
Northeast Community College	862	440	51.0%
Southeast Community College	977	321	32.9%
Western Nebraska Community College	312	94	30.1%
Nonpublic Colleges & Universities	3,569	2,199	61.6%
Bellevue University	87	21	24.1%
Bryan College of Health Sciences	36	20	55.6%
Capitol School of Hairstyling and Esthetics	54	41	75.9%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	29	11	37.9%
College of Hair Design-Downtown	32	19	59.4%
College of Hair Design-East Campus	27	17	63.0%
College of Saint Mary	89	51	57.3%
Concordia University-Nebraska	281	180	64.1%
Creighton University	961	780	81.2%
Davines Professional Academy of Beauty and Business	12	10	83.3%
Doane University	287	155	54.0%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	345	205	59.4%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	52	33	63.5%
La'James International College	10	3	30.0%
Little Priest Tribal College	34	4	11.8%

Continued on the next page.

Table A10.4 Continued			
2018-2019 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2018-2019 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	366	147	40.2%
Myotherapy Institute	15	8	53.3%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	52	21	40.4%
Nebraska Indian Community College	16	4	25.0%
Nebraska Methodist College of Nursing & Allied Health	29	20	69.0%
Nebraska Wesleyan University	379	245	64.6%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA
Purdue University Global-Lincoln	0	0	NA
Purdue University Global-Omaha	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	3	2	66.7%
The Creative Center	22	17	77.3%
Union College	178	81	45.5%
Universal College of Healing Arts	7	7	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon International Academy-Omaha	73	53	72.6%
York College	93	44	47.3%
Nebraska State Total	16,453	8,640	52.5%

Continued on the next page.

Table A10.4 Continued			
2019-2020 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2019-2020 Graduation Rate
University of Nebraska	7,449	4,529	60.8%
Nebraska College of Technical Agriculture	103	49	47.6%
University of Nebraska at Kearney	981	578	58.9%
University of Nebraska-Lincoln	4,623	3,050	66.0%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,742	852	48.9%
Nebraska State College System	1,399	647	46.2%
Chadron State College	460	193	42.0%
Peru State College	259	94	36.3%
Wayne State College	680	360	52.9%
Nebraska Community Colleges	3,676	1,339	36.4%
Central Community College	560	217	38.8%
Metropolitan Community College	665	109	16.4%
Mid-Plains Community College	321	150	46.7%
Northeast Community College	885	465	52.5%
Southeast Community College	972	297	30.6%
Western Nebraska Community College	273	101	37.0%
Nonpublic Colleges & Universities	3,537	2,302	65.1%
Bellevue University	88	20	22.7%
Bryan College of Health Sciences	45	34	75.6%
Capitol School of Hairstyling and Esthetics	61	52	85.2%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	31	16	51.6%
College of Hair Design-Downtown	42	41	97.6%
College of Hair Design-East Campus	53	39	73.6%
College of Saint Mary	71	43	60.6%
Concordia University-Nebraska	326	205	62.9%
Creighton University	1,025	836	81.6%
Davines Professional Academy of Beauty and Business	5	5	100.0%
Doane University	268	161	60.1%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	345	207	60.0%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	54	35	64.8%
La'James International College	0	0	NA
Little Priest Tribal College	33	3	9.1%

Continued on the next page.

Table A10.4 Continued			
2019-2020 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2019-2020 Graduation Rate
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Midland University	326	143	43.9%
Myotherapy Institute	8	8	100.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA
Nebraska Indian Community College	17	2	11.8%
Nebraska Methodist College of Nursing & Allied Health	34	22	64.7%
Nebraska Wesleyan University	368	230	62.5%
Omaha School of Massage and Healthcare of Herzing University	0	0	NA
Purdue University Global-Lincoln	0	0	NA
Purdue University Global-Omaha	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
Summit Christian College	4	3	75.0%
The Creative Center	28	20	71.4%
Union College	156	79	50.6%
Universal College of Healing Arts	4	3	75.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon International Academy-Omaha	60	48	80.0%
York College	85	47	55.3%
Nebraska State Total	16,061	8,817	54.9%
Data source: National Center for Education Statistics, IPEDS 2010 through 2020 surveys. ^a For 2009-2010, Josephs College Cosmetology originally reported 104 students in the cohort, 103 of whom completed degrees (99.0% graduation rate). These numbers were reported in versions of this report prior to 2014 and are incorrect. Due to problems with the college's data system, which has been replaced, the correct rate is not known, but it is likely in the range of 55% to 60%. Since the correct numbers are unknown, Josephs' students are not included in the 2009-2010 graduation rate table.			

Table A10.5
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector and Race/Ethnicity
2019-2020 Compared to 2009-2010

Race/Ethnicity	2009-2010			2019-2020		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
University of Nebraska						
White non-Hispanic	5,179	3,039	58.7%	5,652	3,562	63.0%
Asian/Pacific Islander	124	65	52.4%	214	134	62.6%
Hispanic	194	98	50.5%	653	325	49.8%
Native American	32	14	43.8%	12	3	25.0%
Black non-Hispanic	150	51	34.0%	267	112	41.9%
Two or More Races	0	0	NA	260	136	52.3%
Total Known Race/Ethnicity	5,679	3,267		7,058	4,272	
Nebraska State College System						
White non-Hispanic	992	458	46.2%	1,121	554	49.4%
Asian/Pacific Islander	8	3	37.5%	13	3	23.1%
Hispanic	21	6	28.6%	102	39	38.2%
Native American	17	5	29.4%	20	5	25.0%
Black non-Hispanic	41	9	22.0%	67	13	19.4%
Two or More Races	0	0	NA	39	13	33.3%
Total Known Race/Ethnicity	1,079	481		1,362	627	
Nebraska Community Colleges						
White non-Hispanic	3,389	1,143	33.7%	2,548	1,048	41.1%
Asian/Pacific Islander	62	11	17.7%	76	21	27.6%
Hispanic	241	32	13.3%	575	154	26.8%
Native American	41	2	4.9%	29	7	24.1%
Black non-Hispanic	195	20	10.3%	142	22	15.5%
Two or More Races	2	1	50.0%	98	24	24.5%
Total Known Race/Ethnicity	3,930	1,209		3,468	1,276	
Nonpublic Colleges and Universities						
White non-Hispanic	4,100	2,580	62.9%	2,586	1,792	69.3%
Asian/Pacific Islander	132	95	72.0%	149	108	72.5%
Hispanic	188	91	48.4%	318	189	59.4%
Native American	80	19	23.8%	57	13	22.8%
Black non-Hispanic	411	176	42.8%	147	53	36.1%
Two or More Races	3	2	66.7%	102	64	62.7%
Total Known Race/Ethnicity	4,914	2,963		3,359	2,219	
Continued on the next page.						

Table A10.5 Continued						
Race/Ethnicity	2009-2010			2019-2020		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
Total Nebraska Postsecondary Institutions						
White non-Hispanic	13,660	7,220	52.9%	11,907	6,956	58.4%
Asian/Pacific Islander	326	174	53.4%	452	266	58.8%
Hispanic	644	227	35.2%	1,648	707	42.9%
Native American	170	40	23.5%	118	28	23.7%
Black non-Hispanic	797	256	32.1%	623	200	32.1%
Two or More Races	5	3	60.0%	499	237	47.5%
Total Known Race/Ethnicity	15,602	7,920		15,247	8,394	
<i>Note.</i> The race/ethnicity category 'two or more races' was an optional reporting category for graduation rates reported for 2009-2010. Adoption of the category was mandatory beginning with graduation rate data reported for 2010-2011. Data source: National Center for Education Statistics, IPEDS 2010 and 2020 surveys.						

Table A10.6
Graduation Rates within 150% of Normal Time
for Two-Year Public Institutions by Financial Aid Received
2015-2016 through 2019-2020

2015-2016 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	70	30	42.9%
Pell Grant Recipients	35	17	48.6%
Subsidized Stafford Loan Recipient ^a	11	3	27.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	24	10	41.7%
Central Community College	710	268	37.7%
Pell Grant Recipients	400	136	34.0%
Subsidized Stafford Loan Recipient ^a	48	18	37.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	262	114	43.5%
Metropolitan Community College	1,077	141	13.1%
Pell Grant Recipients	570	62	10.9%
Subsidized Stafford Loan Recipient ^a	52	7	13.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	455	72	15.8%
Mid-Plains Community College	395	133	33.7%
Pell Grant Recipients	190	49	25.8%
Subsidized Stafford Loan Recipient ^a	19	6	31.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	186	78	41.9%
Northeast Community College	749	397	53.0%
Pell Grant Recipients	392	177	45.2%
Subsidized Stafford Loan Recipient ^a	100	58	58.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	257	162	63.0%
Southeast Community College	1,205	369	30.6%
Pell Grant Recipients	639	159	24.9%
Subsidized Stafford Loan Recipient ^a	80	38	47.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	486	172	35.4%
Western Neb. Community College	336	100	29.8%
Pell Grant Recipients	162	36	22.2%
Subsidized Stafford Loan Recipient ^a	24	5	20.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	150	59	39.3%
Total Two-Year Public Institutions	4,542	1,438	31.7%
Pell Grant Recipients	2,388	636	26.6%
Subsidized Stafford Loan Recipient ^a	334	135	40.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	1,820	667	36.6%
Continued on the next page.			

Table A10.6 Continued			
2016-2017 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	121	59	48.8%
Pell Grant Recipients	51	21	41.2%
Subsidized Stafford Loan Recipient ^a	16	7	43.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	54	31	57.4%
Central Community College	621	251	40.4%
Pell Grant Recipients	337	126	37.4%
Subsidized Stafford Loan Recipient ^a	31	17	54.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	253	108	42.7%
Metropolitan Community College	1075	170	15.8%
Pell Grant Recipients	591	84	14.2%
Subsidized Stafford Loan Recipient ^a	82	12	14.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	402	74	18.4%
Mid-Plains Community College	352	123	34.9%
Pell Grant Recipients	171	43	25.1%
Subsidized Stafford Loan Recipient ^a	16	6	37.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	165	74	44.8%
Northeast Community College	785	433	55.2%
Pell Grant Recipients	399	195	48.9%
Subsidized Stafford Loan Recipient ^a	70	37	52.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	316	201	63.6%
Southeast Community College	1064	327	30.7%
Pell Grant Recipients	512	128	25.0%
Subsidized Stafford Loan Recipient ^a	131	61	46.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	421	138	32.8%
Western Neb. Community College	336	104	31.0%
Pell Grant Recipients	166	39	23.5%
Subsidized Stafford Loan Recipient ^a	16	5	31.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	154	60	39.0%
Total Two-Year Public Institutions	4,354	1,467	33.7%
Pell Grant Recipients	2,227	636	28.6%
Subsidized Stafford Loan Recipient ^a	362	145	40.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	1,765	686	38.9%
Continued on the next page.			

Table A10.6 Continued			
2017-2018 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	90	51	56.7%
Pell Grant Recipients	37	17	45.9%
Subsidized Stafford Loan Recipient ^a	8	6	75.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	45	28	62.2%
Central Community College	611	252	41.2%
Pell Grant Recipients	333	124	37.2%
Subsidized Stafford Loan Recipient ^a	68	30	44.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	210	98	46.7%
Metropolitan Community College	909	143	15.7%
Pell Grant Recipients	417	60	14.4%
Subsidized Stafford Loan Recipient ^a	39	6	15.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	453	77	17.0%
Mid-Plains Community College	328	159	48.5%
Pell Grant Recipients	156	74	47.4%
Subsidized Stafford Loan Recipient ^a	18	6	33.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	154	79	51.3%
Northeast Community College	768	372	48.4%
Pell Grant Recipients	333	143	42.9%
Subsidized Stafford Loan Recipient ^a	100	46	46.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	335	183	54.6%
Southeast Community College	1010	315	31.2%
Pell Grant Recipients	444	119	26.8%
Subsidized Stafford Loan Recipient ^a	174	66	37.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	392	130	33.2%
Western Neb. Community College	317	82	25.9%
Pell Grant Recipients	127	21	16.5%
Subsidized Stafford Loan Recipient ^a	8	3	37.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	182	58	31.9%
Total Two-Year Public Institutions	4,033	1,374	34.1%
Pell Grant Recipients	1,847	558	30.2%
Subsidized Stafford Loan Recipient ^a	415	163	39.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	1,771	653	36.9%
Continued on the next page.			

Table A10.6 Continued			
2018-2019 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	109	47	43.1%
Pell Grant Recipients	38	20	52.6%
Subsidized Stafford Loan Recipient ^a	20	8	40.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	51	19	37.3%
Central Community College	599	212	35.4%
Pell Grant Recipients	356	122	34.3%
Subsidized Stafford Loan Recipient ^a	63	23	36.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	180	67	37.2%
Metropolitan Community College	1057	204	19.3%
Pell Grant Recipients	431	74	17.2%
Subsidized Stafford Loan Recipient ^a	53	15	28.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	573	115	20.1%
Mid-Plains Community College	371	151	40.7%
Pell Grant Recipients	164	52	31.7%
Subsidized Stafford Loan Recipient ^a	19	10	52.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	188	89	47.3%
Northeast Community College	862	440	51.0%
Pell Grant Recipients	383	174	45.4%
Subsidized Stafford Loan Recipient ^a	102	55	53.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	377	211	56.0%
Southeast Community College	977	321	32.9%
Pell Grant Recipients	431	120	27.8%
Subsidized Stafford Loan Recipient ^a	97	40	41.2%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	449	161	35.9%
Western Neb. Community College	312	94	30.1%
Pell Grant Recipients	133	35	26.3%
Subsidized Stafford Loan Recipient ^a	13	6	46.2%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	166	53	31.9%
Total Two-Year Public Institutions	4,287	1,469	34.3%
Pell Grant Recipients	1,936	597	30.8%
Subsidized Stafford Loan Recipient ^a	367	157	42.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	1,984	715	36.0%
Continued on the next page.			

Table A10.6 Continued			
2019-2020 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	103	49	47.6%
Pell Grant Recipients	30	23	76.7%
Subsidized Stafford Loan Recipient ^a	14	8	57.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	59	18	30.5%
Central Community College	560	217	38.8%
Pell Grant Recipients	289	98	33.9%
Subsidized Stafford Loan Recipient ^a	57	26	45.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	214	93	43.5%
Metropolitan Community College	665	109	16.4%
Pell Grant Recipients	293	45	15.4%
Subsidized Stafford Loan Recipient ^a	20	4	20.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	352	60	17.0%
Mid-Plains Community College	321	150	46.7%
Pell Grant Recipients	131	52	39.7%
Subsidized Stafford Loan Recipient ^a	20	7	35.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	170	91	53.5%
Northeast Community College	885	465	52.5%
Pell Grant Recipients	403	197	48.9%
Subsidized Stafford Loan Recipient ^a	28	17	60.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	454	251	55.3%
Southeast Community College	972	297	30.6%
Pell Grant Recipients	440	114	25.9%
Subsidized Stafford Loan Recipient ^a	100	43	43.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	432	140	32.4%
Western Neb. Community College	273	101	37.0%
Pell Grant Recipients	125	36	28.8%
Subsidized Stafford Loan Recipient ^a	9	5	55.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	139	60	43.2%
Total Two-Year Public Institutions	3,779	1,388	36.7%
Pell Grant Recipients	1,711	565	33.0%
Subsidized Stafford Loan Recipient ^a	248	110	44.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	1,820	713	39.2%
<i>Note.</i> Includes students who completed an award within 150% of normal time. Data source: National Center for Education Statistics, IPEDS 2016 through 2020 surveys. ^a Only includes recipients that did not receive a Pell Grant.			

Table A10.7
Graduation Rates within 150% of Normal Time
for Four-Year Public Institutions by Financial Aid Received
2015-2016 through 2019-2020

2015-2016 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	1,124	640	56.9%
Pell Grant Recipients	453	226	49.9%
Subsidized Stafford Loan Recipient ^a	164	89	54.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	507	325	64.1%
University of Nebraska-Lincoln	4,039	2,692	66.7%
Pell Grant Recipients	1,050	588	56.0%
Subsidized Stafford Loan Recipient ^a	754	462	61.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	2,235	1,642	73.5%
University of Nebraska at Omaha	1,488	672	45.2%
Pell Grant Recipients	475	193	40.6%
Subsidized Stafford Loan Recipient ^a	197	79	40.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	816	400	49.0%
Chadron State College	384	166	43.2%
Pell Grant Recipients	178	85	47.8%
Subsidized Stafford Loan Recipient ^a	35	12	34.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	171	69	40.4%
Peru State College	243	86	35.4%
Pell Grant Recipients	111	38	34.2%
Subsidized Stafford Loan Recipient ^a	38	9	23.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	94	39	41.5%
Wayne State College	677	324	47.9%
Pell Grant Recipients	288	119	41.3%
Subsidized Stafford Loan Recipient ^a	121	56	46.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	268	149	55.6%
Total Four-Year Public Institutions	7,955	4,580	57.6%
Pell Grant Recipients	2,555	1,249	48.9%
Subsidized Stafford Loan Recipient ^a	1,309	707	54.0%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	4,091	2,624	64.1%
Continued on the next page.			

Table A10.7 Continued			
2016-2017 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	1,055	647	61.3%
Pell Grant Recipients	396	213	53.8%
Subsidized Stafford Loan Recipient ^a	191	125	65.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	468	309	66.0%
University of Nebraska-Lincoln	4,056	2,756	67.9%
Pell Grant Recipients	990	556	56.2%
Subsidized Stafford Loan Recipient ^a	791	529	66.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	2,275	1,671	73.5%
University of Nebraska at Omaha	1,506	718	47.7%
Pell Grant Recipients	493	201	40.8%
Subsidized Stafford Loan Recipient ^a	197	79	40.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	816	438	53.7%
Chadron State College	392	164	41.8%
Pell Grant Recipients	164	68	41.5%
Subsidized Stafford Loan Recipient ^a	44	12	27.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	184	84	45.7%
Peru State College	172	62	36.0%
Pell Grant Recipients	88	26	29.5%
Subsidized Stafford Loan Recipient ^a	32	12	37.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	52	24	46.2%
Wayne State College	676	344	50.9%
Pell Grant Recipients	303	130	42.9%
Subsidized Stafford Loan Recipient ^a	123	65	52.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	250	149	59.6%
Total Four-Year Public Institutions	7,857	4,691	59.7%
Pell Grant Recipients	2,434	1,194	49.1%
Subsidized Stafford Loan Recipient ^a	1,378	822	59.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	4,045	2,675	66.1%
Continued on the next page.			

Table A10.7 Continued			
2017-2018 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	1,123	656	58.4%
Pell Grant Recipients	390	223	57.2%
Subsidized Stafford Loan Recipient ^a	210	130	61.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	523	303	57.9%
University of Nebraska-Lincoln	3,918	2,693	68.7%
Pell Grant Recipients	911	536	58.8%
Subsidized Stafford Loan Recipient ^a	732	457	62.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	2,275	1,700	74.7%
University of Nebraska at Omaha	1,461	717	49.1%
Pell Grant Recipients	520	208	40.0%
Subsidized Stafford Loan Recipient ^a	216	106	49.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	725	403	55.6%
Chadron State College	399	173	43.4%
Pell Grant Recipients	153	59	38.6%
Subsidized Stafford Loan Recipient ^a	43	12	27.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	203	102	50.2%
Peru State College	194	67	34.5%
Pell Grant Recipients	90	20	22.2%
Subsidized Stafford Loan Recipient ^a	34	16	47.1%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	70	31	44.3%
Wayne State College	693	295	42.6%
Pell Grant Recipients	297	96	32.3%
Subsidized Stafford Loan Recipient ^a	111	42	37.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	285	157	55.1%
Total Four-Year Public Institutions	7,788	4,601	59.1%
Pell Grant Recipients	2,361	1,142	48.4%
Subsidized Stafford Loan Recipient ^a	1,346	763	56.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	4,081	2,696	66.1%
Continued on the next page.			

Table A10.7 Continued			
2018-2019 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	812	426	52.5%
Pell Grant Recipients	313	151	48.2%
Subsidized Stafford Loan Recipient ^a	118	69	58.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	381	206	54.1%
University of Nebraska-Lincoln	3,998	2,601	65.1%
Pell Grant Recipients	1,012	589	58.2%
Subsidized Stafford Loan Recipient ^a	647	413	63.8%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	2,339	1,599	68.4%
University of Nebraska at Omaha	1,533	787	51.3%
Pell Grant Recipients	538	262	48.7%
Subsidized Stafford Loan Recipient ^a	176	85	48.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	819	440	53.7%
Chadron State College	458	206	45.0%
Pell Grant Recipients	178	69	38.8%
Subsidized Stafford Loan Recipient ^a	64	22	34.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	216	115	53.2%
Peru State College	273	94	34.4%
Pell Grant Recipients	129	29	22.5%
Subsidized Stafford Loan Recipient ^a	52	18	34.6%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	92	47	51.1%
Wayne State College	690	353	51.2%
Pell Grant Recipients	283	124	43.8%
Subsidized Stafford Loan Recipient ^a	109	64	58.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	298	165	55.4%
Total Four-Year Public Institutions	7,764	4,467	57.5%
Pell Grant Recipients	2,453	1,224	49.9%
Subsidized Stafford Loan Recipient ^a	1,166	671	57.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	4,145	2,572	62.1%
Continued on the next page.			

Table A10.7 Continued			
2019-2020 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	870	505	58.0%
Pell Grant Recipients	311	159	51.1%
Subsidized Stafford Loan Recipient ^a	98	42	42.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	461	304	65.9%
University of Nebraska-Lincoln	4,108	2,739	66.7%
Pell Grant Recipients	1,118	637	57.0%
Subsidized Stafford Loan Recipient ^a	614	383	62.4%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	2,376	1,719	72.3%
University of Nebraska at Omaha	1,337	669	50.0%
Pell Grant Recipients	480	217	45.2%
Subsidized Stafford Loan Recipient ^a	190	85	44.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	667	367	55.0%
Chadron State College	460	193	42.0%
Pell Grant Recipients	190	77	40.5%
Subsidized Stafford Loan Recipient ^a	55	26	47.3%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	215	90	41.9%
Peru State College	259	94	36.3%
Pell Grant Recipients	124	31	25.0%
Subsidized Stafford Loan Recipient ^a	49	16	32.7%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	86	47	54.7%
Wayne State College	680	360	52.9%
Pell Grant Recipients	274	114	41.6%
Subsidized Stafford Loan Recipient ^a	116	59	50.9%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	290	187	64.5%
Total Four-Year Public Institutions	7,714	4,560	59.1%
Pell Grant Recipients	2,497	1,235	49.5%
Subsidized Stafford Loan Recipient ^a	1,122	611	54.5%
Did Not Receive a Pell Grant or Subsidized Stafford Loan	4,095	2,714	66.3%
<p><i>Note.</i> Includes students who completed a bachelor's or equivalent degree within 150% of normal time. Data source: National Center for Education Statistics, IPEDS 2016 through 2020 surveys.</p> <p>^a Only includes recipients that did not receive a Pell Grant.</p>			

This page left blank intentionally.

Appendix 11

IPEDS College Transfer Rates within 150% of Normal Time

Explanatory Note A11.1

Information on Computed College Transfer Rates Based on Data Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate transfer-out rates for reporting institutions. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

A transfer-out student is a student who leaves the reporting institution (before completing a degree) and enrolls at another institution. A transfer-out rate is the total number of students who are known to have transferred out of the reporting institution within 150% of the normal time to degree or other award completion divided by the number of students in the adjusted cohort.

The cohort for a transfer rate is the same cohort that is used to calculate the graduation or completion rate, namely the full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer. (A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating transfer rates.)

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institutions, or drop out of the institution permanently or temporarily.

Data are collected on the number of students that transfer to other institutions if the mission of the institution, "...includes providing substantial preparation for students to enroll in another eligible institution..." (IPEDS Graduation Rates Full Instructions). As a result of the qualification that transfer be part of an institution's mission, some schools are not required to report the number of students in their freshmen cohorts who transfer to other institutions. Therefore, it is permissible for some schools to not report transfers, even though it would be desirable for them to report this information.

Table A11.1
Transfer Rates within 150% of Normal Time
for Nebraska Community Colleges by Sector and Institution
2010-2011 through 2019-2020

Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2010-2011			
Nebraska Community Colleges	4,269	905	21.2%
Central Community College	755	134	17.7%
Metropolitan Community College	876	214	24.4%
Mid Plains Community College	254	69	27.2%
Northeast Community College	725	122	16.8%
Southeast Community College	1,298	301	23.2%
Western Nebraska Community College	361	65	18.0%
2011-2012			
Nebraska Community Colleges	5,153	1,016	19.7%
Central Community College	888	179	20.2%
Metropolitan Community College	1,021	227	22.2%
Mid Plains Community College	356	80	22.5%
Northeast Community College	872	130	14.9%
Southeast Community College	1,640	319	19.5%
Western Nebraska Community College	376	81	21.5%
2012-2013			
Nebraska Community Colleges	4,833	943	19.5%
Central Community College	852	161	18.9%
Metropolitan Community College	1,148	266	23.2%
Mid Plains Community College	401	82	20.4%
Northeast Community College	862	114	13.2%
Southeast Community College	1,168	235	20.1%
Western Nebraska Community College	402	85	21.1%
2013-2014			
Nebraska Community Colleges	4,674	1,000	21.4%
Central Community College	811	159	19.6%
Metropolitan Community College	887	223	25.1%
Mid Plains Community College	439	91	20.7%
Northeast Community College	790	129	16.3%
Southeast Community College	1,368	325	23.8%
Western Nebraska Community College	379	73	19.3%

Continued on the next page.

Table A11.1 Continued			
Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2014-2015			
Nebraska Community Colleges	4,778	969	20.3%
Central Community College	740	162	21.9%
Metropolitan Community College	1,236	272	22.0%
Mid Plains Community College	424	95	22.4%
Northeast Community College	800	111	13.9%
Southeast Community College	1,203	254	21.1%
Western Nebraska Community College	375	75	20.0%
2015-2016			
Nebraska Community Colleges	4,472	812	18.2%
Central Community College	710	109	15.4%
Metropolitan Community College	1,077	223	20.7%
Mid Plains Community College	395	98	24.8%
Northeast Community College	749	101	13.5%
Southeast Community College	1,205	218	18.1%
Western Nebraska Community College	336	63	18.8%
2016-2017			
Nebraska Community Colleges	4,233	741	17.5%
Central Community College	621	106	17.1%
Metropolitan Community College	1,075	210	19.5%
Mid Plains Community College	352	76	21.6%
Northeast Community College	785	99	12.6%
Southeast Community College	1,064	178	16.7%
Western Nebraska Community College	336	72	21.4%
2017-2018			
Nebraska Community Colleges	3,943	678	17.2%
Central Community College	611	80	13.1%
Metropolitan Community College	909	179	19.7%
Mid Plains Community College	328	72	22.0%
Northeast Community College	768	109	14.2%
Southeast Community College	1,010	189	18.7%
Western Nebraska Community College	317	49	15.5%
Continued on the next page.			

Table A11.1 Continued			
Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2018-2019			
Nebraska Community Colleges	4,178	755	18.1%
Central Community College	599	104	17.4%
Metropolitan Community College	1,057	219	20.7%
Mid Plains Community College	371	61	16.4%
Northeast Community College	862	106	12.3%
Southeast Community College	977	204	20.9%
Western Nebraska Community College	312	61	19.6%
2019-2020			
Nebraska Community Colleges	3,676	662	18.0%
Central Community College	560	67	12.0%
Metropolitan Community College	665	106	15.9%
Mid Plains Community College	321	52	16.2%
Northeast Community College	885	142	16.0%
Southeast Community College	972	254	26.1%
Western Nebraska Community College	273	41	15.0%
Data source: National Center for Education Statistics, IPEDS 2011 through 2020 surveys.			

Table A11.2
Graduation Rates Plus Transfer Rates within 150% of Normal Time
for Nebraska Community Colleges by Sector and Institution
2010-2011 through 2019-2020

Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2010-2011			
Nebraska Community Colleges	4,269	2,144	50.2%
Central Community College	755	386	51.1%
Metropolitan Community College	876	329	37.6%
Mid Plains Community College	254	159	62.6%
Northeast Community College	725	453	62.5%
Southeast Community College	1,298	653	50.3%
Western Nebraska Community College	361	164	45.4%
2011-2012			
Nebraska Community Colleges	5,153	2,466	47.9%
Central Community College	888	509	57.3%
Metropolitan Community College	1,021	351	34.4%
Mid Plains Community College	356	209	58.7%
Northeast Community College	872	542	62.2%
Southeast Community College	1,640	688	42.0%
Western Nebraska Community College	376	167	44.4%
2012-2013			
Nebraska Community Colleges	4,833	2,217	45.9%
Central Community College	852	373	43.8%
Metropolitan Community College	1,148	409	35.6%
Mid Plains Community College	401	219	54.6%
Northeast Community College	862	486	56.4%
Southeast Community College	1,168	552	47.3%
Western Nebraska Community College	402	178	44.3%
2013-2014			
Nebraska Community Colleges	4,674	2,348	50.2%
Central Community College	811	426	52.5%
Metropolitan Community College	887	344	38.8%
Mid Plains Community College	439	236	53.8%
Northeast Community College	790	493	62.4%
Southeast Community College	1,368	672	49.1%
Western Nebraska Community College	379	177	46.7%
Continued on the next page.			

Table A11.2 Continued			
Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2014-2015			
Nebraska Community Colleges	4,778	2,326	48.7%
Central Community College	740	396	53.5%
Metropolitan Community College	1,236	438	35.4%
Mid Plains Community College	424	242	57.1%
Northeast Community College	800	498	62.3%
Southeast Community College	1,203	584	48.5%
Western Nebraska Community College	375	168	44.8%
2015-2016			
Nebraska Community Colleges	4,472	2,220	49.6%
Central Community College	710	377	53.1%
Metropolitan Community College	1,077	364	33.8%
Mid Plains Community College	395	231	58.5%
Northeast Community College	749	498	66.5%
Southeast Community College	1,205	587	48.7%
Western Nebraska Community College	336	163	48.5%
2016-2017			
Nebraska Community Colleges	4,233	2,149	50.8%
Central Community College	621	357	57.5%
Metropolitan Community College	1,075	380	35.3%
Mid Plains Community College	352	199	56.5%
Northeast Community College	785	532	67.8%
Southeast Community College	1,064	505	47.5%
Western Nebraska Community College	336	176	52.4%
2017-2018			
Nebraska Community Colleges	3,943	2,001	50.7%
Central Community College	611	332	54.3%
Metropolitan Community College	909	322	35.4%
Mid Plains Community College	328	231	70.4%
Northeast Community College	768	481	62.6%
Southeast Community College	1,010	504	49.9%
Western Nebraska Community College	317	131	41.3%
Continued on the next page.			

Table A11.2 Continued			
Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2018-2019			
Nebraska Community Colleges	4,178	2,177	52.1%
Central Community College	599	316	52.8%
Metropolitan Community College	1,057	423	40.0%
Mid Plains Community College	371	212	57.1%
Northeast Community College	862	546	63.3%
Southeast Community College	977	525	53.7%
Western Nebraska Community College	312	155	49.7%
2019-2020			
Nebraska Community Colleges	3,676	2,001	54.4%
Central Community College	560	284	50.7%
Metropolitan Community College	665	215	32.3%
Mid Plains Community College	321	202	62.9%
Northeast Community College	885	607	68.6%
Southeast Community College	972	551	56.7%
Western Nebraska Community College	273	142	52.0%
Data source: National Center for Education Statistics, IPEDS 2011 through 2020 surveys.			

This page left blank intentionally.

Appendix 12

National Student Clearinghouse Research Center Study, *Completing College: National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort*

Six-Year Student Success Outcomes and College Completion Rates for Nebraska and the United States

Table A12.1 List of Nebraska Institutions Included in the National Student Clearinghouse Research Center Study Fall 2015 Cohort	
2-Year Public	
Central Community College	
Metropolitan Community College	
Mid-Plains Community College	
Northeast Community College	
Southeast Community College	
Western Nebraska Community College	
4-Year Public	
Chadron State College	
Peru State College	
Wayne State College	
University of Nebraska at Kearney	
University of Nebraska-Lincoln	
University of Nebraska Medical Center	
University of Nebraska at Omaha	
4-Year Private Nonprofit	
Bellevue University	
Bryan College of Health Sciences	
Clarkson College	
College of Saint Mary	
Concordia University-Nebraska	
Creighton University	
Doane University	
Hastings College	
Midland University	
Nebraska Methodist College of Nursing & Allied Health	
Nebraska Wesleyan University	
Union College	
Data source: National Student Clearinghouse Research Center staff, February 10, 2022.	

Table A12.2						
Six-Year Outcomes for Fall 2015 Degree-Seeking, First-Time Freshmen by Type of Institution: Nebraska Compared to U.S. Overall						
Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year		
Two-Year Public Institutions						
U.S. Overall	42.2%	30.8%	3.2%	8.2%	12.6%	45.2%
NE Overall (5,240)	43.9%	35.0%	3.3%	5.6%	9.9%	46.2%
Enrollment Status:						
Exclusively Full-Time:						
U.S. Overall	-	-	-	-	-	-
Nebraska	68.1%	59.5%	3.5%	5.2%	0.9%	31.0%
Exclusively Part-Time:						
U.S. Overall	-	-	-	-	-	-
Nebraska	10.8%	9.6%	0.8%	0.3%	5.0%	84.2%
Mixed Enrollment Status:						
U.S. Overall	-	-	-	-	-	-
Nebraska	35.5%	24.7%	3.7%	7.1%	16.9%	47.6%
Gender:						
Male						
U.S. Overall	-	-	-	-	-	-
Nebraska	44.0%	37.6%	2.2%	4.3%	7.5%	48.4%
Female:						
U.S. Overall	-	-	-	-	-	-
Nebraska	43.8%	32.1%	4.5%	7.2%	12.6%	43.6%
Age Group:						
Students Age 20 or Younger:						
U.S. Overall	-	-	-	-	-	-
Nebraska	46.7%	36.9%	3.7%	6.1%	9.9%	43.4%
Students Age 21 Through Age 24:						
U.S. Overall	-	-	-	-	-	-
Nebraska	23.7%	19.9%	0.3%	3.5%	12.7%	63.6%
Students Age 25 or Older:						
U.S. Overall	-	-	-	-	-	-
Nebraska	34.6%	29.7%	2.0%	2.9%	8.6%	56.8%
Continued on the next page.						

Table A12.2 Continued						
Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year		
Four-Year Public Institutions						
U.S. Overall	69.0%	58.1%	3.0%	7.9%	8.7%	22.3%
NE Overall (8,362)	69.9%	56.0%	4.3%	9.6%	9.3%	20.8%
Enrollment Status:						
Exclusively Full-Time:						
U.S. Overall	85.1%	76.2%	1.6%	7.3%	1.7%	13.2%
Nebraska	86.2%	74.3%	2.6%	9.3%	1.9%	11.9%
Exclusively Part-Time:						
U.S. Overall	21.4%	19.0%	1.0%	1.4%	7.3%	71.3%
Nebraska	14.2%	13.2%	0.9%	0.0%	6.6%	79.2%
Mixed Enrollment Status:						
U.S. Overall	52.3%	37.9%	4.9%	9.4%	18.3%	29.4%
Nebraska	47.9%	30.6%	7.0%	10.2%	20.2%	31.9%
Gender:						
Male						
U.S. Overall	65.1%	55.1%	2.7%	7.3%	9.4%	25.5%
Nebraska	66.1%	54.3%	4.9%	6.9%	9.6%	24.2%
Female:						
U.S. Overall	72.4%	60.0%	3.4%	9.0%	8.5%	19.1%
Nebraska	74.4%	57.5%	4.2%	12.7%	9.3%	16.3%
Age Group:						
Students Age 20 or Younger:						
U.S. Overall	70.4%	58.7%	3.2%	8.4%	9.0%	20.7%
Nebraska	70.0%	55.8%	4.5%	9.7%	9.3%	20.7%
Students Age 21 Through Age 24:						
U.S. Overall	61.6%	56.0%	1.1%	4.5%	5.7%	32.7%
Nebraska	65.3%	56.8%	2.4%	6.1%	9.1%	25.6%
Students Age 25 or Older:						
U.S. Overall	57.7%	52.9%	0.7%	4.0%	7.6%	34.7%
Nebraska	69.8%	61.8%	1.9%	6.1%	11.3%	18.9%
Continued on the next page.						

Table A12.2 Continued						
Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year		
Four-Year Private Nonprofit Institutions						
U.S. Overall	78.3%	66.4%	1.9%	9.9%	5.7%	16.1%
NE Overall (3,215)	77.3%	61.6%	3.4%	12.3%	6.1%	16.6%
Enrollment Status:						
Exclusively Full-Time:						
U.S. Overall	89.2%	79.2%	0.9%	9.0%	1.2%	9.7%
Nebraska	90.6%	77.8%	1.6%	11.1%	0.9%	8.5%
Exclusively Part-Time:						
U.S. Overall	35.1%	32.0%	0.5%	2.6%	6.1%	58.8%
Nebraska	32.8%	29.3%	1.7%	1.7%	6.9%	60.3%
Mixed Enrollment Status:						
U.S. Overall	53.9%	36.2%	4.5%	13.1%	17.3%	28.8%
Nebraska	51.5%	28.8%	7.4%	15.3%	17.2%	31.3%
Gender:						
Male						
U.S. Overall	74.7%	63.2%	1.8%	9.6%	6.2%	19.0%
Nebraska	73.6%	57.3%	3.2%	13.1%	6.1%	20.3%
Female:						
U.S. Overall	80.8%	68.1%	2.1%	10.5%	5.5%	13.8%
Nebraska	81.0%	65.8%	3.5%	11.6%	6.2%	12.8%
Age Group:						
Students Age 20 or Younger:						
U.S. Overall	80.0%	67.3%	2.2%	10.5%	5.8%	14.2%
Nebraska	79.1%	62.6%	3.7%	12.9%	6.1%	14.8%
Students Age 21 Through Age 24:						
U.S. Overall	75.0%	67.8%	0.5%	6.7%	3.9%	21.1%
Nebraska	62.8%	53.4%	1.3%	8.0%	1.3%	35.9%
Students Age 25 or Older:						
U.S. Overall	65.5%	57.7%	0.3%	7.5%	5.6%	28.9%
Nebraska	54.2%	48.9%	0.5%	4.8%	8.0%	37.8%
<p><i>Note.</i> The percentages reported in this table are based on the enrollment and completion records maintained by the National Student Clearinghouse. An analysis of these records resulted in a national cohort of over 2.3 million college students who were classified as degree-seeking, first-time freshmen in fall 2015. The enrollment and completion records of these students were then analyzed through the six-year period ending June 30, 2021. Each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. The percentage of Nebraska institutions with Clearinghouse records varied by type of institution. The data coverage rate for Nebraska's four-year public institutions was 100.0%, Nebraska's four-year private nonprofit institutions was 99.9%, and Nebraska's two-year public colleges was 100.0%. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record prior to fall 2015 (not counting dual enrollments while still in high school), and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2015, according to Clearinghouse data unless the award date was before the student turned 18 years old. Since Clearinghouse enrollment data does not include a flag for dual enrollment, students were classified as dual enrollment if their enrollment/degree records prior to fall 2015 were before the student turned 18 years old. Some of the national data for two-year public institutions was not released for the 2015 cohort. Data source: National Student Clearinghouse Research Center, <i>National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort</i> (Signature Report 20), published February 2022.</p>						

Appendix 13

Estimated Nebraska Net Migration of 22- to 64-Year-Olds

Table A13.1 Educational Attainment of 22- to 64-Year-Olds Based on the 2010-2014 and 2015-2019 American Community Survey				
Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
2010-2014				
High School Graduate or Below	331,877	32.4%	68,916,962	38.5%
Some College or Associate's	371,577	36.3%	56,166,512	31.4%
Bachelor's Degree or Higher	321,566	31.4%	53,796,703	30.1%
Total	1,025,020		178,880,177	
2015-2019				
High School Graduate or Below	322,760	31.2%	67,080,759	36.7%
Some College or Associate's	363,701	35.1%	55,866,751	30.6%
Bachelor's Degree or Higher	348,660	33.7%	59,910,509	32.8%
Total	1,035,121		182,858,019	
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2010-2014 and 2015-2019. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.				

Table A13.2 Nebraska Average Annual In-Migration, Out-Migration, and Net Migration of 22- to 64-Year-Olds by Education Level Based on the 2010-2014 and 2015-2019 American Community Survey				
Level of Education	Estimated In-Migration	Estimated Out-Migration	Estimated Net Migration	Number of Sample Cases
2010-2014				
High School Graduate or Below	8,217	7,769	448	385
Some College or Associate's	8,625	8,891	-266	371
Bachelor's Degree or Higher	11,317	12,907	-1,590	442
Total Migration	28,159	29,567	-1,408	1,198
2015-2019				
High School Graduate or Below	8,036	7,630	406	354
Some College or Associate's	10,553	8,947	1,606	383
Bachelor's Degree or Higher	12,542	14,668	-2,126	516
Total Migration	31,131	31,245	-114	1,253
<i>Note.</i> The number of sample cases is the actual number of survey responses that were used to arrive at the migration estimates. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2010-2014 and 2015-2019. Compiled and prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska Omaha.				

This page left blank intentionally.

Nebraska's Coordinating Commission for Postsecondary Education

P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508
Phone: (402) 471-2847

The Commission's reports are available online at ccpe.nebraska.gov/reports

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



BYLAWS

Adopted February 1, 2007

These bylaws shall govern the management and operation of the Coordinating Commission for Postsecondary Education. As adopted, these bylaws shall remain at all times subject to, and limited by, the Nebraska Constitution and the Nebraska Revised Statutes.

PREAMBLE

The Commission, under the direction of the Legislature, is vested with the authority for the coordination of public postsecondary educational institutions in Nebraska as provided in Article VII, section 14, of the Nebraska Constitution and the Coordinating Commission for Postsecondary Education Act.

In carrying out its power and duties, the Commission shall consider the need for diversity of public institutions and the need for addressing regional needs but shall above all reflect a commitment to a perspective in decision making and planning for postsecondary education which will best serve the state as a whole consistent with the role and mission assignment of each public institution. *Neb. Rev. Stat. § 85-1404*

The Commission shall work with the public institutions to encourage and sustain their aspirations consistent with the comprehensive statewide plan and in a manner designed to achieve a vision of statewide postsecondary education. The Commission shall not be an advocate for any one public institution but shall strive for balance and responsiveness among all public institutions. *Neb. Rev. Stat. § 85-1404*

ARTICLE I COMMISSION MEMBERS

Section 1. Membership

The Commission shall consist of eleven members who shall be appointed by the Governor with the approval of a majority of the Legislature. One member shall be chosen from each of the six Supreme Court judicial districts. Five members shall be chosen on a statewide basis. *Neb. Rev. Stat. § 85-1405*

The term of each member shall be six years or until a successor is qualified and takes office. Members shall be residents of the state or district from which appointed. *Neb. Rev. Stat. § 85-1405*

Section 2. Vacancies and Resignations

When a vacancy occurs, the Governor shall appoint a new member to fill the vacancy for the remainder of the term. *Neb. Rev. Stat. § 85-1406*

When a member wishes to resign, a letter of resignation shall be submitted to the chairperson, who shall enter the letter into the record at the next meeting of the Commission, and the resignation shall be effective at that time or as stated in the letter. The chairperson shall notify the Governor of the resignation.

Section 3. Conflicts of Interest

A. Employment Conflict of Interest

No member of the Commission and no member of his or her immediate family shall be employed by or be a member of a governing board of a public institution or a governing body of an independent college or university or a private postsecondary career school in the State of Nebraska. *Neb. Rev. Stat. § 85-1405*. Provided, a member of the Commission is not prohibited from providing occasional services as an independent contractor for any postsecondary educational institution in Nebraska if the member first discloses such services to the Commission.

A member shall not abuse his or her official position. Abuse of position includes, but is not limited to, employing an immediate family member (a) who is not qualified for and able to perform the duties of the position, (b) for any unreasonably high salary, or (c) who is not required to perform the duties of the position. *Neb. Rev. Stat. § 49-1499.05*

B. Financial Conflict of Interest

A member has a potential financial conflict of interest if he or she would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public. *See Neb. Rev. Stat. § 49-1499.02.*

The majority of the members shall not have a financial interest, either personally or through a member of their immediate family or a business with which they are associated, other than an interest of a de minimus nature or an interest that is not distinct from that of the general public, in matters subject to the jurisdiction of the Commission. *Neb. Rev. Stat. § 49-1498.* No individual member may hold such a financial interest without disclosing it to the Commission.

C. Disclosing Conflicts of Interest

A member of the Commission who knowingly has a potential conflict of interest listed in Part A or B of this section shall:

- (1) Prepare a written statement describing the potential conflict of interest; and
- (2) Deliver a copy of the statement to the chairperson of the Commission, who shall cause the statement to be filed with the minutes as a matter of public record. The chairperson may request the statement be delivered to the Nebraska Accountability and Disclosure Commission.

See Neb. Rev. Stat. § 49-1499.02

Section 4. Commissioner Removal

A. Removal for Cause

Members may be removed by the Governor for cause. *Neb. Rev. Stat. § 85-1407*

B. Recommendation for Removal

The Commission may, upon a two-thirds majority vote of all of its members, recommend to the Governor the removal of any commissioner for:

- (1) Failure to remove or disclose any conflict of interest listed under Section 3, Part A and B, of these bylaws, or
- (2) Neglect of duties of office, material financial conflict of interest related to duties of office, or egregious or illegal behavior in and related to office.

Failure to attend at least 50 percent of the regularly scheduled meetings in any 12 month period, or failure to attend three consecutive regular meetings may be considered neglect of duty.

In making a recommendation for removal due to absences from commission meetings, the Commission will consider whether absences were excused and whether such absences were due to unavoidable circumstances, such as illnesses, emergencies, or family crises.

ARTICLE II COMMISSION OFFICERS

Section 1. Elections

The members of the Commission shall annually elect a chairperson and vice-chairperson from among its members. *Neb. Rev. Stat. § 85-1409.*

The terms of office shall begin July 1 of each year and end June 30 of the following year.

Amended March 13, 2014

Section 2. Duties

The officers shall perform all duties of their respective offices as provided by these bylaws. Such duties shall include, but are not limited to, the following:

A. Chairperson

The chairperson shall call and preside at all meetings of the Commission, shall prepare agendas for such meetings, shall make appointments to all committees of the Commission except the Executive Committee unless a mid-term vacancy on the Executive Committee exists, subject to ratification by the Commission, and shall act on the Commission's behalf during the interim between Commission meetings.

Amended XXX, XX, XXXX

B. Vice-Chairperson

The vice-chairperson shall, in the absence or at the direction of the chairperson, perform any or all of the duties of the chairperson. In the event of a vacancy in the office of chairperson, the vice-chairperson shall serve as acting chairperson until a new chairperson is elected by the Commission.

ARTICLE III COMMITTEES

Section 1. Executive Committee

The Commission shall establish an executive committee, composed of the Commission chairperson, vice-chairperson, the immediate past chairperson, and one~~two~~ additional commissioners annually selected by the Commission. In the event of a vacancy on the executive committee other than for a Commission officer, the chairperson shall appoint a replacement subject to ratification by the Commission.

The Executive Committee shall have authority to review and recommend to the Commission all actions on operations, budget, and personnel issues.

The committee may also act on behalf of the Commission. Executive Committee actions are subject to authorization or ratification by the full Commission.

Amended XXX XX, XXXX

Section 2. Other Committees

A. Standing Committees

The Commission shall have three standing committees: the Academic Programs Committee; the Budget, Construction, and Financial Aid Committee; and the Planning and Consumer Information Committee. ~~Committee members shall be chosen annually by the Commission chairperson.~~ The Commission may establish such other standing committees as it deems necessary to carry out its objectives. The procedures and duties of such committees shall be determined by the Commission. Standing committee members shall be chosen annually by the Commission chairperson. Each committee shall elect a chairperson annually.

B. Special Committees

The Commission may establish special committees ~~or task forces~~ as necessary. The Commission

chairperson shall select the chair and members of any special committee. Provided, neither the current Commission chairperson nor vice-chairperson shall ~~not~~ chair a nominating committee.

Section 3. Vacancies

When a vacancy occurs on a committee established under Article III, Section 2 of these bylaws, the commission chairperson shall appoint a commissioner to fill the vacancy for the balance of the term. If the commissioner creating the vacancy served as chair of the committee, the committee shall elect a new chair to serve until the next annual election.

Amended XXX XX, XXXX

ARTICLE IV MEETINGS OF THE COMMISSION

Section 1. Meetings and Notice

All meetings of the Commission are open meetings and subject to the Open Meetings Act. See *Neb. Rev. Stat. § 84-1407, et. seq.*

The Commission shall hold at least six regular meetings annually. The chairperson shall call the meetings after consulting with all commissioners and Commission staff.

Written notice of any meeting, with the exception of a special or emergency meeting, shall be given to each member at least 10 days prior to a meeting. Written notice shall include the time and location of the meeting. Notice may be given via email as well as U.S. mail.

Special meetings, including emergency meetings, may be held on the call of the chairperson or upon the call of at least three members. *Neb. Rev. Stat. § 85-1409*. During such meeting, no business shall be transacted except that specified in the call for the meeting.

Notice of a special meeting or an emergency meeting shall be given at least 24 hours prior to the meeting.

Section 2. Quorum

A majority of the current membership shall constitute a quorum at all meetings. *Neb. Rev. Stat. § 85-1409*.

Section 3. Voting

Commission action on any item shall require a majority of those present at meetings in which there is a quorum, except that adoption of the comprehensive statewide plan, or any changes or alternatives thereto, and approval or disapproval of a new program or disapproval of an existing program shall require the concurrence of a majority of all the members of the Commission. *Neb. Rev. Stat. § 85-1409.*

Voting order shall be alphabetical. The first commissioner to vote shall rotate alphabetically per vote.

Section 4. Procedures

Matters of parliamentary procedure not covered by these bylaws shall be governed by Robert's Rules of Order, most recent edition.

Section 5. Public Hearings

Following consultation with members of the most appropriate committee of the Commission, the executive director, or his or her designee, may set the time, date, and location for all public hearings of the Commission. A commissioner, the executive director, or his or her designee, may conduct such public hearings. In doing so, the executive director, or his or her designee, shall provide reasonable public notice as provided in the Administrative Procedures Act and specific statutes requiring public hearings. The executive director, or his or her designee, shall make every effort to invite all members of the Commission to participate in such public hearings and may provide specific written notice, via email or U.S. mail, to parties who may be interested in the subject matter of the public hearing, including, but not limited to, representatives of institutions and sectors of public and private higher education.

ARTICLE V COMMISSION PERSONNEL

Section 1. Commission Staff

The Commission shall appoint an executive director, who shall act as Chief Executive Officer of the Commission. The executive director shall hire and supervise such other staff as may be authorized by the Commission.

Section 2. Duties of the Executive Director

The duties of the executive director shall coincide with the position description as defined by the Commission.

Section 3. Staff Compensation

The Commission shall approve the salary ranges for the executive director, officers, and other staff.

The Commission shall set the salary of the executive director and shall approve the salaries for the associate directors based on a recommendation from the executive director.

The executive director shall have the authority to set the salaries for all other staff within the approved salary ranges and within the personal services limit established by the appropriations bill.

ARTICLE VI FINANCE

Section 1. Fiscal Year

The Commission's fiscal year shall begin on July 1 of one year and end on June 30 of the next year.

Section 2. Commissioner Expenses

Members of the Commission shall receive no compensation for the performance of their duties but shall be reimbursed for ~~their actual and necessary~~ expenses incurred in the performance of their duties as provided in sections 81-1174 to 81-1177. Neb. Rev. Stat. § 85-1408.

Amended XXX XX, XXXX

ARTICLE VII ADOPTION AND AMENDMENT OF BYLAWS

These bylaws may be amended by a vote of the Commission, provided that written notice of the full text of the proposed action is provided to all Commission members at the meeting prior to the meeting at which the action is to be considered. A two-thirds majority vote of all Commission members shall be required for such action.

**PROPOSED ARTICLE II
COMMISSION OFFICERS**

Section 1. Elections

The members of the Commission shall annually elect a chairperson and vice-chairperson from among its members. *Neb. Rev. Stat. § 85-1409.*

The terms of office shall begin July 1 of each year and end June 30 of the following year.

Amended March 13, 2014

Section 2. Duties

The officers shall perform all duties of their respective offices as provided by these bylaws. Such duties shall include, but are not limited to, the following:

A. Chairperson

The chairperson shall call and preside at all meetings of the Commission, shall prepare agendas for such meetings, shall make appointments to all committees of the Commission **except the Executive Committee unless a mid-term vacancy on the Executive Committee exists**, and shall act on the Commission's behalf during the interim between Commission meetings.

Amended xxx

B. Vice-Chairperson

The vice-chairperson shall, in the absence or at the direction of the

**CURRENT ARTICLE II
COMMISSION OFFICERS**

Section 1. Elections

The members of the Commission shall annually elect a chairperson and vice-chairperson from among its members. *Neb. Rev. Stat. § 85-1409.*

The terms of office shall begin July 1 of each year and end June 30 of the following year.

Amended March 13, 2014

Section 2. Duties

The officers shall perform all duties of their respective offices as provided by these bylaws. Such duties shall include, but are not limited to, the following:

A. Chairperson

The chairperson shall call and preside at all meetings of the Commission, shall prepare agendas for such meetings, shall make appointments to all committees of the Commission, subject to ratification by the Commission, and shall act on the Commission's behalf during the interim between Commission meetings.

B. Vice-Chairperson

The vice-chairperson shall, in the absence or at the direction of the

chairperson, perform any or all of the duties of the chairperson. In the event of a vacancy in the office of chairperson, the vice-chairperson shall serve as acting chairperson until a new chairperson is elected by the Commission

ARTICLE III COMMITTEES

Section 1. Executive Committee

The Commission shall establish an executive committee composed of the Commission chairperson, vice-chairperson, the immediate past chairperson, and one additional commissioner annually elected by the Commission. In the event of a vacancy on the executive committee other than for a Commission officer, the chairperson shall appoint a replacement subject to ratification by the Commission.

The Executive Committee shall have authority to review and recommend to the Commission all actions on operations, budget, and personnel issues.

The committee may also act on behalf of the Commission. Executive Committee actions are subject to authorization or ratification by the full Commission.

Amended xxx

chairperson, perform any or all of the duties of the chairperson. In the event of a vacancy in the office of chairperson, the vice-chairperson shall serve as acting chairperson until a new chairperson is elected by the Commission.

ARTICLE III COMMITTEES

Section 1. Executive Committee

The Commission shall establish an executive committee, composed of the Commission chairperson, vice-chairperson, and two additional commissioners annually selected by the Commission.

The Executive Committee shall have authority to review and recommend to the Commission all actions on operations, budget, and personnel issues.

The committee may also act on behalf of the Commission. Executive Committee actions are subject to authorization or ratification by the full Commission.

Amended May 8, 2008

Section 2. Other Committees

A. Standing Committees

The Commission shall have three standing committees: the Academic Programs Committee; the Budget, Construction, and Financial Aid Committee; and the Planning and Consumer Information Committee. The Commission may establish such other standing committees as it deems necessary to carry out its objectives. The procedures and duties of such committees shall be determined by the Commission. **Standing committee members shall be chosen annually by the Commission chairperson.** Each committee shall elect a chairperson annually.

B. Special Committees

The Commission may establish special committees as necessary. The Commission chairperson shall select the chair and members of any special committee. Provided, **neither** the current Commission chairperson **nor vice-chairperson** shall chair a nominating committee.

Section 3. Vacancies

When a vacancy occurs on a committee **established under Article III, Section 2 of these bylaws**, the commission chairperson shall appoint a commissioner to fill the vacancy for the balance of the term. If the commissioner creating the vacancy served as chair of the committee, the committee shall elect a new chair to serve until the next annual election.

Amended xxx

Section 2. Other Committees

The Commission shall have three standing committees: the Academic Programs Committee; the Budget, Construction, and Financial Aid Committee; and the Planning and Consumer Information Committee. Committee members shall be chosen annually by the Commission chairperson. The Commission may establish such other standing committees as it deems necessary to carry out its objectives. The procedures and duties of such committees shall be determined by the Commission. Each committee shall elect a chairperson annually.

The Commission may establish special committees or task forces as necessary. The Commission chairperson shall select the chair and members of any special committee. Provided, the current Commission chairperson shall not chair a nominating committee.

Section 3. Vacancies

When a vacancy occurs on a committee, the commission chairperson shall appoint a commissioner to fill the vacancy for the balance of the term. If the commissioner creating the vacancy served as chair of the committee, the committee shall elect a new chair to serve until the next annual election.

Amended Sept. 27, 2007

**ARTICLE VI
FINANCE**

Section 1. Fiscal Year

The Commission's fiscal year shall begin on July 1 of one year and end on June 30 of the next year.

Section 2. Commissioner Expenses

Members of the commission shall receive no compensation for the performance of their duties but shall be reimbursed for **expenses incurred in the performance of their duties as provided in Sections 81-1174 to 81-1177. Neb. Rev. Stat. § 85-1408.**

Amended xxx

**ARTICLE VI
FINANCE**

Section 1. Fiscal Year

The Commission's fiscal year shall begin on July 1 of one year and end on June 30 of the next year.

Section 2. Commissioner Expenses

Members of the Commission shall receive no compensation for the performance of their duties but shall be reimbursed for their actual and necessary expenses incurred in the performance of their duties. *Neb. Rev. Stat. § 85-1408.*