
MINUTES

**Coordinating Commission for Postsecondary Education
Apothecary/Ridnour Building
140 North 8th Street, Suite 300, Lincoln, NE
Friday, January 30, 2026
8:30 a.m. (CT) and Via Zoom**

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. A copy of the current Open Meetings Act was posted beside the table containing the documents for the meeting.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JANUARY 30, 2026. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 11:30 A.M.

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

TIM DANIELS, CHAIR

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

CALL TO ORDER AND INTRODUCTIONS

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

Commissioners Present

Tim Daniels
Dr. Deborah Frison
Dr. LeDonna Griffin
Dr. Dennis Headrick
Mary Lauritzen

Dannika Nelson
Dr. Paul Von Behren
Tami Weber
W. Scott Wilson

Commissioners Absent

Molly O'Holleran

Commission Staff Present

Dr. Michael Baumgartner
Dr. Kathleen Fimple
Jill Heese
Kadi Lukesh
J. Ritchie Morrow

Helen Pope
Matthew Roque
Gary Timm
Joe Velasquez (Moderator)

Dr. Alex Brodersen, NSWERS

SPEAKER

Dr. Alex Brodersen, Assistant Director for Research & Evaluation at the Nebraska Statewide Workforce & Educational Reporting System (NSWERS), presented an informative PowerPoint evaluation of the Access College Early (ACE) Scholarship Program. The evaluation of the scholarship program offers the most detailed analysis to date of student participation, demographics, and postsecondary outcomes. The report supports the Nebraska Coordinating Commission for Postsecondary Education (CCPE) and its partners in understanding the program's impact and planning future investments to strengthen early college opportunities for Nebraska students. Dr. Brodersen answered Commissioner's questions.

*Minutes of December 5, 2025, Joint
NDE/CCPE Meeting approved*

APPROVAL OF THE MINUTES OF THE JOINT NEBRASKA BOARD OF EDUCATION/COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION DECEMBER 5, 2025, MEETING

Commissioner Headrick made a motion to approve the December 5, 2025, Joint NDE/CCPE meeting minutes as written. Commissioner Frison seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Nelson, Von Behren, Weber, and Wilson. Commissioners Griffin and Lauritzen abstained from the vote. The motion carried.

*Minutes of December 5, 2025, CCPE
Meeting approved*

APPROVAL OF THE MINUTES OF THE DECEMBER 5, 2025, COMMISSION MEETING

Commissioner Frison made a motion to approve the December 5, 2025, Commission meeting minutes as written. Commissioner Headrick seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Headrick, Nelson, Von Behren, Weber, and Wilson. Commissioners Griffin and Lauritzen abstained from the vote. The motion carried.

Chair's Report

CHAIR'S REPORT

Chair Daniels did not have a report.

Executive Director's Report

*Kadi Lukesh presented Second Quarter
Budget Report*

EXECUTIVE DIRECTOR'S REPORT

Dr. Baumgartner called on Kadi Lukesh, Office Manager and Budget Coordinator, to present the Second Quarter Budget Report as of December 31, 2025. Ms. Lukesh gave updates on the status of Administrative Funds, the Nebraska Opportunity Grant Program (NOG), the Higher Education Financial Aid, Access College Early Scholarship (ACE), Guaranty Recovery Program, and the Community College ARPA Funds – Dual Enrollment.

*Dr. Baumgartner gave Governor's
Budget and Legislative Report*

Dr. Baumgartner noted the Legislature is in its second session. He provided information on the Governor's budget recommendations and on bills of interest to the Commission.

*J. Ritchie Morrow spoke on AHEAD
Committee*

Dr. Baumgartner asked J. Ritchie Morrow, Financial Aid Officer, to discuss his recent participation on the AHEAD (**A**ccountability in **H**igher **E**ducation and **A**ccess through **D**emand-driven Workforce Pell) Negotiated Rulemaking (neg reg) committee in Washington, D.C. Mr. Morrow stated that when Congress passed the One Big Beautiful Bill Act in the summer of 2025, they made changes to federal financial aid programs. Before the US Department of Education can write the rules regarding those changes, they bring together representatives from different higher education sectors to negotiate and come to consensus on those changes. This gathering is called a Negotiated Rulemaking Committee. Two committees were created, one that dealt with the changes to student loans (called the RISE Committee), and one that dealt with Workforce Pell and new accountability standards for academic programs (called the AHEAD Committee). SHEEO nominated him for the AHEAD Committee. The committee met one week in December to discuss Workforce Pell, and then another week in January to discuss the accountability standards. If the committee does not come to consensus on the draft rules then the U.S. Department of Education (ED), along with the Office of Management and Budget, are authorized to write the rules as they best see fit. As it was, while not completely unanimous, the committee did come to consensus on the two sessions. ED will now take these draft rules to the public to allow for a comment period on the draft rules prior to the rules being written into law.

*Other items of interest from Executive
Director*

Dr. Baumgartner stated the state is moving forward with the implementation of the Workforce Pell program. Katie Thurber, Commissioner of the Department of Labor (DOL), is convening a group to get the process of identifying and approving programs underway. Mr. Morrow and Dr. Baumgartner will be working with the DOL, the Governor's office, and the postsecondary institutions to move that forward. A team is being organized to work with MHEC to share experiences and needs across the MHEC states.

Dr. Baumgartner reported that the P-20 Working Group met in December and January and with the legislature's Education Committee. The contract has been renewed with Foresight Law & Policy through June 30 for consulting services.

Dr. Baumgartner noted that Nebraska did not receive the Fund for the Improvement of Postsecondary Education (FIPSE) grant that would have allowed implementing a credential registry, talent marketplace, and developing new workforce Pell programs. He stated there are other grant opportunities to be pursued, including one from the Midwestern Higher Education Compact (MHEC).

Dr. Baumgartner commented that the Nebraska Department of Education, the state colleges, and the Commission are continuing work on a direct admissions process with completion by fall.

*Public Hearing on Matters of General
Concern*

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

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

*Public Hearing on Academic Programs
Committee Items*

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

There was no testimony on Academic Programs Committee Items.

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

*Academic Programs Committee
Commissioner Nelson*

ACADEMIC PROGRAMS COMMITTEE

Commissioner Nelson, Committee Chair, introduced Dr. Kathleen Fimple, Academic Programs Officer, to discuss the items on the agenda.

*Proposal for a New Instructional
Program – Northeast Community
College – Agriculture Communication,
AAS*

Proposal for a New Instructional Program - Northeast Community College – Agriculture Communication, AAS

*Dr. Kathleen Fimple presented the
proposal*

Dr. Fimple presented the proposal, stating the proposed program is designed to give students a variety of skills needed to work in agricultural organizations. There are no associate degree programs in ag communication in Nebraska. Dr. Fimple noted that Northeast Community College surveyed 11 agricultural communications professionals to assess the need for the program. All responded that the AAS degree would qualify applicants for openings in their workplace.

*Jill Heemstra and Connie Sixta,
Northeast Community College*

Jill Heemstra, Director of Ag Programs, and Connie Sixta, Dean of Science, Technology, Agriculture & Math, from Northeast Community College, discussed the program proposal and answered Commissioners' questions.

Committee recommendation

Committee recommendation: That the Commission approve the Associate of Applied Science in Agriculture Communication at Northeast Community College.

*Proposal for a New Instructional
Program – Northeast Community
College – Agriculture Communication,
AAS approved*

Commissioner Nelson, on behalf of the Academic Programs Committee, moved to approve Northeast Community College's New Instructional Program – Agriculture Communication, AAS. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, Von Behren, Weber, and Wilson. The motion carried.

*Application for a Recurrent
Authorization to Operate – Osiri
University, Lincoln, Nebraska*

Application for a Recurrent Authorization to Operate – Osiri University, Lincoln, Nebraska

*Dr. Fimple presented information on
the application*

Dr. Fimple presented information on the application noting that Osiri University was approved to establish an administrative office in Nebraska in 2023. In 2025 the University requested to add a Montessori component to the MA in inclusive education. She stated this application is for a recurrent authorization to operate in Nebraska offering HUMA 499/599 Montessori Early Childhood Classroom Application in person.

Dr. John Kalu Osiri, Osiri University

Dr. John Kalu Osiri answered questions from Commissioners regarding the status of Osiri University's application to the HLC and the timeline imposed. He also addressed faculty qualifications, variation in actual enrollments vs. projections, and structure of the Montessori course.

Committee recommendation

Committee recommendation. That the proposal be forwarded to the full Commission without a recommendation.

*Application for a Recurrent
Authorization to Operate – Osiri
University, Lincoln, Nebraska,
approved*

Commissioner Nelson made a motion to approve Osiri University's Application for a Recurrent Authorization to Operate offering one course: HUMA 406/506 Montessori Childhood Classroom Application. The authorization is for three years, valid through March 15, 2029, with the following four Conditions of Authorization:

- 1) Osiri University submits the requested additional documentation to the Higher Learning Commission by May 23, 2026, and receives approval to pursue candidacy status,**
- 2) Osiri University continues to follow HLC procedures and becomes fully accredited,**
- 3) audited financial statements are included with the required annual reports, and**
- 4) Osiri University complies with the assessment and surety bond requirements of Neb. Rev. Stat. §85-2423 through §85-2427.**

Commissioner Griffin seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, Von Behren, and Weber. Commissioner Wilson voted no. The motion carried.

Existing Program Review

Existing Program Review

Dr. Fimple discussed justification for several of the existing programs.

Information Items:

Metropolitan Community College

- Design, Interactivity, and Media Arts, AAS
- Interior Design, AAS
- Photography, AAS
- Video/Audio Communication Arts, AAS

Mid-Plains Community College

- Graphic Design, AAS & AA

Northeast Community College

- Graphic Design, AAS & AA

Southeast Community College

- Graphic Design/Media Arts, AAS

Chadron State College

- Art, BA & BSE
- Music, BA & BSE
- Music Studies, BA (Discontinued)
- Theatre, BA

Peru State College

- Art – Fine Arts, BA & BS
- Art – Teaching, BS
- Community Music & Private Studio, BA & BS (Discontinued)
- Graphic Design, BA & BS
- General Music, BA & BS
- Music – Business Marketing, BA & BS (Discontinued)
- Music K-8 Vocal/Elementary Music Education, BS (Discontinued)
- Music K-12 Vocal/Instrumental, BS
- Music Performance, BA & BS

Wayne State College

- Art, BA
- Music, BA & BS (BS Discontinued)

University of Nebraska at Kearney

- Art Education, MAE
- Art K-12, BAE
- Interior & Product Design, BS
- Music, BA
- Music Comprehensive, BM
- Music Education, MAE
- Music Ed. PK-12 Field, BM
- Music Performance Comprehensive, BM
- Studio Art, BA
- Studio Art Comprehensive, BFA
- Visual Communication and Design, BFA

University of Nebraska – Lincoln

- Acting, BFA
- Art, BA, BFA, MFA
- Art History and Criticism, BA & MA
- Emerging Media Arts, BFA
- Graphic Design, BA & BFA
- Music, BA, BM, BME, MM, DMA, PhD
- Theatre, BA, BFA, MFA

University of Nebraska at Omaha

- Art/Fine Art, BMS
- Art History, BAH (Discontinued)
- Creative Writing, BFA
- Music, BA, BMS, Graduate Certificate, MM

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- Music Education K-12, BM
 - Music Performance, BM
 - Studio Art, BFA & BSA
 - Theatre, BTH & BMS

Existing Programs Requiring Further Review

Existing Programs Requiring Further Review

Dr. Fimple reported that two programs were under Commission minimum performance standards requiring further review. Dr. David Jackson, Executive Vice President and Provost at the University of Nebraska, stated that changing the review date from May 1, 2026, to July 1, 2026, would be acceptable. Commissioner Nelson added that the date will be changed for both MCC and UNL programs.

Metropolitan Community College

- Fashion Design, AAS

University of Nebraska-Lincoln

- Dance, BA

Committee recommendation

Committee recommendation: That Metropolitan Community College and the University of Nebraska-Lincoln conduct in-depth reviews for Fashion Design and Dance, respectively.

Existing Programs Requiring Further Review approved

Commissioner Nelson moved that Metropolitan Community College conduct an in-depth review of its Fashion Design, AAS program, and the University of Nebraska-Lincoln conduct an in-depth review of its BA in Dance program, with a new due date of July 1, 2026. A roll call vote was taken. Commissioner Lauritzen seconded the motion. Voting aye: Daniels, Frison, Griffin, Headrick, Lauritzen, Nelson, Von Behren, Weber, and Wilson. The motion carried.

Annual Reports from Out-of-state and Private Institutions

Annual Reports from Out-of-state and Private Institutions

Dr. Fimple provided information on the following institution that was required to report annually to the Commission.

- Pillar Seminary, Omaha, Nebraska

Dr. Fimple provided information

Report on Institutional Activities Related to Existing Programs

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

- MCC – Content Creation, Certificate of Achievement
- SCC – AI for Professionals, Certificate

New Organizational Units

New Organizational Units

- UNL – Combine Department of Entomology and Department of Plant Pathology (the name of the new combined department will be finalized in Spring 2026)
- UNL – Combine Department of Agricultural Leadership, Education, and Communication and Department of Agricultural Economics (the name of the new combined department will be finalized in Spring 2026)

Program Name Changes

Program Name Changes

CSC – Music, BA to *Applied Music, BA*

NECC – Paramedic Diploma to *Paramedicine Diploma*

NECC – Paramedic, AAS to *Paramedicine, AAS*

Discontinued Departments and Programs

Discontinued Departments and Programs

UNL – Department of Textiles, Merchandising and Fashion Design

- Bachelor of Science in Education and Human Sciences (BSEH) in Textiles, Merchandising and Fashion Design
- Master of Arts in Textiles, Merchandising and Fashion Design
- Master of Science in Textiles, Merchandising and Fashion Design
- Graduate Certificate in Quilt Studies

UNL – Department of Statistics

- Bachelor of Science in Statistics and Data Analytics
- Master of Science in Statistics
- Doctor of Philosophy in Statistics

UNL – Department of Educational Administration

- Master of Education in Educational Administration (MA retained)
- Doctor of Education in Educational Administration
- Graduate Certificate in Community College Leadership

UNL – Department of Earth and Atmospheric Sciences

- Bachelor of Science in Meteorology-Climatology
- Bachelor of Science in Geology
- Master of Science in Earth and Atmospheric Sciences
- Doctor of Philosophy in Earth and Atmospheric Sciences

CSC – Music Studies, BA

PSC – Music- Business Marketing, BS and BA

PSC – Music K-8 Vocal/Elementary Music Education, BS

PSC – Community Music & Private Studio, BS and BA

WSC – Music, BS (BA retained)

UNO – Art History, BAH

CCC – Business Administration, Accounting & Logistics, Entrepreneurship Certificate and Logistics Certificate

CCC – Energy Technology, Diploma, AAS

CCC – Advanced Energy, Certificate

CCC – Solar Power, Certificate

CCC – Wind Power, Certificate

Chair Daniels called for a break at 11:04 a.m. The meeting resumed at 11:15 a.m.

*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 Daniels closed the public hearing on Budget, Construction, and Financial Aid Committee Items.

*Budget, Construction, and Financial
Aid Committee*

Commissioner Von Behren

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Von Behren chaired the Budget, Construction, and Financial Aid Committee in Commissioner O'Holleran's absence. He introduced Nancy Hall, Administrative Management Director at Western Nebraska Community College, to present the new Master Site & Facilities Plan.

*Western Nebraska Community College
Master Site and Facilities Plan*

*Nancy Hall, Western Nebraska
Community College*

**Western Nebraska Community College Master Site and Facilities
Plan**

Ms. Hall provided a visual presentation of Western Nebraska Community College's values and goals for 2025 – 2035. The master site and facilities project was approved by the WNCC Board of Governors. The plan includes reenvisioning student success, academic excellence, community partnerships, and institutional vitality. For the Scottsbluff campus Ms. Hall discussed eight concepts included in the master plan, and an additional list of projects for the Alliance and Sidney locations. Mr. Greg Dart, President of Western Nebraska Community College, answered questions regarding enrollment expectations and how the plan's priorities will be rolled out.

*Mr. Greg Dart, Western Nebraska
Community College*

*Next Commission Meeting is March 13,
2026*

FUTURE MEETING

The next Commission meeting will be Friday, March 13, 2026, 8:30 a.m. at Lincoln Public Schools District Office Board Room, 5905 O Street, Lincoln, Nebraska.

Commissioner Comments

COMMISSIONER COMMENTS

Commissioner Lauritzen gave a health update and noted she intends to continue as a Commissioner for the CCPE.

Meeting adjourned at 11:34 a.m.

ADJOURNMENT

Chair Daniels adjourned the meeting at 11:34 a.m.



POSTSECONDARY INSTITUTION RENEWAL APPLICATION For a RECURRENT AUTHORIZATION to OPERATE in NEBRASKA

Institution:	Osiri University
College Address:	2723 N. 49th Street, Lincoln, Nebraska (Osiri University administrative offices)
Nebraska Street Address:	2723 N. 49th Street, Lincoln, Nebraska (Osiri University administrative offices)
Name of Owner:	John Kalu Osiri
Corporate Address:	2723 N. 49th Street, Lincoln, Nebraska
Legal Status:	☐ Nonprofit; ☒ For-profit: ☐ sole proprietorship ☐ partnership ☒ corporation
Institutional Accreditation:	Higher Learning Commission, pending
Last accreditation review and result:	April 23, 2025 - not eligible: additional documentation needed by May 23, 2026
Date initially approved by CCPE:	March 10, 2023
Date Authorization Expires:	March 15, 2026

Description

Osiri University is a private institution approved by the Coordinating Commission in 2023 to establish an administrative office in Nebraska. The programs being offered were: one associate degree, a bachelor's in business administration, six master's degrees (including one in inclusive education), and a Ph.D. in business administration. The office is in Lincoln, with instruction entirely online at the time of approval. Osiri University also has two supporting offices in Africa. It has begun the process to become accredited in the United States by the Higher Learning Commission (HLC) as well as by the American Montessori Society (AMS)/Montessori Accreditation Council for Teacher Education (MACTE). The term of the Commission's authorization to operate was three years, with the authorization expiring March 15, 2026. Financial reports were required to be submitted with each annual report.

In 2025 Osiri University requested to add a Montessori component to the MA in inclusive education. The official Montessori coursework requires a minimum of two weeks' training in person for one of the courses. This physical presence in Nebraska requires an authorization to operate providing in-person instruction beyond operating an administrative office. The application for a recurrent authorization to operate in Nebraska offering HUMA 499/599 Montessori Early Childhood Classroom Application was approved by the Commission in its January 30, 2026, meeting. Since

this approval was for a single course, Osiri is **applying for authorization to continue operating an administrative office in the state for its online programs.**

REVIEW CRITERIA

A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)

Meets minimum standards				
yes	√		no	

Osiri University began start-up operations during FY23, and it has submitted the required audited financial statements for FY23 and FY24. During the application process, Osiri University provided the budget for the first three years of operation.

Budget	FY24	FY25	FY26
Estimated Enrollment (UG/GR)	100/50	125/75	150/100
Estimated Tuition and Fee Revenue	\$112,500	\$156,250	\$200,000
Estimated Total Revenue	\$167,000	\$219,060	\$276,144
Estimated Expenses	\$136,062	\$180,399	\$253,227
Estimated Net Income after Taxes	\$24,441	\$30,542	\$18,105

Since FY24 was the first year of actual operations, the results are included below for comparison with the above estimates.

Actual	FY24
Enrollment (UG/GR)	8/310
Tuition and Fee Revenue	\$62,393
Total Revenue	\$85,864
Total Expenses	\$117,080
Net Income (Loss)	(\$31,216)

During FY24, tuition and fees charges steadily increased from \$150/year at the beginning of 2024 to \$250/year, then \$400/year, and finally \$600/year toward the end of 2024 for graduate courses. Projecting the FY25 tuition and fees charges of \$300 for undergraduate and \$600 for graduate courses, estimated tuition and fees revenue based on estimated enrollment would be \$188,400. When questioned about the difference in estimate vs actual figures in the budget, Osiri responded that there were some waivers granted and the timing of fee collection skewed the report. In addition, the cost of fees used by CCPE were those in force at the end of the year and don't reflect the changes throughout the year.

Note that the Postsecondary Institution Act does not allow an institution to charge tuition or fees for more than a term (NRS §85-2409). When this was pointed out to Osiri University, it pledged to assess an administrative fee of \$65 per three-credit undergraduate or graduate course and \$467 per three-credit Montessori course beginning in 2026.

Revenue – Included in Osiri's FY24 revenue projections were \$27,000 of rental income for six offices in the purchased building and private gifts of \$10,000. Actual results indicate that no rental revenue was received and private gifts of \$23,000 were received. As part of the initial financial review, the steady source of additional rental income was an important factor in determining financial stability.

In response to questions concerning the lack of rental income, Osiri stated that newly renovated space in the current building will be leased to the Osiri Innovation Learning Center, which will operate the Montessori childcare program which they believe will support the Osiri University's Montessori Teacher Education program. While the childcare program is not necessary for the Teacher Education program, it would provide access to real world experiences.

In addition to the potential lease revenue, each student in the Montessori Teacher Education program would be charged \$467 for each three-credit course. With an estimated enrollment of 10 graduate students in the 10 courses in the Montessori program, this would generate \$46,700 for the program and \$23,500 annually from one cohort of students. This would provide an additional revenue stream, however, there is no guarantee that this will occur.

Expenses – The two largest expense categories are office rent and associated costs of \$52,500 and student support and operations of \$24,130. The costs identified on the Statement of Income and Retained Earnings show very few categories where expenses could be reduced, as these would be necessary during the startup process. Without the ability to reduce costs, revenue must necessarily be increased. Additional expenses for FY25 and FY26 will include salary costs for the two Montessori instructors.

Enrollment -- Osiri's modified tuition and fees model charged a set amount for the year, \$300 for undergraduate and \$600 for graduate programs, up to a limited number of courses. (This was up from their original model of \$100 tuition per course for undergraduates and \$150 for graduate courses.) The most recent fees model of charging by three-credit course would result in a cost of \$2,350 per year for the MA in Inclusive Education—Montessori program. It remains to be seen if this new model will have an impact on enrollment.

Financial Aid Policy – The school does not participate in the federal Title IV financial aid program. Financial-related procedures are identified in the college's catalog. Administration fees are non-refundable.

Student Loan Default Rate and Composite Financial Score—not applicable

The U.S. Department of Education requires institutions participating in Title IV programs to satisfy financial responsibility standards and to maintain a specific default rate. Osiri University does not intend to participate in the Title IV program.

Conclusion -- As noted in the original review, the ability of Osiri to operate profitably depends on three unknowns – enrollment in both the originally envisioned programs and the Montessori Teacher Education program, rental income/private gifts, and the ability to attract instructors from Nigeria at the pay level planned. There continue to be reservations whether any of the three unknowns can be met with the information provided at this stage. Until sufficient historical information is available that will provide results of operations, the financial data provided by Osiri indicates that it would be financially stable. It is recommended that audited financial statements be required each of the next three years with the FY25 statements submitted as soon as they are available.

B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution's ability to generate and sustain enrollment

Changes since previous reporting?				
yes	√		no	

The programs are offered online. The in-person course for the MA in Inclusive Education – Montessori was approved at the January Commission meeting.

Credit – Each credit hour is equivalent to one contact hour over a 15-week period. In the Montessori in-person course, six credit hours are equivalent to 80 hours of instruction.

C. The quality and adequacy of teaching faculty, library services, and support services

Changes since previous reporting?				
yes	√		no	

The original application identified 67 faculty who could be teaching at the university. The renewal application indicated that there were no changes in this category since the first approval.

However, Ms. Kathie Sweet was listed in the January application (but not the original application) as a Montessori teacher as well as the Vice President of Academics. Some faculty currently listed on the website do not appear to have been included on the original faculty list.

D. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered

Changes since previous reporting?				
yes			no	√

The administrative offices continue to be located at 2737 N. 49th Street in the University Place neighborhood of Lincoln. In addition to administrative offices, the building will house a planned

Montessori day care facility (see Section A). Instruction for one course (HUMA 499/599 Montessori Early Childhood Classroom Application, approved January 30, 2026) would take place in the building.

E. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the United States Department of Education

Meets minimum standards				
yes	√		no	

Osiri University began the accreditation process with the Higher Learning Commission in August 2022. Following submission of an application and an Eligibility Interview, HLC determined that Osiri University could proceed with submitting an Eligibility Filing. The University submitted the filing in April 2025. HLC determined that Osiri University did not meet some of the requirements for accreditation candidacy. HLC has given the university until May 23, 2026, to respond to the concerns.

Osiri University submitted an application to the Montessori Accreditation Council for Teacher Education (MACTE) in September 2024. The application is good for two years during which time Osiri must submit a self-study. MACTE will schedule an onsite visit when Osiri has students in the practicum phase (the phase that follows the in-person course). Osiri estimates that they will be able to submit the self-study and have the site visit scheduled in fall 2026. On January 15, 2026,

MACTE's accreditation team notified Osiri University that it would proceed with processing their application for substantive change and an additional location in Nigeria.

F. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere

Changes since previous reporting?				
yes			no	✓

Credits from this program could transfer to any institution that accepts transfer credits according to the institution's policy. Acceptance of any transfer credits is always up to the receiving institution.

G. The institution's policies and procedures related to students, including, but not limited to, recruiting and admissions practices

Changes since previous reporting?				
yes	✓		no	

The renewal application indicated no changes since the original application. However, the original application identified tuition charges. Since then, Osiri University decided not to charge tuition

but to charge administrative fees instead. These fees have changed several times since the original application.

Committee Comment: Some of the items that were marked "no change" in the renewal application had changed from the original application, but the changes were part of the 2025 Montessori application. Although many of the changes were not indicated on the renewal application, staff were able to determine most of the new items. It is unknown if there are any changes that have not been identified.

Committee Recommendation: That the Commission approve the renewal of the recurrent authorization to operate for:

Institution: Osiri University

Owner: John Kalu Osiri

Level of authorization: a) Administrative Office and
b) less than a complete program, specifically HUMA 499/599 Montessori Early Childhood Classroom Application (per Neb. Rev. Stat. §85-2412 and NAC Chapter 7 §003.08)

Length of authorization: Three years (valid through August 15, 2029)

Conditions of authorization: 1) Osiri University submits the requested additional documentation to HLC by May 23, 2026*, and receives approval to pursue candidacy status,
2) Osiri University continues to follow HLC procedures and becomes fully HLC accredited,
3) audited financial statements are included with the required annual reports,
4) the 2025 audited financial statements are submitted as soon as they are available in 2026,

* See Section E.

- 5) the Osiri University catalog and website are updated to reflect current administrative fees wherever they are mentioned and the specific names of accreditors (HLC and MACTE) by March 31, 2026, and
- 6) Osiri University complies with the assessment and surety bond requirements of Neb. Rev. Stat. §85-2423 through §85-2427.

Reporting requirements: Annual reports are required in a form available on the Commission website. [Annual Report FORM 2018-19.pdf \(nebraska.gov\)](#) The next report is due March 15, 2027.

2024-2025 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 (2019-2024)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNK	Agribusiness	3,158	544	BS	12.2					
UNL	Agribusiness (Interdisciplinary)			BSBA BSAB	5.4 43.6					
UNL	Agricultural Economics Rural Economic and Community Vitality	5,209	600	BSAE	41.0	MS Grad Cert	4.2 0.6	PhD	5.6	R & M, demand, disruptions of COVID-19
UNL	Agronomy and Horticulture Plant and Landscape Systems Agronomy Horticulture Floriculture and Nursery Production Management Ornamentals, Landscape and Turf Advanced Horticulture Agronomy Grassland Management	6,018	342	BS BSAG	13.0 29.2	MS MS Grad Cert Grad Cert Grad Cert Grad Cert Grad Cert	19.2 1.8 0.2 0 1.4 0 1.0	PhD	12.2	MS in Horticulture will discontinue admissions Fall 2025. Proposal to delete and to modify MS Agronomy to include this area of study.
UNL	Natural Resource & Environmental Economics	80	5	BSNE	2.2					Currently under revisions to be integrated within another degree program.
UNL	Environmental Science			BSES	5.4					Interdisciplinary program
UNL	Plant Biology			BSPB	5.4					Interdisciplinary Program
UNL	Plant Health							DPH	2.4	Under campus review for discontinuation

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation

Institution	Program	5 yr Average (2019-2024)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNL	Plant Pathology					MS	1.2	PhD	0.8	New
UNL	Regional and Community Forestry	5,546	355	BS	2.8					New
UNL	PGA Golf Management	1,172	827	BS	12.4					
UNL	Athletic Training					MS	0			New
UNL	Nutrition and Health Sciences Nutrition Nutrition, Non-coding RNAs and Extracellular Vesicles	8,910	779	BSEH	128.6	MS MS Grad Cert	16.8 1.0 0.8	PhD	2.8	Demand, Doctoral students are essential to research although enrollment is limited by number of faculty, MS in Nutrition is a stopping out point for PhD students.
UNO	Geography	5,192	467	BA/BS BMS	7.0 2.0	MS Grad Cert	4.4 1.8			Demand, 6- point strategy to increase enrollments
UNO	Geology	3,425	546	BA/BS	8.6					

*For the University this is SCH/Instructional Faculty FTE

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

CSC – Applied Justice Studies Reduced-Credit Degree Program, BA
CSC – Applied Education Reduced-Credit Degree Program, BS
CSC – Mathematics, Certificate of Advanced Studies
CSC – Business, Certificate of Advanced Studies
CSC – Social Science Comprehensive Major, BA
CSC – Public History, Minor
CSC – Business Administration Comprehensive Major, Business Analytics Option
NECC – Information Technology, Diploma
NECC – Small Business Entrepreneurship, Certificate
SCC – Electronic System Technology - AVD/Low Voltage Technician, Diploma
SCC – English, Certificate
SCC – Culinary Arts, AAS
SCC – Hospitality Management, AAS
SCC – Culinary Communications, AAS
UNO – Accounting, BSBA
UNO – Human Resources Management, BSBA
UNO – Entrepreneurship, BSBA
UNO – Finance, BSBA
UNO – Logistics, BSBA
UNO – Management, BSBA
UNO – Marketing, BSBA
UNO – Integrated Leadership, Undergrad. Certificate
UNO – Operational Leadership, Undergrad. Certificate
WSC – Higher Education and Student Affairs, MSE

Program Name Changes

NECC – Computer Information Systems, AA to *Information Technology, AA*
NECC – Information Security & System Administration, AAS to *Cyber Security & Network Administration*
NECC – Drafting-Architectural, AAS to *CADD Technology, AAS*
NECC – Drafting, Diploma to *CADD Technology, Diploma*
NECC – Drafting, Certificate to *CADD Technology, Certificate*
NECC – Web/Visual Application Development & Technical Services Support, AAS to *Computer Programming & Data Analytics, AAS*

Discontinued Programs

CSC - Business Administration Comprehensive Major, Business Information Systems Option
CSC – History Subject Major, BSE
CSC - Family & Consumer Science Comprehensive Major, Design and Merchandising Option
CSC - Family & Consumer Science Comprehensive Major, Health and Human Services Option
CSC - Family & Consumer Science Comprehensive Major, Nutrition and Wellness Option and Minor
CSC - Family & Consumer Science, Gerontology Minor
CSC - Family & Consumer Science, Hospitality Minor
CSC - Family & Consumer Science, Public Health Promotion and Education Minor
CSC - Family & Consumer Science, Textiles and Design Minor
NECC – Information Technology AAS, Cisco Networking Academy and Information Security Concentration

NECC – Information Technology AAS, Cisco Networking Academy and System Administration Concentration
NECC – Information Technology AAS, Cisco Networking Academy and Technical Service Support Concentration
NECC – Information Technology AAS, Information Security and Technical Service Support Concentration
NECC – Information Technology AAS, System Administration and Technical Service Support Concentration
NECC – Information Technology AAS, Web and Visual Application Development and Cisco Networking Academy Concentration
NECC – Information Technology AAS, Web and Visual Application Development and Information Security Concentration
NECC – Drafting-Structural Concentration, AAS
NECC – Cisco Networking Academy, Certificate
NECC – Information Security, Certificate
NECC – Information Technology-General, Certificate
NECC – System Administration, Certificate
NECC – Technical Services Support, Certificate
NECC – Web & Visual Application Development, Certificate
UNO – Religious Studies, BA

Coordinating Commission for Postsecondary Education

Subject: Statewide Funding Priorities for the 2027-29 Biennial Budget Process

Committee Recommendation: The Budget, Construction, and Financial Aid Committee recommends approval of the Statewide Funding Issues/Initiatives for the 2027-29 Biennial Budget Process.

Purpose: Neb. Rev. Stat. § 85-1416 directs the commission to analyze institutional budget requests for new and expanded programs and services and major statewide funding issues or initiatives as identified in the comprehensive statewide plan. This document identifies those priorities.

Statewide Funding Issues/Initiatives for the 2027-29 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 issues/initiatives (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 issues/initiatives 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 issues/initiatives are aligned to the goals of the *Comprehensive Statewide Plan*.

For the 2027-2029 biennium the Budget, Construction, and Financial Aid Committee has identified four statewide funding issues/initiatives: 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 2027-2029 biennial budget process are:

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

With Nebraska's September 2025 unemployment rate at 3.0%, 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, including programs that will become eligible for Workforce Pell grants; on placing students with employers and in communities through internships, apprenticeships, and "grow-your-own" programs; on documenting and 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 aged 25 to 34 will have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value 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 slipped to 65.2% in 2022 and continued to fall to 64.9% in 2023. During this same three-year period, high school graduation rates increased with the largest increase of 1% occurring in 2023-24.

While cost is a significant factor when a potential student is deciding on a college, other factors also play a part. The Commission supports 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, development of direct, or "proactive," admissions practices, 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.

(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. 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 issue. This should include state funding for the growing number of state-mandated tuition and fee waivers.

There is a wide gap between low-income and non-low-income students in college attendance and college completion, which results in undeveloped talent and workforce shortages. Over the past decade, non-low-income Nebraska high school graduates have continued directly to college at a rate 21 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, and they come at a financial cost to the institutions. 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 issues.

The Commission also supports 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 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 also supports investment and collaboration in processes and technologies that increase efficiency and result 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 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, first-time and returning adult learners, and students from lower socioeconomic backgrounds. The Commission would support initiatives to increase the retention and graduation rates of students via cooperation between all sectors of postsecondary education. Initiatives could include programs that increase students' ability to easily transfer coursework between Nebraska's postsecondary institutions, including reverse transfer, or that identify students who are at-risk of ending their education prior to earning a degree or credential and addressing their specific needs. Relatedly, the Commission would support re-engagement efforts that identify former students who were academically successful before leaving college without a degree or credential and provide services, interventions, and solutions that allow the students to complete their education. The Commission also supports initiatives analyzing campus-specific issues that lead to low retention and graduation rates such as housing and food insecurity and unpaid fees and charges.

(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.)

Coordinating Commission for Postsecondary Education

Subject: Capital Construction Budget Prioritization Process for the 2027-2029 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture

Committee Recommendation: The Budget, Construction, and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of the Prioritization Process for Capital Construction Budget Requests 2027-2029 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture.

Purpose: Neb. Rev. Stat. § 85-1416 (3) requires that the “[T]he Board of Regents of the University of Nebraska and the Board of Trustees of the Nebraska State Colleges shall each submit to the commission information the commission deems necessary regarding each board's capital construction budget requests. The commission shall review the capital construction budget request information and may recommend to the Governor and the Legislature modification, approval, or disapproval of such requests consistent with the statewide facilities plan and any project approval determined pursuant to subsection (10) of section 85-1414. . . . The commission shall develop from a statewide perspective a unified prioritization of individual capital construction budget requests for which it has recommended approval and submit such prioritization to the Governor and the Legislature for their consideration.”



Prioritization Process for Capital Construction Budget Requests 2027-2029 Biennium

March 13, 2026 Revision

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

PRIORITIZATION PROCESS FOR CAPITAL CONSTRUCTION BUDGET REQUESTS

Table of Contents

INTRODUCTION	2
CRITERION NO. 1: STATEWIDE FACILITIES CATEGORY RANKING.....	4
CRITERION NO. 2: SECTOR INITIATIVES AND PRIORITIES.....	6
CRITERION NO. 3: INSTITUTIONAL STRATEGIC AND LONG-RANGE PLANNING	8
CRITERION NO. 4: IMMEDIACY OF NEED.....	10
CRITERION NO. 5: QUALITY OF FACILITY.....	12
CRITERION NO. 6: AVOID UNNECESSARY DUPLICATION	14
CRITERION NO. 7: APPROPRIATE QUANTITY OF SPACE	16
CRITERION NO. 8: STATEWIDE ROLE AND MISSION	18
CRITERION NO. 9: FACILITY MAINTENANCE EXPENDITURES.....	20
CRITERION NO. 10: ONGOING COSTS	22
OTHER PRIORITIZATION CONSIDERATIONS: ESSENTIAL SEQUENCING OF MULTIPLE INDIVIDUAL BUDGET REQUESTS.....	23
DEFINITIONS:.....	24

INTRODUCTION

The Coordinating Commission for Postsecondary Education is statutorily responsible to develop from a statewide perspective a unified prioritization of individual capital construction budget requests for which it has recommended approval and submit such prioritization to the Governor and the Legislature for their consideration. In establishing its prioritized list, the Commission may consider and respond to the priority order established by the Board of Regents or the Board of Trustees in their respective capital construction budget requests.

The following pages outline the Commission's process for establishing the sequential order for financing University of Nebraska, Nebraska State College System, and Nebraska College of Technical Agriculture capital construction requests. The process reflects the Major Statewide Facilities Goal in the *Comprehensive Statewide Plan for Postsecondary Education*:

“Nebraskans will advocate a physical environment for each of the state’s postsecondary institutions that supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.”

Individual capital construction budget requests will be considered for this prioritization list only after prior approval of the institution’s governing board and the Commission (as required), and only if the institution is requesting State funding through the biennial budget request process. In addition, the Commission’s capital construction budget recommendations and prioritization will identify any other project eligible for State funding that has been previously approved by the Commission, and for which governing boards are not requesting State funding in their current capital construction budget request.

The prioritization process involves the use of ten weighted criteria. The percentage resulting from these criteria’s cumulative point total establishes the recommended funding order of individual capital construction budget requests. The following outline provides a synopsis of each criterion, including the maximum point total for each. Individual criteria are explained in greater detail within this document.

1. Statewide Facilities Category Ranking

The Commission will determine statewide ranking of broad facilities request categories as part of a continual evaluation of the State's needs.

30 points

2. Sector Initiatives and Priorities

Governing boards may designate initiatives and priorities that promote immediate sector capital construction needs for the coming biennium.

10 points

3. Institutional Strategic and Long-Range Planning	10 points
Governing boards may display the need for individual capital construction requests through institutional strategic and long-range planning.	
4. Immediacy of Need	10 points
Urgency of need for a capital construction request will be considered.	
5. Quality of Facility	10 points
The condition and function of a program or service's facility(s) will be considered in the development of priorities.	
6. Avoid Unnecessary Duplication	10 points
Unnecessary duplication will be evaluated in this process by reviewing the ability to increase access and/or serve a valid need while avoiding unnecessary duplication.	
7. Appropriate Quantity of Space	5 points
An institution can show how a capital construction request provides an appropriate quantity of space for the intended program or service.	
8. Statewide Role and Mission	5 points
Broad statewide role and mission categories will be considered.	
9. Facility Maintenance Expenditures	5 points
Ability of an institution to maintain its existing facilities is considered.	
10. Ongoing Costs	5 points
Potential long-term costs (or savings) associated with a capital construction budget request will be considered.	

CRITERION NO. 1: STATEWIDE FACILITIES CATEGORY RANKING

Maximum Possible Points: 30 points

Process for Awarding Points:

This criterion ranks the types of facilities request categories based on the Commission view of overall statewide needs. The table that follows lists statewide priorities for broad capital construction categories used in developing capital construction budget requests. The Commission places a high priority on the safety of facility occupants and maintaining the State's existing physical assets.

Facilities Category Rankings			
LB 309 Task Force for Building Renewal Classifications*		All Other Types of Facilities Request Categories	Max. Points
Fire & Life Safety - Class I			30 pts.
Deferred Maintenance - Class I	or	Partially-funded Requests	27 pts.
Amer. w/ Disabilities Act - Class I	or		24 pts.
or Energy Conservation - Class I	or		
Fire & Life Safety - Class II		Instructional Tech. & Telecom.	21 pts.
		Master Planning/Programming or Infrastructure Repair/Replacement	18 pts.
		Renov./Remdl./Replacement or Infrastructure Expansion	15 pts.
Deferred Maintenance - Class II	or	New Construction or Land Acquisition - Program Needs	12 pts.
Energy Conservation - Class II			9 pts.
Amer. w/ Disabilities Act - Class II			6 pts.
		Land Acquisition - Future Expansion	3 pts.

* Definitions of Task Force for Building Renewal classifications are included at the end of this document.

Individual capital construction budget requests that include combinations of two or more of the listed categories will be weighted to attain an average point total. The Commission will

only weight multiple categories in a request when each category comprises a minimum of 5% of the request. The weighting of requests will use square foot comparisons where possible, with an institution's cost estimate used as an alternate method when necessary. For example, if one-third of a renovation request addresses Fire & Life Safety - Class I needs, then the request would receive 10 points (1/3 of 30 pts.) for its fire & life safety component and 12 points (2/3 of 18 pts.) for its renovation component for a total of 22 points. It is the institution's responsibility to inform the Commission of requests that may receive points from two or more categories and to provide supporting information. Possible sources for identifying this information may include the LB 309 Budget Requests, program statements, or institutional capital construction budget request forms.

Partially funded requests will be defined as follows: Individual capital construction requests previously approved by the Commission that have received partial funding (including appropriations from the Legislature and confirmed grants or pledges) for design and/or construction within the past two years. The Commission places a high priority on completing projects to prevent disruptions in programs or services. A high priority is also placed on approved capital construction budget requests with substantial amounts of alternate funding available.

Requests that qualify for the partially funded classification will be weighted based on the percentage of the request that is partially funded to attain an average point total. For example, a new construction request approved by the Commission with 50% of the design or construction funds pledged by a donor would receive half the weighted points for this criterion from the partially funded category and half from the new construction category.

Replacement space will be defined as follows: Replacement of a program or service's existing space with new construction, or relocation and renovation, due to the insufficient quality of its existing space. The request includes removal of the program or service's existing space by demolition or sale. The need for replacement space may be appropriate when it is more economically feasible than renovation. Additional functional issues that are considered in the decision whether to renovate or to replace would include: net-to-gross square footage ratios, actual useable space, floor-to-floor height needs, flexibility of floor plans, utility service needs, etc.

Comments and Possible Future Refinements to the Process:

The Commission will review these broad statewide facilities category rankings at the beginning of each biennial budget cycle. Changes in the postsecondary education environment such as enrollment or budgetary fluctuations, governmental mandates, and technological advances will have a significant impact in establishing the priority needs of the State's public postsecondary institutions.

CRITERION NO. 2: SECTOR INITIATIVES AND PRIORITIES

Maximum Possible Points: 10 points

Process for Awarding Points:

This criterion allows each sector to identify programmatic initiatives related to capital construction budget requests that are a high priority to the institution and the State. The need for a facility cannot be determined solely on how much space an institution requires or the facility’s condition. Facilities should also be evaluated based on whether they address strategic initiatives for postsecondary education or respond expeditiously to meet Nebraskans’ educational, economic, and societal needs. Evaluation must also be concerned with meeting the qualitative requirements of programs. This criterion allows each sector to identify its immediate or short-term initiatives that relate to capital construction. A sector initiative should result in the identification of clearly focused requirements. It is not intended to identify broad sector role and mission assignments as identified in statutes.

The following table provides the method for distribution of points for each capital request:

Sector Initiatives and Priorities	Max. Points
The request promotes a designated governing board sector initiative or priority	10 pts.

No one request may earn more than the maximum ten points. Governing boards that would like Commission consideration for this criterion should identify sector initiatives in their capital construction budget request to the Governor, Legislature, and Commission. These designations must be limited to no more than three initiatives for the University of Nebraska System and no more than two initiatives for the Nebraska State College System.

Points will not be awarded to or counted against Nebraska College of Technical Agriculture at Curtis (NCTA) requests. Unlike other University campuses, NCTA submits a separate capital construction budget request to the Governor, Legislature, and Commission. NCTA is a small campus that generally submits few requests in its capital construction budget request. By excluding NCTA requests from this criterion, it prevents penalizing any institutional requests.

Governing boards may designate sector initiatives to promote issues they determine are a priority for the coming biennium. The following examples are provided for illustrative purposes only:

- 1) Designating a specific academic program or service offered by one or more institutions within a sector;
- 2) Designating a college or school within an institution or sector;
- 3) Designating a specific research, public service, or support area at one or more institution; or
- 4) Designating system-wide initiatives such as classroom or class laboratory improvements, enhancing instructional technology, or addressing the deferred maintenance backlog on campuses.

Initiatives may be used to enhance specific instructional capabilities, improve economic development for the State, or provide better service to Nebraska residents. The only restriction to be placed on these designations is that they cannot be so broad as to incorporate a sector's role and mission assignment, such as general improvements to instruction, research, or public service.

The Commission will award points to requests containing a sector initiative based on the percentage of space or funding that relates to the designation. For example, if half a renovation request's space is for a college designated as a sector initiative, then that request would receive five points.

The Commission will also award points for governing board priorities of individual capital construction budget requests and Task Force for Building Renewal request categories, as submitted in the governing board's *Capital Construction and Building Renewal Projects Budget Request*. The Commission will award 10 points to the governing board's first priority, 9 points for the second priority, etc. Should governing boards have different priorities for Task Force for Building Renewal request categories, the points awarded will be based on the weighted dollar value of each governing board's request for that category compared to the total Task Force for Building Renewal request for that category. The Commission will only assign points for Class I Task Force for Building Renewal requests.

Comments:

Inclusion of this criterion allows governing boards to inform the Governor, Legislature, and Commission of sector initiatives and priorities involving institutional programs or services that will affect capital construction needs for the coming biennium. This criterion incorporates institutional strategic issues affecting capital construction into the priority process.

CRITERION NO. 3: INSTITUTIONAL STRATEGIC AND LONG-RANGE PLANNING

Maximum Possible Points: 10 points

Process for Awarding Points:

This criterion quantifies the degree to which an individual capital construction budget request supports the institutional Strategic Plan and Comprehensive Facilities Plan. Postsecondary education must take a long-range view of its facilities needs and create a vision of the institution's direction, mission, array of programs, and physical facilities. The Commission recognizes existing institutional strategic and long-range planning efforts and encourages continued planning by institutions and governing boards. Strategic and long-range planning is one tool that enables institutions to meet such objectives as promoting access to education, improving the economic development potential for Nebraska, and improving our quality of life. Therefore, all capital construction budget requests that conform to existing governing-board-approved plans may receive up to six points as shown in the table below. Additional points may be allocated based on the inclusion of other critical planning elements.

Institutional Long-range Planning	Points
The request is in compliance with governing-board-approved Strategic Plan and Institutional Comprehensive Facilities Plan submitted to the Commission	6 pts.
The governing-board-approved Strategic Plan identifies major external and internal environmental trends, forecasts, and assumptions that affect the capital construction budget request's program or service	2 pts.
A clear link is shown between the program or service's direction and needs in both the Strategic Plan and Institutional Comprehensive Facilities Plan	2 pts.
Sum of points allocated for institutional long-range planning	10 pts.

External and internal environmental trends, forecasts, and assumptions may include such determinates as key social, demographic, educational, economic, and technological issues affecting an institution's programs and services. Trend data and analysis should go back an appropriate length of time. Forecasts should similarly cover an appropriate length of time to adequately implement strategies in the Institutional Comprehensive Facilities Plan.

An institution's Strategic Plan is the driving force through which its goals are articulated. Any capital construction budget request should not only be justified through the Institutional Comprehensive Facilities Plan but should also be linked to the overall direction that the institution moves toward in the Strategic Plan.

Comments:

Inclusion of this criterion allows for significant participation by the institutions and governing boards in identifying institutional direction.

CRITERION NO. 4: IMMEDIACY OF NEED

Maximum Possible Points: 10 points

Process for Awarding Points:

This criterion quantifies the degree of immediacy of need for individual capital construction budget requests. The number of capital construction budget requests has always exceeded the ability of the Legislature to fund them. Therefore, requests intended to meet existing needs of a program or service versus projected needs will be given priority. Those requests that would have an immediate impact on unmet programmatic or service needs, or designated statewide initiatives will also be given priority.

The following table provides the method for distribution of points for each individual capital construction budget request:

Degree of Need	Points
Primarily meets short-term needs of program or service (<5 years)	8-10 pts.
Primarily meets mid-term needs of program or serv. (≥5 yrs. to 10 yrs.)	4-7 pts.
Prim. meets long-range needs of program or serv. (>10 yrs. to 20 yrs.)	1-3 pts.
Prim. meets needs of program or serv. past long-range needs (>20 yrs.)	0 pts.

This criterion is not intended to discourage proper planning and programming of facilities. The consideration of a program or service's future expansion needs will be recognized when appropriate. Points awarded in this criterion will focus on the primary reason an institution is requesting funding. The Commission recognizes that proper planning of a facility may require long-range expansion space to be incorporated into a request that primarily addresses short-term needs.

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CRITERION NO. 5: QUALITY OF FACILITY

Maximum Possible Points: 10 points

Process for Awarding Points:

This criterion quantifies the degree to which the individual capital construction budget request provides a suitable quality physical environment. The quality of facilities available to a program or service can be measured in two areas:

- 1) By the condition of the primary or secondary structural and facility service systems (5 possible points); and
- 2) The functional layout of the facilities (5 possible points).

The following tables provide the method for distribution of points for each capital request:

Condition of Primary, Secondary and Service Systems	Points
Facility in poor condition (cost of repairs >10% of replacement value)	5 pts.
Facility in fair condition (cost of repairs >5% to 10% of facility replacement value)	3 pts.
Facility in good condition (cost of repairs >0% to 5% of facility replacement value)	1 pt.
Facility in excellent condition (cost of repairs is 0% of facility replacement value)	0 pts.

The condition of existing facilities will be determined based on the following sources:

- 1) A recent (within the last five years) *Facilities Audit Survey*;
- 2) *LB 309 Task Force for Building Renewal Budget Request*; or
- 3) Institutional or Commission staff estimates.

The cost of repairs should not consider alterations in room layout or other remodeling costs.

Functional Layout of Space	Points
Addresses inadequate flexibility or layout of existing space	2.0 pts.

Addresses accessibility deficiencies with existing space	1.0 pt.
Addresses inadequate utility services or infrastructure needs (including instructional technology needs) of program	1.0 pt.
Addresses insufficient fixed or specialized equipment needs of program	0.5 pts.
Addresses environmental problems with existing space (acoustical problems, poor illumination, etc.)	0.5 pts.
Sum of points allocated for functional layout of space	5 pts.

Planning and programming requests will be allocated points based on the perceived quality of the spaces where the program or service is presently located.

Points will not be awarded to or counted against LB 309 Task Force for Building Renewal or land acquisition requests.

CRITERION NO. 6: AVOID UNNECESSARY DUPLICATION

Maximum Possible Points: 10 points

Process for Awarding Points:

Individual capital construction budget requests will receive the maximum points possible for this criterion if the request contains no unnecessary duplication of facilities. This criterion quantifies the degree to which a request increases access or serves valid needs while avoiding unnecessary duplication. The number of points deducted from the maximum allowed will be based on how much space related to a request constitutes unnecessary duplication.

Unnecessary duplication will not substantially increase access and/or serve valid needs. The Commission will consider unnecessary duplication in existing public and/or private facilities in Nebraska, neighboring states, or consortia such as the Midwestern Higher Education Commission Compact, which are reasonably accessible to the institution.

The following table provides the method for distribution of points for each capital request:

Amount of Unnecessary Duplication	Points
Request contains no unnecessary duplication	10 pts.
Request contains > 0% to 2% unnecessary duplication	8 pts.
Request contains > 2% to 5% unnecessary duplication	5 pts.
Request contains > 5% to 10% unnecessary duplication	2 pts.
Request contains >10% to 15% unnecessary duplication	1 pt.
Request contains >15% unnecessary duplication	0 pts.

Comments:

This criterion allows the Commission to approve a generally needed request with a small amount of duplication. Minor amounts of unnecessary duplication are then addressed through this prioritization process.

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CRITERION NO. 7: APPROPRIATE QUANTITY OF SPACE

Maximum Possible Points: 5 points

Process for Awarding Points:

This criterion quantifies the degree to which the individual capital construction budget request effectively accommodates space needs. The quantity of space proposed for a program can be justified by at least one of the following three methods:

- 1) Use of governing-board-adopted and/or externally mandated space or land guidelines;
- 2) Use of utilization reports; or
- 3) By requirements determined by professional planners.

The following table provides the method for distribution of points for each capital request:

Justification for Quantity of Space Needs	Points
Amount of space required for a program is justified by space or land guidelines as applicable	2 pts.
Amount of space required for a program is justified by utilization reports as applicable	2 pts.
Amount of space required for a program is justified by professional planners in the program statement when space or land guidelines do not apply to a particular type of space	1 pt.
Sum of points allocated for quantity of space needs	5 pts.

Space that does not easily conform to space or land guidelines or utilization reporting formats will not adversely affect the number of points allocated to a request. An example of a type of space that would not conform to both qualitative measures would be research laboratory space. Utilization reports for this type of space are not practical since research space is generally not shared. A request that included only research laboratory space would receive five points if it is verified by appropriate space guidelines and professional planners. The Commission will also consider the adaptability of existing space in renovation requests when comparing space guidelines with the amount of space proposed.

Fire & Life Safety, Deferred Maintenance, Code Compliance, and Energy Conservation requests will not be included in this criterion since they do not address an institution's space needs.

CRITERION NO. 8: STATEWIDE ROLE AND MISSION

Maximum Possible Points: 5 points

Process for Awarding Points:

In determining priorities for individual capital construction budget requests, the Commission will consider the relative priorities of role and mission categories from a broad statewide perspective. The priorities are not intended to reflect any individual institution, but the overall role of these areas in meeting the needs of Nebraska residents.

The following table establishes broad statewide priorities for role and mission categories as it is reflected in each capital construction budget request:

Statewide Role and Mission Categories	Points
Undergraduate Instructional Space and Academic Support Space	5 pts.
Graduate or Professional Instructional Space; Student Support Space and Basic or Technology Transfer Research Space	4 pts.
Public Service Space and Applied Research Space	3 pts.
Administrative or Operational Support Space	2 pts.

Requests that include combinations of two or more of the listed categories will be weighted to attain an average point total. The Commission will only weight multiple categories in a request when each category comprises a minimum of 10% of the request. The weighting of requests will use square foot comparisons where possible, with an institution's cost estimate used as an alternate method when necessary. The following examples are provided for each category:

- Undergraduate Instructional Space - Includes classrooms, class laboratories, classroom service, class laboratory service, and faculty offices used to support undergraduate instruction.
- Academic Support Space - Includes space for learning or student assistant centers (includes tutoring services, study skills services, etc.), libraries, academic computing services, museums or galleries, educational media services, academic administration, etc.
- Student Support Space - Includes space for counseling and career guidance services, social and cultural centers, financial aid services, non-self-supporting intercollegiate athletics, student service administration, etc. The following self-supporting functions are excluded: dormitories or residence halls, student unions, student medical services, student auxiliary services (includes child care services, bookstores, etc.), recreational facilities, etc.

- Graduate or Professional Instructional Space - Includes classrooms, class laboratories, classroom service, class laboratory service, and faculty offices used to support graduate or professional instruction.
- Basic or Technology Transfer Research Space - Includes research laboratories, research laboratory service, and offices used to support all “organized research” as specified in the Office of Management and Budget (OMB) 2 CFR, Part 220, including both “sponsored research” (sponsored by federal and non-federal agencies or organizations) and “university research” (institutional research and development separately budgeted by the institution under an internal application of institutional funds).
- Public Service Space - Includes space for direct patient care, community services, cooperative extension services, public broadcasting services, etc.
- Applied Research Space - Includes space for departmental research used for instructional improvement and research that is not separately budgeted by the institution per OMB 2 CFR, Part 220.
- Administrative or Operational Space - Includes space for executive management, administrative computing services, student admissions or records, physical plant administration, facility maintenance services, custodial services, utility services, landscape or grounds services, central stores services, etc.

Comments and Possible Future Refinements to the Process:

A review of the above priorities in the Commission's *Comprehensive Statewide Plan* confirms the Commission's statewide perspective of these role and mission categories.

Existing role and mission statutes for the University of Nebraska lists the following priorities in Neb. Rev. Stat. § 85-942:

“It is recognized that as the state's land grant institution the University of Nebraska is engaged in instruction, research, and public service, and that these three parts of the university's mission are interdependent. However, when viewed in its entirety, the university's first priority will be undergraduate instruction, the university's second priority will be graduate and professional instruction and research, and the university's third priority will be public service.”

Existing role and mission statutes for the Nebraska state colleges lists the following priorities in Neb. Rev. Stat. § 85-951:

“The state colleges, collectively and individually, will have as their first priority the provision of baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs in education. The colleges' second instructional priority will be master's programs in education and other areas authorized by the Legislature. Such colleges' third priority will be the continuation and development of applied research and public service activities. The colleges' fourth priority will be the awarding of the specialist degree in education.”

Similar to the first criterion regarding Statewide Facilities Category Ranking, this criterion should be reviewed on a biennial basis. Commission recommendations may involve statutory revisions.

CRITERION NO. 9: FACILITY MAINTENANCE EXPENDITURES

Maximum Possible Points: 5 points

Process for Awarding Points:

This criterion quantifies the degree to which an institution supports well-maintained facilities using a formula based on dollars expended for facility maintenance as a percentage of the current replacement value (CRV) of an institution's state-owned and operated facilities. Dollars expended will be determined from the mean average of the most recently completed biennium as reported in the institution's biennial *Operating Budget Request* and Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* as follows:

- 1) Program Classification Structure (PCS) program number 707-Physical Plant Operations, sub-program summary number 72-Building Maintenance from each institution's biennial *Operating Budget Request* will be included;
- 2) The portion of PCS program 707, sub-program 76-Major Repairs and Renovations of each institution's biennial *Operating Budget Request* used for facility maintenance as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. Institutions may be requested to identify the amount expended for facility maintenance projects within this sub-program by project and year;
- 3) The portion of departmental or administrative unit funds excluded from PCS sub-program numbers 72 and 76 used for facility maintenance as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. University campuses will report departmental facility maintenance information from accounts 552630 - R&M Building and Other Structure and 553440 - Construction & Maintenance Supplies. Institutions may be requested to identify the amount expended for facility maintenance by administrative unit and year; and
- 4) Plant Fund Transfer Projects that are primarily (over 50%) facility maintenance projects as reported in the Physical Plant Operations and Maintenance Summaries of the *Supplemental Forms* will be included. Individual Plant Transfer Fund Projects will be identified in each institution's biennial *Operating Budget Request*. These Plant Fund Transfer Projects must be based on the facility maintenance definition in the Association of Higher Education Facilities Officers (APPA) study, *Facilities Performance Indicators*.

Current replacement value (CRV) of state-owned and operated facilities will be determined from the Statewide Facilities Database and institutional reports. The average CRV at an institution will be determined for the same years from which the maintenance expenditures were taken and will be verified with sector facilities representatives.

An institution's expenditures for facilities maintenance as a percentage of their current replacement value (CRV) of state-owned and operated facilities will be used to determine the number of points awarded. The following table provides the formula for the distribution of points for each capital request:

Facility Maintenance Formula	Points
Institution's facility maintenance expenditures are $\geq 1.00\%$ of CRV	5.0 pts.
Institution's facility maintenance expenditures are $\geq 0.95\%$ to $< 1.00\%$ of CRV	4.5 pts.
Institution's facility maintenance expenditures are $\geq 0.90\%$ to $< 0.95\%$ of CRV	4.0 pts.
Institution's facility maintenance expenditures are $\geq 0.85\%$ to $< 0.90\%$ of CRV	3.5 pts.
Institution's facility maintenance expenditures are $\geq 0.80\%$ to $< 0.85\%$ of CRV	3.0 pts.
Institution's facility maintenance expenditures are $\geq 0.75\%$ to $< 0.80\%$ of CRV	2.5 pts.
Institution's facility maintenance expenditures are $\geq 0.70\%$ to $< 0.75\%$ of CRV	2.0 pts.
Institution's facility maintenance expenditures are $\geq 0.65\%$ to $< 0.70\%$ of CRV	1.5 pts.
Institution's facility maintenance expenditures are $\geq 0.60\%$ to $< 0.65\%$ of CRV	1.0 pt.
Institution's facility maintenance expenditures are $\geq 0.50\%$ to $< 0.60\%$ of CRV	0.5 pts.
Institution's facility maintenance expenditures are $< 0.50\%$ of CRV	0.0 pts.

Institutions that expend more than 2.2% (mid-point of a recommended range) of their total general and cash fund appropriation for facility maintenance, as averaged over the same period, will automatically receive 5 points for this criterion. This is intended to account for a reasonable effort by institutions to maintain their facilities based on available resources.

CRITERION NO. 10: ONGOING COSTS

Maximum Possible Points: 5 points

Process for Awarding Points:

This criterion quantifies the degree to which an individual capital construction budget request will affect ongoing operating and maintenance commitments for State tax funds. The following table provides the method for distribution of points for each capital construction budget request:

Ongoing Costs	Points
Eliminates state funding requirements for facilities operations & maintenance (O&M) costs through use of alternative funding sources or is an LB 309 Energy Conservation - Class I Request	5 pts.
Reduces the level of increased state funding requirements for facilities O&M costs through use of alternative funding sources or is an LB 309 Energy Conservation - Class II Request	4 pts.
Does not increase state funding requirements for facilities O&M costs	3 pts.
Justifiable request for increased state funded facilities O&M costs	2 pts.
Unjustifiable request for increased state funded facilities O&M costs	0 pts.

Comments:

The Commission supports institutional initiatives to limit the incremental increase for state funding for new and renovated facility O&M costs. This criterion's intent is to maintain an awareness of future State funding obligations created by construction of additional institutional space. An incentive is provided to reduce future State funding obligations.

Examples of an unjustifiable request for increased state funded facilities O&M costs would include: 1) A request for state funds that exceeds the Commission's estimate for facilities O&M costs by more than 10 percent, or 2) a request for state funding for facilities O&M costs for a type of space that generally utilizes self-supporting or other non-tax funding sources as outlined in the *Statewide Facilities Plan*.

OTHER PRIORITIZATION CONSIDERATIONS: ESSENTIAL SEQUENCING OF MULTIPLE INDIVIDUAL BUDGET REQUESTS

Comments: Individual capital construction budget requests that require a phasing sequence with other requests in the Commission's prioritized list will be listed in the order required. An example of a phasing requirement would be a utility plant expansion request that would need to be completed before a new facility request could come online due to insufficient existing utilities capacities. If the priorities established by the process stated in this document do not rank requests in the appropriate phasing sequence, then the individual capital construction budget request rankings will be revised accordingly. This will be accomplished by ranking all other requests involved in the phasing sequence behind the initial phase request. If the second phase request has a higher percentage point total, then it will be moved and ranked immediately after the first phase request. This rationale will continue for the third and subsequent phases.

DEFINITIONS:

Task Force for Building Renewal Budget Request Definitions and Classifications

FIRE/LIFE SAFETY: Requests to correct or repair structural, mechanical, or other defects in a building or its components, or utility systems which endanger the lives or health of state employees or the general public. Such requests bring the facilities, components, or utility systems into compliance with current fire safety, life safety, and hazardous materials abatement requirements, and provide a safer structural environment. Requests for funding to provide fire/life-safety improvements are divided into two classes:

- Class I Building or utility system changes/modifications which are required to rectify a situation where the health and well-being of the occupants of a building are immediately, directly, and clearly imperiled, or where local, state, or federal code officials have determined certain fire/life-safety improvements are needed immediately in order to ensure the safety of building occupants or users.
- Class II Other building changes/modifications which may be necessary to comply with fire/life safety codes and to avoid potential danger to the health and safety of the building occupants.

DEFERRED MAINTENANCE: Requests to repair structural or mechanical defects that would endanger the integrity of a building, utility system or their components or allow the unwanted penetration of a building or system by the outdoor elements. Requests for funding of deferred repair projects are divided into two classes:

- Class I Items for immediate action to avoid unwanted penetration of a building by outdoor elements and to avoid costly damage to a building, utility system or their components. If these projects are not addressed, it could very possibly stop a program or a service from being achieved due to a building or utility system failure.
- Class II Items of imperative need to correct problems that if neglected will quickly deteriorate further into Class I items or that must be done to provide efficient use of the facility or system.

AMERICANS WITH DISABILITIES ACT (ADA): Requests provide building and program accessibility for disabled and physically challenged individuals and bring a building into compliance with the 2010 ADA Standards for Accessible Design (2010 ADA). Requests should be limited to structural modifications to buildings or other requests normally handled through the

capital construction process. Minor pieces of equipment, computer modifications, and other non-capital items should be included in the operating budget request. Requests for funding to provide accessibility for the disabled and physically challenged are divided into two classes:

Class I Structural changes/modifications which have been clearly found to be necessary to comply with the 2010 ADA Standards for Accessible Design (2010 ADA) or which have been deemed necessary by physically challenged individuals in order to work or gain program access in a facility.

Class II Other structural changes or modifications which may be necessary to comply with Americans with Disabilities Act (ADA) federal law.

ENERGY CONSERVATION: Requests whose primary emphasis is the reduction of energy consumption by a building, utility system or their components. The objectives of the conservation request, along with financing options, should be included in requested projects. Requests for funding of energy conservation projects are divided into two classes:

Class I Items for immediate action to correct deficiencies creating excessive use of energy resources. Projects for which energy conservation measure funding applications have been or are planned to be submitted to the Nebraska Energy Office should be included in this category. Simple payback should be five (5) years or less.

Class II Items which if not addressed will create an additional strain on energy resources and which if accomplished would result in operating expenditure reductions. Simple payback should be five (5) to ten (10) years.

Source: Administrative Services – State Budget Division Budget Instructions, 2027-2029 Biennium.

KEY DEADLINES CONCERNING COMMISSION RECOMMENDATIONS ON PUBLIC POSTSECONDARY EDUCATION OPERATING AND CAPITAL CONSTRUCTION BUDGET REQUESTS FOR THE 2027-2029 BIENNIUM



March 13, 2026 – Commission adopts statewide budget priorities for use in developing the 2027-2029 Biennial *Public Postsecondary Operating Budget Recommendations*.

March 13, 2026 – Commission approves the *Prioritization Process for Capital Construction Budget Requests* for use in developing its 2027-2029 biennial capital construction budget recommendations and priorities.

March 13, 2026 – Commission staff transmits the *Institutional Biennial Operating Budget Procedures* to the University, State Colleges, and community colleges, including recommended statewide budget priorities.

June 15, 2026 – Commission deadline for the University and State Colleges to submit complete capital construction project proposals for inclusion in the Commission's 2027-2029 biennial capital budget recommendations and prioritization (applies to construction and acquisition requests with more than \$5 million in tax funds and/or requesting an incremental increase in facilities operating and maintenance (O&M) costs of more than \$200,000/year in tax funds).

August 17, 2026 – Statutory deadline for University and State Colleges to submit an outline of 2027-2029 biennial operating and capital construction budget requests to the Commission per Neb. Rev. Stat. § 85-1416(3).

September 11, 2026 – Presentations by the University and State Colleges on their 2027-2029 biennial operating and capital construction budget requests, and the community colleges on their 2027-2029 biennial state aid requests.

September 15, 2026 – Statutory deadline for the University and State Colleges to submit their 2027-2029 biennial operating and capital construction budget requests to the Director of Administrative Services per Neb. Rev. Stat. § 81-132. Statutory deadline for the community colleges to submit their 2027-2029 biennial state aid request outline to the Commission per Neb. Rev. Stat. § 85-1416(2)(b).

October 15, 2026 – Statutory deadline for Commission submittal of the 2027-2029 Biennial *Public Postsecondary Operating Budget Recommendations* to the Governor and Legislature per Neb. Rev. Stat. § 85-1416(2)(c).

October 16, 2026 - Commission approves: 1) The 2027-2029 Biennial *Public Postsecondary Operating Budget Recommendations*, and 2) the 2027-2029 Biennial *Capital Construction Budget Recommendations and Prioritization* for submittal to the Governor and Legislature.



NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

NEBRASKA CAREER SCHOLARSHIP 2026-27 ALLOCATION REPORT

**Presented to the Commission
March 13, 2026**

2026-27 Nebraska Career Scholarship Allocations for Students Attending:	
COMMUNITY COLLEGES	
Central	\$590,881.00
Little Priest	\$43,913.00
Metropolitan	\$1,350,773.00
Mid-Plains	\$261,152.00
Nebraska Indian	\$52,975.00
Northeast	\$507,628.00
Southeast	\$960,934.00
Western Nebraska	\$231,744.00
PRIVATE NONPROFITS	
Bellevue University	\$396,152.00
Bryan College of Health Sciences	\$126,469.00
CHI-Alegent Health School of Radiology	\$117,979.00
Clarkson College	\$356,199.00
College of Saint Mary	\$233,343.00
Concordia University	\$239,336.00
Creighton University	\$665,835.00
Doane University	\$212,368.00
Hastings College	\$217,862.00
Midland University	\$293,273.00
NE Methodist College	\$483,550.00
Nebraska Wesleyan University	\$239,336.00
Union Adventist University	\$263,308.00
Western Governor's University	\$50,000.00
York University	\$104,990.00
GRAND TOTALS:	\$8,000,000.00

2025-26 Nebraska Career Scholarship Allocations for Students Attending:	
COMMUNITY COLLEGES	
Central	\$602,148.00
Little Priest	\$43,321.00
Metropolitan	\$1,320,100.00
Mid-Plains	\$270,273.00
Nebraska Indian	\$51,240.00
Northeast	\$526,978.00
Southeast	\$951,572.00
Western Nebraska	\$234,368.00
PRIVATE NONPROFITS	
Bellevue University	\$324,425.00
Bryan College of Health Sciences	\$302,617.00
CHI-Alegent Health School of Radiology	\$107,930.00
Clarkson College	\$326,408.00
College of Saint Mary	\$277,086.00
Concordia University	\$352,479.00
Creighton University	\$473,510.00
Doane University	\$195,163.00
Hastings College	\$180,069.00
Midland University	\$316,244.00
NE Methodist College	\$414,830.00
Nebraska Wesleyan University	\$226,824.00
Union Adventist University	\$275,917.00
Western Governor's University	\$40,000.00
York University	\$186,498.00
GRAND TOTALS:	\$8,000,000.00

The Nebraska Career Scholarship is a decentralized financial aid program. The Commission allocates state funding to participating institutions based on one of two formulas. For community colleges the formula uses the most recent 3-year Reimbursable Educational Units (REU) calculations. For private nonprofits the formula takes into account the average number of Nebraska residents enrolled in specific high-need academic programs over the past three years. The institutions then make recommendations to the Commission as to who they would like to award the scholarship to based on eligibility qualifications.

*Many institutions had carry-over money allocated by the Department of Economic Development which administered the program prior to July 1, 2024, when the CCPE took over administration. The amounts shown are new funds allocated by the CCPE for the year and do not include carry-over funds from previous years.

2024-25 Nebraska Career Scholarship Allocations for Students Attending:	
COMMUNITY COLLEGES	
Central	\$611,350.00
Little Priest	\$42,886.00
Metropolitan	\$1,313,756.00
Mid-Plains	\$279,131.00
Nebraska Indian	\$0.00
Northeast	\$536,906.00
Southeast	\$974,374.00
Western Nebraska	\$241,597.00
PRIVATE NONPROFITS	
Bellevue University	\$365,058.00
Bryan College of Health Sciences	\$339,301.00
CHI-Alegent Health School of Radiology	\$109,367.00
Clarkson College	\$367,399.00
College of Saint Mary	\$241,895.00
Concordia University	\$302,305.00
Creighton University	\$541,138.00
Doane University	\$212,392.00
Hastings College	\$164,157.00
Midland University	\$273,271.00
NE Methodist College	\$471,830.00
Nebraska Wesleyan University	\$201,621.00
Union Adventist University	\$240,958.00
Western Governor's University	\$0.00
York University	\$169,308.00
GRAND TOTALS:	\$8,000,000.00

Coordinating Commission for Postsecondary Education

Subject: 2026 Nebraska Higher Education Progress Report

Committee Recommendation: That the Commission approve the 2026 Nebraska Higher Education Progress Report.

Purpose: Neb. Rev. Stat. § 85-1429 requires that on or before March 15 of each year, the commission submit a report to the legislature that evaluates progress toward attainment of the following priorities identified by the LR 174 Task Force of 2003:

1. Increasing the number of students who enter postsecondary education in Nebraska;
2. Increasing the percentage of students who enroll and successfully complete a degree; and
3. Reducing, eliminating, and then reversing the net out-migration of Nebraskans with high levels of educational attainment.

2026 Nebraska Higher Education Progress Report

To Be Approved by the Commission March 13, 2026

Committee Draft

March 11, 2026



NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION



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The Coordinating Commission for Postsecondary Education is an equal opportunity employer. As such, the Coordinating Commission does not discriminate with regard to race, color, religion, age, sex, marital status, national origin, or mental or physical disability.

Table of Contents

Key Takeaways	I
Key Recommendations	II
Executive Summary	S1
2026 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 Sex	26
Nebraska Public High School Graduation Rates by Race/Ethnicity	27
Nebraska Public High School Graduation Rates by Free or Reduced-Priced Lunch Eligibility	28
District-Level Analysis of Graduation Rates	29
Nebraska Public High School Cohort Extended Graduation Rates	30
1.1.b Preparation for College	33
Nebraska ACT Assessment Scores	33
ACT College Readiness Benchmark Scores	35
Percentages of Nebraska ACT-Tested Students Ready for College-Level Coursework	36
ACT Composite Scores and College Readiness Percentages by Sex	37

ACT Composite Scores and College Readiness Percentages by Race/Ethnicity.....	38
The Importance of the ACT-Recommended High School Core Curriculum.....	41
Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum.....	42
Percentage of Nebraska ACT-Tested Students Who Take the Core or More	44
1.1.c College Continuation Rates	47
Introduction: Two Measures of Nebraska’s College Continuation Rates	47
Nebraska Statewide College Continuation Rates Based on IPEDS Data.....	49
State-by-State College Continuation Rates.....	49
In-State and Out-of-State College Continuation Rates	51
Percentages of Students Who Continue Their Education at Public and Private Institutions	52
College Continuation Rates for Nebraska Public High School Graduates by Sex, Student Income Status, and Race/Ethnicity, Based on National Student Clearinghouse Data	54
1.2 Nebraska High School Graduates Who Go to College in Nebraska	61
Changes in the Number of Nebraska-Resident, First-Time Freshmen Enrolled at Postsecondary Institutions by Length of Time Since High School Graduation	62
In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School Within 12 Months of College Enrollment	63
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.....	65
1.3 Non-Nebraska, First-Time Freshmen Who Enroll at Nebraska Colleges and Net Migration.....	67
Non-Nebraska, First-Time Freshmen Who Attend Nebraska Colleges and Universities	67
Net Migration of Nebraska and Non-Nebraska, First-Time Freshmen	70
1.4 Enrollment of First-Time Freshmen by Sex and by Race/Ethnicity.....	71
Changes in the Numbers of First-Time Freshmen Enrolled at Nebraska Institutions	71
Types of Institutions Most Frequently Attended by Each Sex and Racial/Ethnic Group	73
Representation of Sex and Racial/Ethnic Groups by Sector	75
1.5 Financial Aid	77
Number of Recent Nebraska High School Seniors Filing the FAFSA	77

Number of Students Not Served by Nebraska's Opportunity Grant Program	79
Other Evidence of Unmet Need for Financial Aid.....	82
Access College Early (ACE) Scholarship Program	84
College Continuation Rates of ACE Scholarship Recipients.....	85
NSWERS ACE Scholarship Program Evaluation.....	87
Section 2: Increasing College Retention and Graduation Rates	89
2.1 Freshmen Retention Rates (Based on IPEDS Data).....	91
Full-Time Freshmen Retention Rates by Sector	91
Part-Time Freshmen Retention Rates by Sector	92
Nebraska Freshmen Retention Rates Compared to Those of Other States	93
2.2 College Graduation and Transfer Rates within 150% of Normal Time (Based on IPEDS Data).....	99
College Graduation Rates within 150% of Normal Time for Nebraska Public Postsecondary Institutions	99
College Graduation Rates within 150% of Normal Time by Sector and by Institution	100
College Graduation Rates within 150% of Normal Time by Sector and by Sex.....	101
College Graduation Rates within 150% of Normal Time by Sector and by Race/Ethnicity.....	103
College Graduation Rates within 150% of Normal Time by Financial Aid Received	106
Nebraska Graduation Rates within 150% of Normal Time Compared to Those of Other States.....	107
Transfer Rates within 150% of Normal Time for Nebraska Community Colleges	110
Number of Degrees Conferred at Nebraska Postsecondary Institutions.....	111
2.3 Graduation and Persistence Rates (Based on Clearinghouse Data)	113
Introduction to the National Student Clearinghouse Study.....	113
Reported Student Outcomes.....	114
Nebraska Completion and Persistence Rates Compared to National Rates	115
Nebraska Student Outcomes by Enrollment Status	117
Nebraska Student Outcomes by Dual Enrollment.....	119
Nebraska Student Outcomes by Sex	119
Nebraska Student Outcomes by Age Group	119
Conclusion.....	119
Section 3: Reversing the Net Out-Migration of College-Educated Nebraskans	123

Credential Attainment for 25- to 34-Year-Olds	125
Educational Attainment for 22- to 64-Year-Olds	126
Migration Estimates for 22- to 64-Year Olds	128
Migration Estimates Compared to Educational Attainment for 22- to 64-Year Olds	129
Appendices	131
Reporting Institutions	132
Appendix 1: Nebraska College Enrollments.....	133
Appendix 2: Actual and Projected Numbers of Nebraska High School Graduates.....	145
Appendix 3: Nebraska High School Graduation Rates	149
Appendix 4: Nebraska Scores on the ACT Test	157
Appendix 5: Nebraska College Continuation Rates	159
Appendix 6: Nebraska and Non-Nebraska, First-Time Freshmen Migration Data	175
Appendix 7: First-Time Freshmen Enrollments by Sex and by Race/Ethnicity	195
Appendix 8: Financial Aid Programs	227
Appendix 9: IPEDS Freshmen Retention Rates	247
Appendix 10: IPEDS College Graduation Rates within 150% of Normal Time	265
Appendix 11: IPEDS College Transfer Rates within 150% of Normal Time	313
Appendix 12: National Student Clearinghouse Research Center Study, Six-Year Student Success Outcomes and College Completion Rates for Nebraska and the United States	321
Appendix 13: Estimated Nebraska Net Migration of 22- to 64-Year Olds	325

Key Takeaways — 2026 Progress Report

In 2006, the Nebraska Legislature identified education as key to the state's economic future: "Increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification." (Neb. Rev. Stat. § 85-1428) In 2022, the Nebraska Legislature set a goal that 70% of Nebraskans aged 25 to 34 will have a degree, certificate, or credential with value in the workplace by 2030. This report provides detailed analysis of Nebraska's progress toward increasing its educational attainment. The *Comprehensive Statewide Plan for Postsecondary Education*, produced by the Coordinating Commission, includes many of these same metrics within its "Measuring Accomplishments" section.

87.9

Nebraska's 2024-2025 public high school graduation rate. (See Figure 1.1.a.4, page 24.) However, ACT reports that only 18% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework in algebra, biology, English, and social sciences. (See Figure 1.1.b.3 on page 36.)

63.5

The college continuation rate for the 2023-2024 Nebraska public high school graduating class, which has declined from 71.5% in 2013-2014. (See Figure 1.1.c.5, page 55.)

81.6

The percentage of ACE Scholarship recipients from public high schools who have gone on to college. The comparable college continuation rates were 47.9% for low-income public high school graduates who did not receive ACE and 73.7% for non-low-income public high school graduates. (See Figure 1.5.9, page 87.)

46.4

70.6

The six-year completion rates for Nebraska public two-year institutions (46.4%) and four-year public institutions (70.6%), compared to national rates of 43.9% and 70.9%, respectively. (Fall 2019 cohort.) (See Figure 2.3.1, page 115.)

94.3

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 94.3 people from 2020 to 2024. Put another way, Nebraska experienced a net loss of 28,750 people with a bachelors degree or higher to other states over the past decade. (See page 129.)

36.5

The percentage of Nebraskans ages 22 to 64 who have a bachelor's degree or higher for the period 2020-2024, according to the American Community Survey. This is up from 33.7% for the period 2015-2019. The percentage of Nebraskans ages 22 to 64 who have some college or an associate's degree is 33.4%, down from 35.1%. (See Figure 3.3, page 126.)

55.9

The percentage of 25- to-34-year-old Nebraskans with a credential with value in the workplace or higher as of 2024. (See Figure 3.1, page 125.)

Key Recommendations – 2026 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 *2026 Progress Report* are the following key recommendations.

At the High School Level:

- Increase high school graduation rates. Nebraska's 2024-2025 data reveal that while 90.2% of females graduate in four years, only 85.8% of males do. Disparities are even more pronounced between racial/ethnic groups, with only 74.1% (Native American) to 85.4% (multiracial) of minorities earning diplomas in four years compared to 93.6% of White non-Hispanics.
- Increase the number of students who take dual credit and concurrent enrollment courses to reach the Nebraska Department of Education's (NDE) goal that 50% of students will engage in dual enrollment by 2030 (from 33% in 2022-23). Faculty availability and financial aid resources must ensure that students are not denied the opportunity to participate as a result of financial resources.
- Increase opportunities for high school students to connect to career pathways of interest to them that lead to employment and additional education, such as through the continuing development of career academies, academic pathways, and internship programs.
- Increase counseling resources to a.) address mental health issues that may slow or prevent high school completion, b.) improve students' awareness of careers, the range of higher education opportunities, and their career pathways, and c.) help students understand financial aid opportunities and plan the most direct pathway to their educational goals.

At the Postsecondary Level:

- Increase the percentage of high school graduates who go on to college. If all 2024 on-time public high school graduates continued on to college at the same rate as 2014 graduates, over 1,700 additional students would enroll in college by the spring following high school graduation.
- Support and expand efforts, such as Transfer Nebraska and 2+2 agreements, to improve students' knowledge of how credits will transfer among Nebraska colleges and universities, allowing them to plan their path to a degree in the most efficient manner.
- Identify and reach out to adults who started college but did not complete a credential. Completion initiatives include stackable microcredentials and badges that are recognized by employers. Identify resources to achieve success (e.g., intensive coaching, high speed internet access, rolling course start dates, childcare, and emergency grants or loans) and pool existing or request new resources to help students complete credentials.

At the State Government Level:

- Increase funding for the Nebraska Opportunity Grant program so that more eligible students receive aid. Nebraska must reduce the gap in college enrollment and graduation rates between low-income and non-low-income high school graduates to meet its workforce needs and ensure equity.
- Adequately fund public colleges and universities to maintain affordable tuition and fees, provide adequate student support services and timely course offerings, and ensure a full range of high quality programs connected to Nebraska's statewide and regional economic needs is available.
- Key state agencies and postsecondary institutions should continue development of a credential registry, talent marketplace, and electronic learner and employment records that will allow institutions, students, employees, and employers to benefit from the skills-based economy.

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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 *2026 Nebraska Higher Education Progress Report* reflect modest annual changes in the state's postsecondary education system. Some changes have very likely been caused by the COVID-19 pandemic, and time will tell if they foretell permanent shifts.
- Progress toward the state's higher-education goals is mixed, and it is not aggressive enough to meet the state's long-term needs and the 70% attainment goal for Nebraskans aged 25 to 34 by 2030.
 - Nebraska's total postsecondary enrollment increased 3.2% between fall 2014 and fall 2024. Preliminary estimates indicate that enrollments increased an additional 1.2% between fall 2024 and fall 2025.
 - Since 2014-2015, the number of students graduating from Nebraska's high schools has increased 7.6%. However, the cohort four-year graduation rate has decreased from 88.9% in 2014-2015 to 87.9% in 2024-2025. 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 71.5% in 2013-2014 to 63.5% in 2023-2024. Analysis of this data by race/ethnicity, sex, and student income status reveals large gaps in continuation rates for different groups of students.
 - Nebraska has increased the amount of state funds allocated for need-based financial aid, but less than 5 out of 10 eligible students receive a state grant. The Nebraska Opportunity Grant program has aided thousands of students, but more state-funded, need-based aid is needed to enable more of the state's low-income and moderately low-income students to go to college and earn degrees.
 - Nebraska's FAFSA completion rate increased 14.8 percentage points between 2024 and 2025. This was the largest increase in the nation and follows the implementation of universal FAFSA in the state.
 - Since 2014, the overall full-time freshmen retention rate has increased 4.3 percentage points. Meanwhile, the state's overall college graduation rate for public two-year institutions increased 15.1 percentage points while the state's overall college graduation rate for public four-year institutions has increased 1.9 percentage points.
 - Estimates of net migration—priority three—indicate that out-migration of highly educated working-age Nebraskans has not been reduced or eliminated and is worsening.

Priority 1

Increase the number of students who enter postsecondary education in Nebraska

In 2008, Nebraska's fall enrollment totaled a record number of 131,710 students. Following the Great Recession of 2008, fall 2009 enrollment increased to 140,770 and peaked the next year at 145,893. Between 2010 and 2014, enrollments declined steadily but have increased in recent years and remain higher than pre-recession levels.

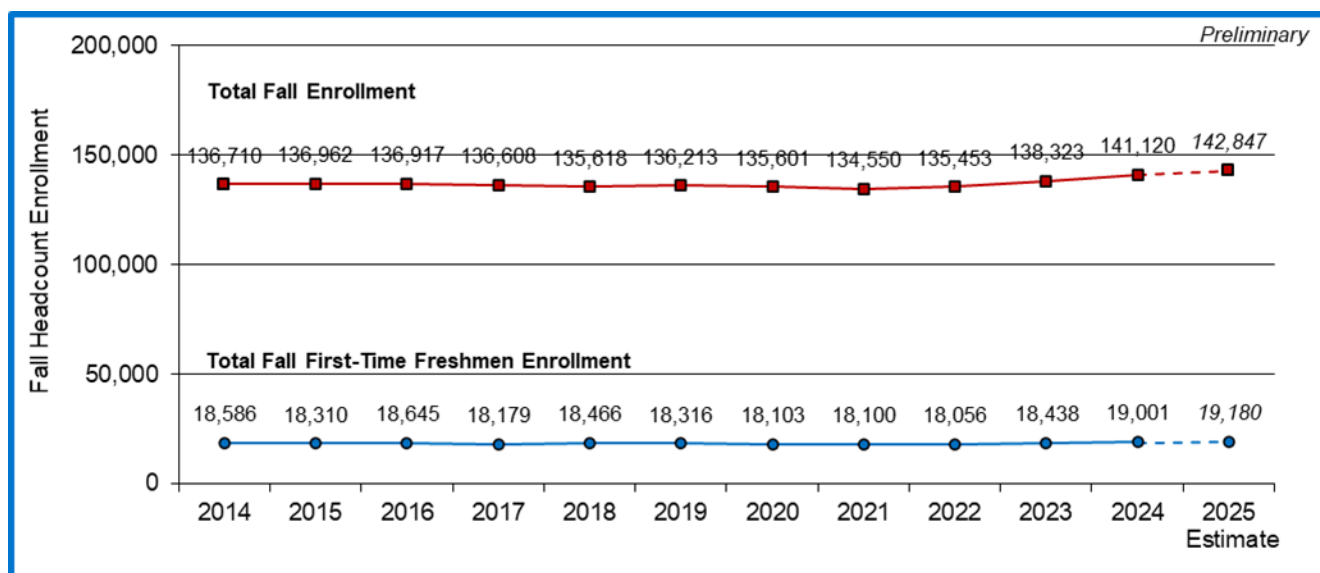
Total fall enrollments

Nebraska's total postsecondary headcount enrollment increased from 136,710 in fall 2014 to 141,120 in fall 2024, an increase of 3.2%. During the same period, first-time freshmen (FTF) enrollment increased 2.2%, from 18,586 to 19,001. It is estimated that total fall enrollment increased 1.2% between fall 2024 and fall 2025 while FTF enrollment increased 0.9%.

As shown on the next page, between 2014 and 2024, total fall enrollment increased 11.0% at the community colleges and 7.0% at the nonpublic colleges and universities. Meanwhile, fall enrollment declined 3.4% at the University of Nebraska and 8.3% at the state colleges.

Based on preliminary estimates, between 2024 and 2025, fall enrollment increased 6.8% at the community colleges. During this same time, fall enrollment declined an estimated 1.1% at the University of Nebraska, 5.7% at the state colleges, and 0.5% at the nonpublic institutions.

**Fall Total Headcount Enrollment and First-Time Freshmen Enrollment
Fall 2014 through Fall 2025**



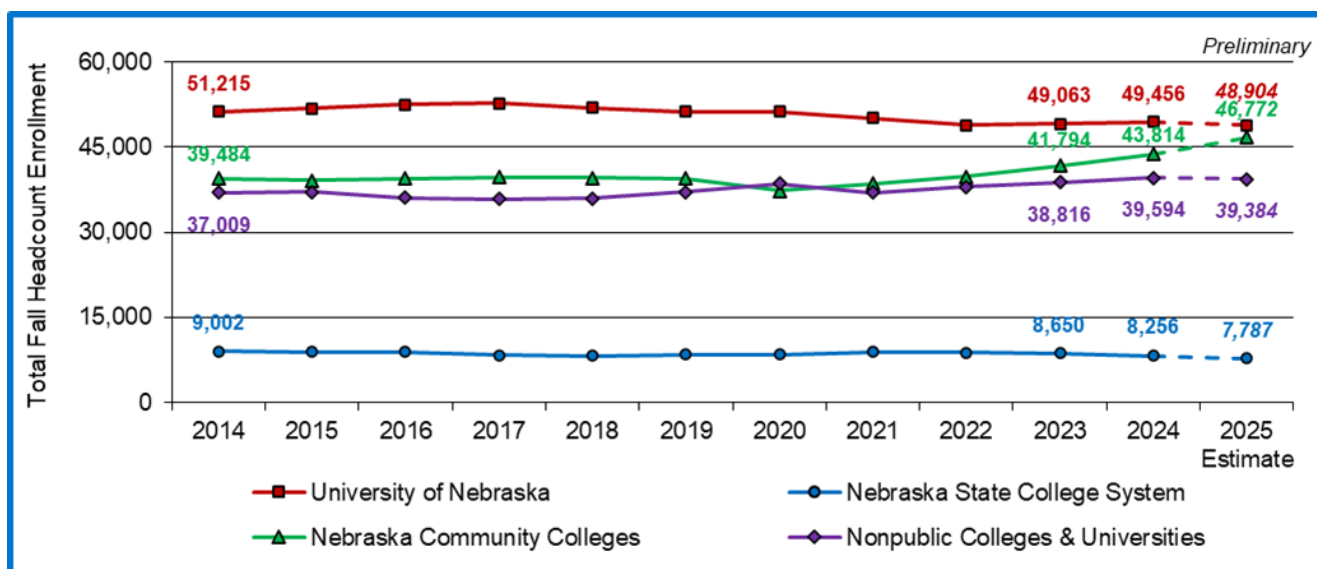
Note. See Figure 1.1 (page 3) and Figure 1.13 (page 15).

Freshmen fall enrollments

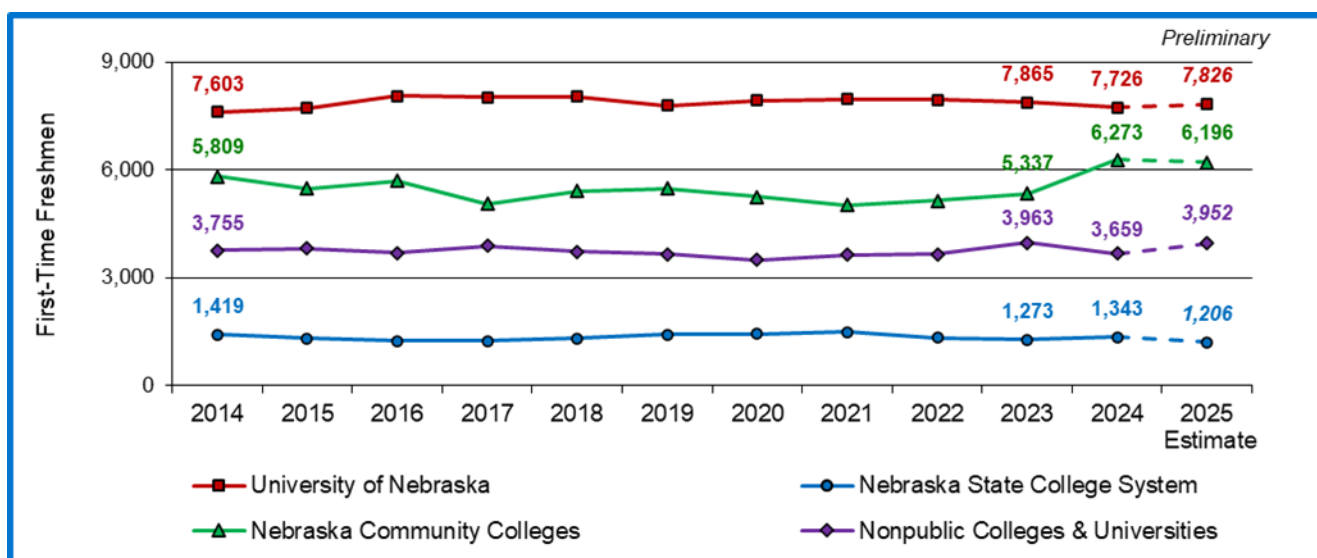
Total enrollment of first-time freshmen (FTF) at the state's postsecondary institutions increased 2.2%, from 18,586 in fall 2014 to 19,001 in fall 2024. FTF enrollment increased 1.6% at the University of Nebraska and 8.0% at the community colleges while declining 5.4% at the state colleges and 2.6% at the nonpublic institutions.

It is estimated that fall 2025 statewide FTF enrollment increased 0.9% over 2024, increasing 1.3% at the University of Nebraska and 8.0% at the nonpublic institutions. Meanwhile, FTF enrollments declined an estimated 10.2% at the state colleges and 1.2% at the community colleges.

**Fall Total Headcount Enrollment by Sector
Fall 2014 through Fall 2025**



**First-Time Freshmen Enrollment by Sector
Fall 2014 through Fall 2025**



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 2014-2015, the number of students graduating annually from Nebraska high schools increased 7.6%, from 22,912 to 24,645 in 2024-2025. Based on the latest projections, Nebraska

high schools will graduate about 464 more students in 2034-2035 than in 2024-2025, an increase of 1.9%.

Shifting high school demographics

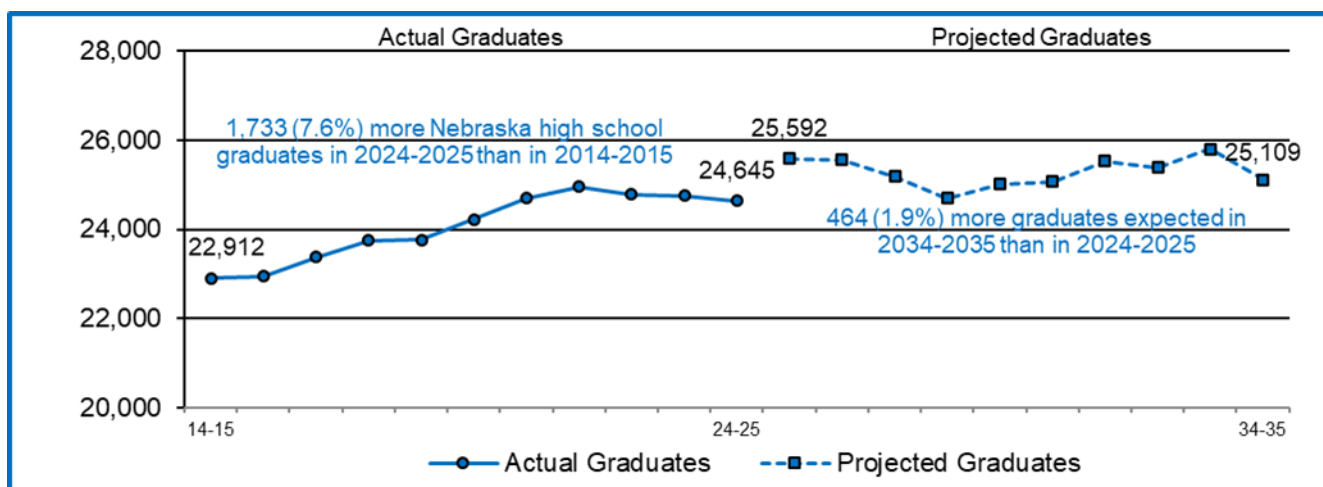
As shown on the next page, the demographic profile of Nebraska's public high school graduates has changed considerably over the last decade and is forecast to continue to change over the next decade.

Since 2014-2015, the percentage of students who are White non-Hispanic has declined while the percentages of students from the other racial/ethnic groups have increased or remain unchanged. The overwhelming shift has been the increase in the number of Hispanic graduates.

Furthermore, Hispanic students are projected to account for 26.6% of Nebraska's public high school graduates by 2034-2035, compared to 20.9% in 2024-2025. Asian/Pacific Islanders and graduates that are two or more races are also projected to account for a larger percentage of Nebraska's public high school graduates in 2034-2035.

However, White non-Hispanics and Black non-Hispanics are projected to account for a smaller percentage of Nebraska's public high school graduates in 2034-2035.

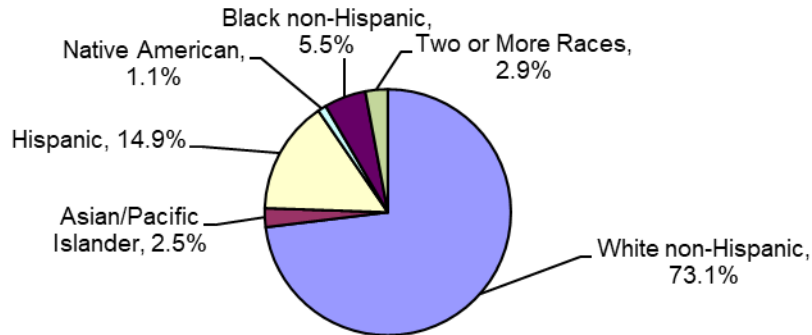
**Actual and Projected Number of Nebraska High School Graduates
2014-2015 through 2034-2035**



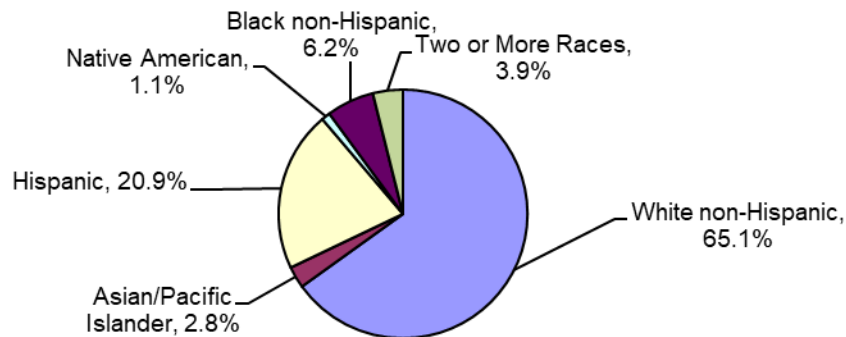
Note. The gap in the above line graph separates actual from projected graduates. See Figure 1.1.a.1 (page 19) and Figure 1.1.a.2 (page 21).

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

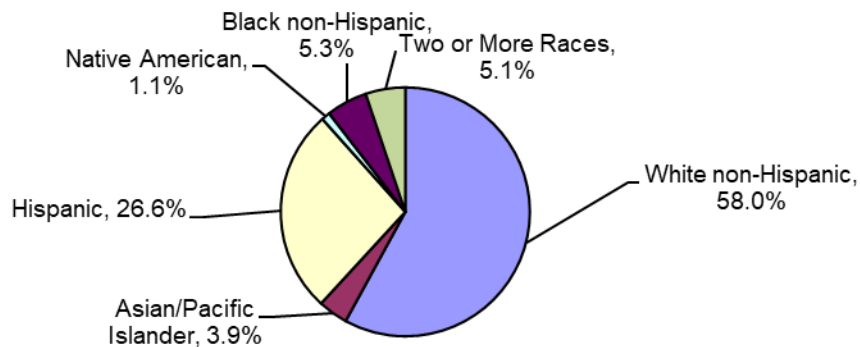
Actual Percentages of Graduates: 2014-2015



Actual Percentages of Graduates: 2024-2025



Projected Percentages of Graduates: 2034-2035



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 2024-2025 was 87.9%, down from 88.9% in 2014-2015. (See Figure 1.1.a.4 on page 24.)

In 2021-2022 (the latest year for which national data is available), Nebraska's cohort four-year graduation rate was ranked 21st 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 2014-2015 to 2024-2025. In 2014-2015, the graduation rate for females was 92.2%, compared to 85.8% for males. By 2024-2025, the graduation rate for females decreased to 90.2% while the graduation rate for males was unchanged at 85.8%. (See Figure 1.1.a.6 on page 26.)

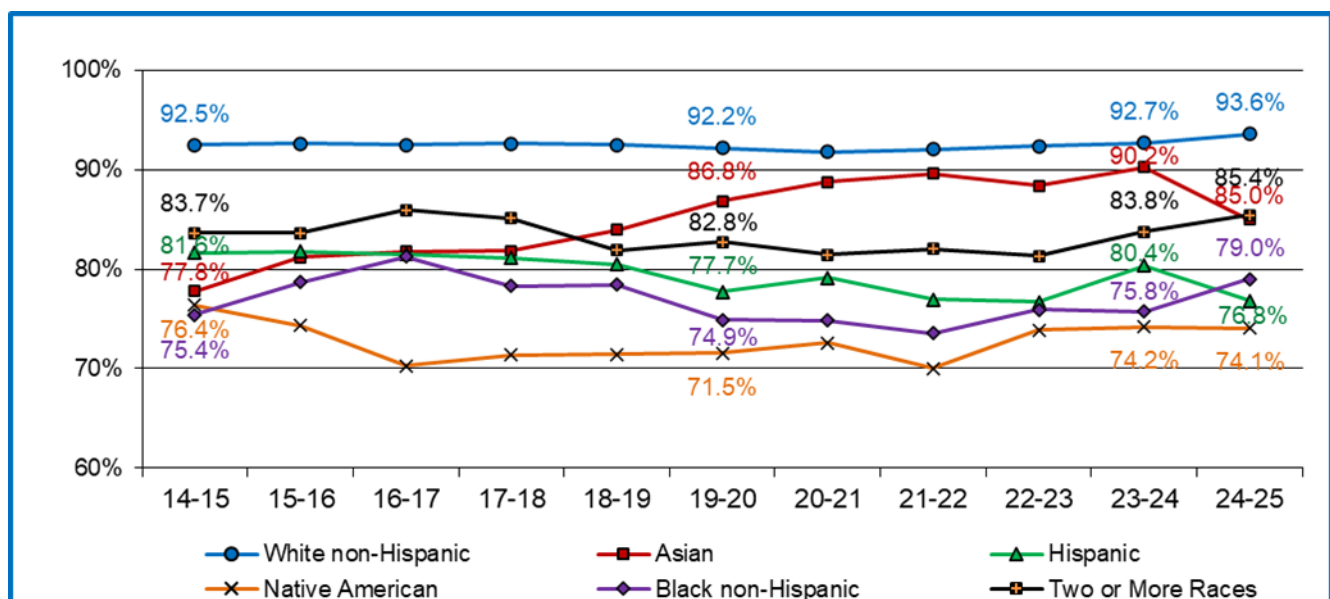
As shown below, between 2014-2015 and 2024-2025, cohort four-year graduation rates decreased 4.8 percentage points for Hispanics and 2.3 percentage points for Native Americans. During this same time, cohort four-year graduation rates increased 1.1 percentage points for White non-Hispanics, 7.2 percentage point for Asians, 3.6 percentage points for Black non-Hispanics, and 1.7 percentage points for multiracial individuals.

Cohort four-year graduation rates also vary considerably by free or reduced-priced lunch (FRL) eligibility. Students eligible for FRL are less likely to graduate from high school in four years. For 2024-2025, there was a 10.4 percentage point difference in on-time graduation rates between FRL (81.8%) and non-FRL students (92.2%). Between 2014-2015 and 2024-2025, the cohort four-year graduation rate decreased 1.0 percentage point for students not eligible for FRL. Meanwhile, the graduation rate increased 0.4 percentage points for students eligible for FRL. (See Figure 1.1.a.8 on page 28.)

Some students, particularly males, minority students, and those eligible for FRL, take 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.9 on page 31 and Table A3.1 on pages 151-156.)

Nebraska's overall public high school graduation rate has decreased slightly over the decade. Consequently, Nebraska needs to continue to strengthen efforts to increase graduation rates for all students.

**Nebraska Public High School Cohort Four-Year Graduation Rates by Race/Ethnicity
2013-2014 through 2023-2024**



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

Preparation for college

Beginning with the graduating class of 2018, all Nebraska students take the ACT test in the cohort minus one year. ACT estimates that 100% of the 2025 graduating class took the ACT Assessment.

The average ACT composite score for Nebraska high school students was 19.2 in 2025, compared to 21.5 in 2015. Nebraska's 2025 ACT composite score was lower than the national average of 19.4. (See Figure 1.1.b.1 on page 34.)

Using ACT college readiness standards, data for the class of 2025 suggest that only 18% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework: algebra, biology, English, and social science. (See Figure 1.1.b.3 on page 36.)

Approximately 20% of males and 18% of females met all four college readiness benchmarks. (See Figure 1.1.b.5 on page 38.)

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

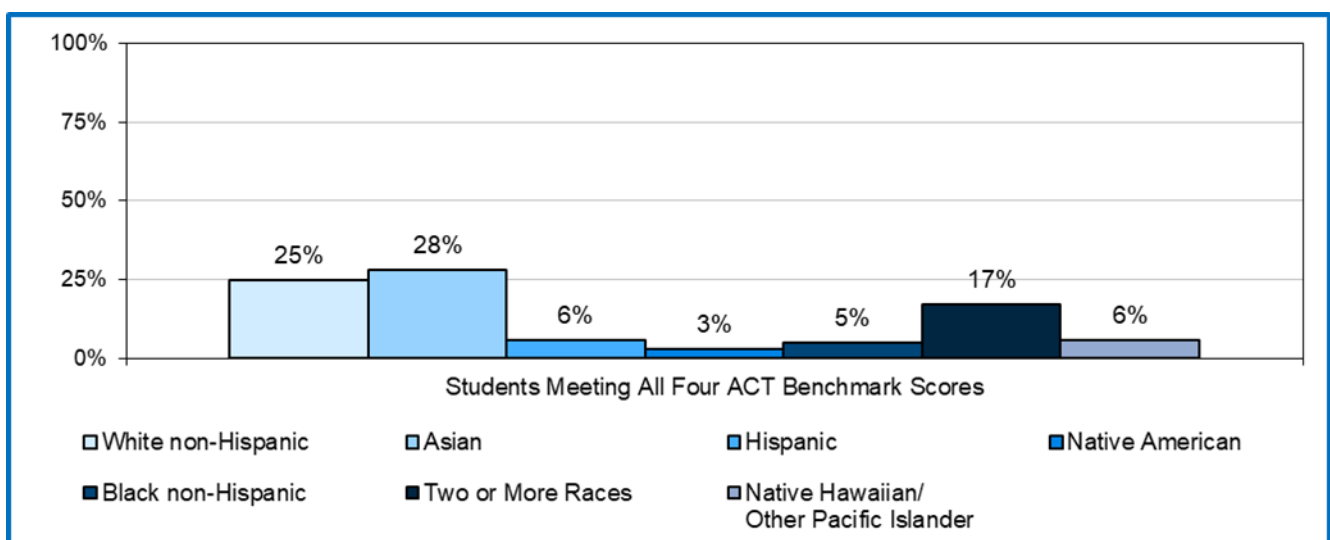
Public high school college continuation rates based on National Student Clearinghouse data

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

Data from the NDE matched with the NSC show that overall, only 63.5% of 2023-2024 Nebraska public high school graduates continued onto college within one year of high school graduation, a decline of 8.0 percentage points since 2013-2014 and the lowest rate during the reporting period. For 2023-2024, 68.2% of female graduates continued on to college, a decline of 7.8 percentage points since 2013-2014. Meanwhile, 58.8% of male graduates continued on to college, a decline of 8.2 percentage points since 2013-2014. (See Figure 1.1.c.7 on page 57.)

As the charts on the following two pages illustrate, the college continuation rates for low-income graduates of Nebraska's public high schools are significantly lower than the comparable rate for graduates from non-low income households, regardless of sex.

Percentages of 2025 ACT-Tested Nebraska High School Students Who Met or Exceeded ACT College Readiness Scores by Race/Ethnicity



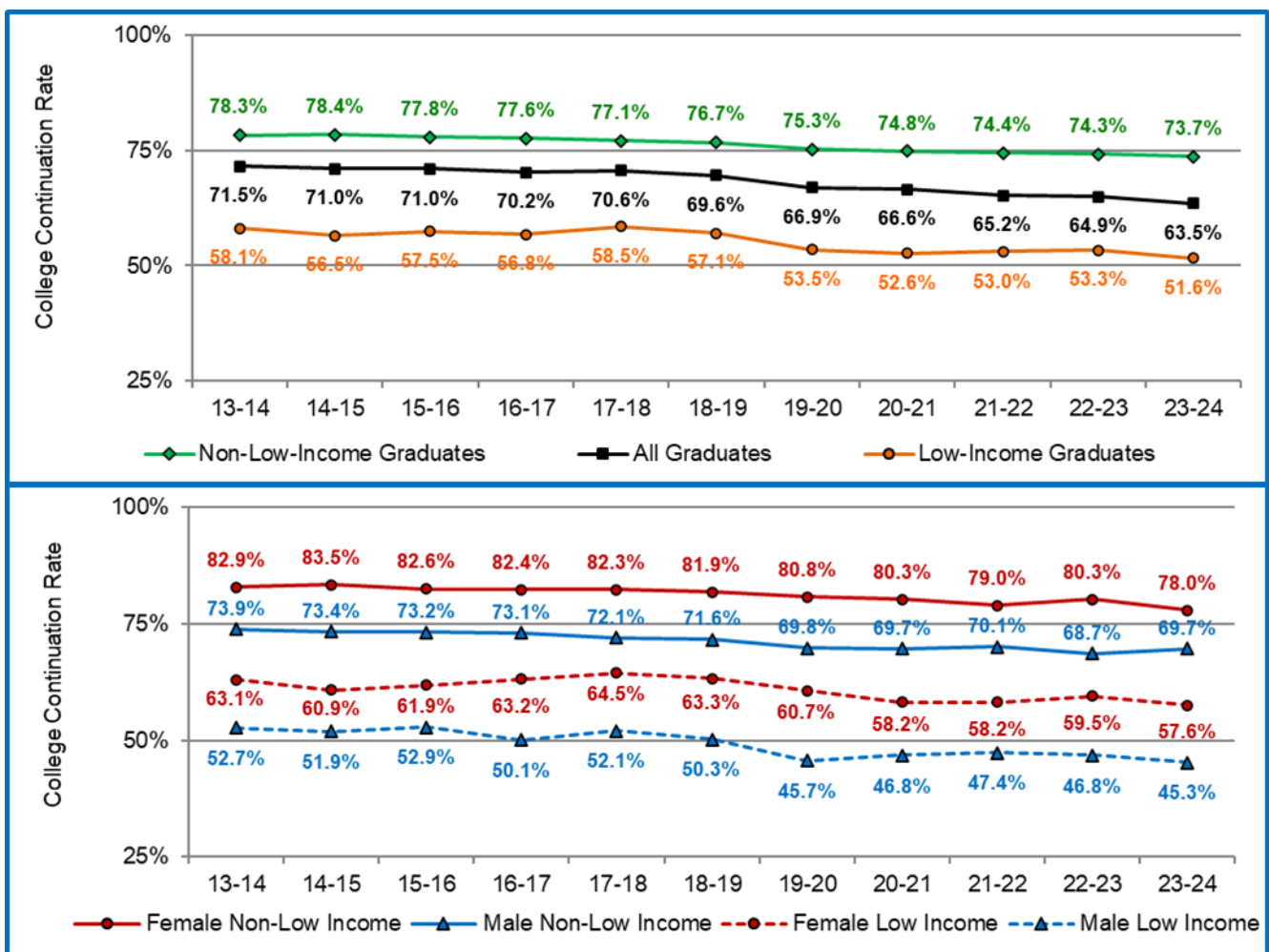
Note. Figure 1.1.b.7 (page 40).

However, female public high school graduates have consistently higher college-going rates than their male classmates, and the lowest college-going rates are for male public high school graduates from low-income households.

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

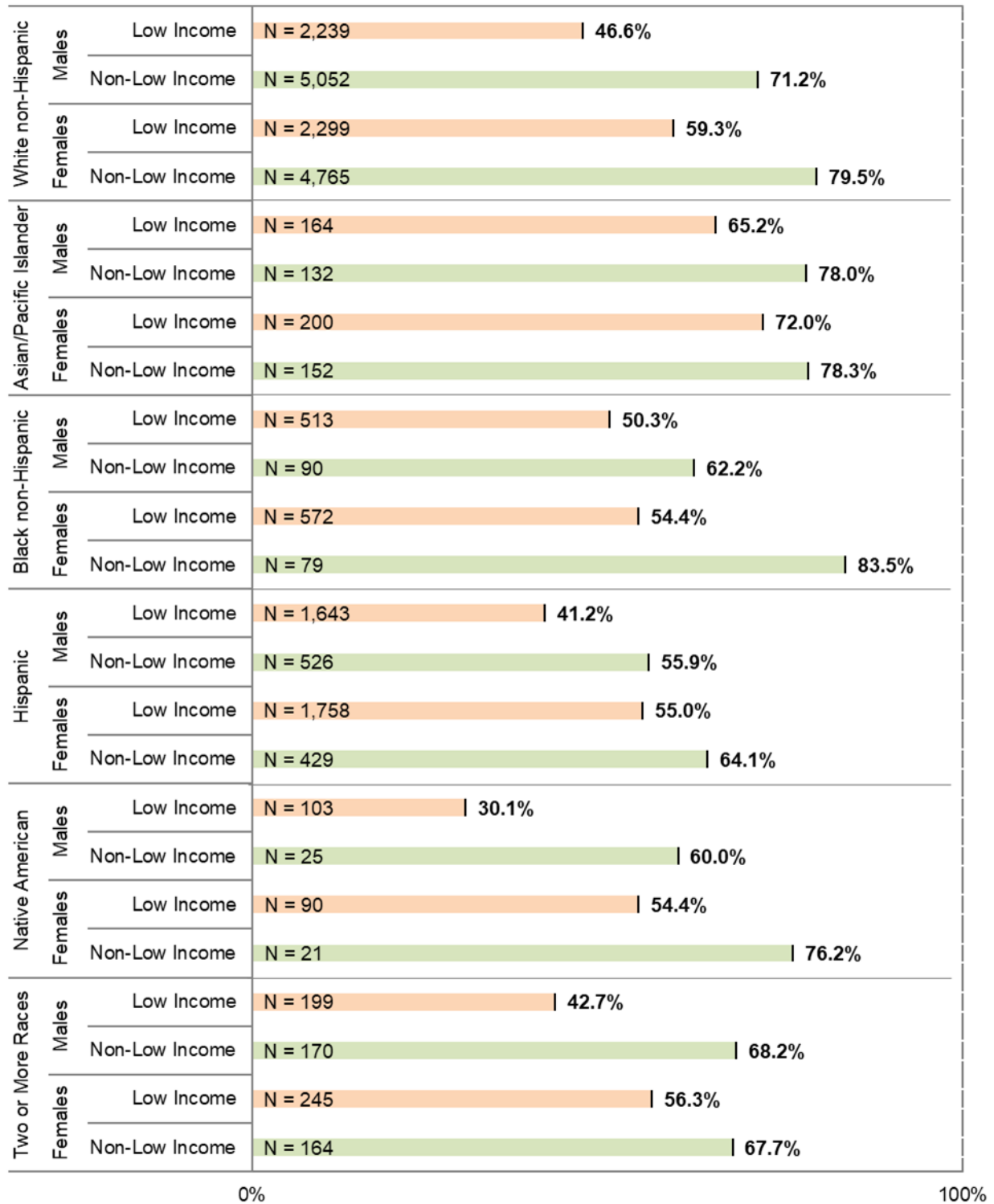
Among graduates in 2023-2024, the highest college continuation rate among these 24 subgroups was for non-low-income, Black non-Hispanic, female graduates (83.5%), while the lowest college continuation rate was for low-income, Native American, male graduates (30.1%).

College Continuation Rates for Nebraska Public High School Graduates Based on NSC Data 2013-2014 through 2023-2024



Note. See Figure 1.1.c.6 (page 56) and Figure 1.1.c.8 (page 58).

**College Continuation Rates for Nebraska Public High School Graduates Based on NSC Data
By Race/Ethnicity, Sex, and Student Income Status: 2023-2024**



Note. N = the number of public high school graduates. See Part B of Figure 1.1.c.9 (page 60). See Table A5.4 in Appendix 5 for supporting data.

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.

First-time freshmen enrollments by sex

Based on IPEDS data collected annually, more female first-time freshmen have enrolled at Nebraska's postsecondary institutions than male first-time freshmen. Since 2014, women have accounted for 52.0% (fall 2022) to 53.9% (fall

2020) of first-time freshmen enrollments. (See Figure 1.4.1 on page 71.)

First-time freshmen enrollments by race/ethnicity

As shown on the following page, first-time freshmen enrollments are becoming more racially/ethnically diverse. In fall 2014, White non-Hispanics accounted for 76.9% of first-time freshmen enrollments while minorities accounted for 23.1%. Of the first-time freshmen enrolled in fall 2024, 68.6% were White non-Hispanics, while 31.4% were minorities.

Higher numbers of Asians/Pacific Islanders, Hispanics, Native Americans, Black non-Hispanics and multiracial students were enrolled in college in fall 2024 than in fall 2014. Meanwhile, the number of White non-Hispanic first-time freshmen decreased since fall 2014.

The net effect of these changes is that there were 1,556 more minority students attending Nebraska colleges as first-time freshmen in fall 2024 than in fall 2014, an increase of 38.0%. In

**Net Migration of First-Time Freshmen Who Attended Postsecondary Institutions Within 12 Months of High School Graduation
Fall 2014 through Fall 2024**

Student Residency and Where They Attended College	Fall 2014	Fall 2016	Fall 2018	Fall 2020	Fall 2022	Fall 2024	Δ Since Fall 2014	
							N	%
<u>In-Migration</u> Non-Nebraska, Non-Foreign Students Enrolled at Nebraska Colleges and Universities	3,294	3,621	3,772	3,602	3,500	3,454	160	4.9%
<u>Out-Migration</u> Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,692	2,725	2,752	2,650	3,155	3,051	359	13.3%
Net Migration	602	896	1,020	952	345	403		
<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. Does not include fall 2022 migration data for Texas State Technical College. (see Table 1.3.2 for more information). Δ = change. See Table 1.3.2 (page 70).								

comparison, there were 1,259 fewer White non-Hispanic first-time freshmen in fall 2024 than in fall 2014, a decrease of 9.3%.

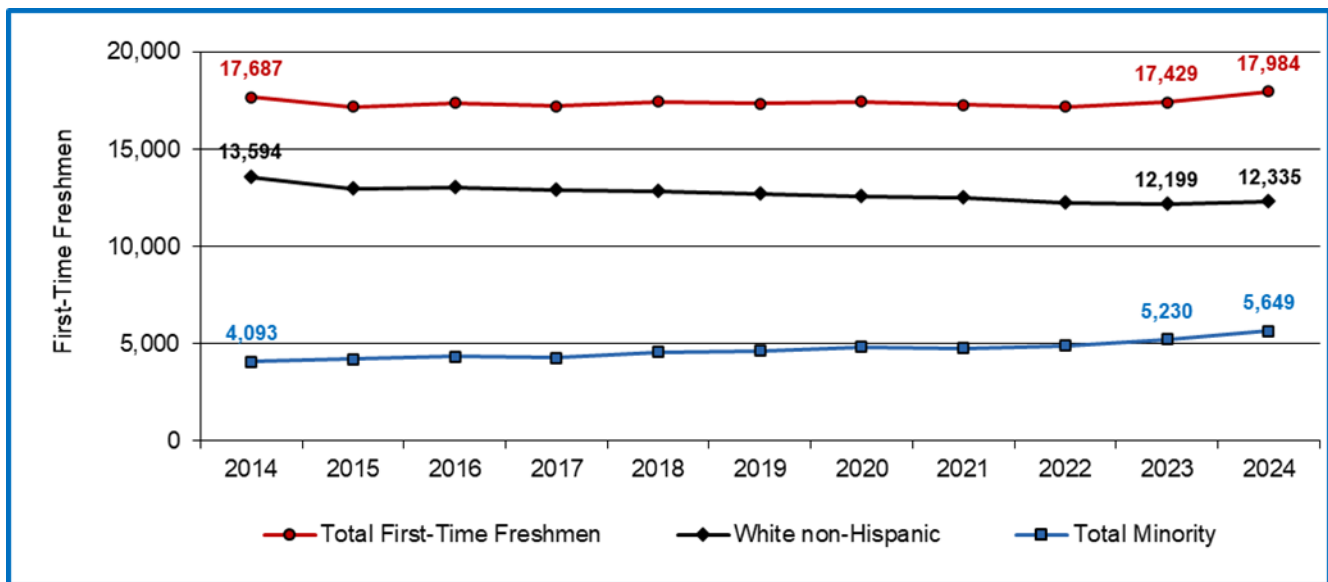
The importance of state-funded financial aid

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

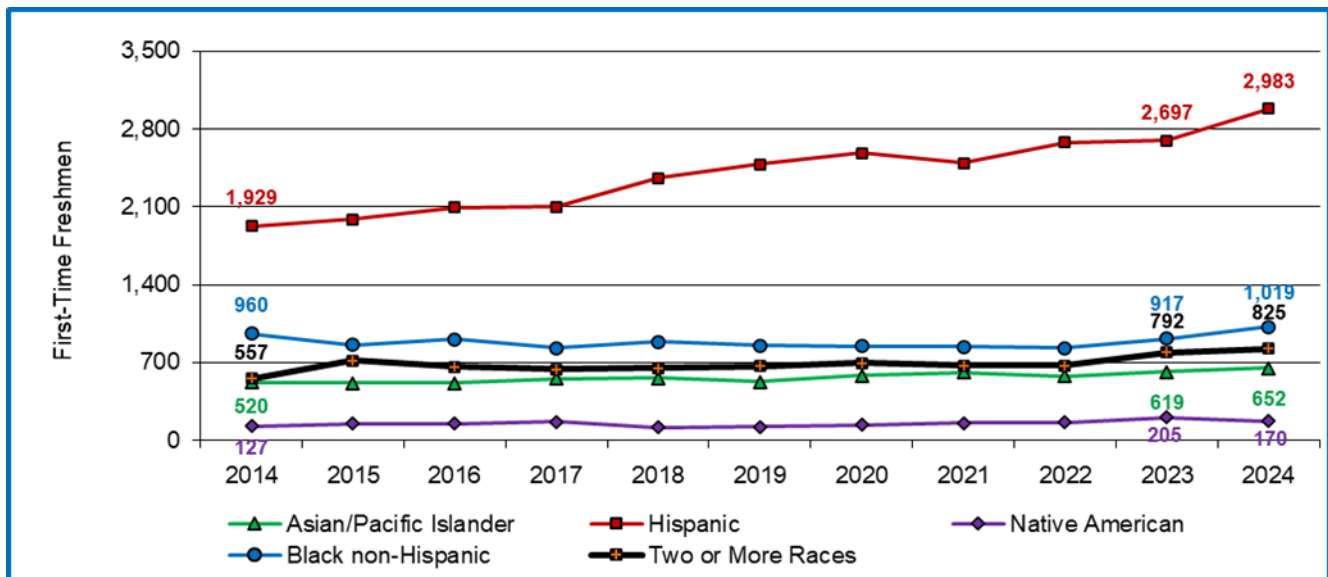
moderately low-income students to go to college, stay enrolled, and complete degrees. Less than 43% of students who are eligible for Nebraska Opportunity Grants receive one due to insufficient funding.

In addition, more high school seniors need encouragement to complete the Free Application for Federal Student Aid (FAFSA). Beginning with the 2024-2025 school year, Nebraska public high school students must complete the FAFSA or opt out prior to graduating from high school. Nearly

**Numbers of White Non-Hispanic and Minority First-Time Freshmen
Fall 2014 through Fall 2024**



**Numbers of Minority Students Enrolled as First-Time Freshmen
Fall 2014 through Fall 2024**



Note. See Figure 1.4.2 and Figure 1.4.3 (page 72).

57% of Nebraska's 2025 high school seniors completed the FAFSA. Notably, Nebraska had the largest increase nationally between 2024 and 2025 (14.8 percentage points).

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

Including state and lottery funds, total dollars available for the NOG program increased from \$16,468,156 in 2014-2015 to \$23,488,302 in 2024-2025. Meanwhile, the number of low-income students served by the NOG program decreased 16.0%, from 15,943 in 2014-2015 to 13,386 in 2024-2025, and the average award increased 76.7%, from \$1,032 to \$1,823. (See Figure 1.5.3 and Figure 1.5.4 on pages 80 and 81.)

The success of the ACE Scholarship Program

The state-funded Access College Early (ACE) Scholarship Program enables eligible low-income students to take college courses while they are still enrolled in high school.

Using state and federal funds, appropriations for ACE scholarships increased from \$956,890 in 2014-2015 to \$1,500,000 in 2024-2025. For 2025-2026, \$1,400,000 of state funds is appropriated for ACE scholarships.

In 2014-2015, 1,919 Nebraska high school students took 13,785 credit hours of college coursework paid for by their ACE scholarships. With increased funding, 2,727 low-income Nebraska high school students were able to take 19,051 credit hours of college coursework in 2024-2025. (See Figure 1.5.7 on page 84.)

College continuation rates of ACE Scholarship recipients

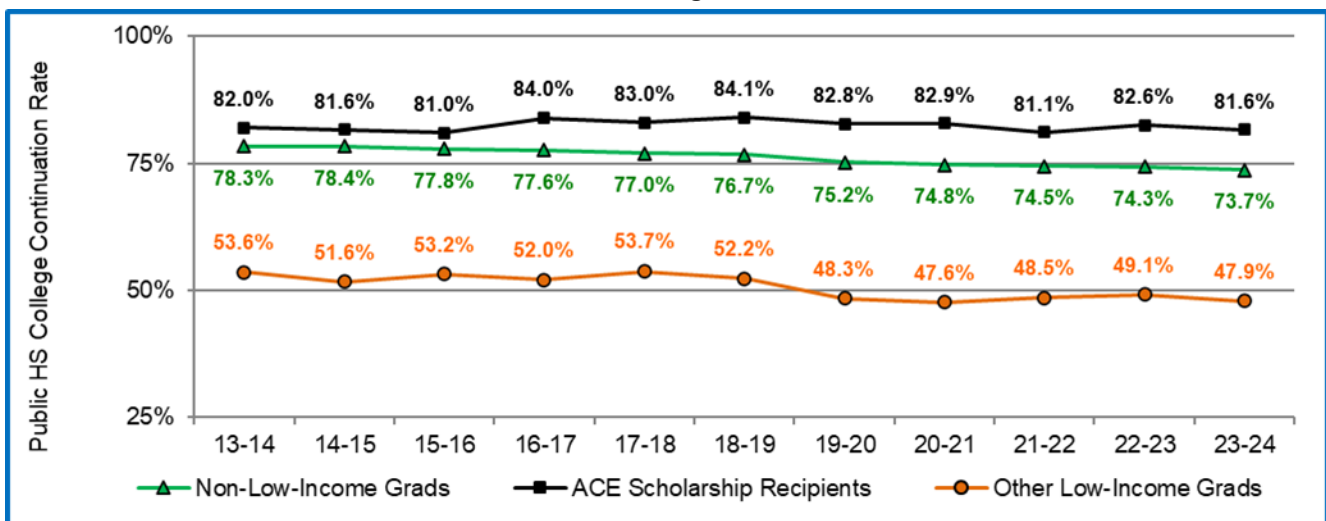
As illustrated below, college continuation rates of ACE scholarship recipients are significantly higher than the college continuation rates of other low-income public high school graduates.

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

NSWERS ACE Scholarship evaluation

In late 2025, the Nebraska Statewide Workforce and Educational Reporting System (NSWERS) completed an evaluation on the impact of the ACE scholarship program. After controlling for pre-existing differences between ACE and recipients and non-recipients, NSWERS found that ACE recipients were more likely to go to college than non-recipients; were more likely to persist at four-year and two-year institutions; and were more likely to complete college at two-year institutions.

College Continuation Rates for Public High School Seniors who Received ACE Scholarships Compared to the College Continuation Rates of Other Public High School Graduates 2013-2014 through 2023-2024



Note. See Figure 1.5.9 (page 87).

Priority 2

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

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

Based on IPEDS data that are collected annually, freshmen retention rates and graduation rates have improved within all 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

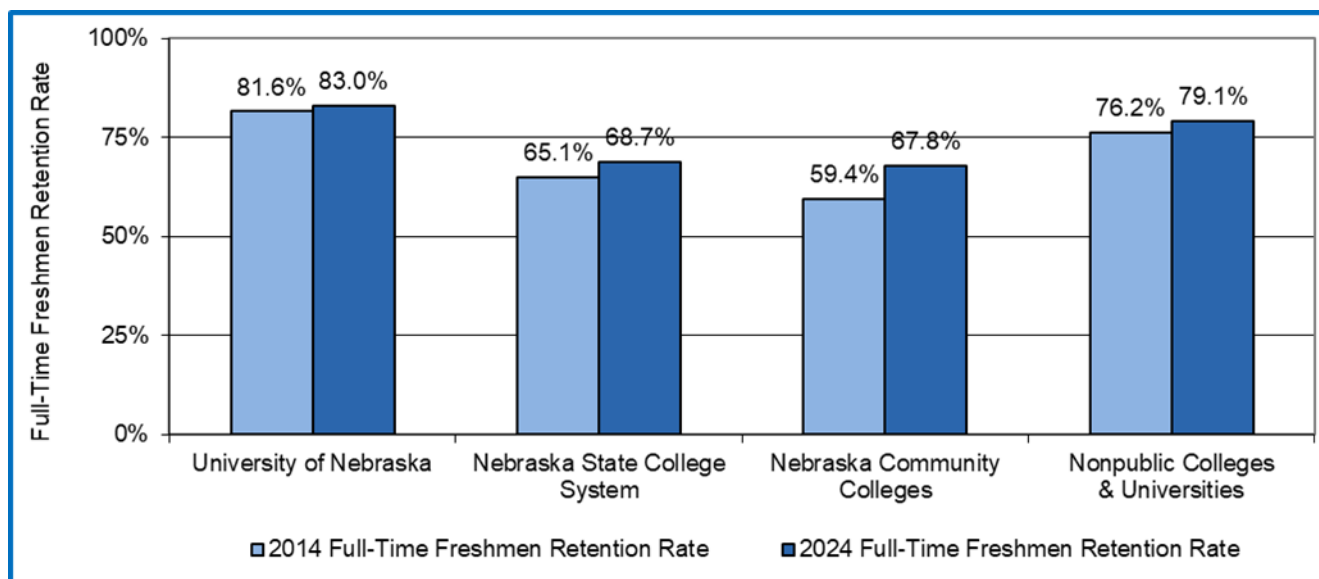
students who attend college full time. The findings also indicate that students with prior dual enrollment experience are more likely to complete college than students who entered college with no dual enrollment experience.

Freshmen retention rates

Nebraska's full-time freshmen retention rate increased from 73.1% in fall 2014 to 77.4% in fall 2024. As shown in the chart below, full-time freshmen retention rates for the University of Nebraska, state colleges, the community colleges, and the nonpublic institutions were all higher in fall 2024 than they were in fall 2014.

Retention rates for full-time students in fall 2024 varied between sectors, ranging from 67.8% at the community colleges to 83.0% at the University of Nebraska.

**Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector
Fall 2024 Compared to Fall 2014**



Note. See Figure 2.1.1 (page 91).

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

Full-time and part-time retention rates compared

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

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

For two-year public institutions, Nebraska's 2024 full-time retention rate was 67.5% (compared to 64.3% nationally). Meanwhile, Nebraska's part-time retention rate for two-year public institutions was 43.9% (compared to 44.3% nationally).

Nebraska's retention rates for 2024 were lower than corresponding national rates for four-year public institutions. Nebraska's full-time retention rate was 81.2% and its part-time retention rate was 44.6% (compared to 82.4% and 54.3% nationally). (See Figure 2.1.3 through Figure 2.1.6 on pages 94-97.)

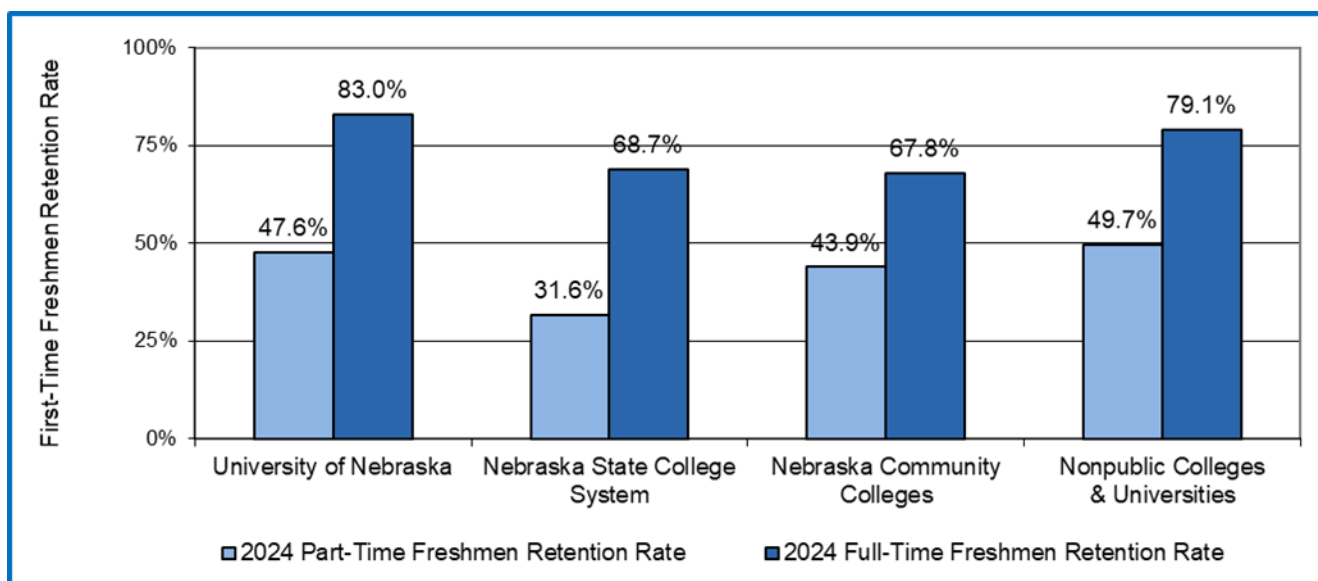
College graduation rates based on IPEDS data

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

Based on IPEDS data, the statewide graduation rate for Nebraska's public two-year institutions increased from 29.1% in 2013-2014 to 44.2% in 2023-2024. Meanwhile, the statewide graduation rate for Nebraska's public four-year institutions increased from 57.0% to 58.9%. (See Figure 2.2.1 on page 99.)

As shown on the following page, in 2023-2024, sector graduation rates ranged from 43.7% at Nebraska's community colleges to 66.8% 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 2023-2024, Nebraska's six community colleges had an overall transfer rate of 13.6%. (See Figure 2.2.13 on page 110.)

Fall 2024 Full-Time and Part-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector



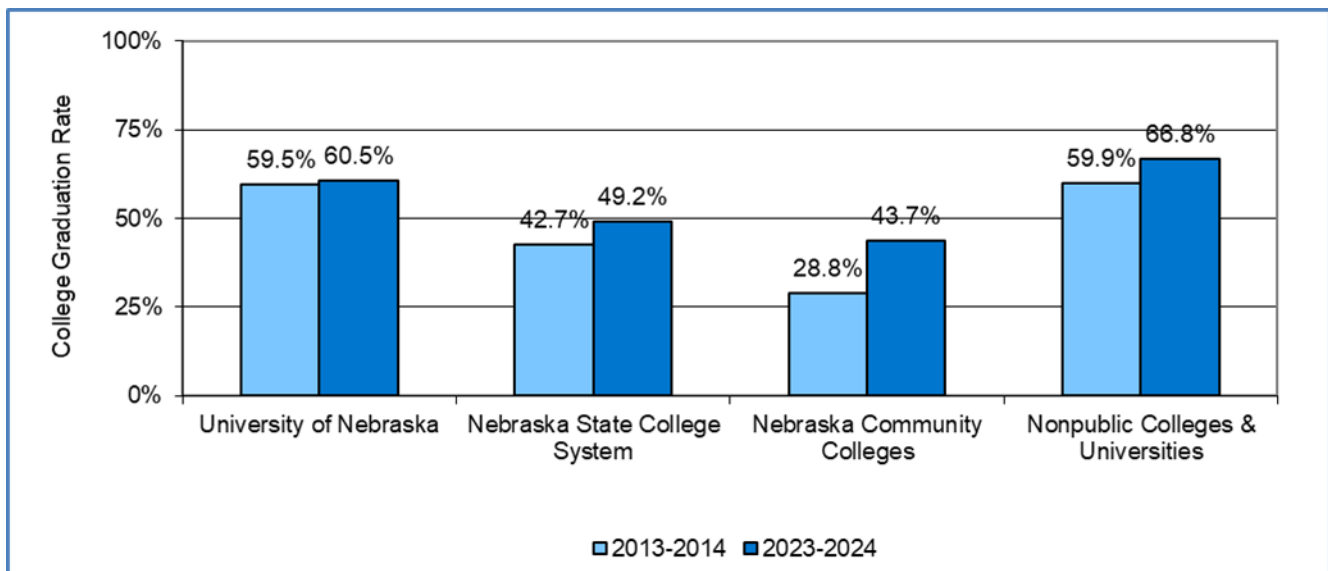
Note. See Figure 2.1.1 (page 91) and Figure 2.1.2 (page 92).

College graduation rates by sex

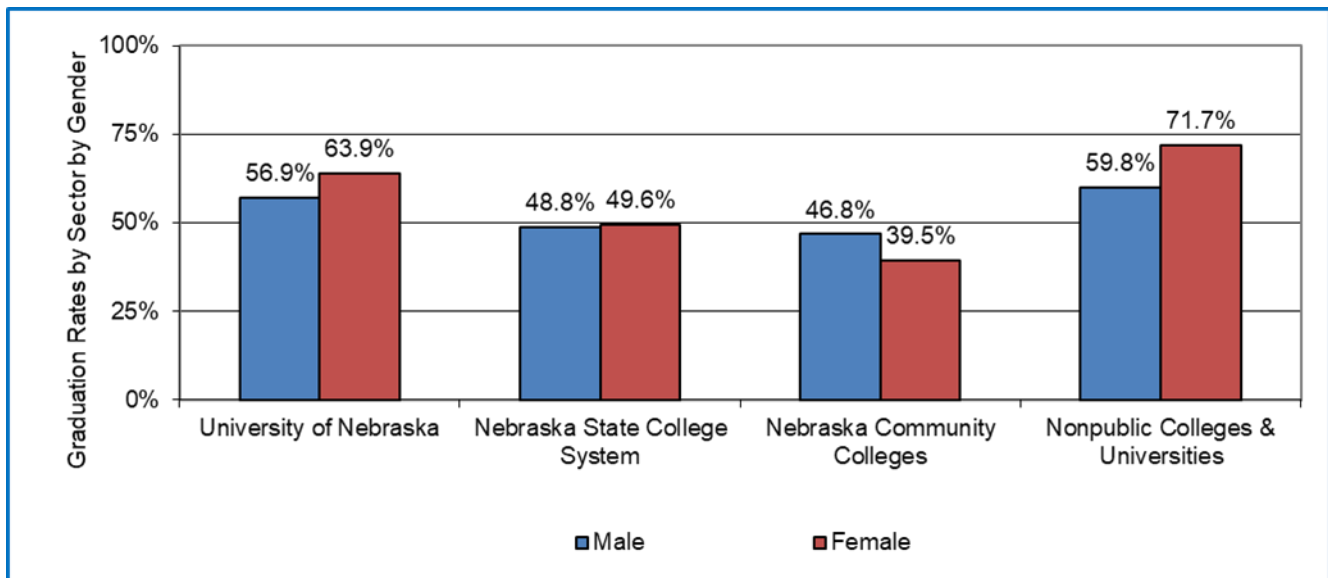
Segmenting college graduation rates by sector and sex results in graduation rates for eight subgroups. Between 2013-2014 and 2023-2024, graduation rates increased for all eight subgroups. (See Figure 2.2.3 through Figure 2.2.6 on pages 101-103.)

As shown in the chart on the bottom of this page, in 2023-2024, females had higher graduation rates than males at the University of Nebraska, the state colleges, and the nonpublic institutions. Meanwhile, graduation rates for males were higher than for females at the community colleges.

**Graduation Rates within 150% of Normal Time for Nebraska Postsecondary Institutions by Sector
2023-2024 Compared to 2013-2014**



**2023-2024 Graduation Rates within 150% of Normal Time
by Sector and by Sex**



Note. 150% of expected time is equivalent to six years for a bachelor's degree and three years for an associate's degree. See Figure 2.2.2 (page 100), and Figure 2.2.3 through Figure 2.2.6 (pages 101-103).

College graduation rates by race/ethnicity

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

At the University of Nebraska, 2023-2024 graduation rates ranged from 10.0% for Native Americans to 64.1% for Asian/Pacific Islanders. (See Figure 2.2.7 on page 104.)

At the state colleges, 2023-2024 graduation rates ranged from 16.2% for Black non-Hispanics to 54.7% for White non-Hispanics. (See Figure 2.2.8 on page 104.)

At the community colleges, 2023-2024 graduation rates ranged from 13.2% for Black non-Hispanics to 46.9% for White non-Hispanics. (See Figure 2.2.9 on page 105.)

Meanwhile, 2023-2024 graduation rates at the nonpublic institutions ranged from 32.3% for Native Americans to 74.9% for Asian/Pacific Islanders. (See Figure 2.2.10 on page 105.)

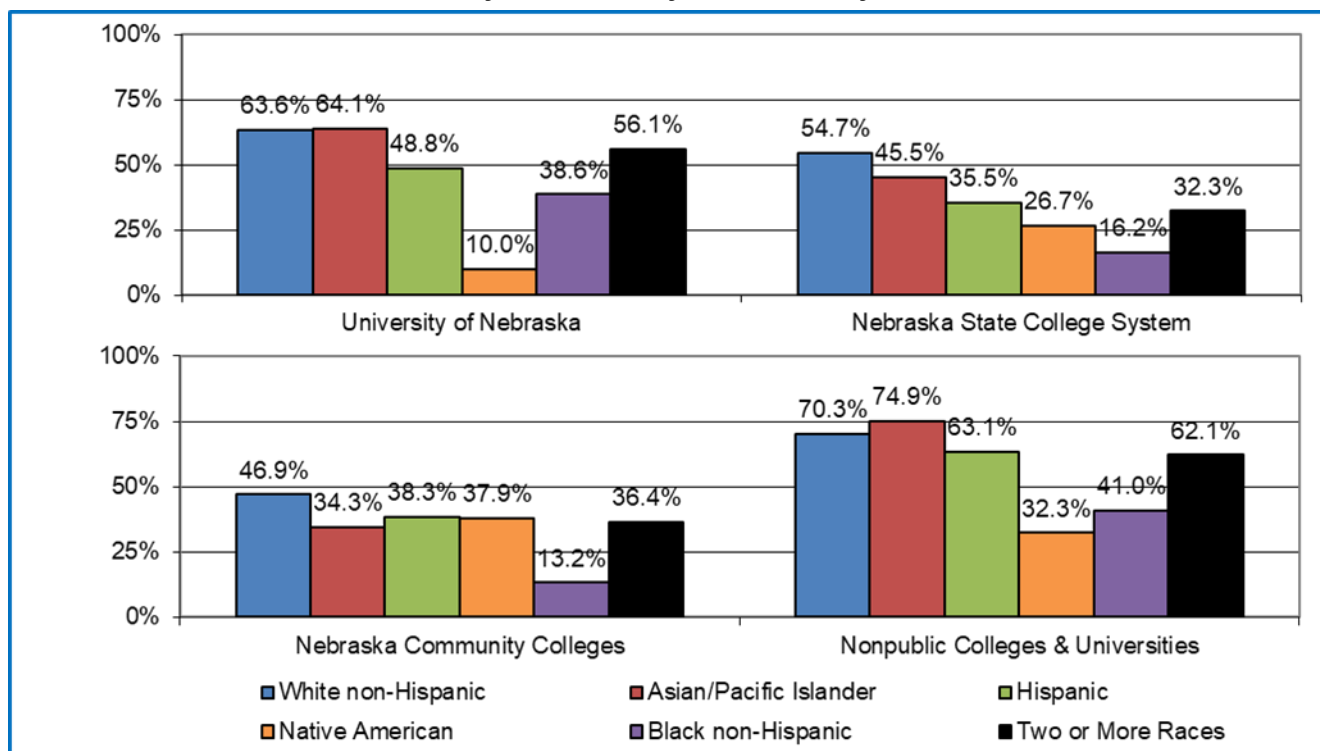
College graduation rates by financial aid received

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

The 2023-2024 graduation rate for Pell Grant recipients at two-year public institutions was 40.5% while the graduation rate for Direct Subsidized Loan recipients was 48.6%. Students at two-year public institutions who did not receive these grants or loans had an overall graduation rate of 46.4%. (See Table 2.2.1 on page 106.)

The 2023-2024 graduation rate for Pell Grant recipients at four-year public institutions was 49.2% while the graduation rate for Direct Subsidized Loan recipients was 56.6%. Students at four-year public institutions who did not receive these grants or loans had an overall graduation rate of 65.9%. (See Table 2.2.2 on page 107.)

**2023-2024 Graduation Rates within 150% of Normal Time
by Sector and by Race/Ethnicity**



Note. See Figure 2.2.7 through Figure 2.2.10 (pages 104-105).

Nebraska graduation rates compared to those of other states

Nebraska's 2023-2024 graduation rate for two-year public institutions was 44.2%, compared to 35.6% nationally. For four-year public institutions, Nebraska's graduation rate was 58.9%, compared to 58.8% nationally. (See Figure 2.2.11 and Figure 2.2.12 on pages 108 - 109.)

Graduation and persistence rates based on National Student Clearinghouse data

The National Student Clearinghouse Research Center recently conducted a study of six-year student outcomes based on a national cohort of degree-seeking, first-time freshmen who started college in fall 2019, 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

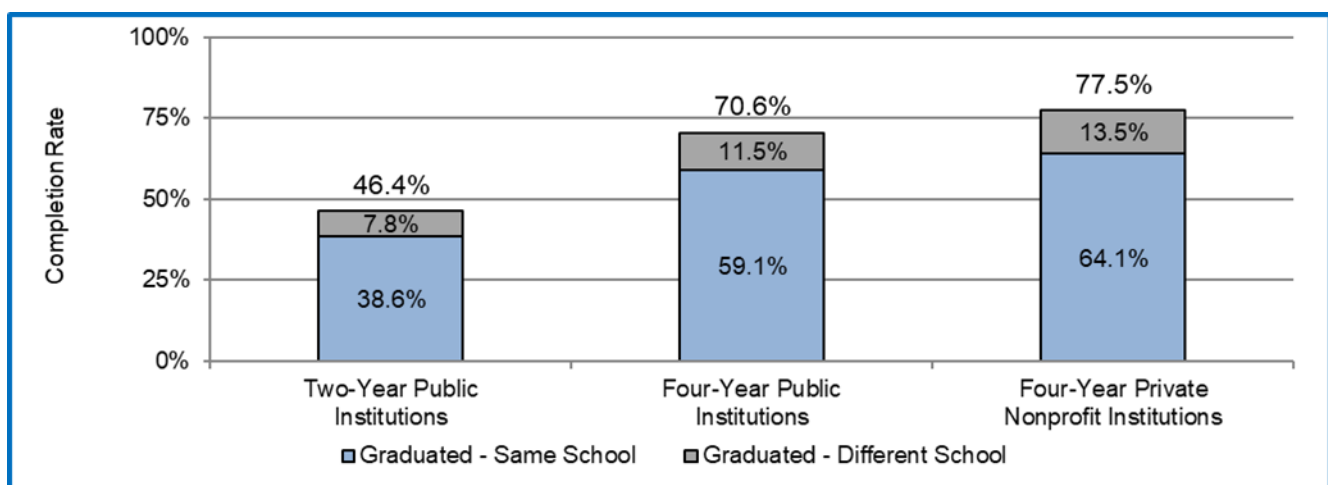
persistence rates were calculated by beginning enrollment intensity, prior dual enrollment experience, sex, and by age group.

As shown below, completion rates for starting institutions ranged from 38.6% at Nebraska's two-year public institutions to 64.1% at the state's four-year private nonprofit institutions. However, approximately 8% to 14% of students actually graduated from an institution in the United States *other* than their starting institution, no matter the sector of first enrollment. The total completion rate was 46.4% for students who started at Nebraska's two-year public institutions, 70.6% for those who started at the state's four-year public institutions, and 77.5% for students who began their studies at Nebraska's four-year private nonprofit institutions.

This study also revealed that students who begin college full time are generally much more likely to earn degrees or certificates and less likely to drop out of college than students who begin college part time. (See Figure 2.3.5 on page 118.)

Finally, this study shows that students who took dual enrollment in high school were more likely to graduate than students who did not take dual enrollment in high school. (See Figure 2.3.6 on page 120.)

Six-Year Total Completion Rates for Nebraska and the United States for Degree-Seeking, First-Time Freshmen (Fall 2019)



Note. See Figure 2.3.1 through Figure 2.3.3 (pages 115-116.)

Priority 3

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

The U.S. Census Bureau collects data annually through the American Community Survey (ACS) to estimate net migration by education level. Because the ACS estimates for Nebraska are based on very small sample sizes, the migration estimates for 22- to 64-year-olds developed from ACS data can vary dramatically from one year to another. To reduce this limitation, five-year ACS PUMS files are used for calculating the net out-migration of Nebraskans with high levels of educational attainment. To provide context to the migration estimates, educational attainment of 22- to 64-year-olds is also discussed.

An important recent addition to the *Progress Report* is the inclusion of Nebraska's educational attainment goal set by the 107th Legislature, Second Session, in LR 335. It is the goal of the State of Nebraska that at least 70% of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030. To analyze progress towards this goal, this section begins with credential attainment data from the Lumina Foundation.

Credential Attainment for 25- to 34-Year-Olds

As of 2024, 55.9% of Nebraskans aged 25 to 34 have obtained a credential or higher. (See Figure 3.1 on page 125.)

Educational Attainment for 22- to 64-Year-Olds

Between 2015-2019 and 2020-2024, Nebraska's estimated population of 22- to 64-year-olds

increased 1.7%. As shown below by education level, Nebraska's estimated percent of the population of 22- to 64-year-olds decreased 1.1 percentage points for high school graduates or below, decreased 1.7 percentage points for those with some college or an associate's degree, and increased 2.8 percentage points for those with a bachelor's degree or higher. Educational attainment for the nation is increasing at a faster rate than Nebraska, and Nebraska now has a lower percentage of 22- to 64-year-olds with a bachelor's degree or higher. Furthermore, large attainment gaps remain.

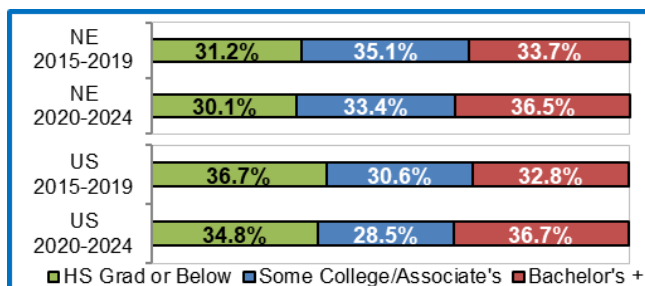
Migration Estimates for 22- to 64-Year-Olds

Between 2015-2019, Nebraska had an average annual net out-migration of 2,126 working-age adults with a bachelor's degree or higher. Worse, between 2020-2024, Nebraska had an average annual net out-migration of 3,624 working-age adults with a bachelor's degree or higher. Combining these estimates, Nebraska had a total net out-migration of 28,750 highly educated, working-age adults over the last decade. (See Figure 3.5 on page 128.)

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

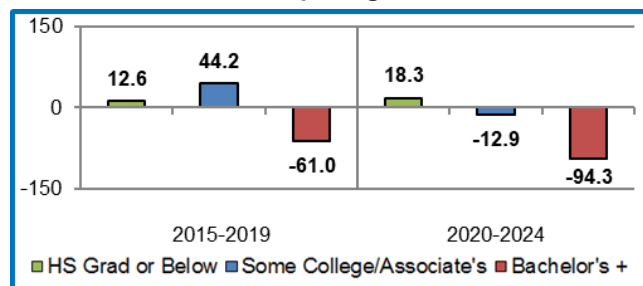
As shown below, for every 10,000 people in Nebraska with a bachelor's degree or higher, there was an average annual net out-migration of 94.3 people for 2020-2024, compared to an average annual net out-migration of 61.0 people for 2015-2019.

Nebraska Educational Attainment of 22- to 64-Year Olds



Note. See Figure 3.3 (page 126).

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



Note. See page 129.

2026 Progress Report Conclusion

Achieving State Goals by Addressing the Attainment Gaps

In 2006, the Nebraska Legislature stated that increasing the number of Nebraskans with high levels of educational attainment is essential to support Nebraska's economic expansion and diversification. In 2022, the Nebraska Legislature adopted LR 335, which set a state educational attainment goal that 70% of Nebraskans aged 25 to 34 will have a degree, certificate, or credential with value in the workforce by 2030. The goal was also adopted by the University of Nebraska, the Nebraska State College System, Nebraska's community colleges, the State Board of Education, and the Coordinating Commission, which incorporated it into the *Comprehensive Statewide Plan for Postsecondary Education*.

Educational attainment for 25- to 34-year-olds in Nebraska is currently 55.9% including credentials below the associate's degree, compared to 56.3% nationally. While Nebraska's educational attainment has historically exceeded the national average, other states have advanced toward their own goals more quickly and have caught up and surpassed Nebraska.

The *2026 Progress Report* concludes that progress is being made and educational

attainment is increasing, but it also demonstrates leaks in the education "pipeline" and disparities. A consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that educational attainment varies greatly across sex and racial/ethnic groups. As of 2020-2024, 33.0% of males aged 22 to 64 have a bachelor's degree or higher. This is an increase since the prior five-year period (from 30.3%); however, it is still well below the bachelor's or higher attainment rate for females (40.1%). (See Figure 3.4 on page 127.)

Even more striking are the attainment gaps between racial/ethnic groups. Only 13.2% of Native Americans aged 22 to 64 have a bachelor's or higher, compared to Asian/Pacific Islanders with 48.0%. Importantly, for all racial/ethnic groups, except for the category "Other," Nebraska's bachelor's or higher attainment rates are lower than the corresponding national rates for both five-year periods analyzed. (See Table A13.3 on pages 327 and 328.)

Nebraska cannot reach its 70% goal without closing these gaps.

2026 Progress Report Recommendations

One of the Commission's statutory duties is 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 *2026 Progress Report* indicate that more work needs to be done to prepare and persuade Nebraskans to enroll in college and successfully complete certificates and degrees. Patterns that emerged around the COVID-19 pandemic, including a growth in chronic absenteeism, continue to affect students, schools, colleges, and universities. Among the initiatives and collaboration that may address the ongoing shortcomings identified in the *2026 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, attend regularly, and earn diplomas. Nebraska's 2021-2022 public high school cohort four-year graduation rate was only the 21st best in the nation (87.1%), and disparities continue to be seen. Nebraska's 2024-2025 data reveal that while 90.2% of females graduate in four years, only 85.8% of males do. Disparities are even more pronounced between racial/ethnic groups, with 74.1% (Native American) to 85.4% (multiracial) of minority students earning diplomas in four years compared to 93.6% of White students.
- Increase the percentage of students who are prepared academically for college. According to ACT, only 18% 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 credit and concurrent enrollment courses to reach the Nebraska Department of Education's (NDE) goal that 50% of students will engage in dual enrollment by 2030 (from 33% in 2022-23). 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 due to lack of financial resources.
- Increase opportunities for high school students to connect to career pathways of interest to them that lead to employment and additional education, such as through the continuing development of career academies, academic pathways, internship programs, and pre-apprentice programs. Consider innovative partnership models, such as the Pathways to Tomorrow consortium in northeastern Nebraska, to address the unique needs of rural school districts.
- Increase high school counselor/advising resources to a.) address mental health issues that may slow or prevent high school completion, b.) improve students' awareness of careers and the range of higher education opportunities and their associated career pathways, and c.) help students understand financial aid opportunities and plan the most direct pathway to their educational goals.

At the Postsecondary Level:

- Increase the percentage of high school graduates who go on to college. If all 2024 on-time public high school graduates continued on to college at the same rate as 2014 graduates, over 1,700 additional students would enroll in college by the spring following high school graduation.
- Encourage as many students as possible to enroll full time and not delay enrollment. About 63.5% of Nebraska's on-time public

high school graduates go on to college within a year of high school graduation. National Student Clearinghouse research shows that those who begin college full-time are much more likely to earn degrees than those who begin college part-time.

- Increase efforts to improve retention and persistence rates, such as implementing effective alternatives to stand-alone 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 and basic living needs. Full-time retention rates vary by sector, ranging from 67.8% at the community colleges to 83.0% at the University of Nebraska campuses.
- Support and expand efforts, such as Transfer Nebraska and 2+2 (A to B) agreements, to improve students' knowledge of how credits will transfer among Nebraska colleges and universities, allowing them to plan their path to a degree in the most efficient manner. Transfer agreements should capitalize on the growth of dual credit, maximize transferability of AAS degrees, and allow students to complete an associate's degree and enter a four-year institution with junior status.
- Develop new programs aimed at meeting immediate workforce shortages, such as Workforce Pell programs, and longer-term programs that integrate workplace experience more directly into the curriculum, including degree apprenticeships such as teacher apprenticeships.
- 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 intensive coaching, high-speed internet access, rolling course start dates, childcare, and emergency grants or loans—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 Community College.
- Continue to build out and publicize the capabilities of the Nebraska Statewide Workforce and Educational Reporting System (NSWERS) to study the P-16 education pipeline, including employment trajectories of recent graduates, so that strategies to reduce brain-drain can be developed and implemented in a targeted fashion.

At the State Government Level:

- Monitor and work toward the statewide attainment goal that 70% of 25- to 34-year-old Nebraskans will have a degree or short-term credential by 2030. The attainment goal creates a "North Star" to guide state leaders, civic organizations, business organizations, foundations, school districts, and colleges and universities.
- 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.
- Increase funding for the Nebraska Opportunity Grant program so that more eligible students receive aid. Nebraska ranks 35th in the amount of state-funded, 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 \$1,823. 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 equal opportunity.
- Provide resources to meet the NDE's 50% dual enrollment participation goal. In addition to subsidies to community colleges to reduce dual credit tuition, this will require enough funding for the ACE program so that scholarships are sufficient to allow all academically qualified low-income students to participate in dual enrollment courses, and adequate funding to incentivize teachers to earn the credit hours or credentials necessary to teach dual enrollment courses.
 - Consider implementing a proactive, or "direct," admissions program with Nebraska postsecondary institutions, whereby high school students are notified by institutions that they meet admission requirements before they apply. Direct admissions programs are being adopted in many states with promising results.
 - In partnership between the Nebraska Department of Labor, the NDE, and postsecondary institutions, continue the development of a credential registry, talent marketplace, and electronic learner and employment records that will allow students, employees, and employers to understand what skills are in demand, which educational programs embed or offer them, and reduce friction between employers and potential employees as they seek to match on jobs and skills.
 - Consider new programs, such as Tennessee Reconnect and Missouri's Fast Track Workforce Incentive Grant, that are aimed at adults without degrees or credentials. The Tennessee and Missouri programs have had great success in attracting adult students into or back into college to earn degrees and credentials with demonstrated value in the workforce.
 - Ensure that high-speed broadband is available to all Nebraska families at an affordable cost so that all Nebraskans can access educational opportunities online.
 - Continue funding the Nebraska Career Scholarship Program, first funded in fiscal year 2021, to attract students to programs leading to occupations identified as high wage, high demand, and high skill in Nebraska and to connect the students to Nebraska employers through internship opportunities.
 - Consider tax incentives for graduates with student loan debt who remain in or come to Nebraska to work and/or employers who assist employees with student loan payments. Alternatively, create or expand loan forgiveness programs or retention bonuses for targeted high-need occupations.

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

University of Nebraska

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

Nebraska State College System

Chadron State College
Peru State College
Wayne State College

Nebraska Community Colleges

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

Nonpublic College & Universities

Bellevue University
Bryan College of Health Sciences
Capitol Beauty School
CHI Health School of Radiologic Technology
Clarkson College
College of Hair Design-Downtown
College of Hair Design-East Campus
(Beginning in Fall 2025, data for both
College of Hair Design locations is
reported under the Downtown location)
College of Saint Mary
Concordia University-Nebraska
Creighton University
Doane University
Entourage Institute of Beauty and Esthetics
Fullen School of Hair Design (No longer an
IPEDS reporting institution Fall 2016)

Nonpublic Colleges & Universities (Continued)

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)
Little Priest Tribal College
Midland University
Myotherapy Institute
National American University-Bellevue
(Closed Fall 2019)
Nebraska Christian College of Hope
International University (Closed Fall 2020)
Nebraska Indian Community College
Nebraska Methodist College of
Nursing & Allied Health
Nebraska Wesleyan University
Omaha School of Massage and Healthcare
of Herzing University (Closed Fall 2018)
Purdue University Global-Lincoln (No longer an
IPEDS reporting institution Fall 2019, Closed
Fall 2023)
Purdue University Global-Omaha (Closed Fall
2019)
Regional West Medical Center School
of Radiologic Technology (No longer an
IPEDS reporting institution Fall 2016)
Ricketts Great Books College
Summit Christian College
The Creative Center (Closed Fall 2021)
Union Adventist University
Universal College of Healing Arts
Xenon A Stephanie Moss Academy
Vatterott College-Spring Valley (Closed Fall
2015)
York University

Note. See page 132 for a detailed listing of institutional changes that have occurred during the reporting period.

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2026 Nebraska Higher Education Progress Report

Introduction

The *Nebraska Higher Education Progress Report* is an 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 *2026 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:

University of Nebraska: "The University of Nebraska provides extensive, comprehensive postsecondary education to Nebraska citizens through its four administrative units: the

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-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 career training or transfer to a four-year institution. The education program may culminate in an associate of applied science 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 132 for more details.

The *2026 Progress Report* provides an update of every section of the 2025 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 2026 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 must 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 was 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 2013 within the context of 10-year trends and estimated 11-year trends.

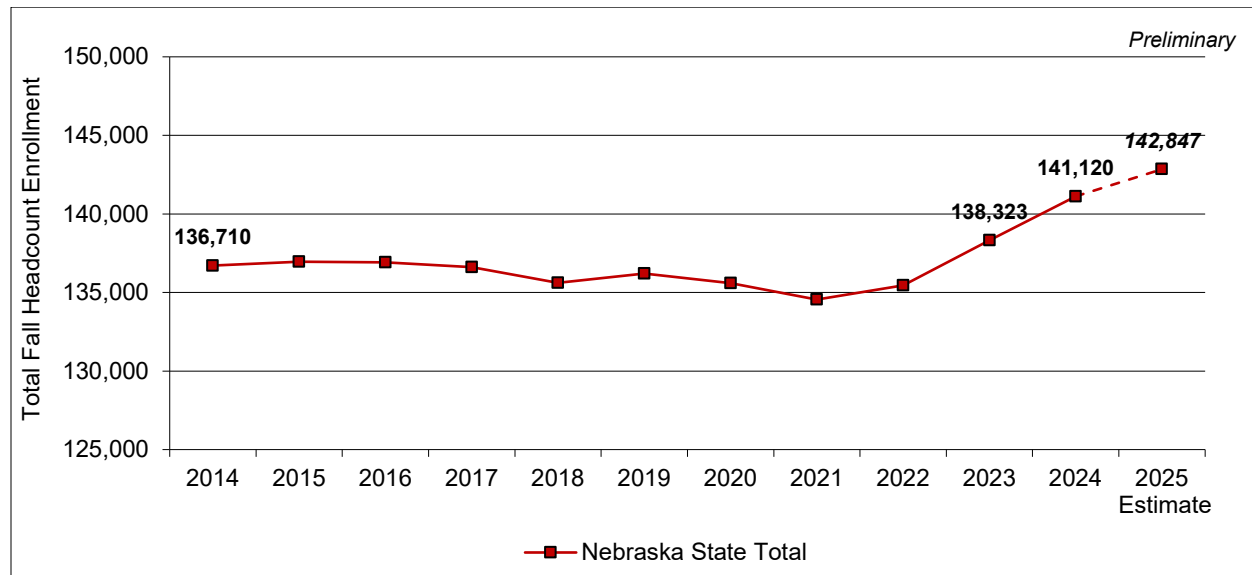
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 2014 through fall 2024. Enrollments for fall 2025 are preliminary, based on estimates that institutions reported directly to the Coordinating Commission for Postsecondary Education.

Nebraska Total Fall Headcount Enrollment

- Total headcount—the count of all students taking courses for credit—at Nebraska’s postsecondary institutions increased from 136,710 in fall 2014 to 141,120 in fall 2024, for a 10-year increase of 3.2%, as shown in [Figure 1.1](#). It is estimated that enrollment increased 1.2% between fall 2024 and fall 2025. In the context of estimated 11-year trends, total fall enrollment increased 4.5% between 2014 and 2025.

Figure 1.1

**Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions
Fall 2014 through Fall 2025**



Note. See [Table A1.1](#) in [Appendix 1](#) for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

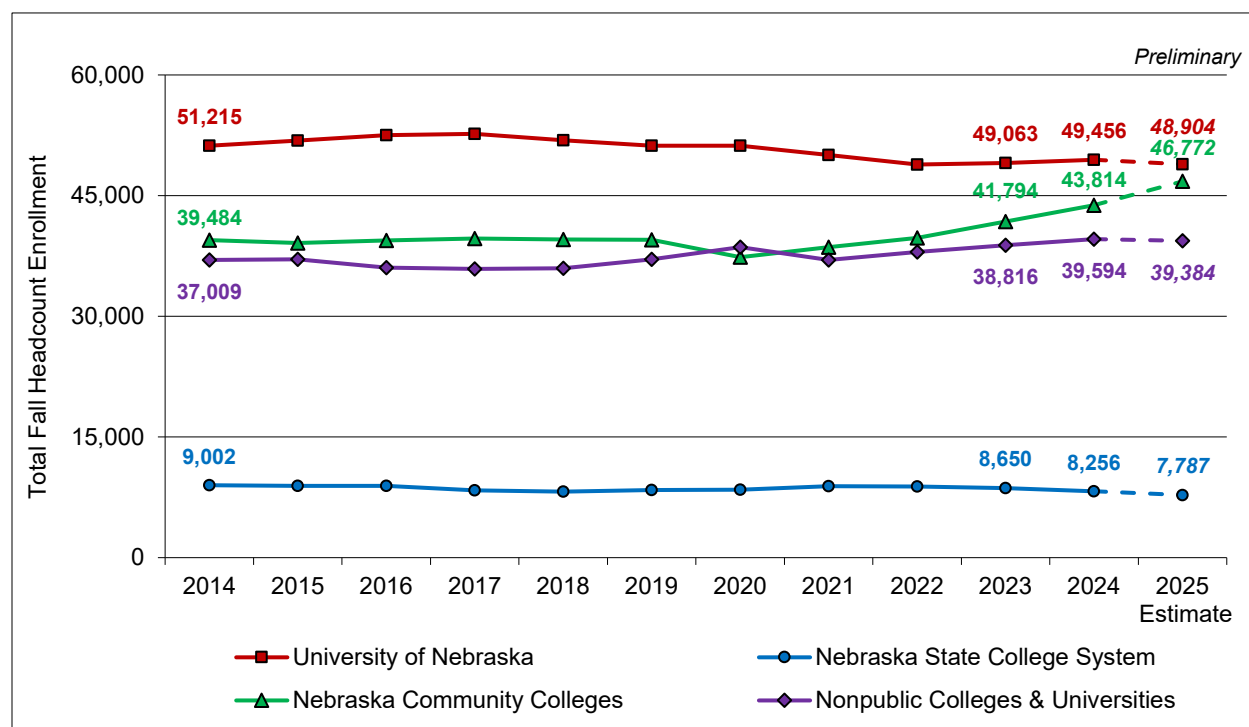
Nebraska Total Fall Headcount Enrollment by Sector

- 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](#), Nebraska's community colleges and nonpublic institutions contributed positively to the state's increased enrollment since 2014. However, based on preliminary data for fall 2025, enrollments at the University of Nebraska and the state colleges declined between fall 2014 and fall 2025.
- By sector, Nebraska's postsecondary enrollment has changed as follows:

Sector	1-Year Change 2023 to 2024	Est. 1-Year Change 2024 to 2025	10-Year Change 2014 to 2024	Est. 11-Year Change 2014 to 2025
University of Nebraska	0.8%	-1.1%	-3.4%	-4.5%
Nebraska State College System	-4.6%	-5.7%	-8.3%	-13.5%
Nebraska Community Colleges	4.8%	6.8%	11.0%	18.5%
Nonpublic Colleges & Universities	2.0%	-0.5%	7.0%	6.4%
Total Nebraska	2.0%	1.2%	3.2%	4.5%

Figure 1.2

Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector Fall 2014 through Fall 2025



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

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 2014 to fall 2025.

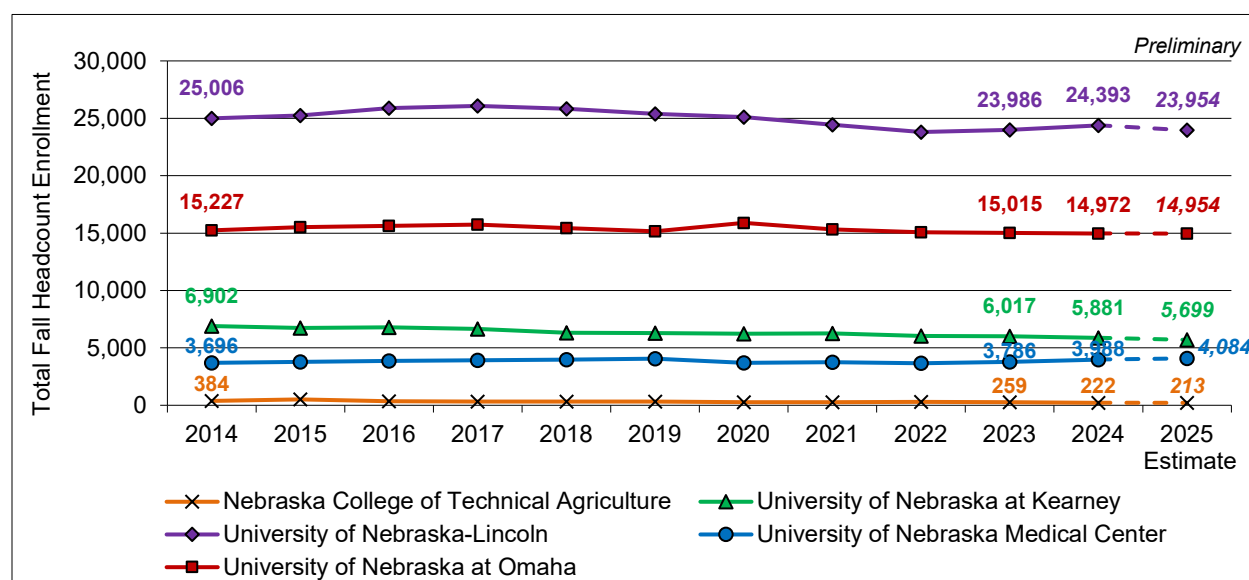
University of Nebraska

- From fall 2014 to fall 2025, fall enrollment decreased an estimated 4.5% at the University of Nebraska. While the Nebraska College of Technical Agriculture, the University of Nebraska at Kearney, the University of Nebraska-Lincoln, and the University of Nebraska at Omaha experienced decreases during this 11-year period, fall enrollments increased at the University of Nebraska Medical Center.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2014 and fall 2025, at the institutions constituting the University of Nebraska:

Institution	1-Year Change 2023 to 2024	Est. 1-Year Change 2024 to 2025	10-Year Change 2014 to 2024	Est. 11-Year Change 2014 to 2025
Neb. College of Technical Agriculture	-14.3%	-4.1%	-42.2%	-44.5%
University of Nebraska at Kearney	-2.3%	-3.1%	-14.8%	-17.4%
University of Nebraska-Lincoln	1.7%	-1.8%	-2.5%	-4.2%
University of Neb. Medical Center	5.3%	2.4%	7.9%	10.5%
University of Nebraska at Omaha	-0.3%	-0.1%	-1.7%	-1.8%

Figure 1.3

Fall Headcount Enrollment at the University of Nebraska by Institution Fall 2014 through Fall 2025



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

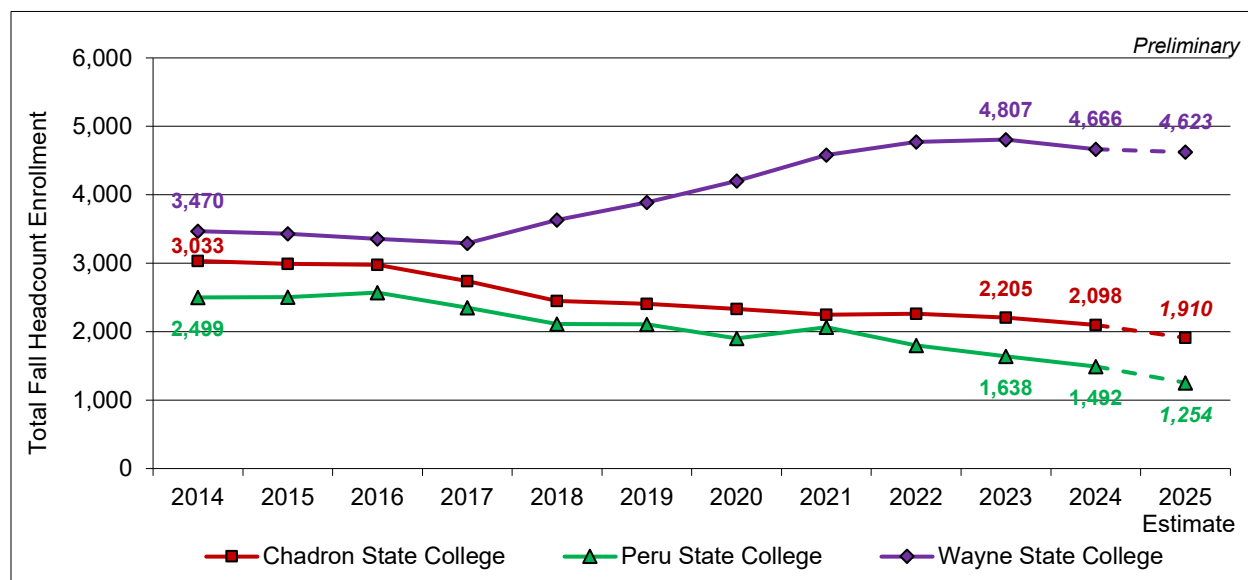
Nebraska State College System

- From fall 2014 to fall 2025, fall enrollment decreased an estimated 13.5% within the Nebraska State College System. While Wayne State College experienced a 33.2% increase during this 11-year period, Chadron State College and Peru State College experienced decreases of 37.0% and 49.8%, respectively.
- Notably, since fall 2016, Wayne State College increased an estimated 37.7% while Chadron State College and Peru State College reported decreases of 35.8% and 51.2%, respectively.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2014 and fall 2025, at the institutions constituting the Nebraska State College System:

Institution	1-Year Change 2023 to 2024	Est. 1-Year Change 2024 to 2025	10-Year Change 2014 to 2024	Est. 11-Year Change 2014 to 2025
Chadron State College	-4.9%	-9.0%	-30.8%	-37.0%
Peru State College	-8.9%	-16.0%	-40.3%	-49.8%
Wayne State College	-2.9%	-0.9%	34.5%	33.2%

Figure 1.4

Fall Headcount Enrollment at Nebraska State College System by Institution Fall 2014 through Fall 2025



Note. See [Table A1.2 in Appendix 1](#) for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

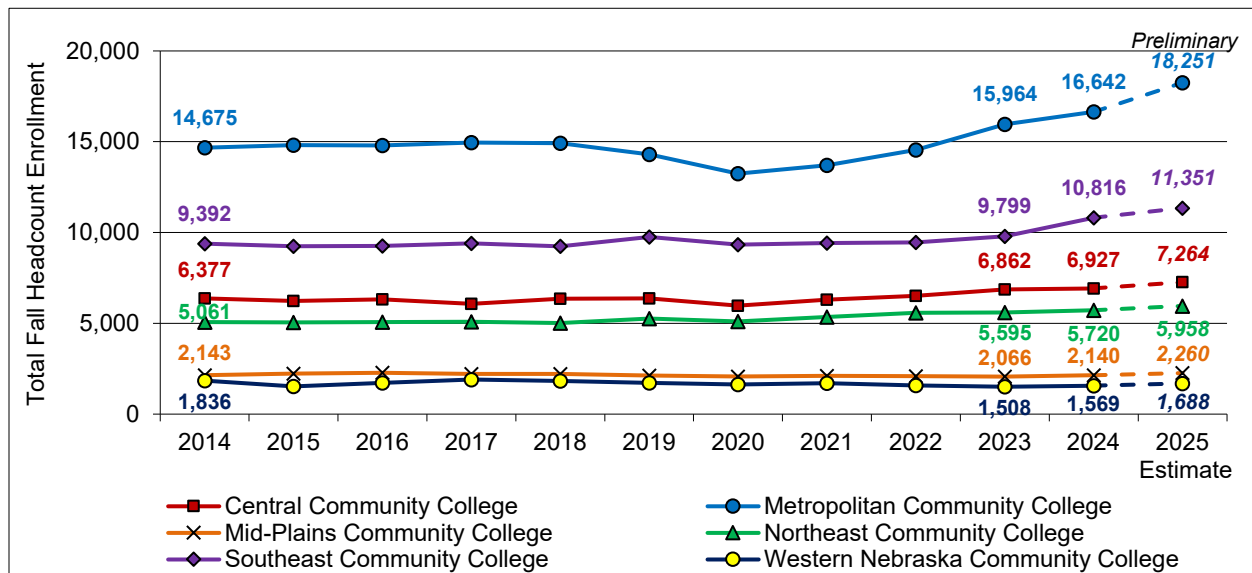
Nebraska Community Colleges

- From fall 2014 to fall 2025, total fall enrollment increased an estimated 18.5% at the community colleges. Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, and Southeast Community College reported increases ranging from 5.5% to 24.4%. Meanwhile, Western Nebraska Community College reported a decrease of 8.1%
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2014 and fall 2025, at Nebraska's six community colleges:

Institution	1-Year Change 2023 to 2024	Est. 1-Year Change 2024 to 2025	10-Year Change 2014 to 2024	Est. 11-Year Change 2014 to 2025
Central Community College	0.9%	4.9%	8.6%	13.9%
Metropolitan Community College	4.2%	9.7%	13.4%	24.4%
Mid-Plains Community College	3.6%	5.6%	-0.1%	5.5%
Northeast Community College	2.2%	4.2%	13.0%	17.7%
Southeast Community College	10.4%	4.9%	15.2%	20.9%
Western Neb. Community College	4.0%	7.6%	-14.5%	-8.1%

Figure 1.5

Fall Headcount Enrollment at Nebraska Community Colleges by Institution Fall 2014 through Fall 2025



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

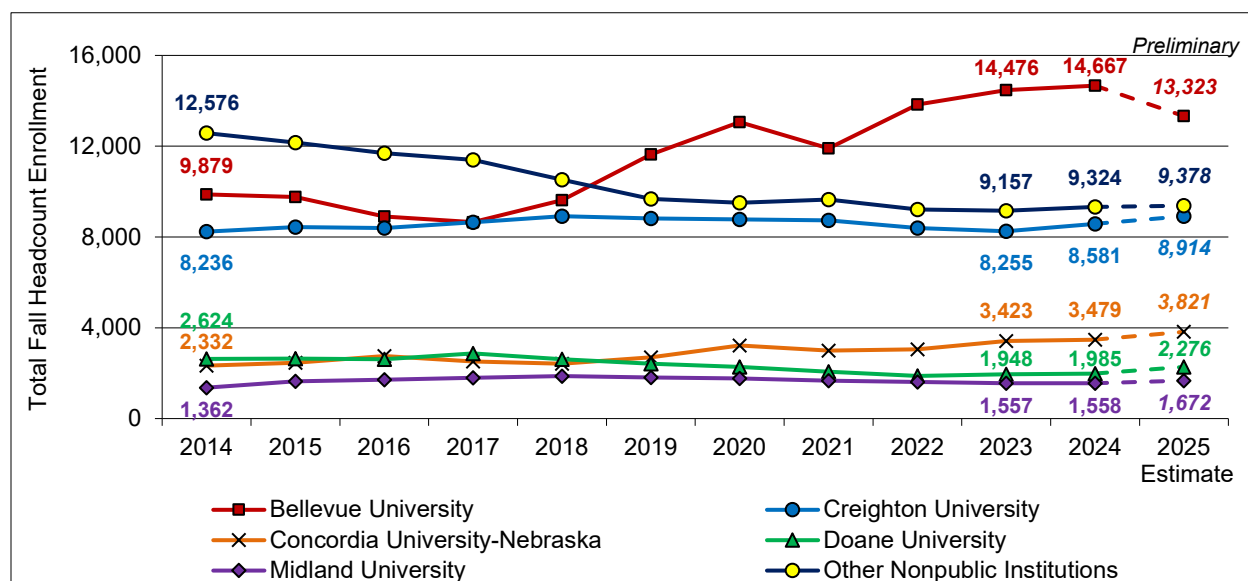
Nebraska Nonpublic Colleges and Universities: Fall Enrollment

- From fall 2014 to fall 2025, total fall enrollment increased an estimated 6.4% 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 2025: Bellevue University, Creighton University, Concordia University-Nebraska, Doane University, and Midland University.
- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2014 and fall 2025, 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 2023 to 2024	Est. 1-Year Change 2024 to 2025	10-Year Change 2014 to 2024	Est. 11-Year Change 2014 to 2025
Bellevue University	1.3%	-9.2%	48.5%	34.9%
Creighton University	3.9%	3.9%	4.2%	8.2%
Concordia University-Nebraska	1.6%	9.8%	49.2%	63.9%
Doane University	1.9%	14.7%	-24.4%	-13.3%
Midland University	0.1%	7.3%	14.4%	22.8%
Other Nonpublic Institutions	1.8%	0.6%	-25.9%	-25.4%

Figure 1.6

Fall Headcount Enrollment at Nebraska Nonpublic Colleges and Universities Fall 2014 through Fall 2025



Note. See [Table A1.2](#) in [Appendix 1](#) for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

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 2014 and fall 2025 is that enrollments at the University of Nebraska and the state colleges accounted for lower percentages of Nebraska's total postsecondary enrollment in fall 2025 than they did in fall 2014 while enrollments at the community colleges and the nonpublic institutions accounted for higher percentages of total fall enrollment.

Table 1.1 Nebraska Total Fall Headcount Enrollment by Sector 2014 and 2025				
Enrollment Sector	Fall 2014		<i>Estimated Fall 2025</i>	
	Enrollment	% of Enrollment	<i>Enrollment</i>	<i>% of Enrollment</i>
University of Nebraska	51,215	37.5%	48,904	34.2%
Nebraska State College System	9,002	6.6%	7,787	5.5%
Nebraska Community Colleges	39,484	28.9%	46,772	32.7%
Nonpublic Colleges & Universities	37,009	27.1%	39,384	27.6%
Total Nebraska Postsecondary Headcount Enrollment	136,710	100.0%	142,847	100.0%
Data sources: For 2014 data, National Center for Education Statistics, IPEDS fall 2014 survey. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.				

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

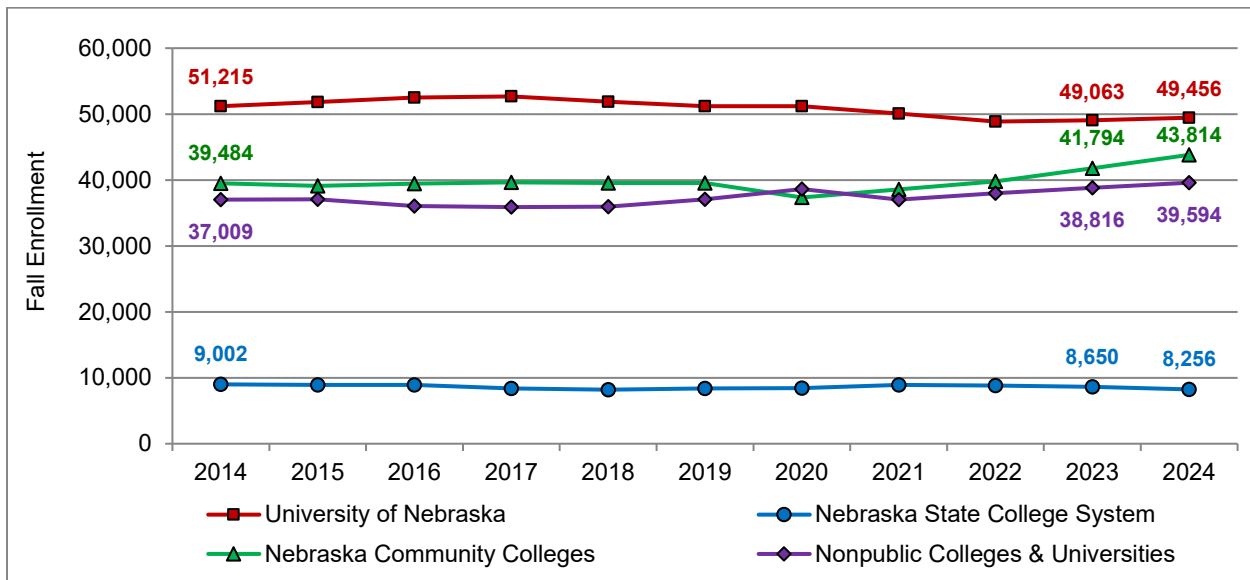
Fall headcount enrollment is the best available indicator of enrollment trends across all sectors of postsecondary education in Nebraska because it is reported by and can be analyzed by race/ethnicity, sex, enrollment status (part-time/full-time), level of study (undergraduate/graduate), and distance 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 56.8% to 70.4% 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.

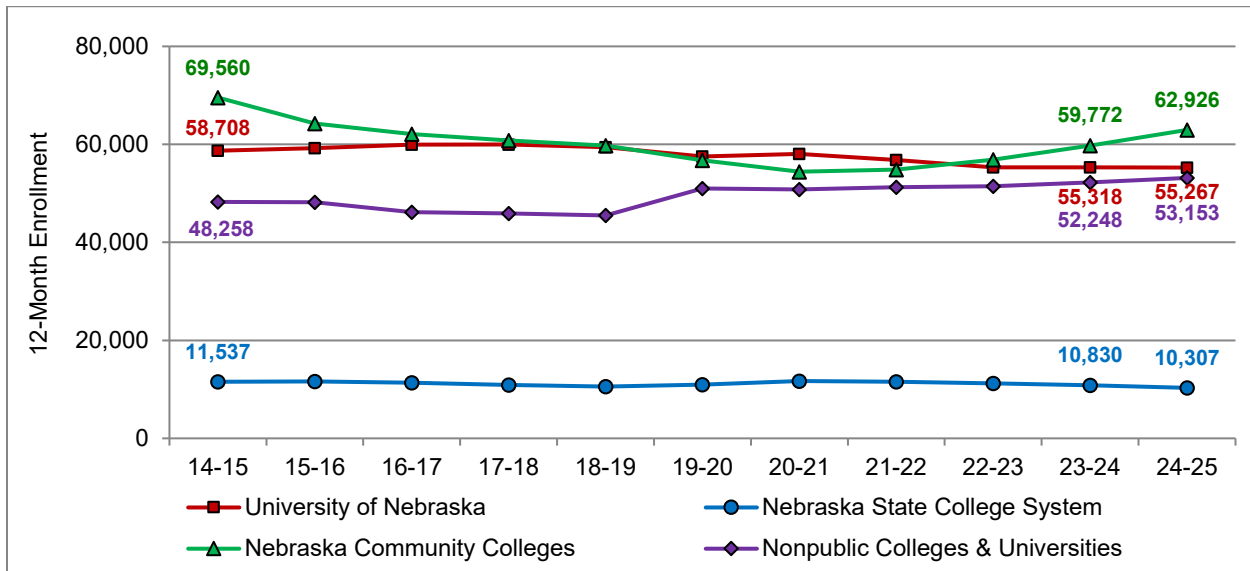
- Figure 1.8 shows total fall enrollment by sector from fall 2014 through fall 2024, the latest period for which official data are available from the NCES. Figure 1.9 shows the comparable 12-month enrollments reported to the NCES for the 2014-2015 academic year through the 2024-2025 academic year.
- 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 2024, for example, the University of Nebraska enrolled 49,456 students compared to enrollment of 43,814 students at the community colleges.
- The 12-month enrollments summarized in Figure 1.9 show that Nebraska's community colleges enrolled more students in 2024-2025 than the University of Nebraska. In 2024-2025, the University of Nebraska served 55,267 students over the course of the academic year while the community colleges served 62,926 students.

Figure 1.8
Fall Headcount Enrollment
at Nebraska Postsecondary Institutions by Sector
Fall 2014 through Fall 2024



Note. See Table A1.1 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys.

Figure 1.9
12-Month Unduplicated Headcount
at Nebraska Postsecondary Institutions by Sector
2014-2015 Academic Year through 2024-2025 Academic Year

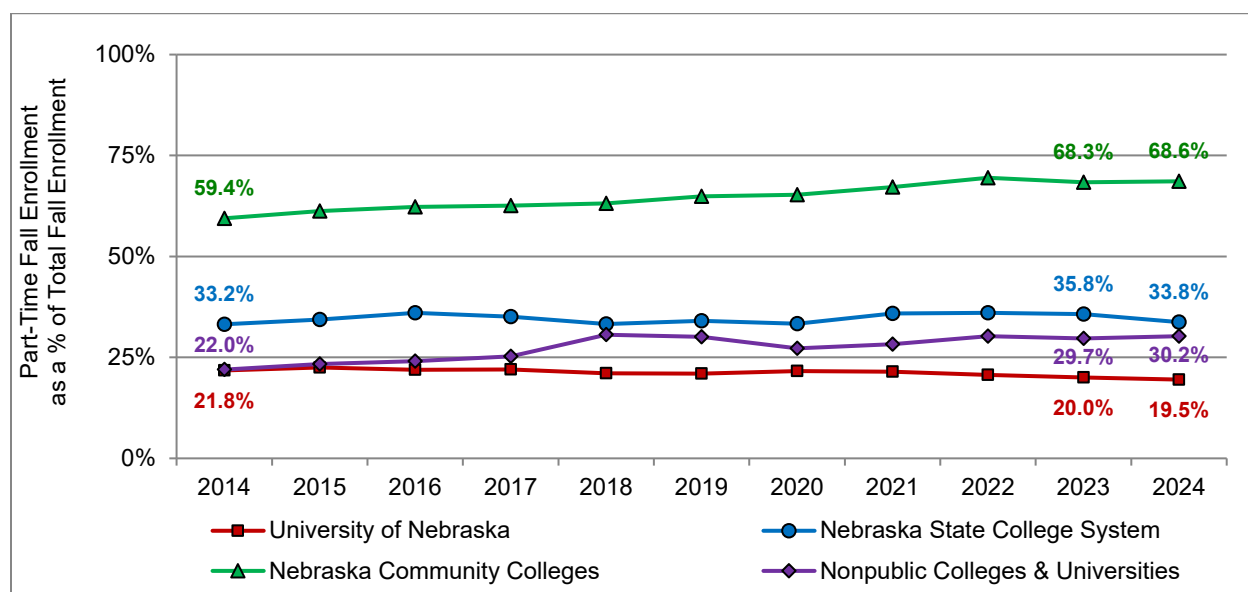


Note. See Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2015 through 2025 surveys.

- The historically 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 68.6% of total fall enrollment at the community colleges in fall 2024. In comparison, part-time students accounted for 19.5% of the University of Nebraska's fall 2024 enrollment, 30.2% of the fall enrollment at the nonpublic institutions, and 33.8% 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 2014 through Fall 2024**



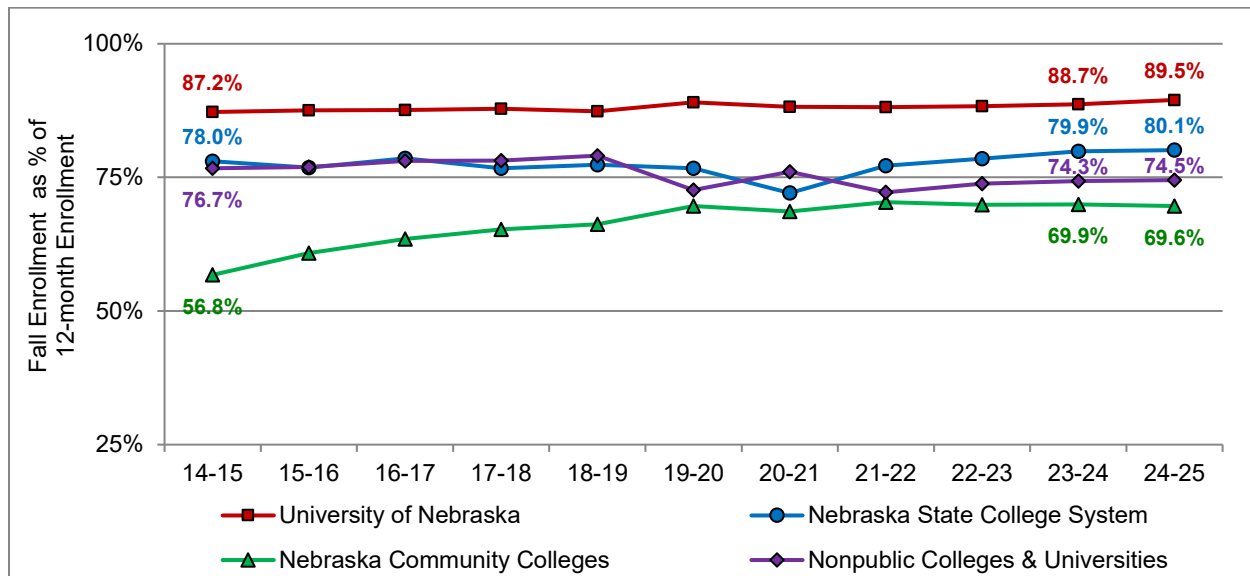
Note. For more information, see the *2025 Factual Look at Higher Education in Nebraska – Enrollment* on the Commission's website at ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys.

- [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 2024 accounted for 89.5% of 12-month enrollment during the 2024-2025 academic year at the University of Nebraska. Meanwhile, fall enrollments accounted for 80.1%, 74.5% and 69.6% of the students served annually by the state colleges, nonpublic institutions, 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 for both undergraduate and graduate students. Consequently, the historical numbers and percentages of students who attend any institution on a part-time basis are available only for fall headcount enrollments. Beginning with academic year 2019-20, the NCES collects 12-month headcounts by full-time/part-time status; however, this data is only collected for undergraduate students.

Figure 1.11

**Fall Headcount Enrollment as a Percentage of 12-Month Unduplicated Headcount
at Nebraska Postsecondary Institutions by Sector
2014-2015 Academic Year through 2024-2025 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 2014 through 2025 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 2014 enrollments of first-time freshmen to estimated first-time freshmen enrollment in fall 2025. Enrollments for fall 2025 are preliminary, based on estimates that institutions report directly to the Coordinating Commission for Postsecondary Education.

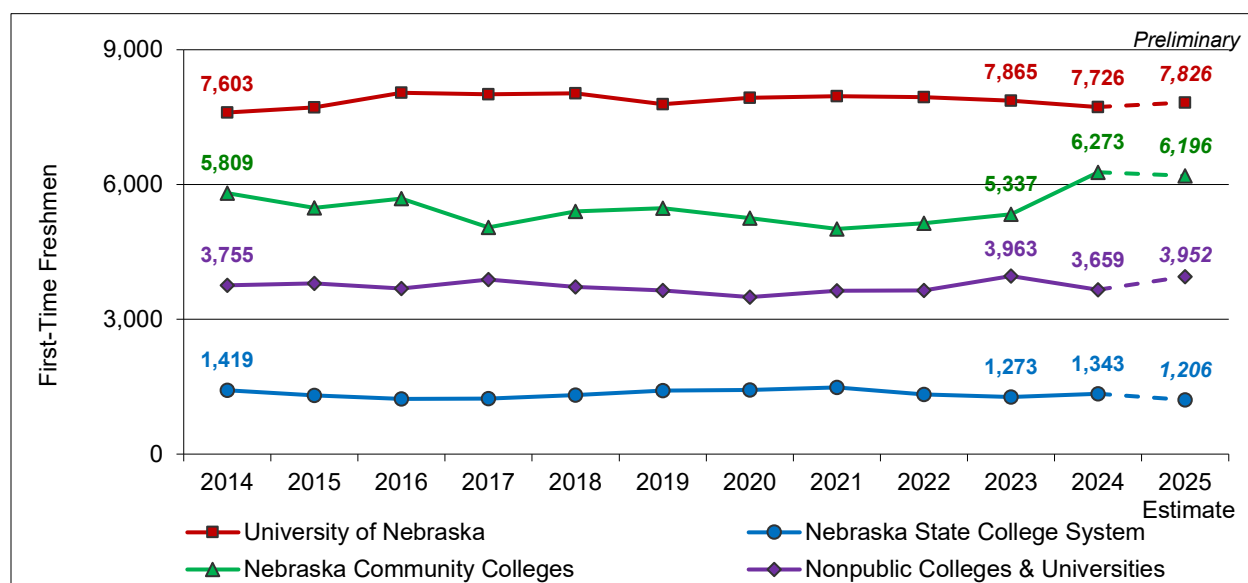
Total Enrollment of First-Time Freshmen by Sector

- As shown in [Figure 1.12](#), the University of Nebraska has enrolled more first-time freshmen than any other sector since fall 2014.
- 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 2014 and fall 2025:

Sector	1-Year Change 2023 to 2024	Est. 1-Year Change 2024 to 2025	10-Year Change 2014 to 2024	Est. 11-Year Change 2014 to 2025
University of Nebraska	-1.8%	1.3%	1.6%	2.9%
Nebraska State College System	5.5%	-10.2%	-5.4%	-15.0%
Nebraska Community Colleges	17.5%	-1.2%	8.0%	6.7%
Nonpublic Colleges & Universities	-7.7%	8.0%	-2.6%	5.2%
Total Nebraska	3.1%	0.9%	2.2%	3.2%

Figure 1.12

Total First-Time Freshmen Enrollment by Sector Fall 2014 through Fall 2025

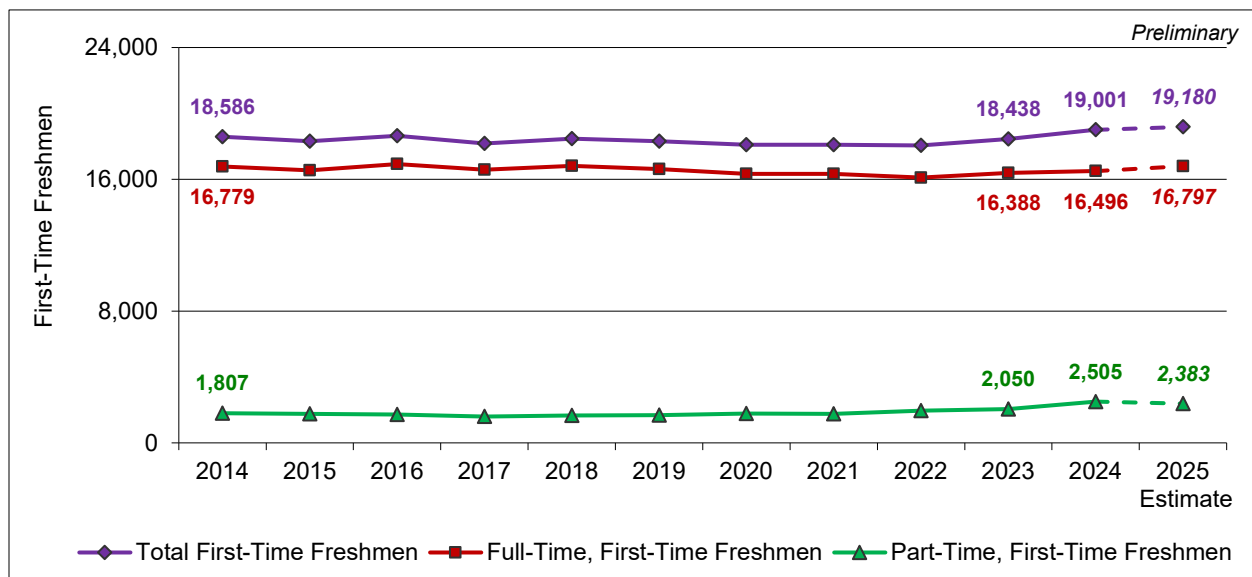


Note. See [Part C of Table A1.4 in Appendix 1](#) for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

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 increased an estimated 3.2% between fall 2014 and fall 2025.
- Full-time first-time freshmen accounted for an estimated 87.6% of the first-time freshmen attending postsecondary institutions in Nebraska in fall 2025, down from 90.3% in fall 2014.
- Full-time first-time freshmen enrollment increased an estimated 0.1% over the 11-year period between fall 2014 and fall 2025. Meanwhile, part-time first-time freshmen enrollment increased an estimated 31.9% over the 11-year period.
- Analyzing the actual changes in fall enrollment between 2014 and 2024 reveals that Nebraska's total first-time freshmen enrollment increased 2.2%. Full-time first-time freshmen enrollment decreased 1.7% while part-time first-time freshmen enrollment increased 38.6%.

Figure 1.13
Total First-Time Freshmen Enrollment by Full- and Part-Time Student Status
Fall 2014 through Fall 2025



Note. See [Table A1.4](#) in [Appendix 1](#) for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

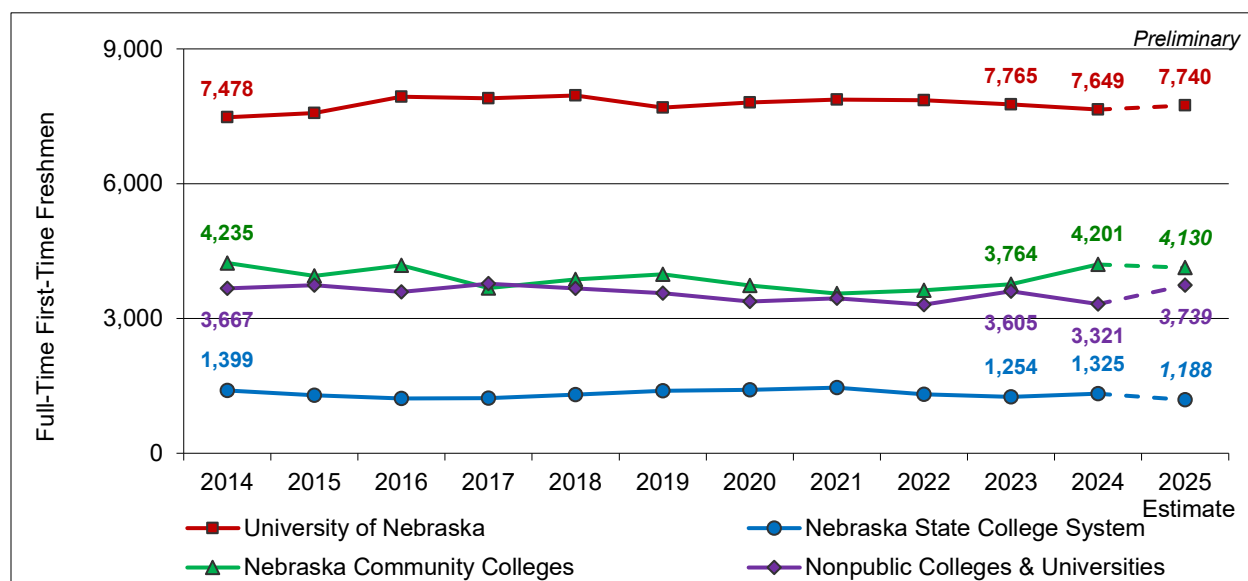
Enrollment of Full- and Part-Time, First-Time Freshmen by Sector

- From fall 2014 to fall 2025, full-time first-time freshmen enrollment increased an estimated 0.1%. 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 2014 and fall 2025:

Sector	1-Year Change 2023 to 2024	Est. 1-Year Change 2024 to 2025	10-Year Change 2014 to 2024	Est. 11-Year Change 2014 to 2025
University of Nebraska	-1.5%	1.2%	2.3%	3.5%
Nebraska State College System	5.7%	-10.3%	-5.3%	-15.1%
Nebraska Community Colleges	11.6%	-1.7%	-0.8%	-2.5%
Nonpublic Colleges & Universities	-7.9%	12.6%	-9.4%	2.0%
Total Nebraska Full-Time First-Time	0.7%	1.8%	-1.7%	0.1%

Figure 1.14

Total Full-Time, First-Time Freshmen Enrollment by Sector Fall 2014 through Fall 2025



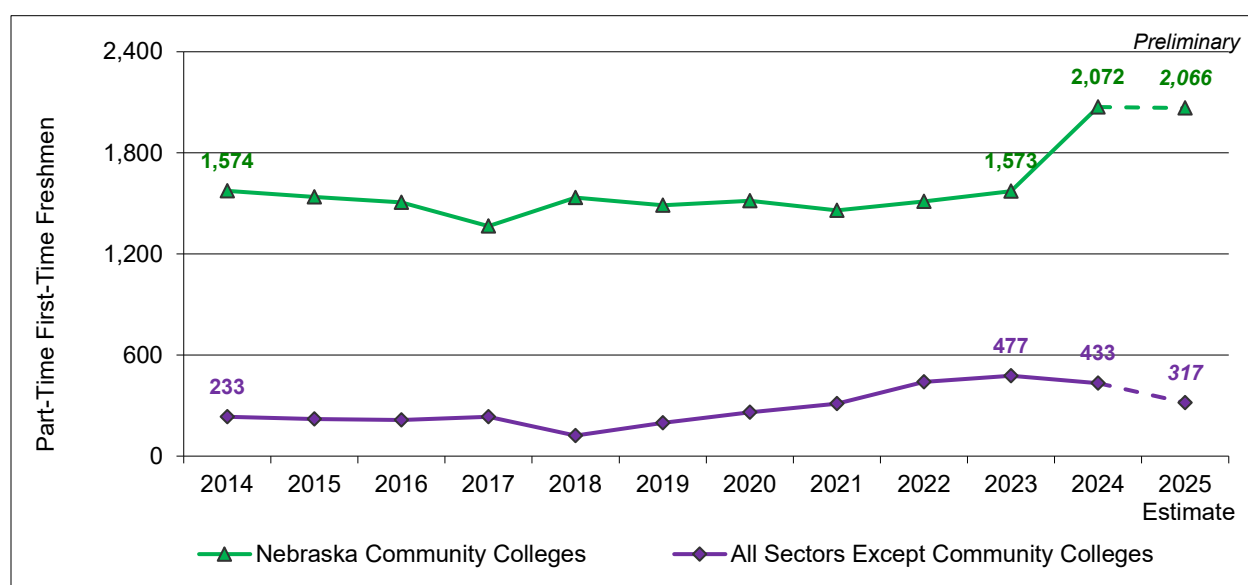
Note. See [Part A of Table A1.4 in Appendix 1](#) for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

- As shown in [Figure 1.15](#), Nebraska's community colleges account for the majority of first-time freshmen who attend school part-time (87.1% of the state total in fall 2014 and an estimated 86.7% in fall 2025).
- From fall 2014 to fall 2025, part-time first-time freshmen enrollment increased an estimated 31.9%.

- Enrollment of part-time first-time freshmen at Nebraska's community colleges decreased an estimated 0.3% from fall 2024 to fall 2025, resulting in an estimated 11-year increase of 31.3%.
- The large increase in part-time first-time freshmen between fall 2023 and fall 2024 was largely due to increases in these students at Metropolitan Community College (from 609 to 1,030) and Southeast Community College (from 557 to 655).
- The number of part-time first-time freshmen enrolled at other types of institutions decreased an estimated 26.8% from fall 2024 to fall 2025, resulting in an estimated increase of 36.1% over the 11-year period.

Figure 1.15

**Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2014 through Fall 2025**



Note. See [Part B of Table A1.4 in Appendix 1](#) for supporting data. Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.

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.

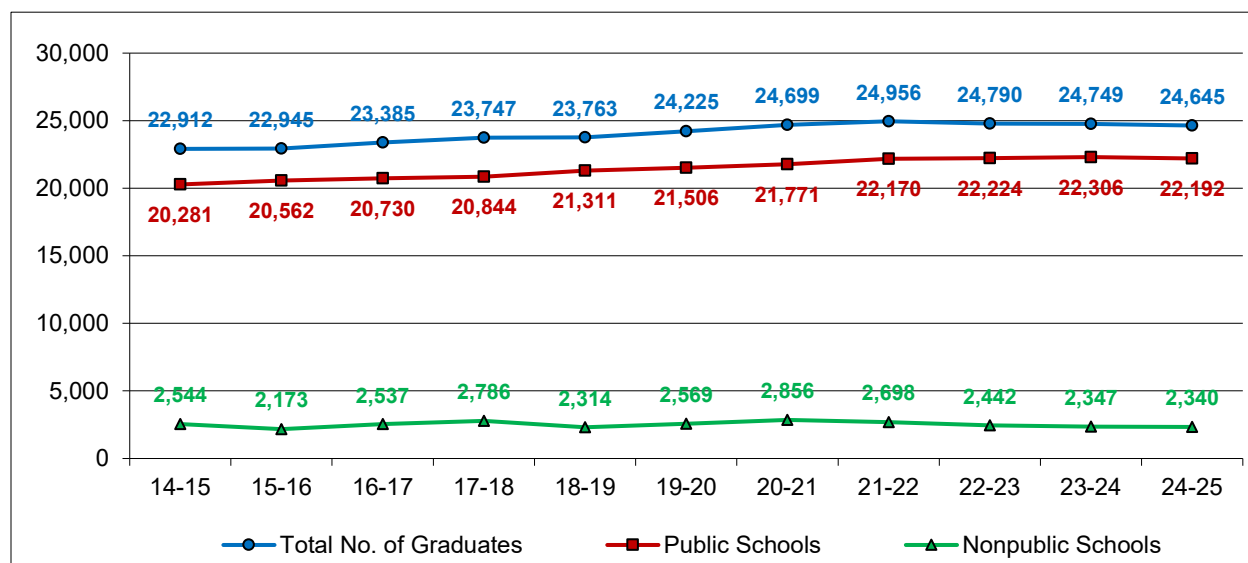
One strategic approach to increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state's high schools. In other words, increase Nebraska's high school graduation rate and, in the process, increase the pool of high 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](#), 24,645 students graduated from Nebraska high schools in 2024-2025, an increase of 7.6% (1,733 students) since 2014-2015.
- The number of students who graduated from Nebraska high schools decreased 0.4% (104 students) between 2023-2024 and 2024-2025.
- Between 2014-2015 and 2024-2025, the number of public high school graduates increased 9.4% to 22,192, while the number graduating from nonpublic (private) high schools decreased 8.0% to 2,340.
- Between 2023-2024 and 2024-2025, the number of public high school graduates decreased 0.5% (114 students) while the number of nonpublic high school graduates decreased 0.3% (seven students).

Figure 1.1.a.1

**Numbers of Nebraska Public and Nonpublic High School Graduates
2014-2015 through 2024-2025**



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, 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), February 2022 (2020-21 data), January 2023 (2021-22 data), December 2023 (2022-23 data), January 2025 (2023-24 data), January 2026 (2024-25 data).

- As shown in [Table 1.1.a.1](#), since 2014-2015, 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 2023-2024 and 2024-2025 Compared to 2014-2015						
Type of School	2014-2015		2023-2024		2024-2025	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	20,281	88.9%	22,306	90.5%	22,192	90.5%
Nonpublic	2,544	11.1%	2,347	9.5%	2,340	9.5%
Subtotal	22,825	100.0%	24,653	100.0%	24,532	100.0%
ESU & SO	87		96		113	
State Total	22,912		24,749		24,645	
<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, January 2016 (2014-15 data), January 2025 (2023-24 data), and January 2026 (2024-25 data).						

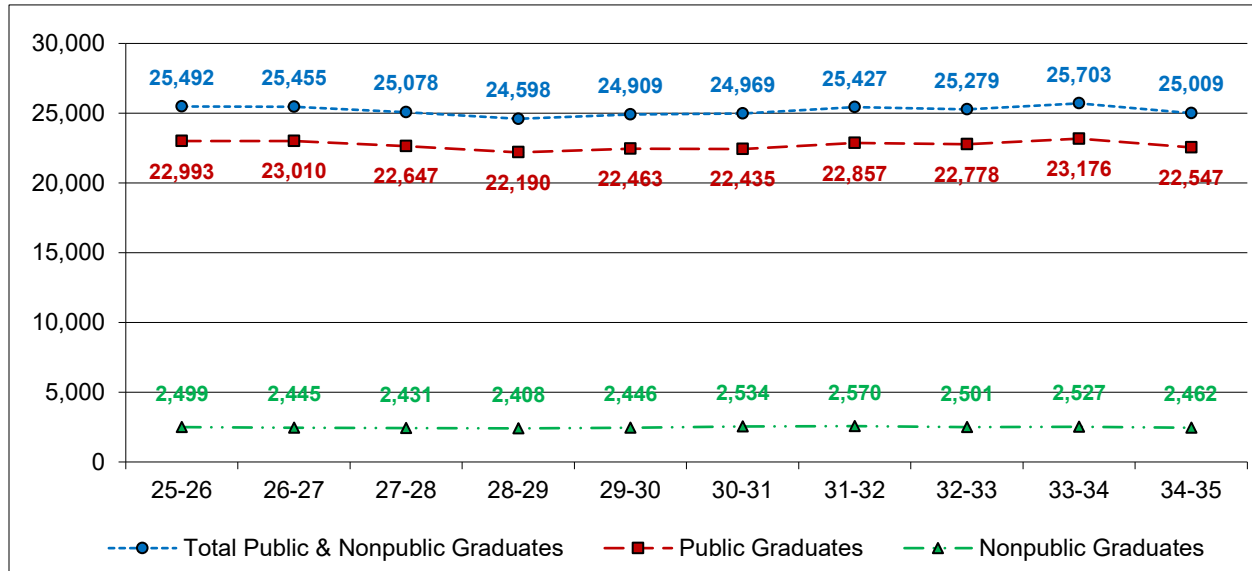
Projected Trends in the Number of Nebraska High School Graduates³

- As shown in [Figure 1.1.a.2](#), 25,009 students are forecast to graduate from Nebraska public and nonpublic high schools in 2034-2035. 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 1.9% (464 students) over the next decade.
- Public schools are projected to account for 90% to 91% of Nebraska's high school graduates through the 2034-2035 school year.
- The numbers of graduates from Nebraska's public high schools are projected to increase 3.6% between 2024-2025 and 2025-2026 and then decrease 1.9% from 2025-2026 to 2034-2035.
- The numbers of graduates from the state's nonpublic (private) high schools are projected to increase 6.8% from 2024-2025 to 2025-2026 and then decrease 1.5% from 2025-2026 to 2034-2035.

³ Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2024*. See [Table A2.2](#) in [Appendix 2](#) for supporting data. For 2024-2025, the actual number of public school graduates (22,192) was 2.5% higher than WICHE predicted (21,658).

Figure 1.1.a.2

**Projected Numbers of Graduates from Nebraska Public and Nonpublic High Schools
2025-2026 through 2034-2035**

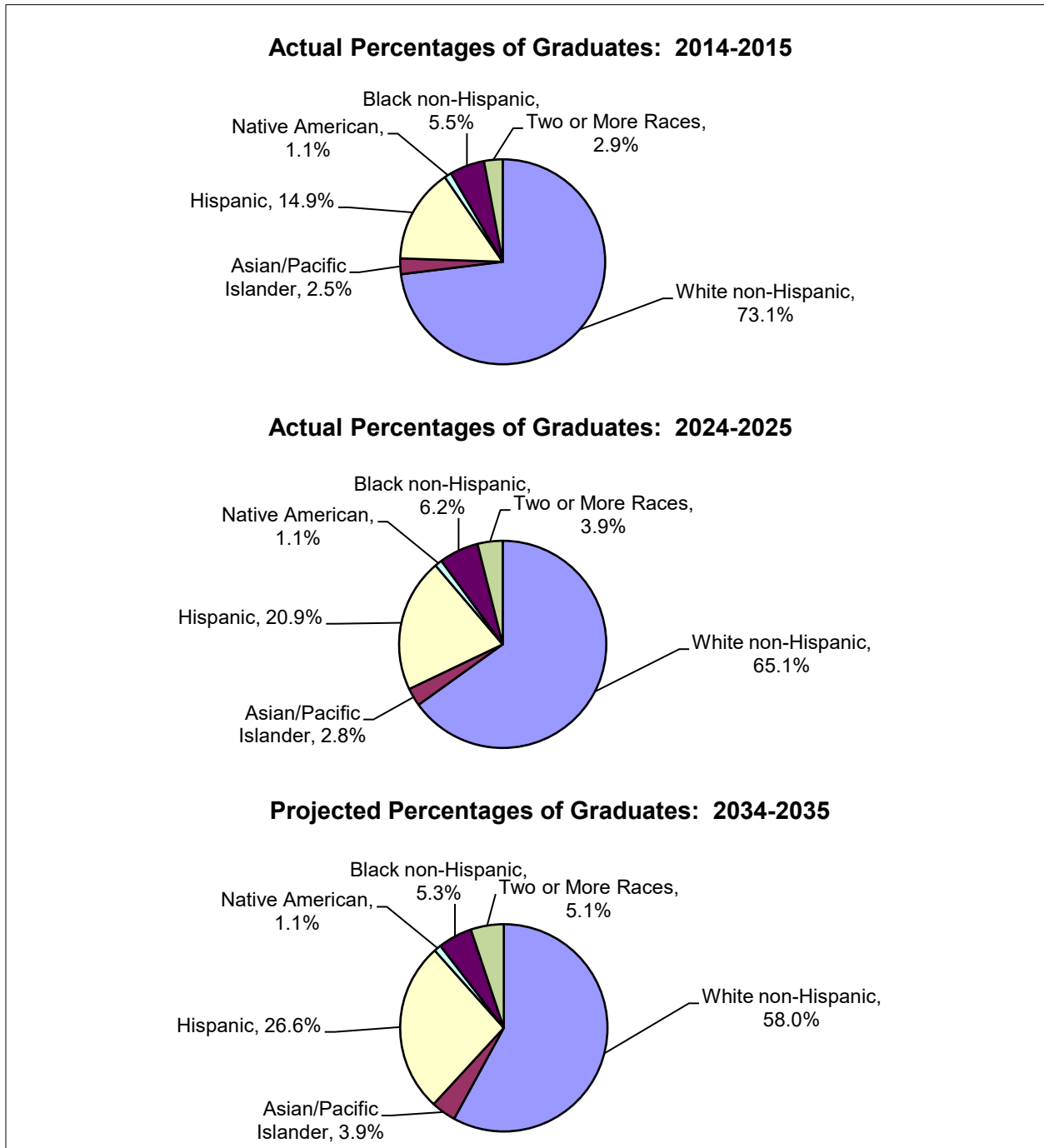


Note. Projections above do not include graduates of educational service units or state-operated schools. An estimated 100 students per year are projected to graduate from these schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See [Table A2.2](#) in [Appendix 2](#) for supporting data. Data source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2024.

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 Black non-Hispanic students are projected to account for lower percentages of the state's public high school graduates in 2034-2035 than they did in 2024-2025.
- 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 2014-2015 and 2024-2025, the number of public high school graduates in each of the major racial/ethnic groups changed as follows:
 - White non-Hispanics decreased 2.5% (from 14,817 to 14,444 graduates)
 - Asian/Pacific Islanders increased 24.5% (from 503 to 626 graduates)
 - Hispanics increased 53.0% (from 3,026 to 4,631 graduates)
 - Native Americans increased 11.0% (from 228 to 253 graduates)
 - Black non-Hispanics increased 23.1% (from 1,112 to 1,369 graduates)
 - Two or more races increased 46.1% (from 595 to 869 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, January 2016, and January 2026 (actual number of graduates). Projection data obtained from Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2024*.

Nebraska Public High School Graduation Rates

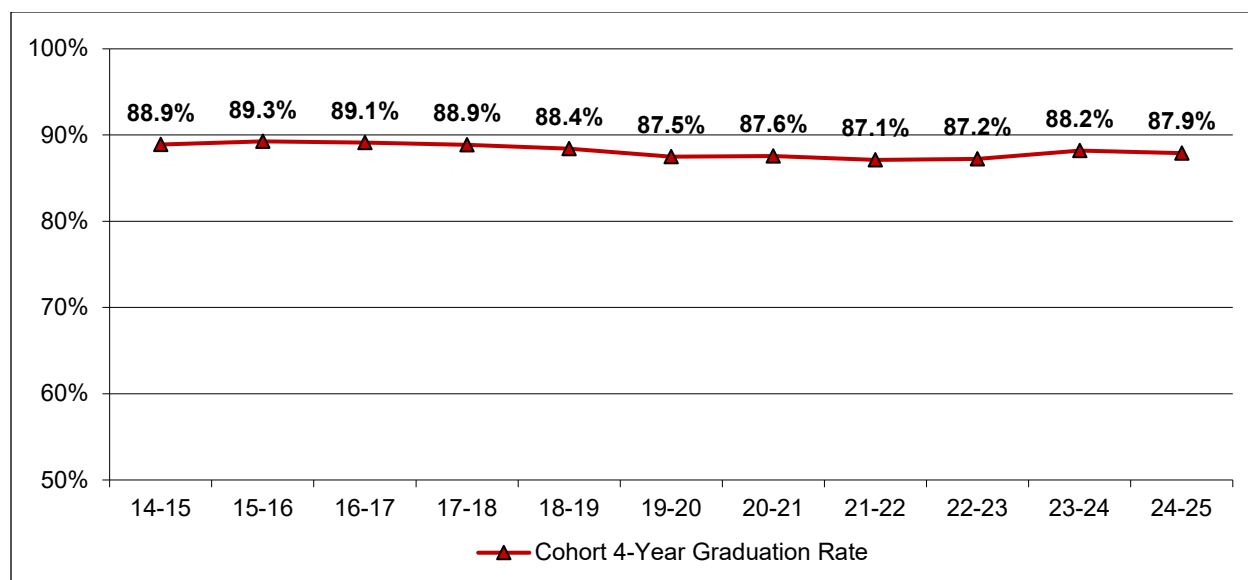
The Coordinating Commission monitors Nebraska high school graduation rates to determine if the proportion of Nebraska's high school students who graduate from high school is increasing, thereby potentially increasing the pool of students who are prepared to go on to college.

- 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.
- 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

- 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 88.9% in 2015 (2014-2015) and 87.9% in 2025 (2024-2025)**, or 1.0 percentage point lower than the cohort rate for 2015. Since 2024, the cohort graduation rate decreased 0.3 points.

Figure 1.1.a.4
Nebraska Public High School Cohort Four-Year Graduation Rates
2014-2015 through 2024-2025



Note. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, January 2026.

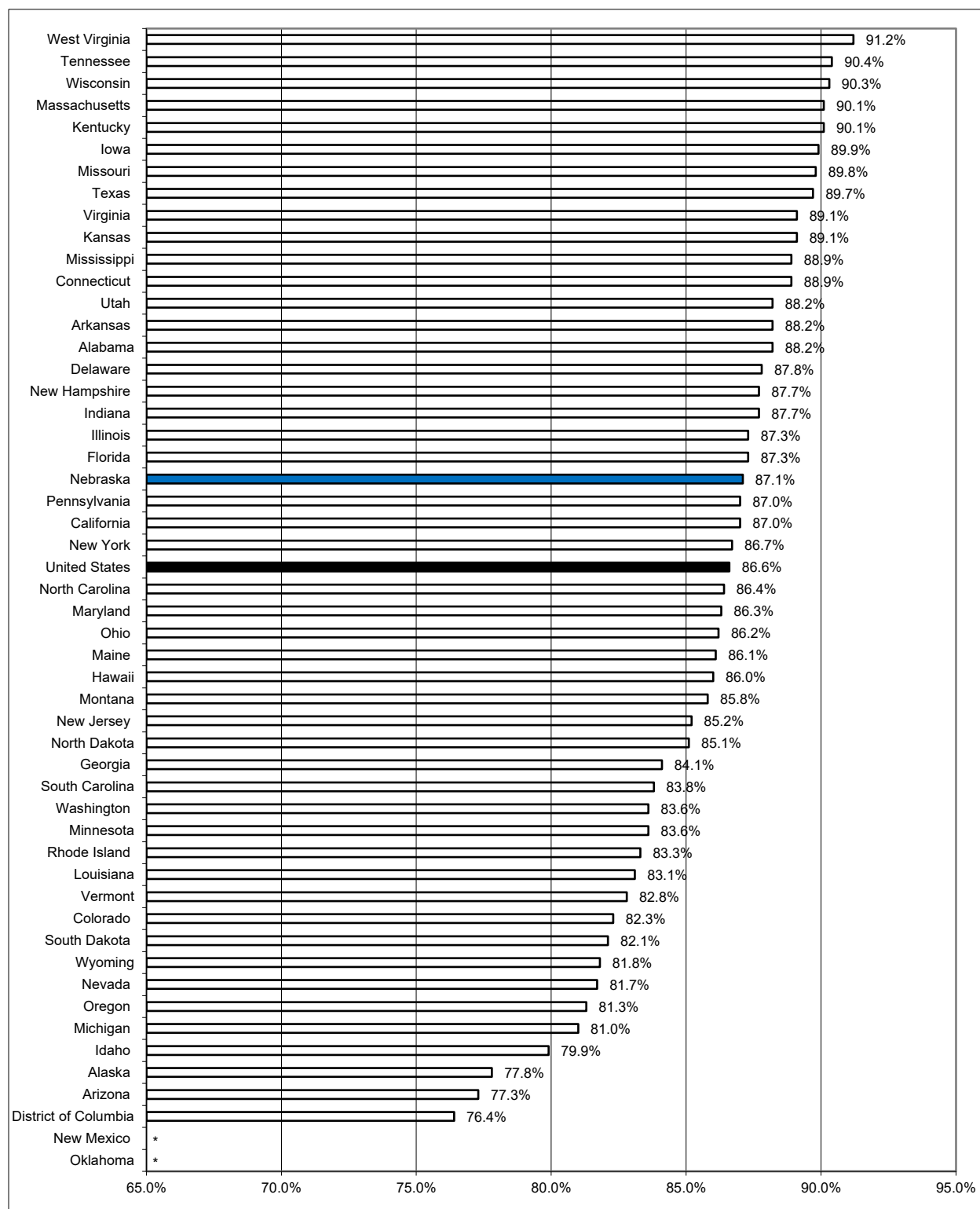
Public High School Graduation Rates by State

National public high school graduation rate data for the 2022-2023 through 2024-2025 cohorts has not yet been released by the National Center for Education Statistics. The latest available data is for the 2021-2022 cohort. [Figure 1.1.a.5](#) shows the state-to-state comparisons of the cohort four-year graduation rates calculated for the 2021-2022 cohort.

- As shown in [Figure 1.1.a.5](#), Nebraska's 2021-2022 cohort four-year graduation rate was the 21st highest among the rates reported by 48 states and the District of Columbia.⁴

⁴ Data not available for New Mexico or Oklahoma.

Figure 1.1.a.5
By State: 2021-2022 Public High School
Cohort Four-Year Graduation Rates



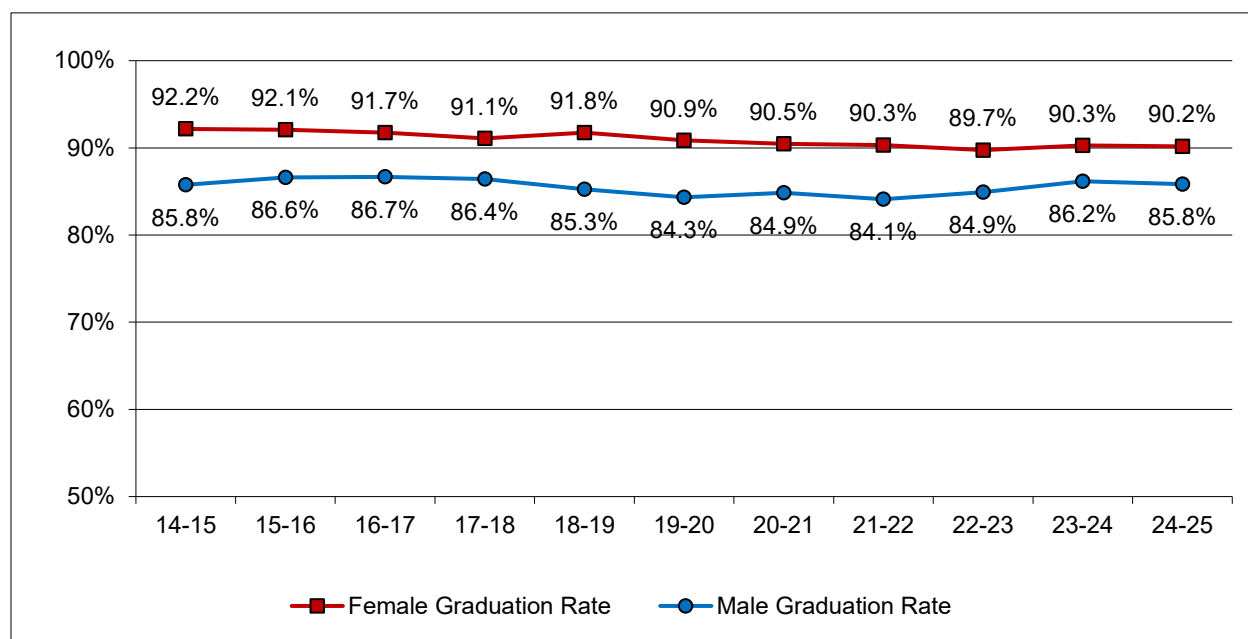
Note. Data not available for New Mexico or Oklahoma. Data source: U.S. Department of Education, National Center for Education Statistics, ED Facts, school year 2021-22.

Nebraska Public High School Graduation Rates by Sex

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.

- As evidenced in [Figure 1.1.a.6](#), the cohort four-year graduation rates for females were higher than the rates for males from 2014-2015 to 2024-2025. The gap between males and females was 6.4 percentage points in 2014-2015 and 4.4 percentage points in 2024-2025.
- The cohort graduation rate for females in 2024-2025 was 90.2%**, 2.0 percentage points lower than the rate for 2014-2015. **The cohort graduation rate for males in 2024-2025 was 85.8%**, the same rate as it was in 2014-2015.

Figure 1.1.a.6
By Sex: Nebraska Public High School
Cohort Four-Year Graduation Rates
2014-2015 through 2024-2025



Note. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, January 2026.

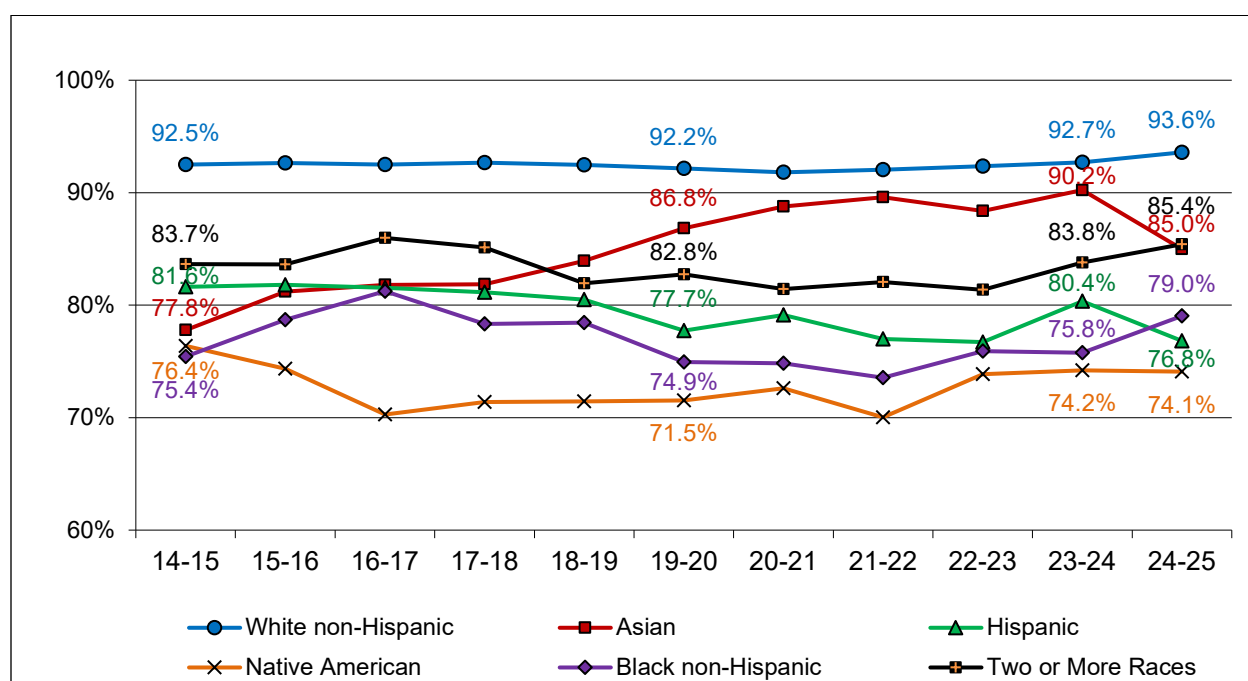
Nebraska Public High School Graduation Rates by Race/Ethnicity

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

- Between 2014-2015 and 2024-2025, the cohort four-year graduation rate decreased 4.8 percentage points for Hispanics and 2.3 percentage points for Native Americans. During this time, cohort four-year graduation rates increased 1.1 percentage points for White non-Hispanics, 7.2 percentage points for Asians, 3.6 percentage points for Black non-Hispanics, and 1.7 percentage points for multiracial individuals.
- Since 2023-2024, cohort four-year graduation rates fell 5.2 percentage points for Asians, 3.6 percentage points for Hispanics, and 0.1 percentage points Native Americans but increased 0.9 percentage points for White non-Hispanics, 3.2 percentage points for Black non-Hispanics, and 1.6 percentage points for multiracial individuals.

Figure 1.1.a.7

By Race/Ethnicity: Nebraska Public High School Cohort Four-Year Graduation Rates 2014-2015 through 2024-2025



Note. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, January 2026.

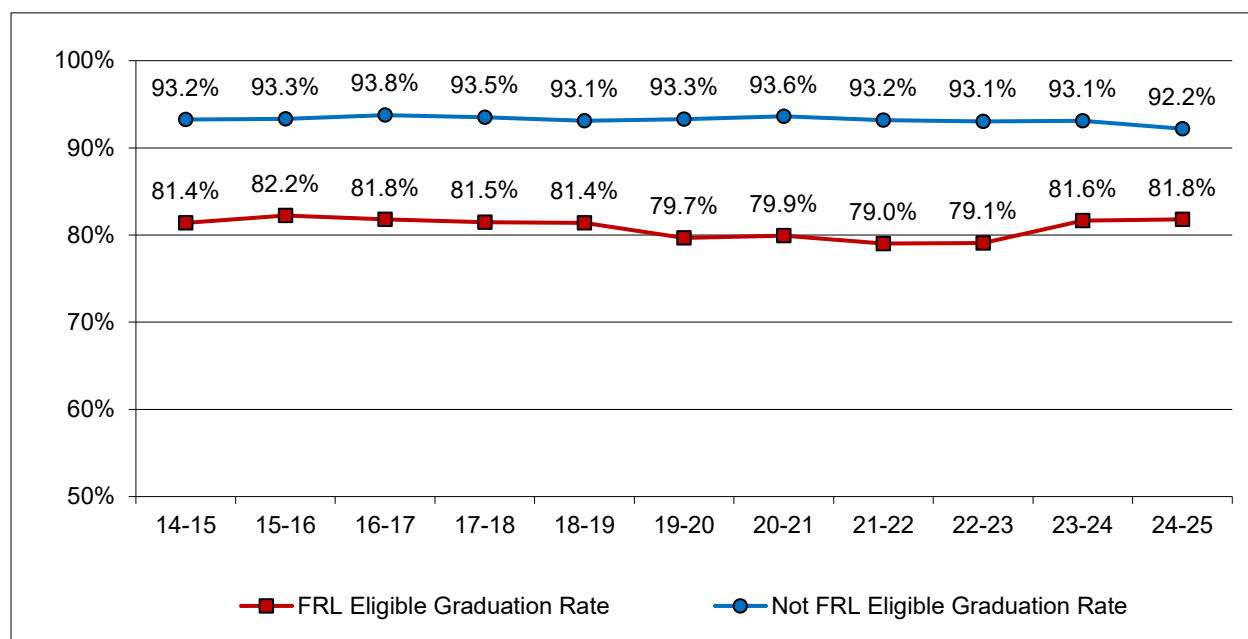
Nebraska Public High School Graduation Rates by Free or Reduced-Priced Lunch Eligibility

As illustrated in [Figure 1.1.a.8](#), high school graduation rates vary considerably by free or reduced-priced lunch (FRL) eligibility.

- Students eligible for FRL are less likely to graduate from high school in four years. For the 2024-2025 cohort, there was a 10.4 percentage point difference in on-time graduation rates between FRL and non-FRL students.
- Between 2014-2015 and 2024-2025, the cohort four-year graduation rate decreased 1.0 percentage point for students not eligible for FRL. Meanwhile, the cohort four-year graduate rate increased 0.4 percentage points for students eligible for FRL.

Figure 1.1.a.8

By Free or Reduced-Priced Lunch Eligibility: Nebraska Public High School Cohort Four-Year Graduation Rates 2014-2015 through 2024-2025



Note. See [Table A3.1](#) in [Appendix 3](#) for additional data. Data source: Nebraska Department of Education, January 2026.

District-Level Analysis of Graduation Rates

The distribution of the 2024-2025 cohort four-year graduation rates for Nebraska's 250 public school districts is shown in Table 1.1.a.2.

- Eighty-four (33.6%) of Nebraska's public school districts had cohort four-year graduation rates of 100%. A total of 216 districts (86.4%) had graduation rates equal to or higher than the statewide rate in 2024-2025.
- Thirty-four (13.6%) districts had graduation rates that were lower than the statewide rate for public schools in 2024-2025, 10 of which (4.0%) 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 71.5% (2,722 graduates), Lincoln Public Schools with a graduation rate of 84.5% (2,683 graduates), and Millard Public Schools with a graduation rate of 92.6% (1,633 graduates).

Table 1.1.a.2 Distribution of the Cohort Four-Year High School Graduation Rates for Nebraska <u>Public</u> High School Districts 2024-2025			
Cohort Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	Cumulative % of School Districts
100.00%	84	33.6%	33.6%
97.00% - 99.99%	24	9.6%	43.2%
94.00% - 96.99%	51	20.4%	63.6%
91.00% - 93.99%	35	14.0%	77.6%
87.90% - 90.99%	22	8.8%	86.4%
87.90% Nebraska Public High School Rate			
85.00% - 87.89%	9	3.6%	90.0%
75.00% - 84.99%	15	6.0%	96.0%
Less than 75.00%	10	4.0%	100.0%
All Public Districts	250		
Data source: Nebraska Department of Education, January 2026.			

Nebraska Public High School Cohort Extended Graduation Rates

Figure 1.1.a.9 shows extended five- and six-year graduation rates for the 2022-2023 cohort (Part A) and extended five-year graduation rates for the 2023-2024 cohort (Part B).

- As evidenced in Part A of Figure 1.1.a.9, the 2022-2023 cohort **six-year** graduation rate for Nebraska's public school was 90.5%, 3.2 percentage points higher than the cohort four-year graduation rate.
- As shown in Part B of Figure 1.1.a.9, the overall **five-year** graduation rate for the 2023-2024 cohort was 90.6%, 2.4 percentage points higher than the cohort four-year graduation rate.

Extended Graduation Rates by Sex

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 2022-2023 cohort, the four-year graduation rate was 84.9% for males and 89.8% for females, a gap of 4.9 percentage points. Extending the graduation rate out to six years narrowed the gap to 4.1 percentage points (88.5% for males and 92.6% for females).
- For the 2023-2024 cohort, the five-year graduation rate was 92.2% for females (up from 90.3% for four years) and 89.0% for males (up from 86.2% for four years).

Extended Graduation Rates by Race/Ethnicity

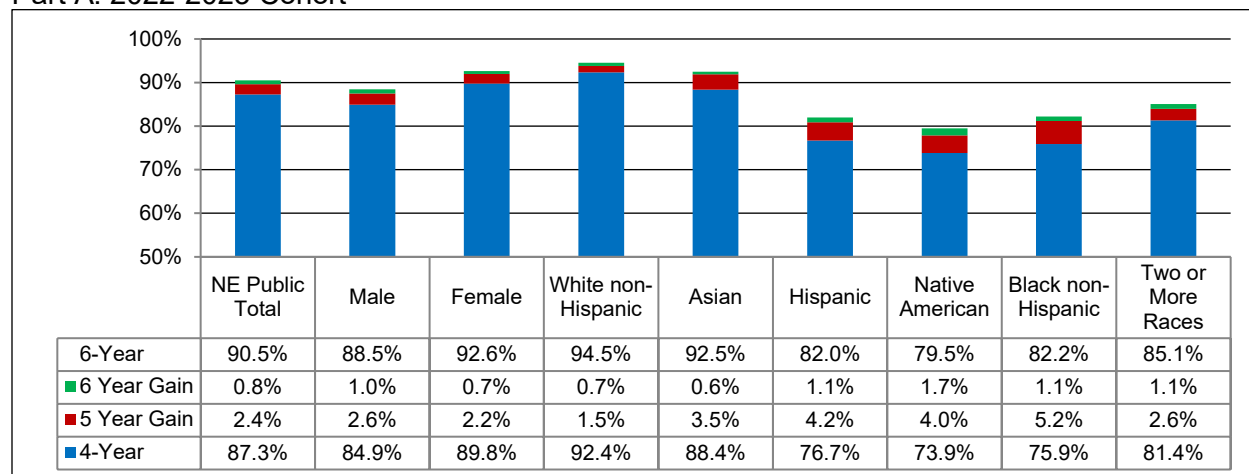
Extending cohort graduation rates to five and six years narrows the gaps between graduation rates for various racial/ethnic groups.

- For the 2022-2023 cohort, the smallest percentage point increase (2.2) was for White non-Hispanics when extended from four to six years. Meanwhile, the largest percentage point increase (6.3) was for Black non-Hispanics.
- For the 2023-2024 cohort, the smallest percentage point increase (1.4) was for White non-Hispanics when extended from four to five years. Meanwhile, the largest percentage point increase (6.9) was for Native Americans.

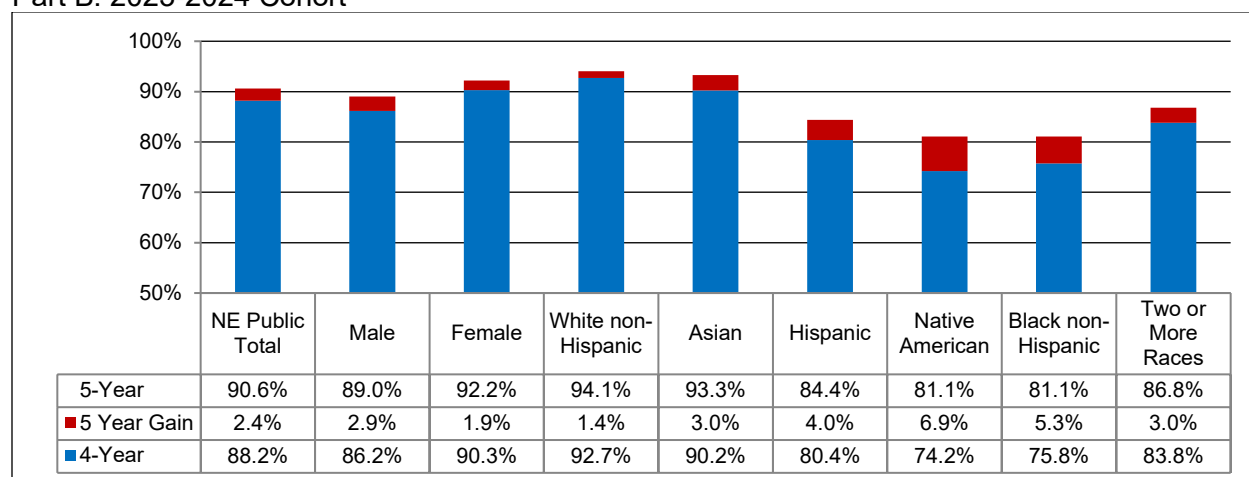
Figure 1.1.a.9

**By Sex and By Race/Ethnicity: Nebraska Public High School
Cohort Extended Graduation Rates for 2022-2023 and 2023-2024**

Part A: 2022-2023 Cohort



Part B: 2023-2024 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, 2024-2025 Data Downloads, Graduation Cohort Data.

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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 and not all 2022 graduates took the assessment. ACT estimates that 86% of the 2021 graduating class, 94% of the 2022 graduating class, 96% of the 2023 graduating class, 95% of the 2024 graduating class, and 100% of the 2025 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 2025 was 19.2, down from 21.5 in 2015. Nebraska's 2025 average ACT composite score was 0.2 points lower than the national average of 19.4.
- There are two known reasons for the recent fluctuations in the average ACT composite score.
 - First, 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.
 - Second, 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

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.

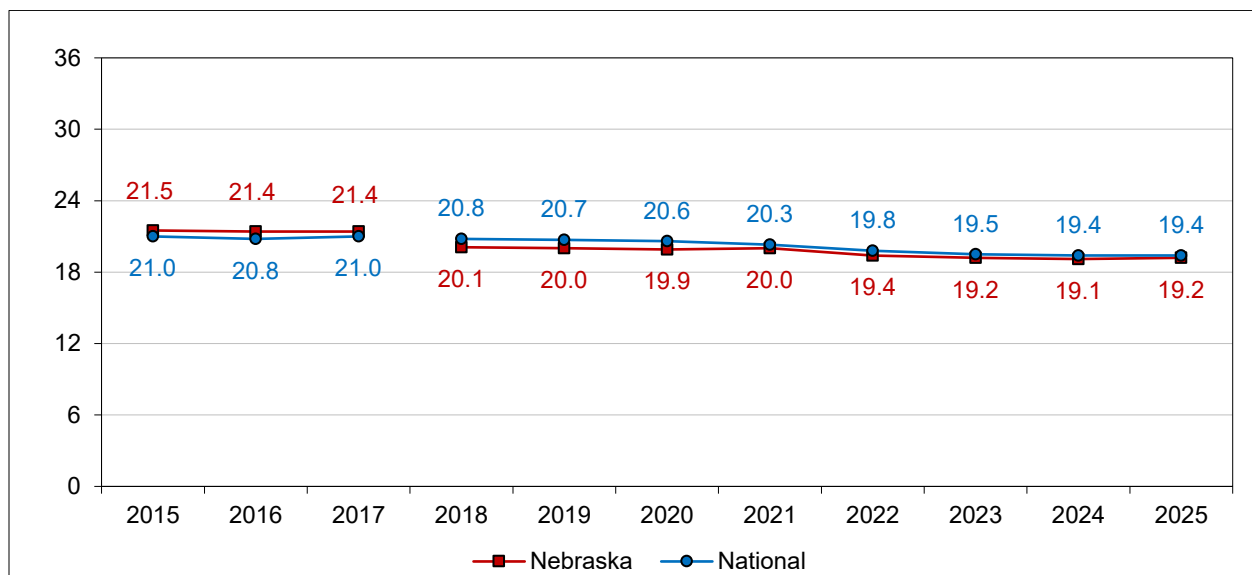
⁶ In 2025, only 1.4% of Nebraska high school graduates took the SAT Test.

assessment requirements. Therefore, for the graduating class of 2021, the requirement to take the ACT test during their junior year was waived. In addition, the Nebraska Department of Education reported that although the requirement was not waived for the graduating class of 2022, not all graduates took the assessment. ACT estimates that 86% of the 2021 graduating class, 94% of the 2022 graduating class, 96% of the 2023 graduating class, and 95% of the 2024 graduating class took the ACT Assessment. For the 2025 graduating class, ACT estimates that 100% took the assessment.

- Nationally, an estimated 36% of students in the high school graduating class of 2025 took the ACT Assessment. Nebraska had the fourth highest average composite score among the 15 states where an estimated 90% or more of the 2025 high school graduates took the ACT Assessment.

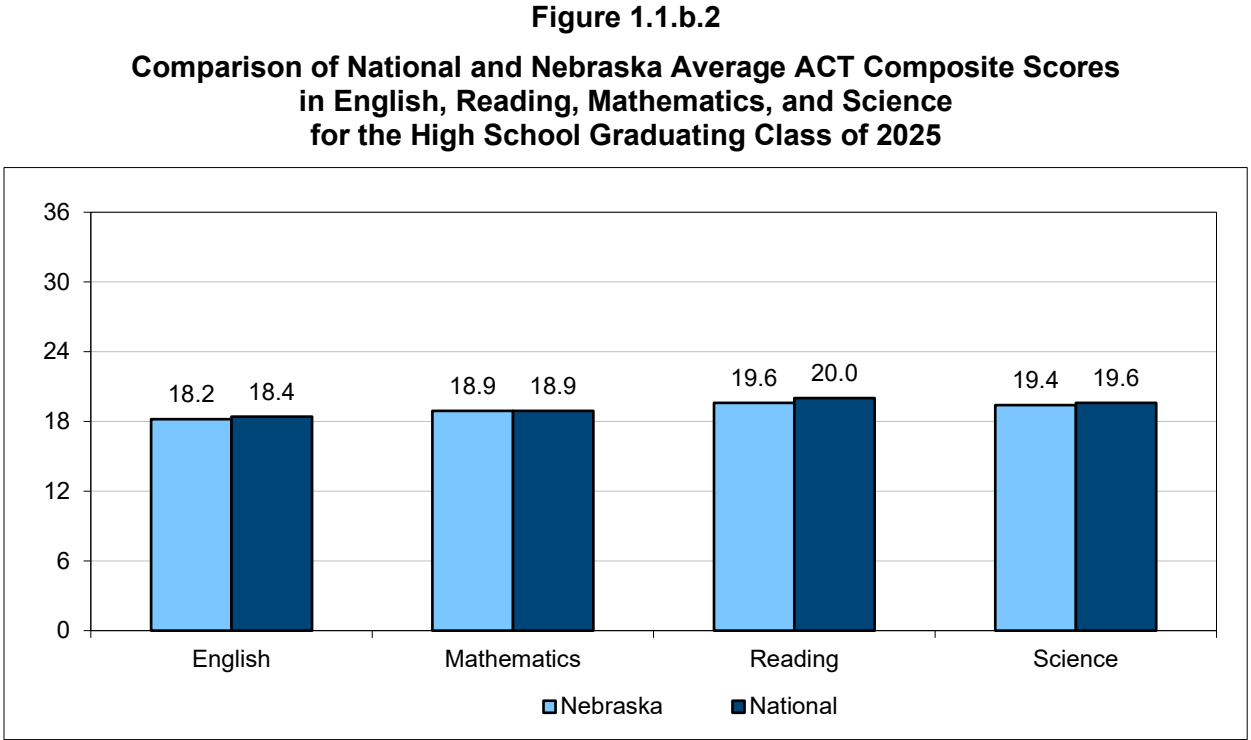
Figure 1.1.b.1

Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2015 through 2025



Note. 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 and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2015 through 2025.

- As shown in [Figure 1.1.b.2](#), Nebraska students in the 2025 graduating class scored at or below the national average on each of the subject-area tests that constitute the ACT Assessment.



Data source: ACT, *High School Profile Report - Nebraska*, 2025.

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:

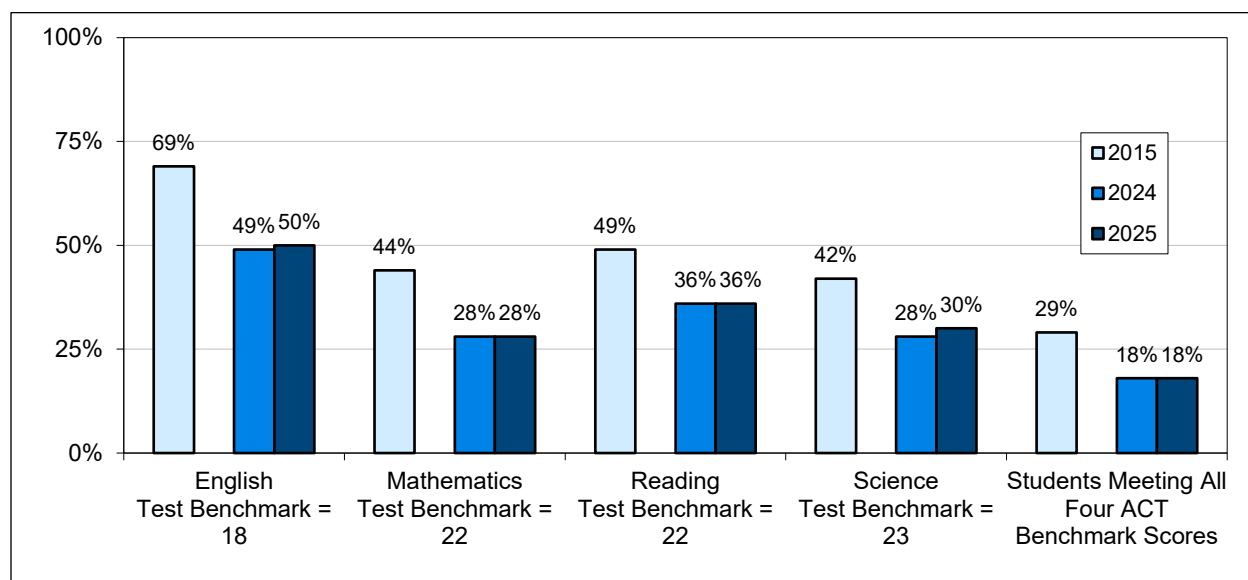
<u>College Course or Area</u>	<u>ACT Subject-Area Test</u>	<u>College Readiness Benchmark Score</u>
English Composition	English	18
Social Science	Reading	22
Algebra	Mathematics	22
Biology	Science	23

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

- Based on the data summarized in [Figure 1.1.b.3](#), 50% of the ACT-tested Nebraska high school graduating class of 2025 met or exceeded the College Readiness Benchmark Score of 18 on the ACT English test, indicating there is a moderate probability these students will earn at least a C in college-level English composition courses.
- In comparison, 28% met or exceeded the mathematics benchmark score of 22 for college algebra; 36% met or exceeded the benchmark score of 22 on the reading test; and 30% met or exceeded the science benchmark score of 23 for biology.
- Since 2015, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, mathematics, reading, and science tests decreased 19, 16, 13, and 12 percentage points, respectively.
- The percentages of students meeting or exceeding ACT benchmark scores have been trending downward since 2015, and declines have continued since Nebraska started testing all students in the cohort minus one year. Between 2018 and 2025, the percentage of Nebraska students who met or exceeded ACT College Readiness Benchmarks for English, mathematics, reading, and science decreased 6, 7, 4, and 3 percentage points, respectively. (See [Table A4.1](#) in [Appendix 4](#) for more detail.)
- Only 18% of Nebraska's high school graduates in the class of 2025 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment.** This is 11 percentage points lower than in 2015.

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: 2024 and 2025 Compared to 2015**

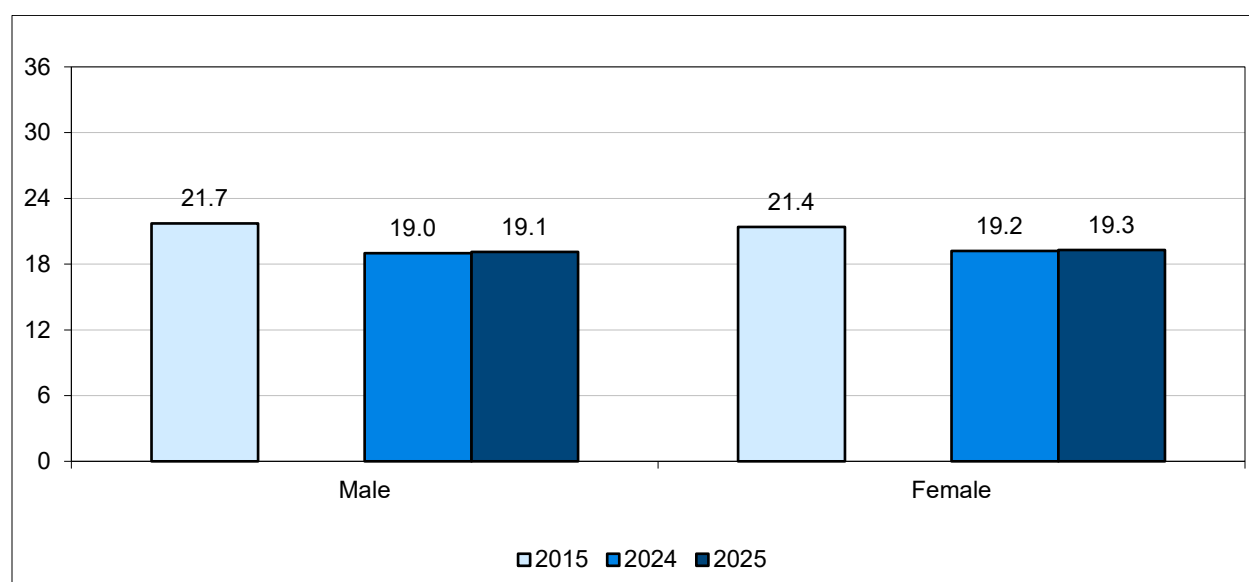


Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. See [Table A4.1](#) in [Appendix 4](#) for supporting data. Data source: ACT, *High School Profile Report - Nebraska*, 2015, 2024, and 2025.

ACT Composite Scores and College Readiness Percentages by Sex

- As shown in [Figure 1.1.b.4](#), average ACT composite scores vary slightly by sex.
- In 2015, the average composite score for male students was slightly higher than the score for female students. This trend continued through the graduating class of 2017. When Nebraska instituted the Nebraska Student-Centered Assessment System (NSCAS ACT) with the 2018 graduating class, the trend changed and the average scores for female students have consistently been slightly higher than the average scores for male students.
- Between 2024 and 2025, average composite scores increased slightly for both male and female students.

Figure 1.1.b.4
Nebraska Average ACT Composite Scores by Sex
2024 and 2025 Compared to 2015

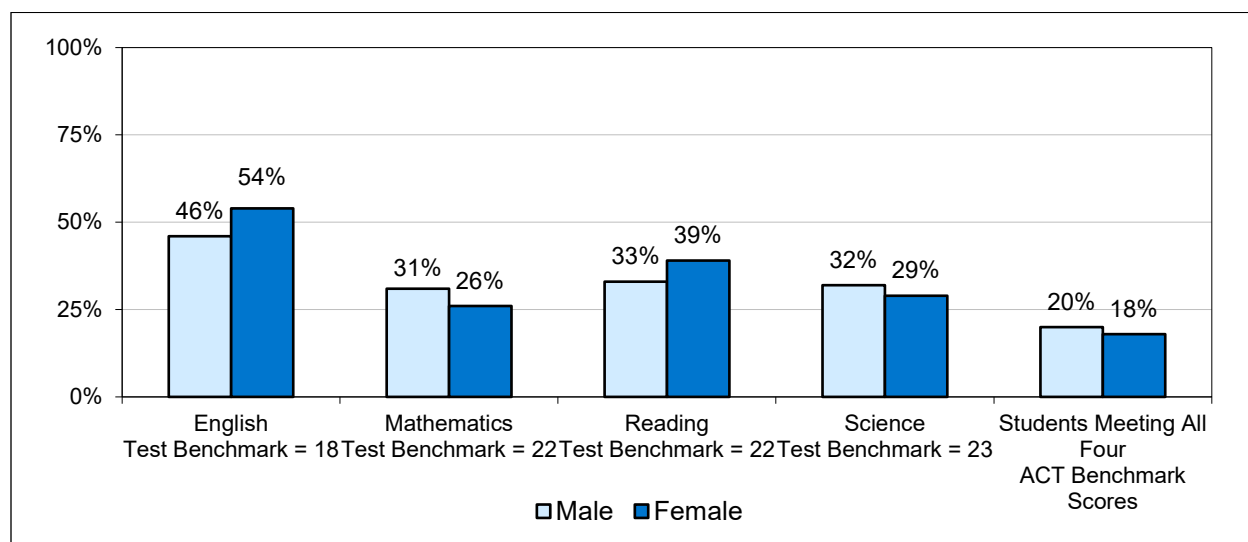


Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2015, 2024, and 2025.

- Based on the data for the graduating class of 2025 summarized in [Figure 1.1.b.5](#), the percentage of students who met or exceeded benchmark scores varies by subject manner and by sex. While a higher percentage of male graduates are sufficiently prepared for college-level coursework in mathematics and science compared to female graduates, female graduates are more likely than male graduates to be sufficiently prepared for college-level coursework in English and reading.
- Overall, 20% of males and 18% of females met or exceeded the benchmarks for all four subject-matter tests in 2025.

Figure 1.1.b.5

Percentages of ACT-Tested High School Students in the Graduating Class of 2025 Who Met or Exceeded ACT College Readiness Benchmark Scores that Indicate Sufficient Preparation for College-Level Courses by Sex

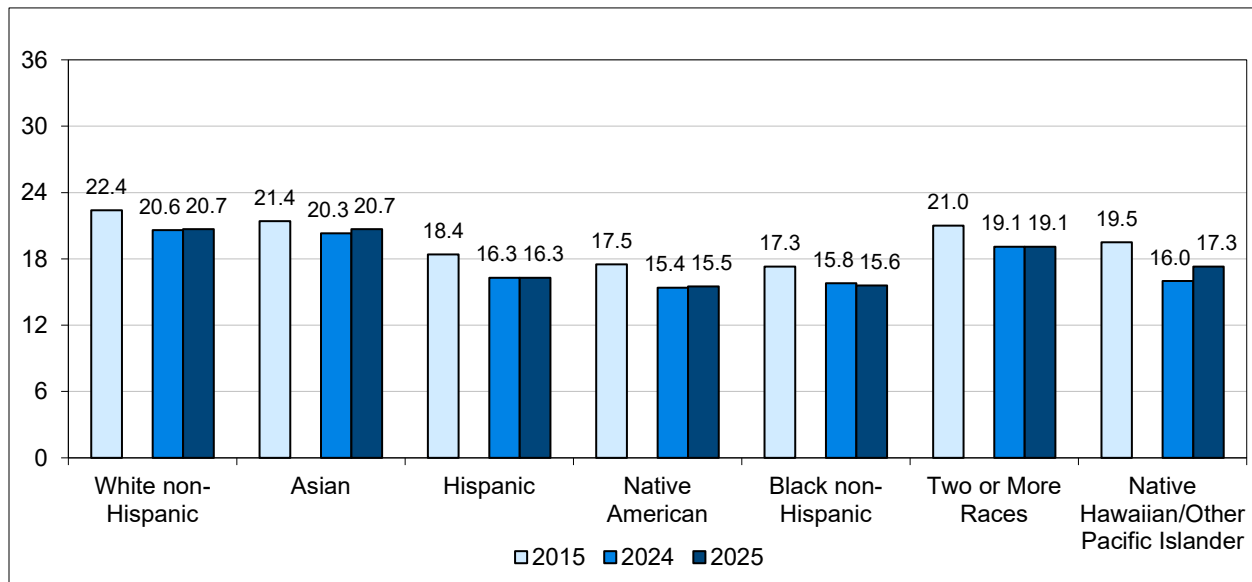


Note. Data source: ACT, *High School Profile Report - Nebraska, 2025*.

ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

- As shown in [Figure 1.1.b.6](#), 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 2015, 2024, and 2025 were generally lower than the average composite scores of their White non-Hispanic, Asian, and multi-racial classmates.
- Between 2024 and 2025, average composite scores decreased for Black non-Hispanics but increased or remained the same for all other racial/ethnic groups.

Figure 1.1.b.6
Nebraska Average ACT Composite Scores by Race/Ethnicity
2024 and 2025 Compared to 2015

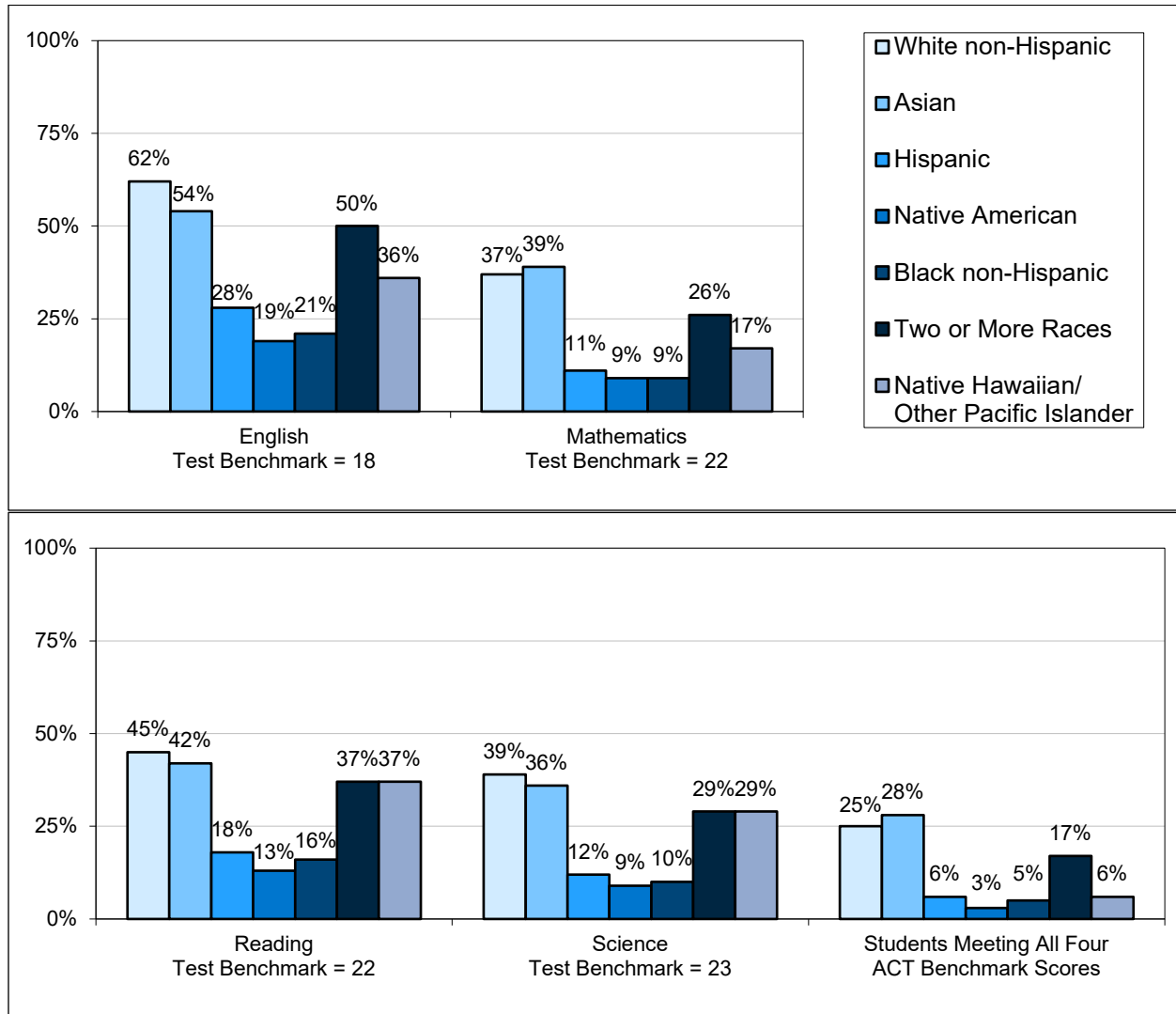


Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2015, 2024, and 2025.

- Based on the data for the graduating class of 2025 summarized in [Figure 1.1.b.7](#), lower percentages of Hispanic, Native American, Black non-Hispanic, and Native Hawaiian/Other Pacific Islander graduates are sufficiently prepared for college-level coursework compared to their White non-Hispanic, Asian, and multiracial classmates.
- For example, only 36% of the Native Hawaiian/Other Pacific Islander students in the class of 2025 met or exceeded the ACT College Readiness Benchmark Score in English, compared to 62% of White non-Hispanic students, 54% of Asian students, and 50% of multiracial students. More dramatically, only 28% of Hispanics, 19% of Native Americans, and 21% of Black non-Hispanics met or exceeded the benchmark score in English.
- However, the percentage of students who met or exceeded benchmark scores varies by subject manner. For example, Native Hawaiian/Other Pacific Islander students tend to have higher scores in English, reading, and science compared to mathematics.
- Overall, 25% of White non-Hispanics, 28% of Asians, and 17% of multiracial students met or exceeded the benchmarks for all four subject-matter tests in 2025, while only 6% of Hispanics, 3% of Native Americans, 5% of Black non-Hispanics, and 6% of Native Hawaiian/Other Pacific Islanders met or exceeded the benchmarks for all four subject-matter tests.

Figure 1.1.b.7

**Percentages of ACT-Tested High School Students in the Graduating Class of 2025
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*, 2025.

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.⁷

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.

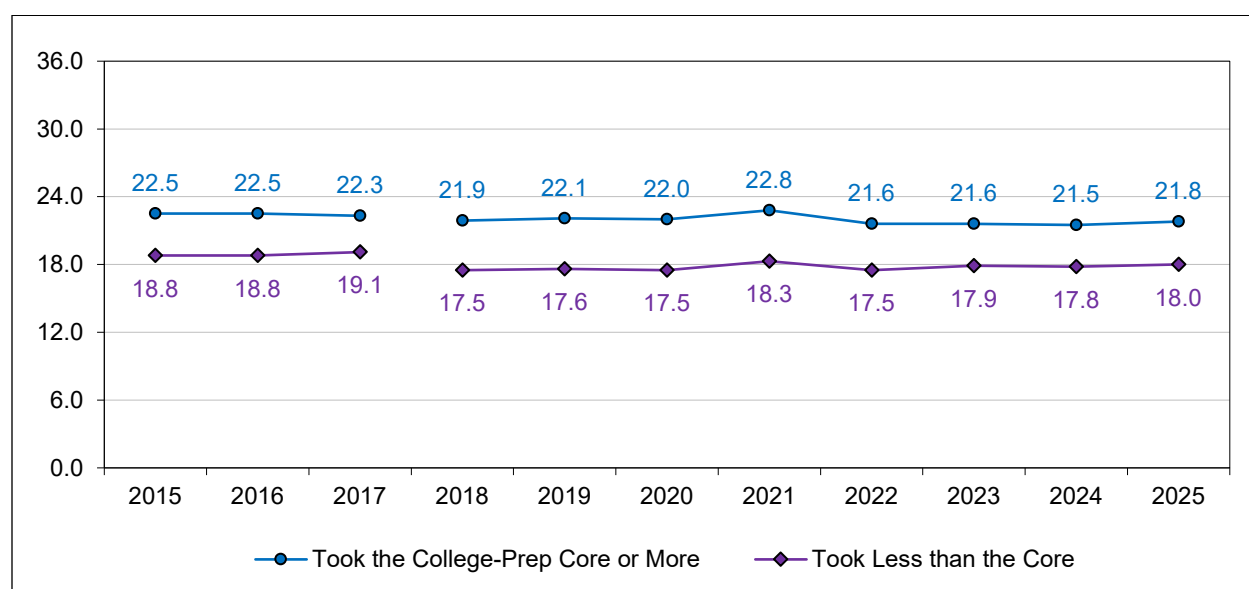
⁷ *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success*, ACT, Inc., 2010.

Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum⁸

- As shown in [Figure 1.1.b.8](#), 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 2025, those who took the core or more had an average composite score of 21.8 compared to an average score of 18.0 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 0.7 points lower in 2025 than it was in 2015 while the average score for students who took less than the core was 0.8 points lower in 2025 than it was in 2015.

Figure 1.1.b.8

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2015 through 2025



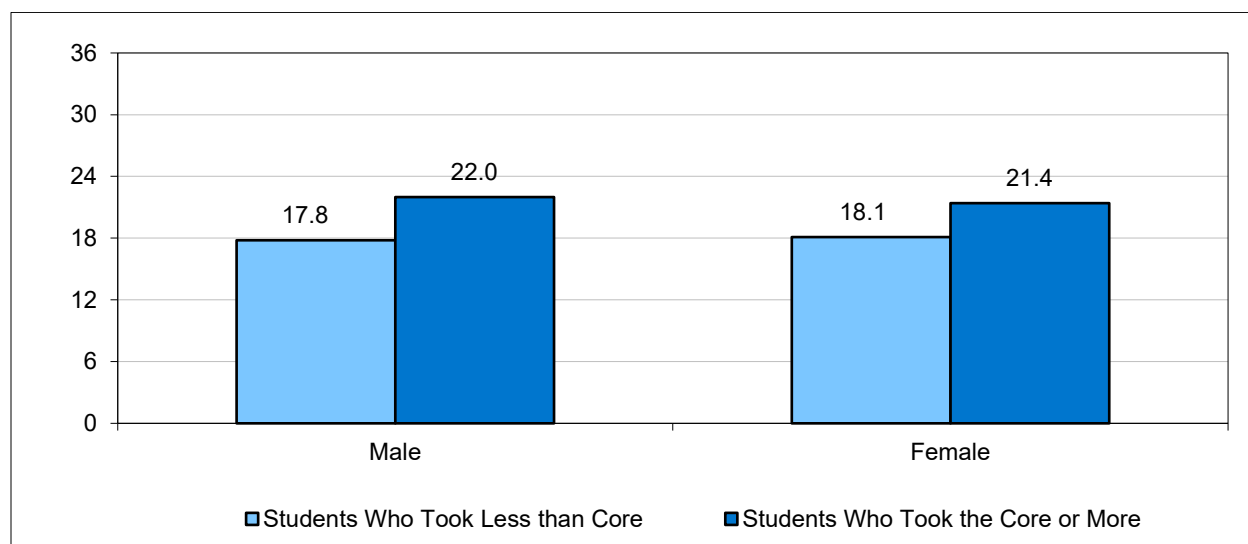
Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2015 through 2025.

⁸ *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.8](#) 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 regardless of sex or race/ethnicity.** As shown in [Figure 1.1.b.9](#), the average ACT composite scores were higher for male and female students in the graduating class of 2025 who took the college-preparatory core or more. Within each of the racial/ethnic groups, the average ACT composite score was higher for the students 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.10](#).

Figure 1.1.b.9

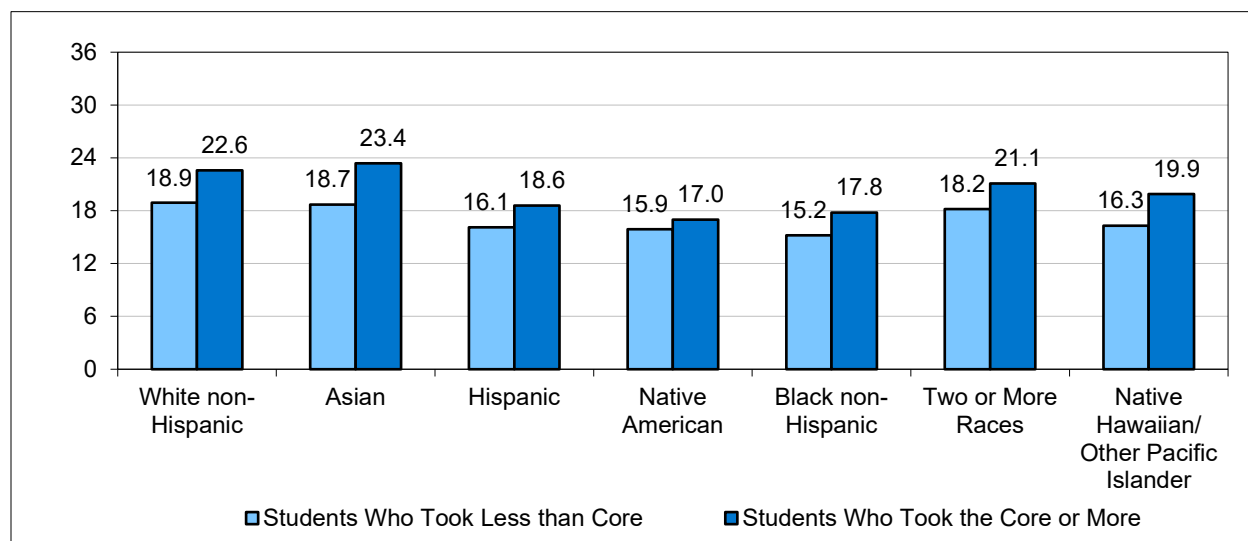
Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Sex for the High School Graduating Class of 2025



Note. Data source: ACT, *High School Profile Report - Nebraska, 2025*.

Figure 1.1.b.10

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 2025



Note. Data source: ACT, *High School Profile Report - Nebraska*, 2025.

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

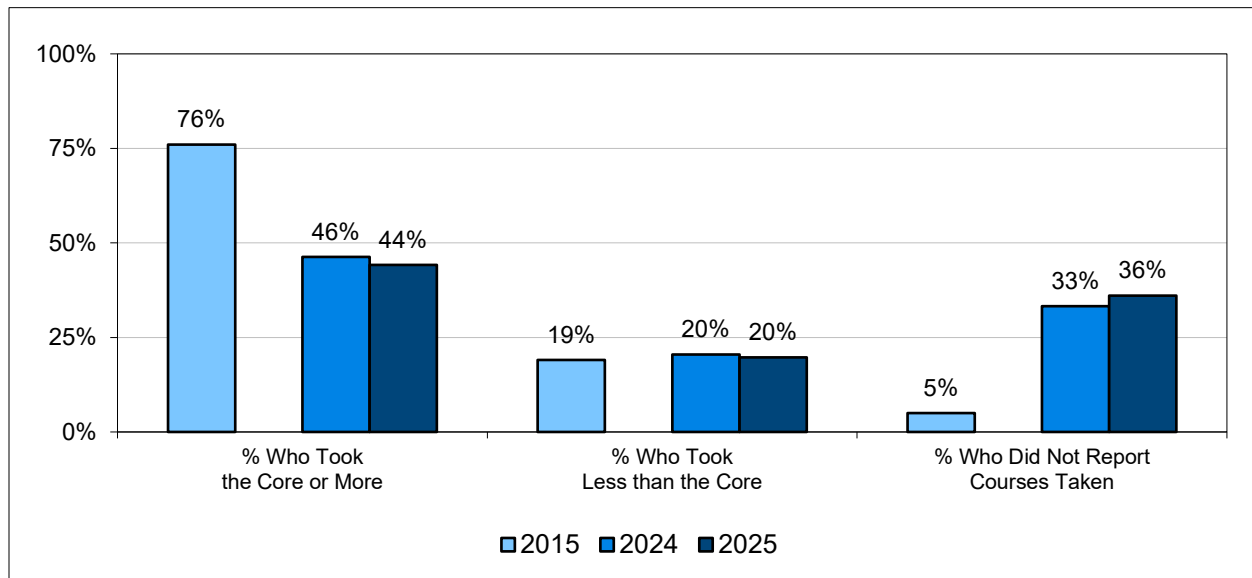
As mentioned earlier in this section, the students themselves report the courses they have taken and plan to take before they graduate from high school when they register for the ACT Assessment. Self-reporting may make the data less accurate and/or less reliable. The percentage of ACT-tested students who reported the courses they took or planned to take in high school was 95% in 2015, 67% in 2024, and 64% in 2025.⁹

- At baseline in 2015, only 915 students did not report the courses they had taken (5% of test takers). By 2018, this increased to 3,107 students (13% of test takers) and has since increased dramatically, up to 8,721 students (36% of test takers) in 2025.
- The increase in non-response has continued to trend upward since 2018 as the state moved to using the NSCAS ACT. (See [Table A4.2](#) in [Appendix 4](#) for more details.)
- A direct comparison of 2024 and 2025 percentages indicates that the percentage of high school students who reported they took the core or more decreased two percentage points over the last year. As shown in [Figure 1.1.b.11](#), the percentage of students who reported that they took the core or more was 32 percentage points lower in 2025 than in 2015.

⁹ The high school graduating class of 2018 was the first class that had all Nebraska juniors take the ACT test. Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment.

Figure 1.1.b.11

Percentages of Nebraska's ACT-Tested Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core 2024 and 2025 Compared to 2015

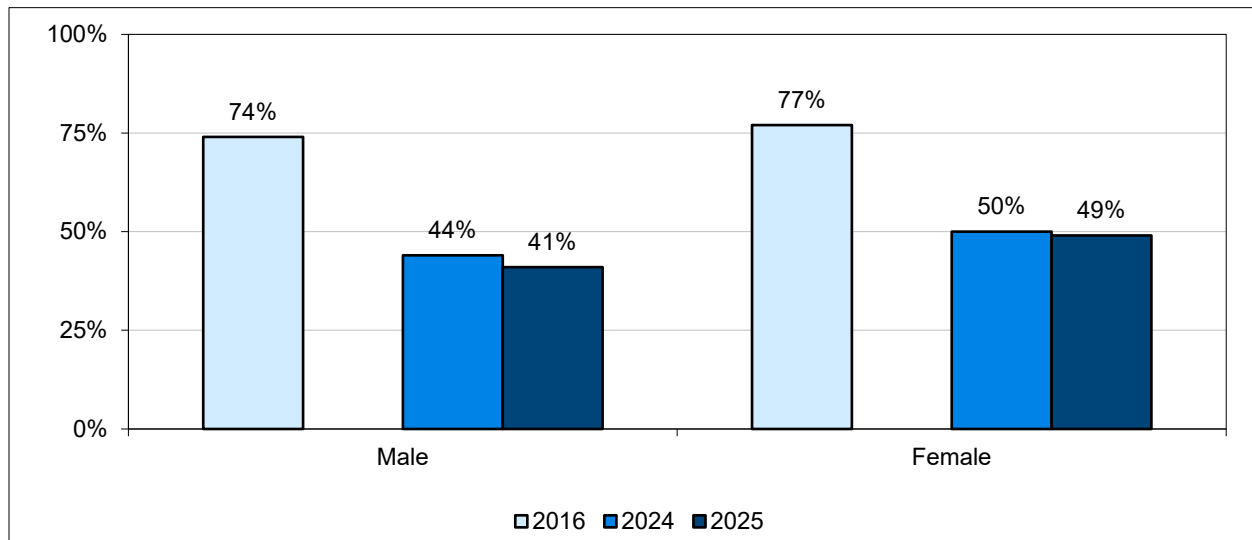


Note. Beginning with the 2018 graduating class, Nebraska students are tested using the Nebraska Student-Centered Assessment System (NSCAS ACT). This test is given to all students in the cohort minus one year (typically the 11th grade). Due to the COVID-19 pandemic, Nebraska waived the ACT testing requirement for the 2021 graduating class and not all 2022 graduates took the assessment. See [Table A4.2](#) in [Appendix 4](#) for supporting data. Data source: ACT, *High School Profile Report - Nebraska*, 2015, 2024, and 2025.

- [Figure 1.1.b.12](#) shows that for both male and female students, there has been a large decrease since 2016 in the percentage of the ACT-tested students who have reported taking the core or more in high school. (Data by sex is unavailable prior to the graduating class of 2016.)
- Similarly, [Figure 1.1.b.13](#) shows that for all major racial/ethnic groups, there has been a dramatic decrease since 2015 in the percentage of the ACT-tested students who have reported taking the core or more in high school.

Figure 1.1.b.12

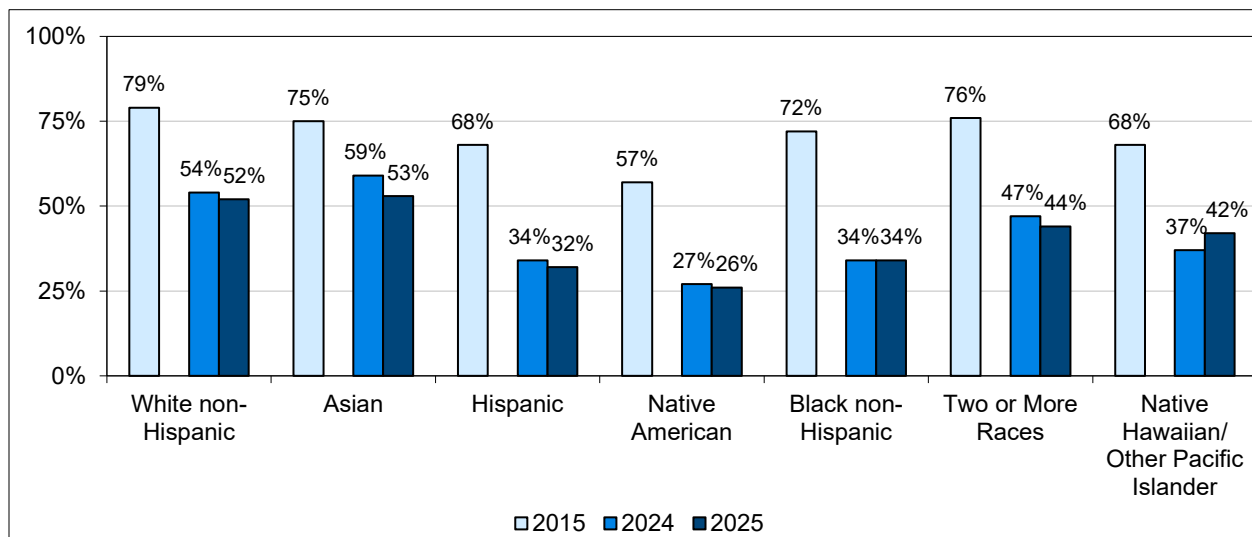
Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Sex 2024 and 2025 Compared to 2016



Note. Data is unavailable prior to the 2016 graduating class. 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 and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2016, 2024, and 2025.

Figure 1.1.b.13

Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Race/Ethnicity 2024 and 2025 Compared to 2015



Note. 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 and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2015, 2024, and 2025.

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 sex, 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 2024, providing a basis for estimating the college continuation rate for

students who graduated from Nebraska high schools during the 2023-2024 school year. In this section, the estimated college continuation rates are analyzed for fall 2014 through fall 2024.

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 nearly 3,600 colleges and universities. These institutions enroll an estimated 97.5% of the college students in the United States that attend Title IV, degree-granting institutions.¹⁰

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, sex, 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, sex, 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 2013-2014 through 2023-2024 school years are summarized at the end of this section.

¹⁰ Data source: National Student Clearinghouse Research Center, [Enrollment Coverage 2017-2024 \(September 2025\)](#), retrieved December 30, 2025.

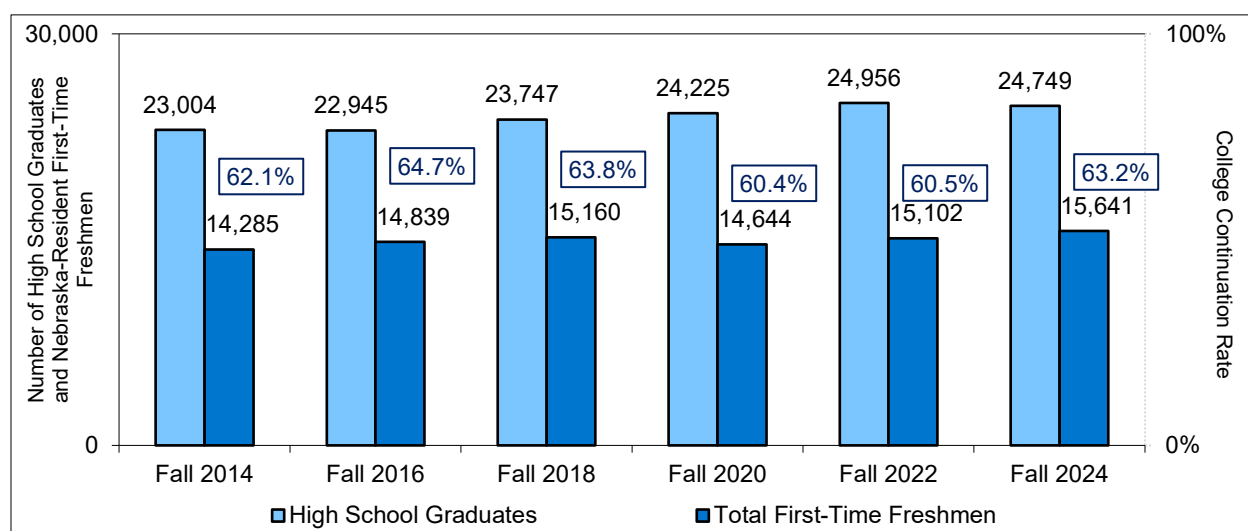
Nebraska Statewide College Continuation Rates Based on IPEDS Data

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 2024 and attended college in fall 2024 was 63.2%, an increase of 1.1 percentage points from the 62.1% continuation rate in fall 2014. Between fall 2022 and fall 2024, the college continuation rate increased 2.7 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 2014 through Fall 2024



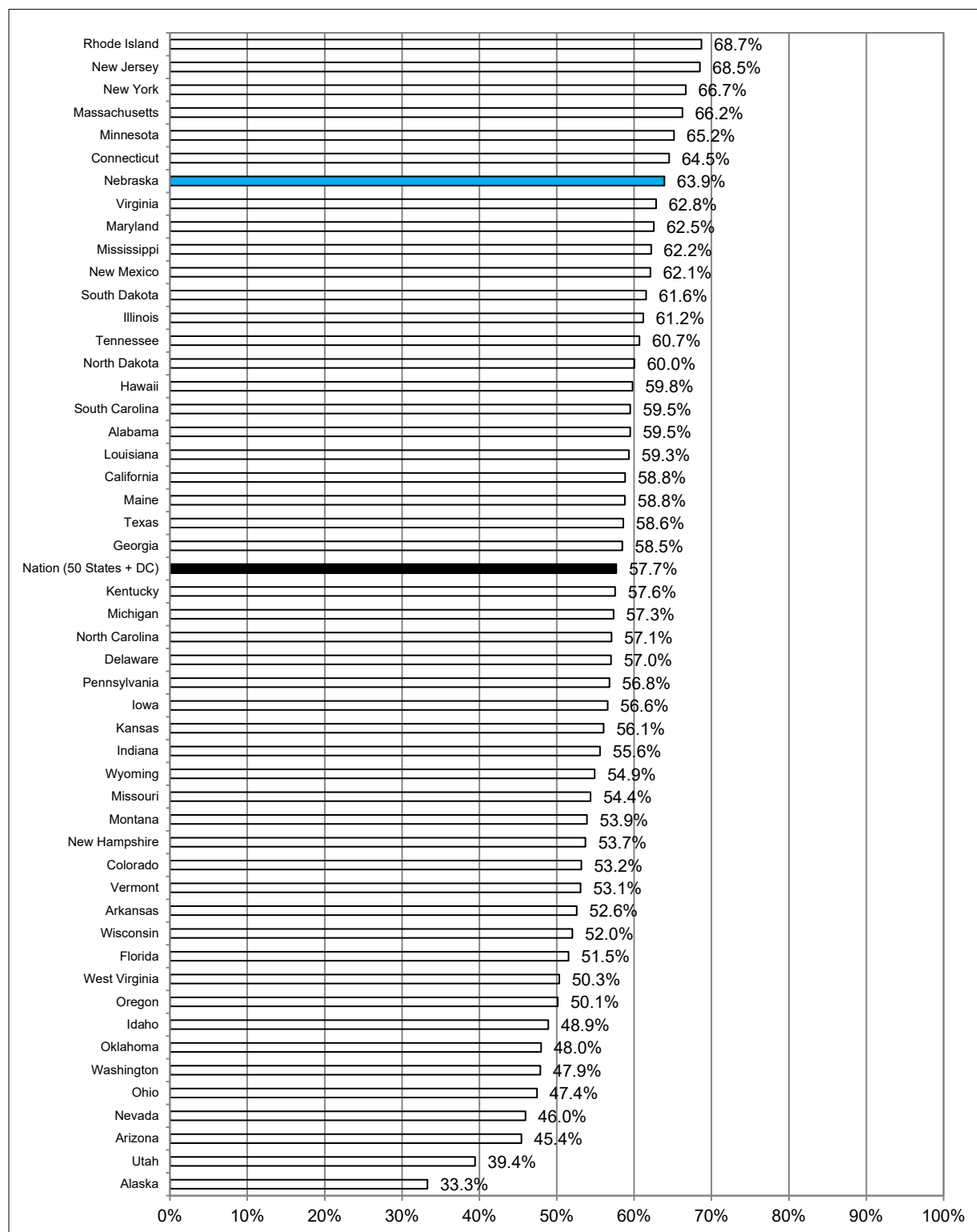
Note. Includes full-time and part-time students who attended a postsecondary institution that reports data to IPEDS. See [Table A5.1](#) in [Appendix 5](#) for supporting data. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with college continuation data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 403 Nebraska first-time freshmen attended TSTC in fall 2022 within 12 months of high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC did not report any Nebraska students attending within 12 months of high school graduation. Therefore, the Commission has overridden TSTC's fall 2022 enrollments to zero Nebraska students. Data sources: Nebraska Department of Education, January 2015, December 2016, December 2018, December 2020, January 2023, and January 2025, and the National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 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 2024 fall term after graduating from high school during the 2023-2024 school year. National high school graduation data for the 2023-2024 school year has not been released by the National Center for Education Statistics. In place of this information, projections of 2023-2024 high school graduates were used to calculate fall 2024 college continuation rates by state presented in [Figure 1.1.c.2](#). While the national college continuation rate data presented in this edition of the

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 2024**



Note. Data includes only Title IV participating, degree-granting institutions. Data sources: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2024, and the National Center for Education Statistics, IPEDS fall 2024 survey. College continuation rates obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2026.

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.

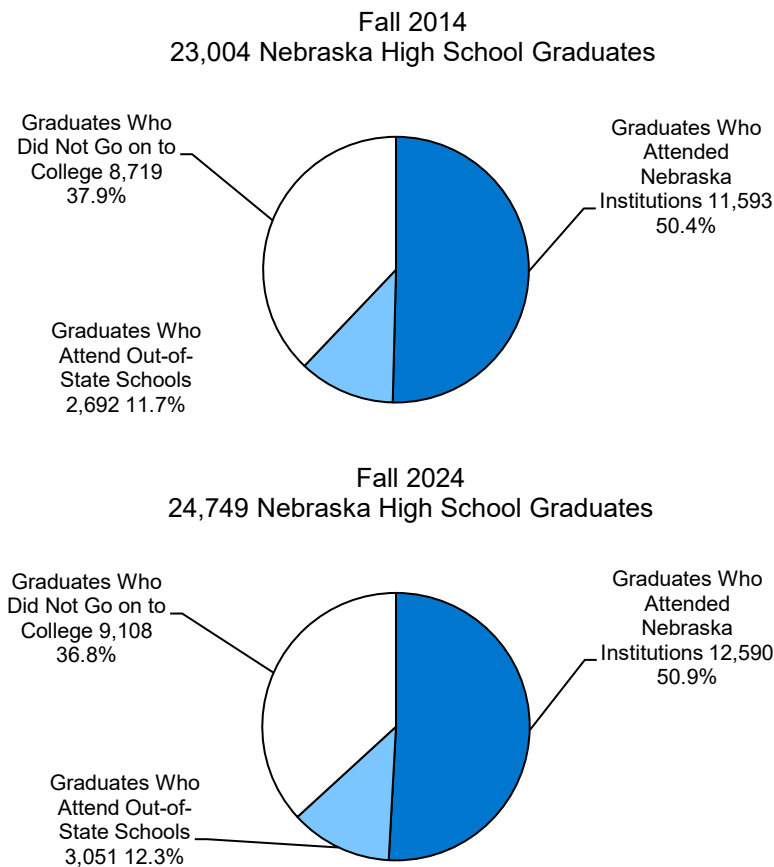
- As shown in [Figure 1.1.c.2](#), Nebraska's fall 2024 estimated college continuation rate of 63.9% was the 7th highest in the nation and 6.2 percentage points above the national rate.
- Between fall 2022 and fall 2024, the national college continuation rate increased from 55.5% to 57.7% while Nebraska's college continuation rate increased from 59.0% to 63.9%.
- 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. Additionally, college continuation rates presented in [Figure 1.1.c.2](#) are restricted to Title IV participating, degree-granting institutions.

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 50.9% for the state's 2023-2024 high school graduates who attended college. This is an increase of 0.5 percentage points since fall 2014.
- Meanwhile, the out-of-state college continuation rate increased, from 11.7% of the high school graduating class of 2013-2014 to 12.3% of Nebraska high graduates in 2023-2024.

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 2024 Compared to Fall 2014**



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, January 2015, and January 2025, and the National Center for Education Statistics, IPEDS fall 2014 and 2024 surveys.

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

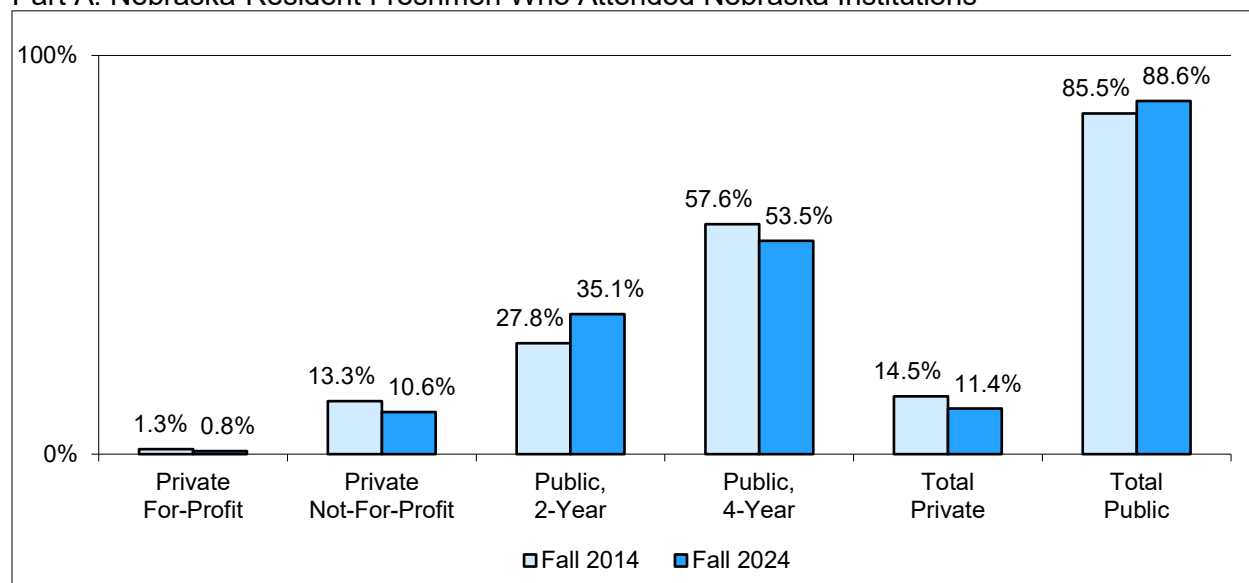
Of related interest are the types of postsecondary institutions attended by recent graduates of Nebraska's high schools. As shown in [Part A](#) and [Part B](#) of [Figure 1.1.c.4](#), the pattern of attendance of Nebraska-resident, first-time freshmen who go to college in Nebraska in the fall term following 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 88.6% of the fall 2024 first-time freshmen who stayed in state attended Nebraska's public colleges or universities, compared to 11.4% 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 65.1% of the fall 2024 first-time freshmen who went out of state attended public institutions, while 34.9% went to private institutions.

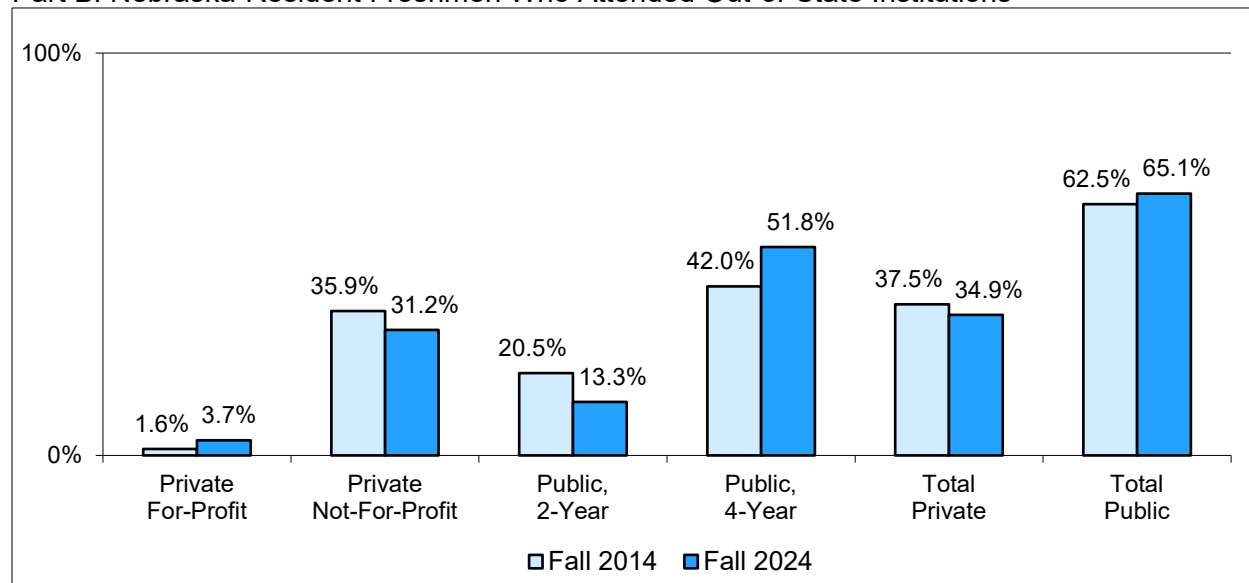
Figure 1.1.c.4

**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 2024 Compared to Fall 2014**

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 2014 and 2024 surveys.

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

As discussed 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, the Commission calculates the number of students in each graduating class that continue on to college within a year of high school graduation, based on enrollment records obtained from the Clearinghouse. Estimated college continuation rates are provided for public high school students who earned regular diplomas between 2013-2014 and 2023-2024.¹¹

Additionally, the Commission calculates college continuation rates by race/ethnicity, sex, and student income status, for all public high school students who earned regular diplomas.

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

- Effective with the 2021-2022 cohort, students are classified as low income if they are eligible for FRL or if they graduate from a school that participates in the Community Eligibility Provision (CEP). Created by the Healthy, Hunger-Free Kids Act of 2010, the CEP is a meal service option for high-poverty schools that provides access to free school meals to all students. The Act was phased in for three years and became available nationwide in 2014-2015.
- In 2014-2015, less than 10 Nebraska students graduated from public high schools that participated in the CEP. By 2020-2021, 228 students graduated from schools that participated in the CEP. Participation increased dramatically for the 2021-2022 cohort, when a total of 2,964 students graduated from schools that participated in the CEP. (The overwhelming reason for this increase was the addition of Omaha's public high schools.) For the 2023-2024 cohort, a total of 3,099 students graduated from schools that participated in the CEP.¹²

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. Conversely, the low-income students in this study include at least some students who graduated from schools that participate in the CEP but were from non-low-income households.

¹¹ The Commission also estimates 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 are available on the Commission's website, ccpe.nebraska.gov/college-continuation-rates.

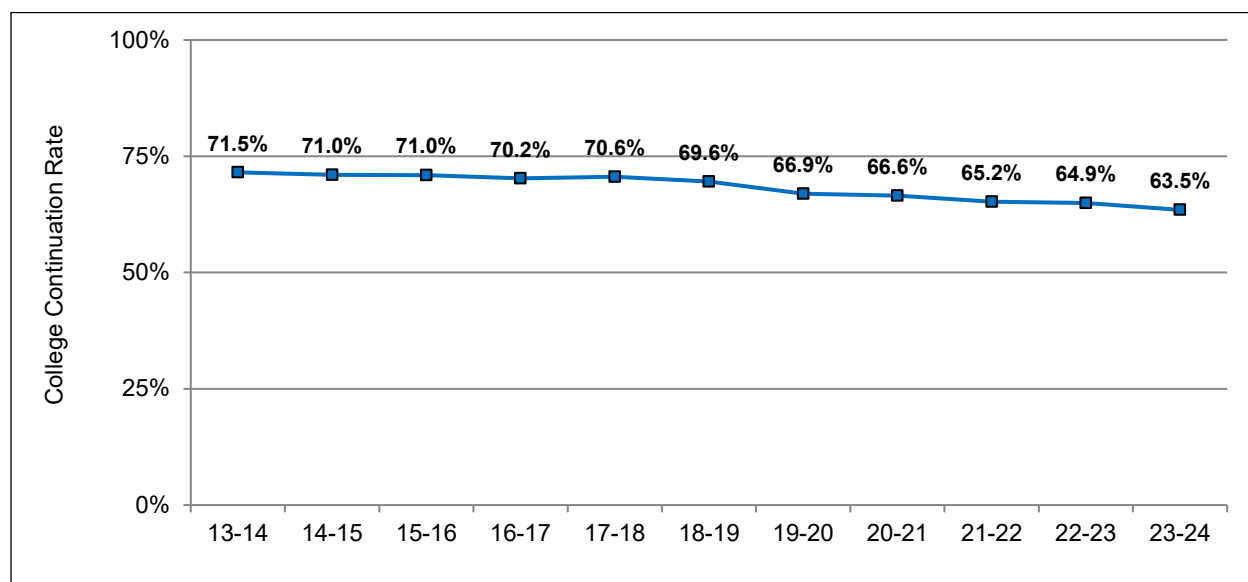
¹² For more information, visit the Nebraska Department of Education, Community Eligibility Provision website: <https://www.education.ne.gov/ns/forms-resources/national-school-lunch-program/community-eligibility-provision-cep/>

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.**

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 63.5% for the graduating class of 2023-2024, down from 71.5% for the students who graduated in 2013-2014. Notably, the college continuation rate for 2023-2024 was the lowest of the reporting period. Problems with the 2024-25 FAFSA rollout, such as a significantly delayed launch and numerous technical issues, likely contributed to the low college continuation rate.
- 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
2013-2014 through 2023-2024



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

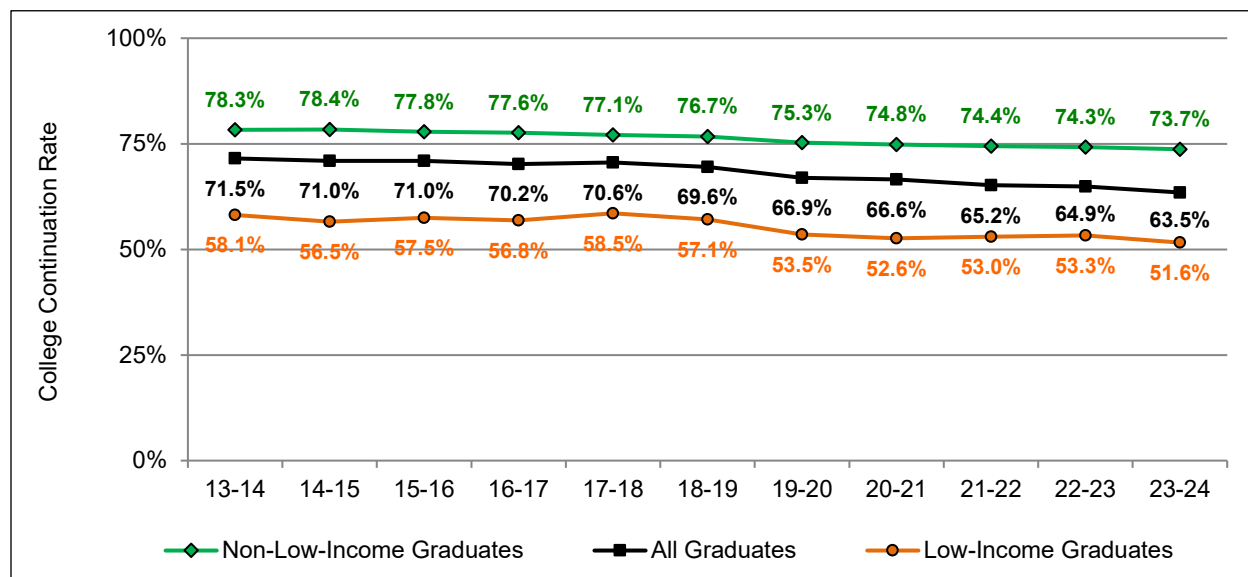
College Continuation Rates for Public High School Graduates by Income Status

- Students from low-income households accounted for 46.3% of the Nebraska public high school graduates in 2023-2024, up from 33.6% in 2013-2014.
- 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 2013-2014 through 2023-2024.

- The college-going rate for low-income students decreased 6.5 percentage points, from 58.1% in 2013-2014 to 51.6% in 2023-2024. In comparison, the college continuation rate for students from non-low-income households decreased 4.6 percentage points, from 78.3% in 2013-2014 to 73.7% in 2023-2024.
- Over the last year, the college continuation rate decreased 1.7 percentage points for low-income students and 0.6 percentage points for non-low-income students.

Figure 1.1.c.6

**College Continuation Rates for Nebraska Public High School Graduates
by Student Income Status: 2013-2014 through 2023-2024**



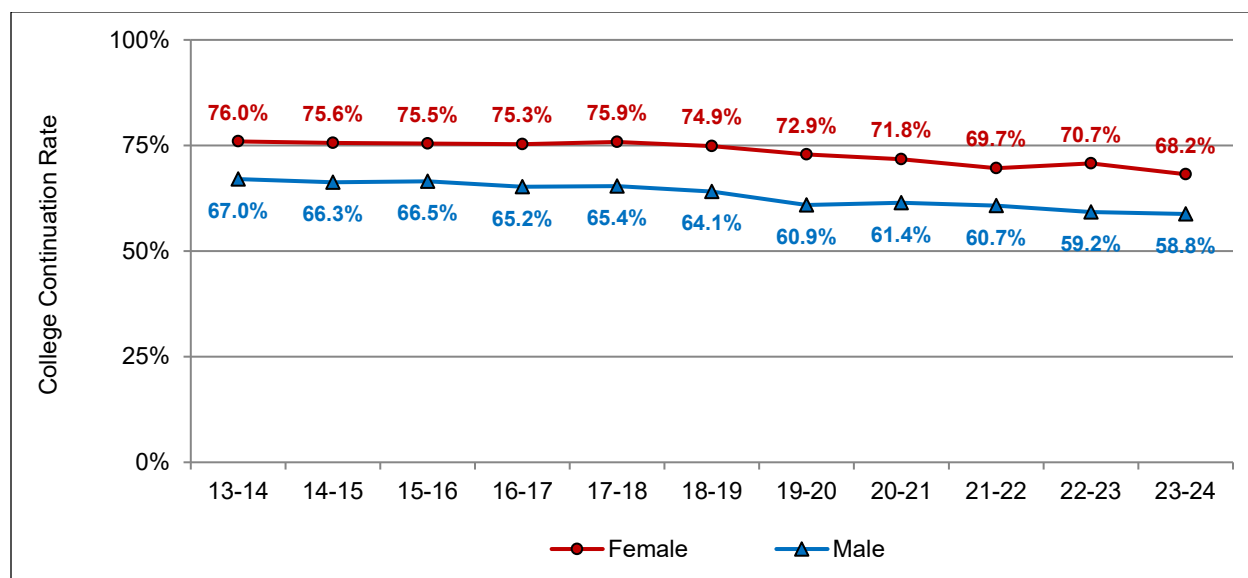
Note. See [Table A5.4](#) in [Appendix 5](#) for supporting data. Data sources: National Student Clearinghouse (college continuation data); and Nebraska Department of Education (public high school graduate data).

College Continuation Rates for Public High School Graduates by Sex

- Male and female students each accounted for about half of the graduates of Nebraska's public high schools from 2013-2014 through 2023-2024.
- 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 76.0% in 2013-2014 to 68.2% in 2023-2024 (7.8 percentage points), the college-going rate for males decreased from 67.0% in 2013-2014 to 58.8% in 2023-2024 (8.2 percentage points).
- Over the last year, the college-going rate for females decreased 2.5 percentage points while the rate for males decreased 0.4 percentage points.
- The difference between the college-going rates of male and female graduates increased from 9.0 percentage points in 2013-2014 to 9.4 percentage points in 2023-2024.

Figure 1.1.c.7

**College Continuation Rates for Nebraska Public High School Graduates
by Sex: 2013-2014 through 2023-2024**



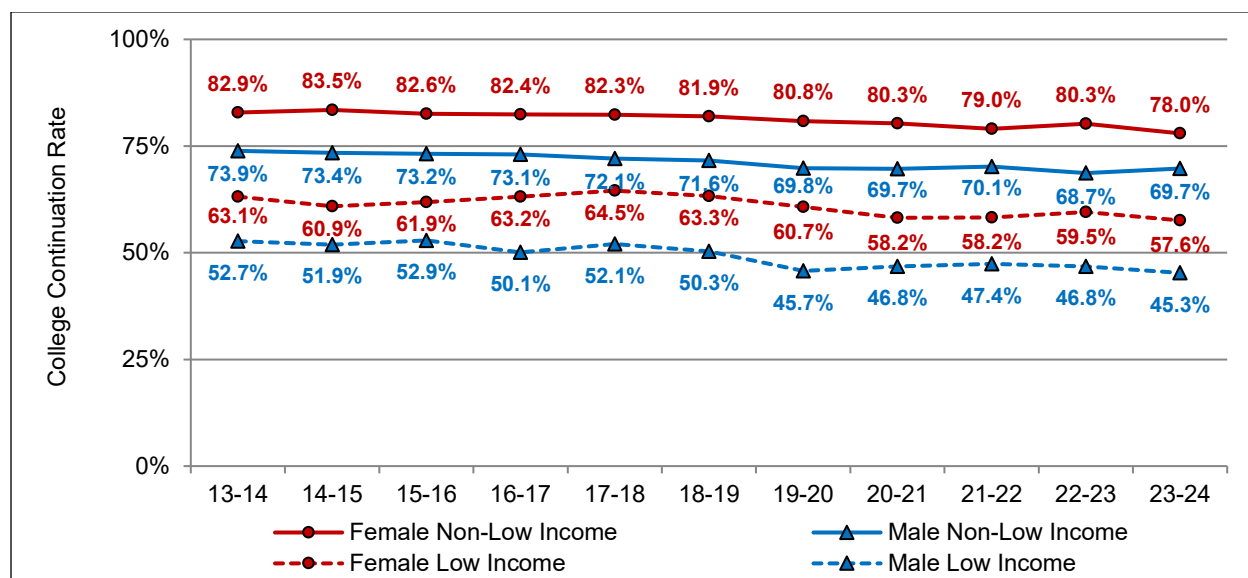
Note. See Table A5.4 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data); and Nebraska Department of Education (public high school graduate data).

College Continuation Rates for Public High School Graduates by Sex 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 2013-2014 and 2023-2024.
- Among low-income graduates in 2013-2014, 63.1% of females continued on to college, compared to 52.7% of males. Among low-income graduates in 2023-2024, 57.6% of females continued on to college, compared to only 45.3% of males.
- Among non-low-income graduates in 2013-2014, 82.9% of females went to college, compared to 73.9% of males. Among non-low-income graduates in 2023-2024, 78.0% of females continued on to college, compared to 69.7% of males.
- Over the last year, college-going rates increased for non-low-income males but decreased for the other three 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 sex.
- 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 Sex and Student Income Status: 2013-2014 through 2023-2024



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

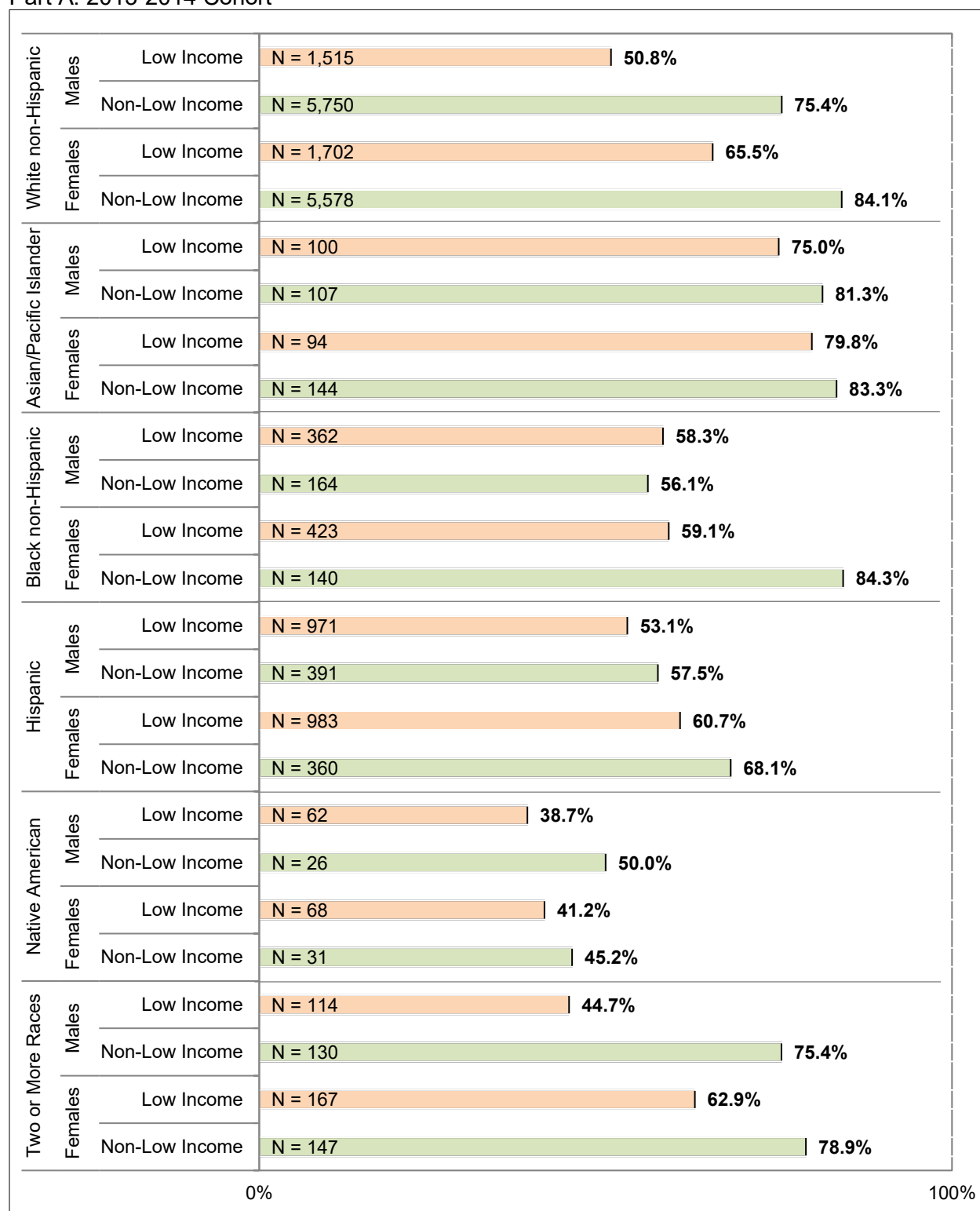
College Continuation Rates for Public High School Graduates by Race/Ethnicity, Sex, and Income Status

- As shown in [Figure 1.1.c.9](#), segmenting college continuation rates by race/ethnicity, sex, and student income status results in college continuation rates for 24 subgroups.
- Among graduates in 2013-2014, the highest college continuation rate among these 24 subgroups was for non-low-income, Black non-Hispanic, female graduates (84.3%). Meanwhile, the lowest college continuation rate among these 24 subgroups was for low-income, Native American, male graduates (38.7%).
- Among graduates in 2023-2024, the highest college continuation rate among these 24 subgroups was for non-low-income, Black non-Hispanic, female graduates (83.5%). Meanwhile, the lowest college continuation rate among these 24 subgroups was for low-income, Native American, male graduates (30.1%).
- In 2013-2014, college continuation rates by race/ethnicity ranged from 42.2% for Native Americans to 80.2% for Asian/Pacific Islanders. Similarly, in 2023-2024, rates ranged from 46.4% for Native Americans to 73.0% for Asian/Pacific Islanders. (See [Table A5.4](#) in [Appendix 5](#) for supporting data.)
- Between 2013-2014 and 2023-2024, the number of White non-Hispanic high school graduates decreased 1.3% while the number of minority high school graduates increased 46.0%.
- College continuation rates by sex, student income status, and race/ethnicity can be found in [Table A5.4](#) in [Appendix 5](#).

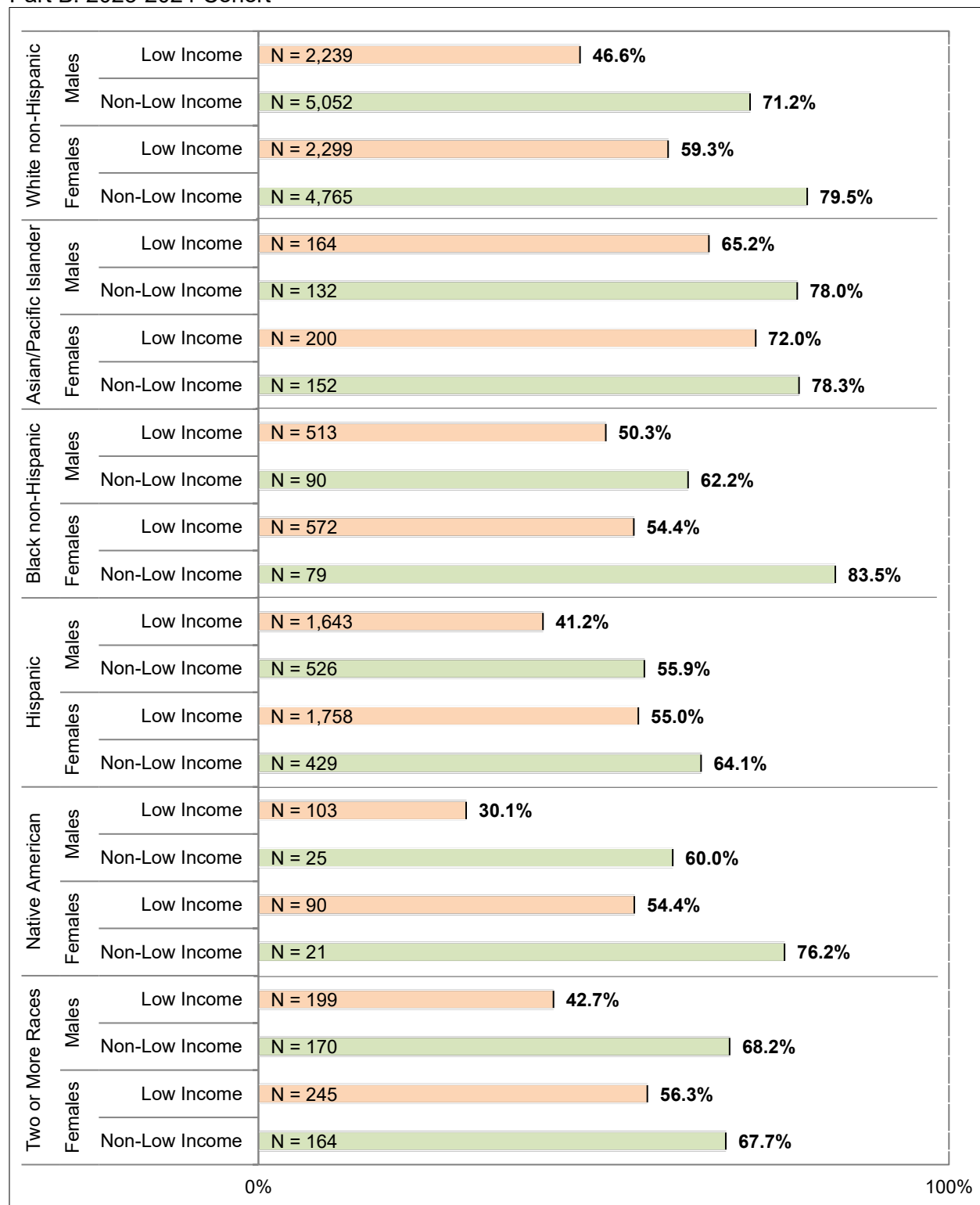
Figure 1.1.c.9

**College Continuation Rates for Nebraska Public High School Graduates
by Race/Ethnicity, Sex, and Student Income Status:
2023-2024 Compared to 2013-2014**

Part A: 2013-2014 Cohort



Part B: 2023-2024 Cohort



Note. N = the number of public high school graduates. See Table A5.4 in Appendix 5 for supporting data. Data sources: National Student Clearinghouse (college continuation data); and Nebraska Department of Education (public high school graduate data).

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 2024.

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 2014 and fall 2024.¹³

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.

¹³ 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 2014 and fall 2024, 1,356 more Nebraska-resident, first-time freshmen attended postsecondary institutions within one year of high school graduation. During the same period, 656 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 increased 4.0% (700 students) since fall 2014.

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 2014 through Fall 2024

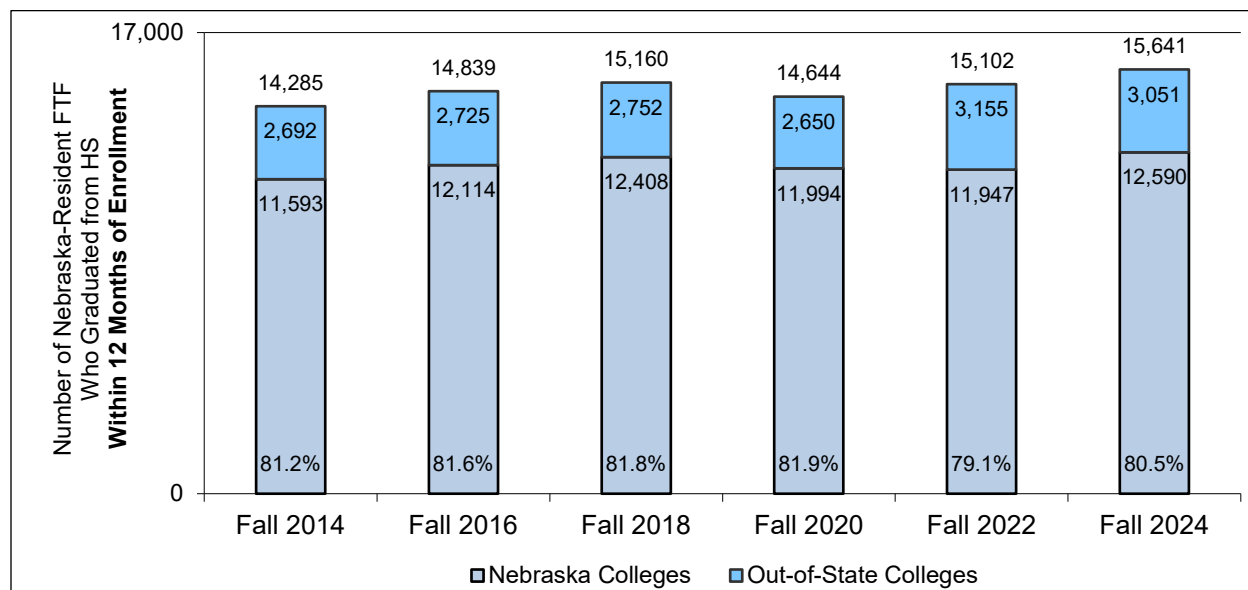
Length of Time Since High School Graduation	Fall 2014		Fall 2016		Fall 2018		Fall 2020	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	14,285	81.5%	14,839	86.6%	15,160	89.0%	14,644	86.9%
Graduated More than 12 Months Prior to College Enrollment	3,238	18.5%	2,302	13.4%	1,879	11.0%	2,212	13.1%
Total	17,523	100.0%	17,141	100.0%	17,039	100.0%	16,856	100.0%
Length of Time Since High School Graduation	Fall 2022		Fall 2024				Δ Since Fall 2014	
	N	%	N	%			N	%
Graduated During the 12 Months Prior to College Enrollment	15,102	88.5%	15,641	85.8%			1,356	9.5%
Graduated More than 12 Months Prior to College Enrollment	1,953	11.5%	2,582	14.2%			-656	-20.3%
Total	17,055	100.0%	18,223	100.0%			700	4.0%

Note. Includes full-time and part-time students. Δ = change. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with migration data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 540 Nebraska first-time freshmen attended TSTC in fall 2022 (403 within 12 months of high school graduation and 137 more than 12 months after high school graduation). Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC reported only one Nebraska student attended TSTC. Therefore, the Commission has overridden TSTC's fall 2022 migration to zero Nebraska students. See [Table A6.1](#) and [Table A6.3](#) in [Appendix 6](#) for supporting data. Data sources: National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 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 increase between fall 2014 and fall 2024 of 1,356 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 359 Nebraska-resident, first-time freshmen who enrolled at *out-of-state* institutions within 12 months of high school graduation and an increase of 997 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 2014. As illustrated in [Figure 1.2.1](#), 80.5% of Nebraska-resident, first-time freshmen started college in Nebraska in fall 2024, compared to 81.2% in fall 2014.

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 2014 through Fall 2024

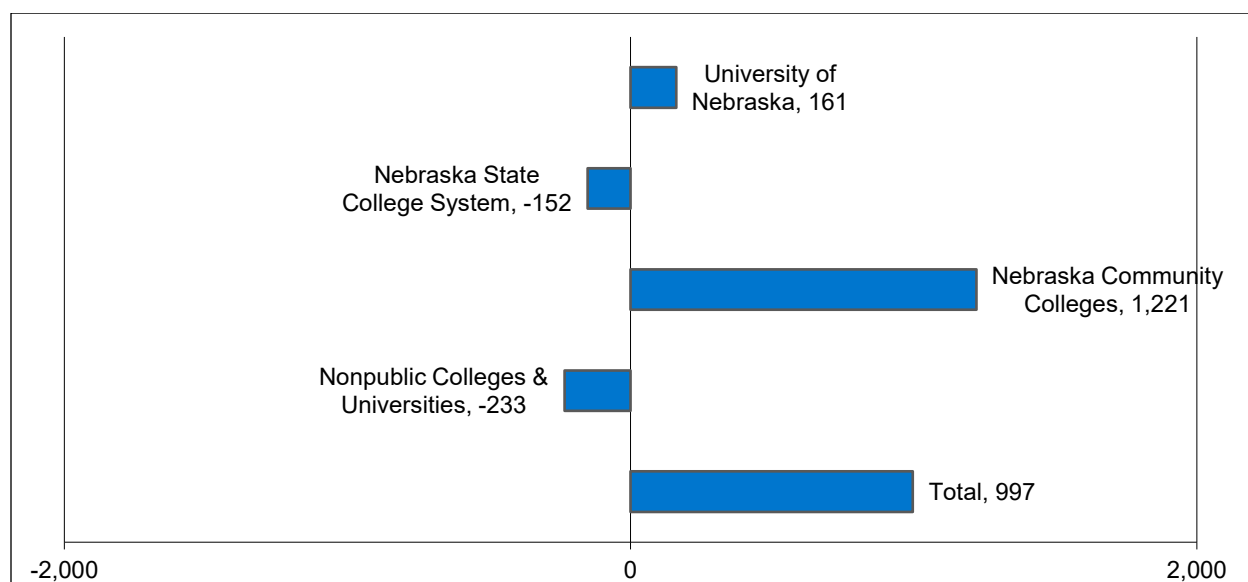


Note. Includes full-time and part-time students. FTF = first-time freshmen. Does not include fall 2022 migration data for Texas State Technical College (see [Table 1.2.1](#) for more information). See [Table A6.1](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 surveys.

- As illustrated in [Figure 1.2.2](#), from fall 2014 to fall 2024, 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 2.8% while the community colleges reported a 39.1% increase.
- Nebraska's state colleges reported an overall decrease of 15.3% while the nonpublic colleges and universities reported a 13.7% decrease.
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska postsecondary institutions within 12 months of high school graduation increased 8.6%, from 11,593 in fall 2014 to 12,590 in fall 2024.
- 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 2024 Compared to Fall 2014**



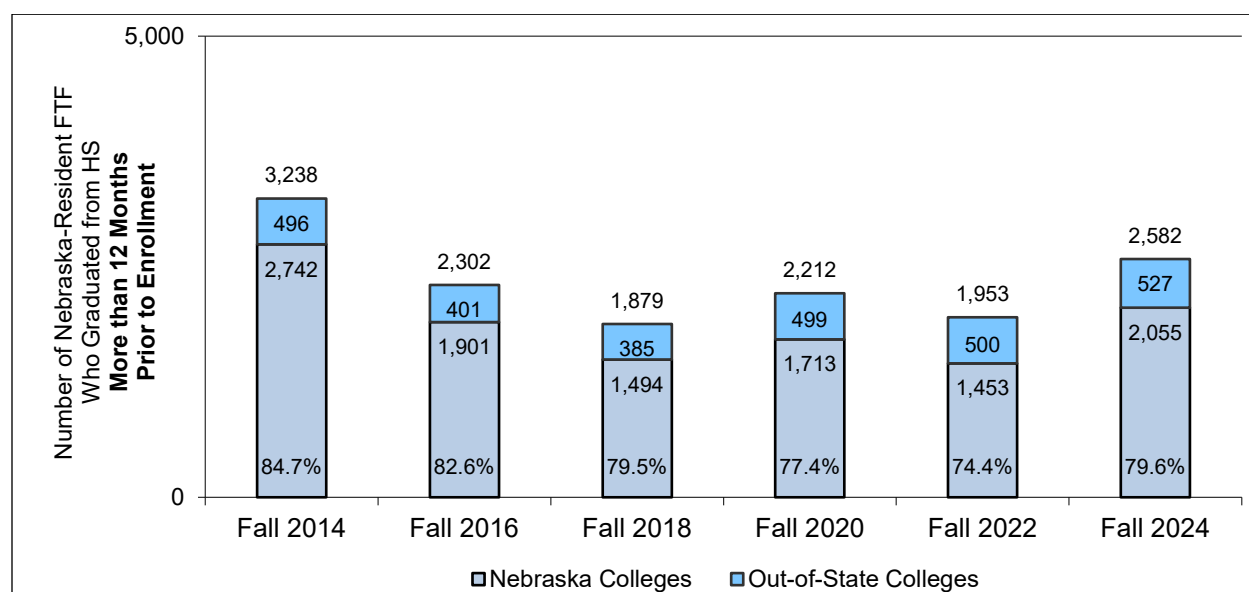
Note. Includes full-time and part-time students. See [Table A6.2](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014 and fall 2024 surveys.

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 2014 and fall 2024, 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](#), 687 fewer first-time freshmen attended Nebraska colleges in fall 2024 than in fall 2014, a decrease of 25.1%.
- Between 2014 and 2024, 31 more first-time freshmen from Nebraska went to out-of-state colleges more than a year after graduating from high school, a 6.3% increase.
- 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 2024 than in fall 2014, while a higher percentage chose to go out of state. Specifically, 79.6% attended Nebraska colleges in 2024, compared to 84.7% in 2014.
- Total enrollment of first-time freshmen at out-of-state and in-state schools decreased 20.3% (656 students) from 3,238 in fall 2014 to 2,582 in fall 2024. (See [Table A6.3](#) in [Appendix 6](#) for supporting data.)

Figure 1.2.3

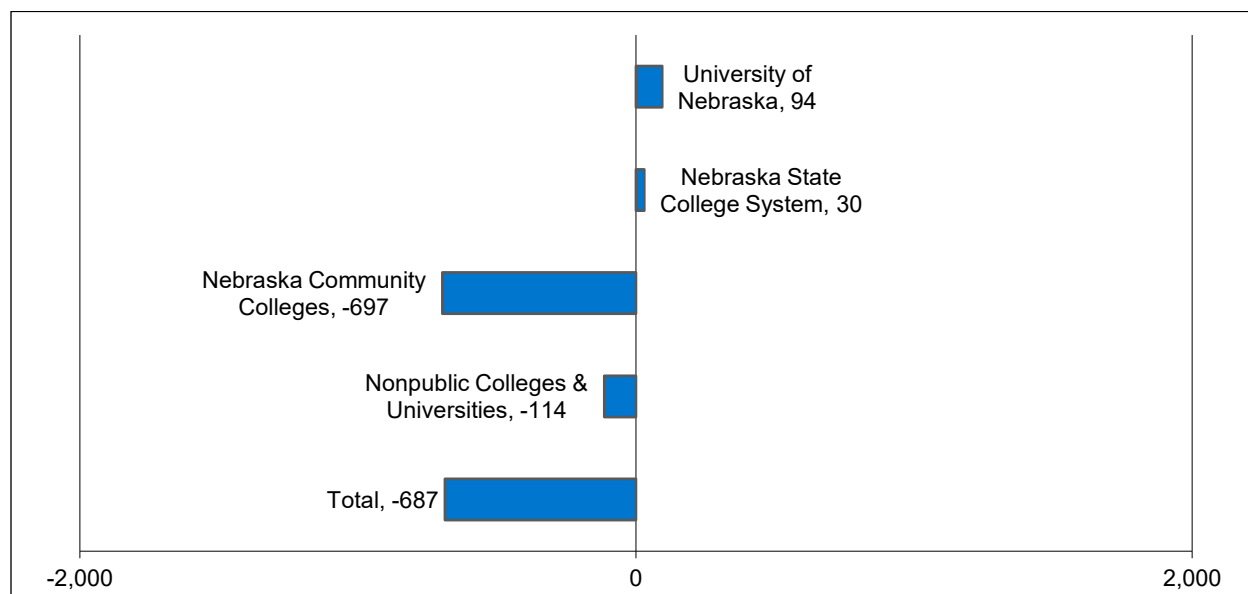
**Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Postsecondary Institutions More than 12 Months After Graduation from High School
Fall 2014 through Fall 2024**



Note. Includes full-time and part-time students. FTF = first-time freshmen. HS = high school. Does not include fall 2022 migration data for Texas State Technical College (see [Table 1.2.1](#) for more information). See [Table A6.3](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 surveys.

- As illustrated in [Figure 1.2.4](#), from fall 2014 to fall 2024, two of the four higher education sectors reported increases in the number of Nebraska-resident, first-time freshmen who enrolled in college more than a year after high school graduation.
 - The University of Nebraska reported an increase of 49.7% while the state colleges reported a 53.6% increase.
 - Meanwhile, the community colleges and nonpublic institutions reported decreases of 31.8% and 37.1%, respectively.
 - In terms of the number of students enrolled, Nebraska's community colleges experienced the largest decline between fall 2014 and fall 2024, enrolling 697 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 25.1%, from 2,742 in fall 2014 to 2,055 in fall 2024. This decrease of 687 students is mostly attributable to reduced enrollments at Nebraska's community colleges.
- 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 2024 Compared to Fall 2014



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 2014 and fall 2024 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.

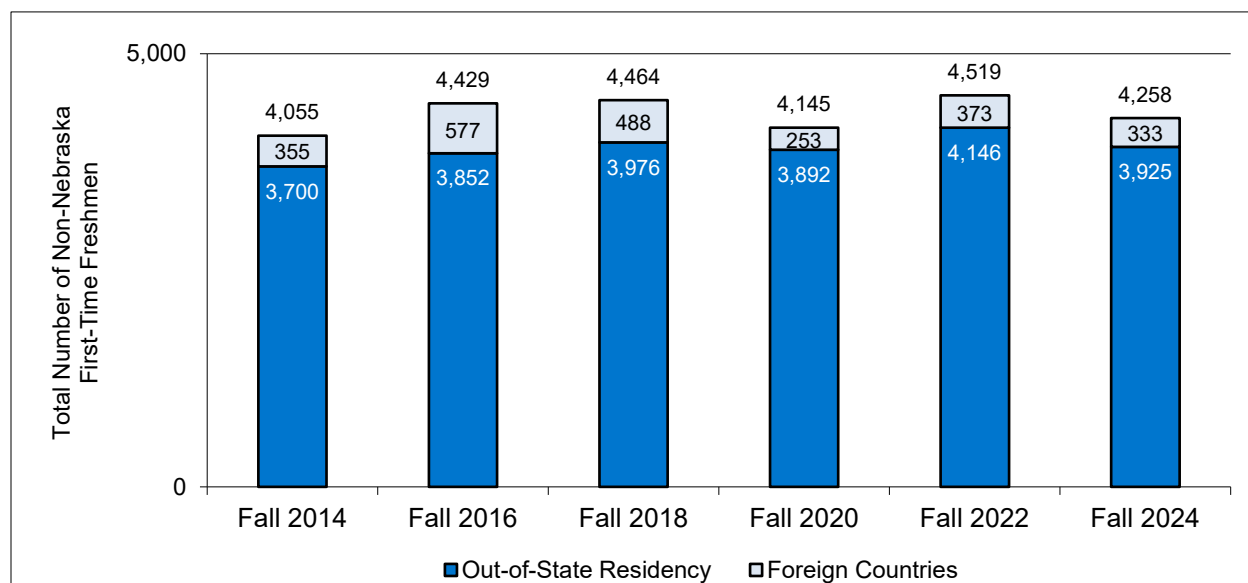
In this section, the latest available data, which are for fall 2024, are compared to the data for fall 2014, fall 2016, fall 2018, fall 2020, and Fall 2022. Emphasis is primarily on the comparison of the findings for fall 2024 to those for fall 2014.

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

- As shown in [Figure 1.3.1](#), Nebraska's postsecondary institutions attracted 203, or 5.0%, more non-Nebraska, first-time freshmen in fall 2024 than in fall 2014.
- While the number of first-time freshmen with out-of-state residency increased 6.1%, the number of first-time freshmen from foreign countries decreased 6.2%.

Figure 1.3.1

Total Number of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Fall 2014 through Fall 2024



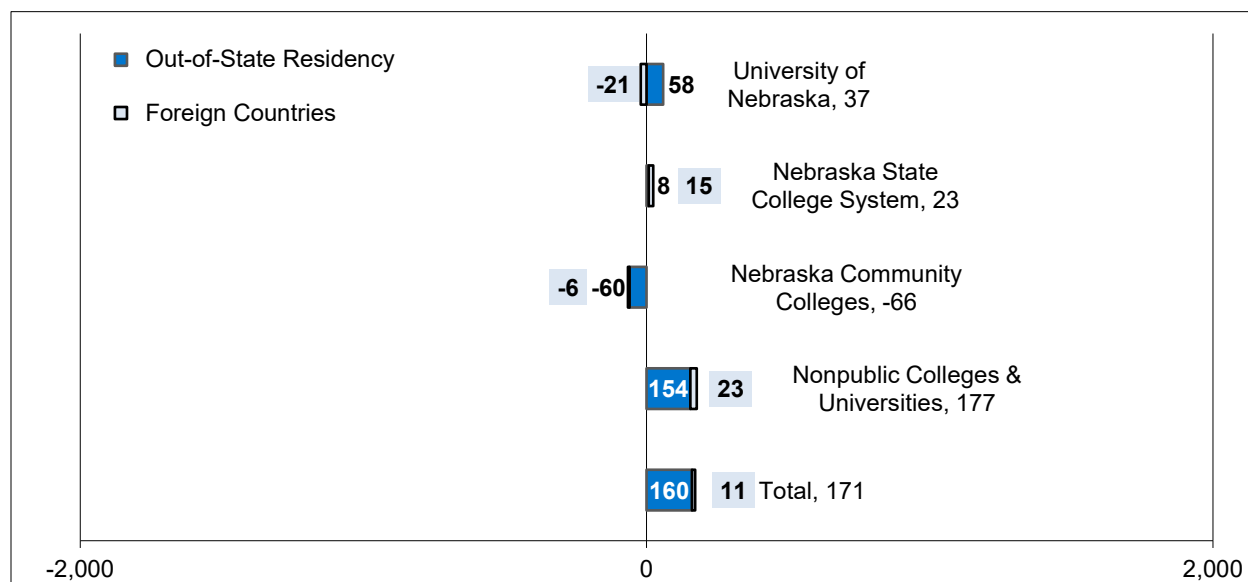
Note. Includes full-time and part-time students as well as students from foreign countries. Does not include students with reported unknown states of residence and students for whom no residence information was reported. See [Table A6.5](#) and [Table 6.6](#) in [Appendix 6](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 surveys.

- The University of Nebraska-Lincoln enrolled 1,098 (25.8%) of the non-Nebraska, first-time freshmen in fall 2024, down from 1,208 in fall 2014. Creighton University enrolled 849 (19.9%) of the non-Nebraska, first-time freshmen in fall 2024, up from 791 in fall 2014. Together, these two institutions accounted for 45.7% of non-Nebraska, first-time freshmen enrolled at Nebraska's postsecondary institutions in fall 2024. (See Table A6.8 in Appendix 6 for supporting data on total non-Nebraska, first-time freshmen by institution.)
- As shown in Table 1.3.1, the total enrollment of out-of-state and foreign first-time freshmen at Nebraska's postsecondary institutions increased by 203 students, or 5.0%, between fall 2014 and fall 2024.

Table 1.3.1 Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Classified by Length of Time Since High School Graduation Fall 2014 through Fall 2024								
Length of Time Since High School Graduation	Fall 2014		Fall 2016		Fall 2018		Fall 2020	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	3,488	86.0%	3,957	89.3%	4,064	91.0%	3,754	90.6%
Graduated More than 12 Months Prior to College Enrollment	567	14.0%	472	10.7%	400	9.0%	391	9.4%
Total	4,055	100.0%	4,429	100.0%	4,464	100.0%	4,145	100.0%
Length of Time Since High School Graduation	Fall 2022		Fall 2024			Δ Since Fall 2014		
	N	%	N	%		N	%	
Graduated During the 12 Months Prior to College Enrollment	3,697	81.8%	3,659	85.9%		171	4.9%	
Graduated More than 12 Months Prior to College Enrollment	822	18.2%	599	14.1%		32	5.6%	
Total	4,519	100.0%	4,258	100.0%		203	5.0%	
<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 2014, 2016, 2018, 2020, 2022, and 2024 surveys.								

- As shown in [Figure 1.3.2](#), the majority of the net increase of 171 students who started college within 12 months of high school graduation is attributable to the increased number of non-Nebraskans who attended nonpublic colleges and universities.
- The University of Nebraska and the Nebraska State College System also experienced gains in the number of non-Nebraskans that they attracted.
- The number of first-time freshmen with out-of-state residency increased 4.9%, and the number of first-time freshmen from foreign countries increased 5.7%. As shown in [Table A6.5](#) in [Appendix 6](#), the University of Nebraska enrolled the largest percentage of first-time freshmen from foreign countries (45.9%), while Nebraska's nonpublic colleges enrolled the largest percentage of first-time freshmen with out-of-state residency (47.0%).
- 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 2014 through fall 2024.

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 2024 Compared to Fall 2014



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 2014 and fall 2024 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.¹⁴

- As shown in [Table 1.3.2](#), in fall 2014, fall 2016, fall 2018, fall 2020, fall 2022, and fall 2024, 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 2014 through Fall 2024								
Student Residency and Where They Attended College	Fall 2014	Fall 2016	Fall 2018	Fall 2020	Fall 2022	Fall 2024	Δ Since Fall 2014	
							N	%
<u>In-Migration</u> Non-Nebraska, Non-Foreign Students Enrolled at Nebraska Colleges and Universities	3,294	3,621	3,772	3,602	3,500	3,454	160	4.9%
<u>Out-Migration</u> Resident Nebraska Students Enrolled at Out-of-State Colleges and Universities	2,692	2,725	2,752	2,650	3,155	3,051	359	13.3%
Net Migration	602	896	1,020	952	345	403		
<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. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with migration data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 403 Nebraska first-time freshmen attended TSTC in fall 2022 within 12 months of high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC did not report any Nebraska students attending within 12 months of high school graduation. Therefore, the Commission has overridden TSTC's fall 2022 migration to zero Nebraska students. See Table A6.1 and Table A6.5 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 surveys.								

¹⁴ 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 Sex and by Race/Ethnicity

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

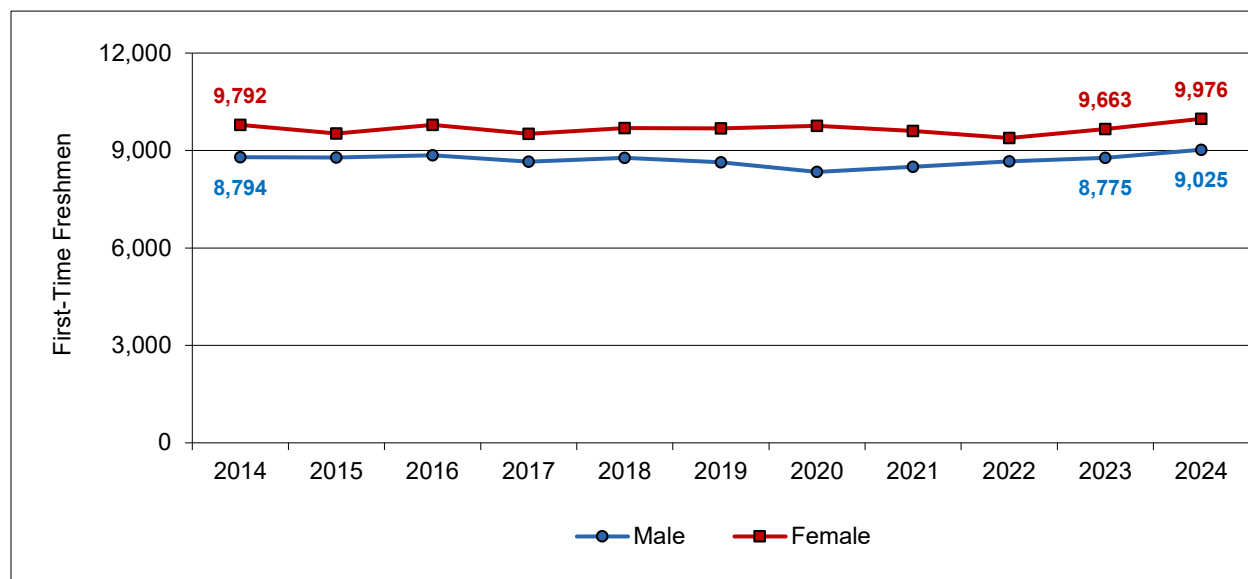
Increasing the number and percentage of students who have been underrepresented in Nebraska's higher education system is another recommended approach to increasing the state's postsecondary enrollment. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2014 in the number of students by sex and by race/ethnicity who have been enrolled as *first-time freshmen* at Nebraska colleges, and (2) the extent to which each sex and each racial/ethnic group was represented in the state's postsecondary education system in fall 2024, the latest period for which data are available. (Estimated enrollments for fall 2025 are not available by sex or by race/ethnicity; therefore, enrollments by race/ethnicity for fall 2025 will be reported in the *2027 Progress Report*.)

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

- As shown in [Figure 1.4.1](#), more female first-time freshmen have enrolled at Nebraska's postsecondary institutions than male first-time freshmen. Since 2014 women have accounted for 52.0% (fall 2022) to 53.9% (fall 2020) of first-time freshmen enrollments.
- Since fall 2014, male first-time freshmen enrollments increased 2.6% while female first-time freshmen enrollments increased 1.9%.
- Between fall 2023 and fall 2024, male first-time freshmen enrollments increased 2.8% while female first-time freshmen enrollments increased 3.2%.

Figure 1.4.1

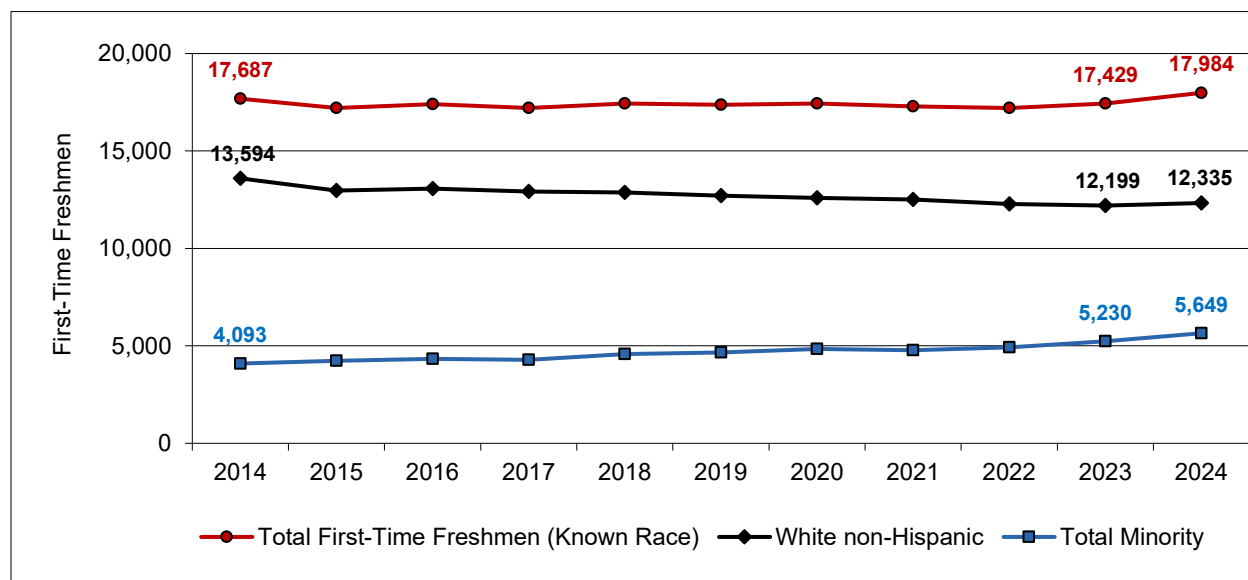
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions by Sex Fall 2014 through Fall 2024



Note. Counts include 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 2014 through fall 2024 surveys.

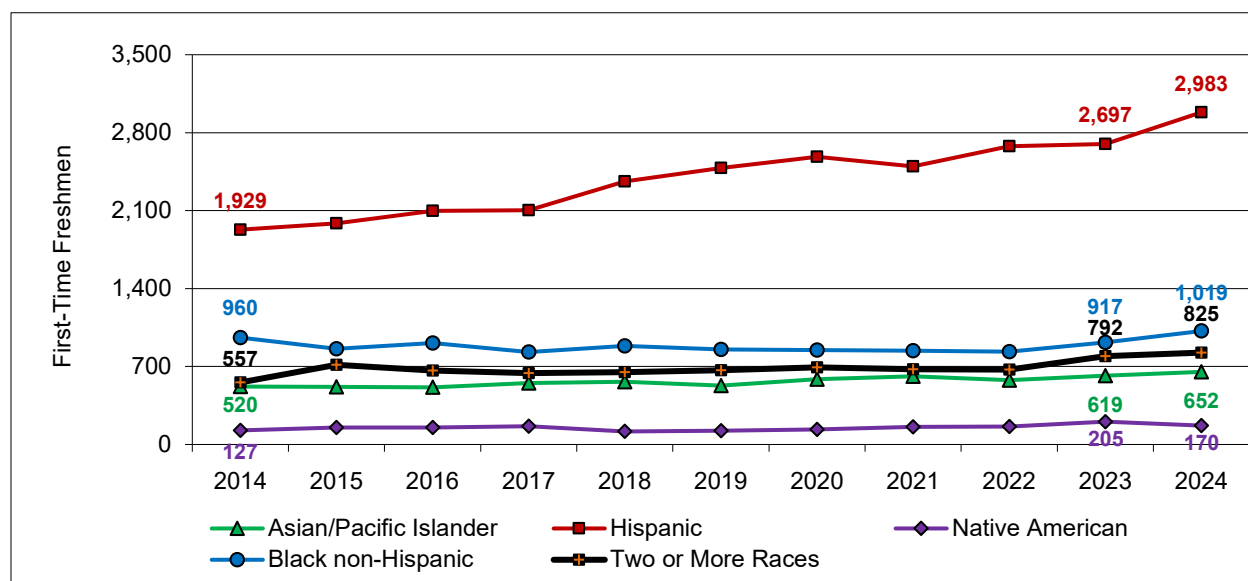
- As shown in [Figure 1.4.2](#), 17,984 first-time freshmen of known race/ethnicity were enrolled at Nebraska's postsecondary institutions in fall 2024, a 1.7% increase from the 17,687 first-time freshmen of known race/ethnicity enrolled in fall 2014.

Figure 1.4.2
Numbers of White Non-Hispanic and Minority First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2014 through Fall 2024



Note. Counts include full-time and part-time students. Counts do not include U.S. Nonresidents 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 2014 through fall 2024 surveys.

Figure 1.4.3
Numbers of Minority Students Enrolled as First-Time Freshmen
at Nebraska Postsecondary Institutions
Fall 2014 through Fall 2024



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 2014 through fall 2024 surveys.

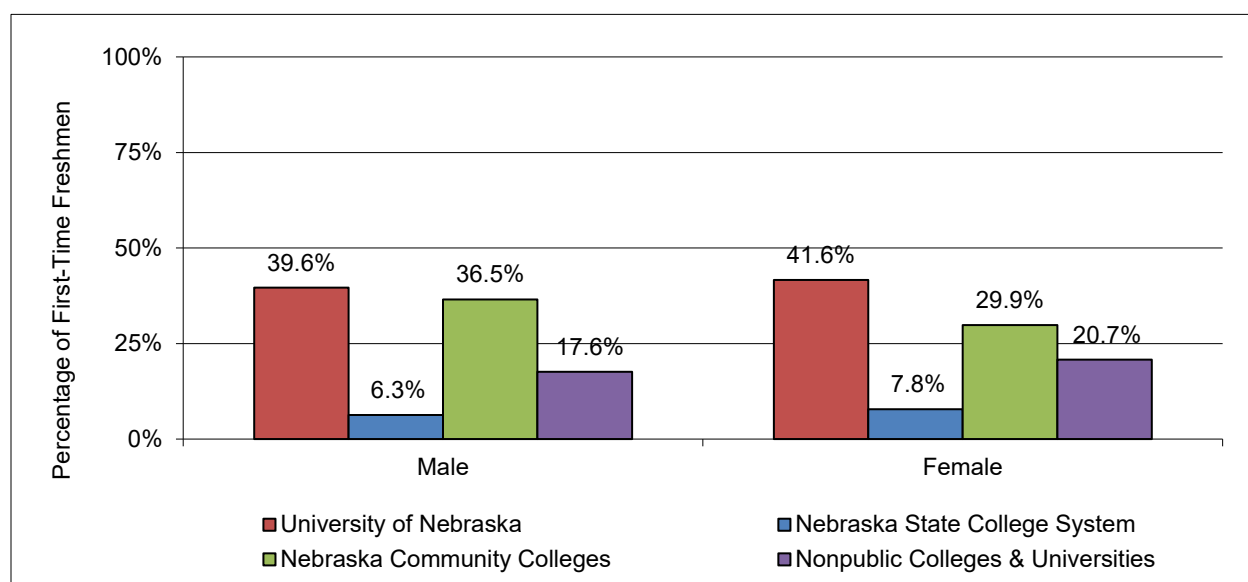
- In fall 2014, White non-Hispanics accounted for 76.9% of the first-time freshmen, while minorities accounted for 23.1%. Of the first-time freshmen enrolled in fall 2024, 68.6% were White non-Hispanics, while 31.4% were minorities.¹⁵
- As shown in [Figure 1.4.3](#), there were increases in the number of first-time freshmen for Asians/Pacific Islanders (25.4%), Hispanics (54.6%), Native Americans (33.9%), Black non-Hispanics (6.1%), and multiracial students (48.1%) between fall 2024 and fall 2014. Meanwhile, the number of White non-Hispanic first-time freshmen decreased 9.3% since fall 2014.
- The net effect of these changes is that there were **1,556 more minority students** attending Nebraska colleges as first-time freshmen in fall 2024 than in fall 2014, an increase of 38.0%. In comparison, there were **1,259 fewer White non-Hispanic** first-time freshmen in fall 2024 than in fall 2014, a decrease of 9.3%.

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

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

- [Figure 1.4.4](#) shows the percentages, by sector, of male and female first-time freshmen who attended institutions within Nebraska's postsecondary education system in fall 2024. Both male and female students most frequently enrolled as first-time freshmen at the University of Nebraska. However, male first-time freshmen were much more likely to enroll at the community colleges than female first-time freshmen.

Figure 1.4.4
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Sex and by Sector
Fall 2024



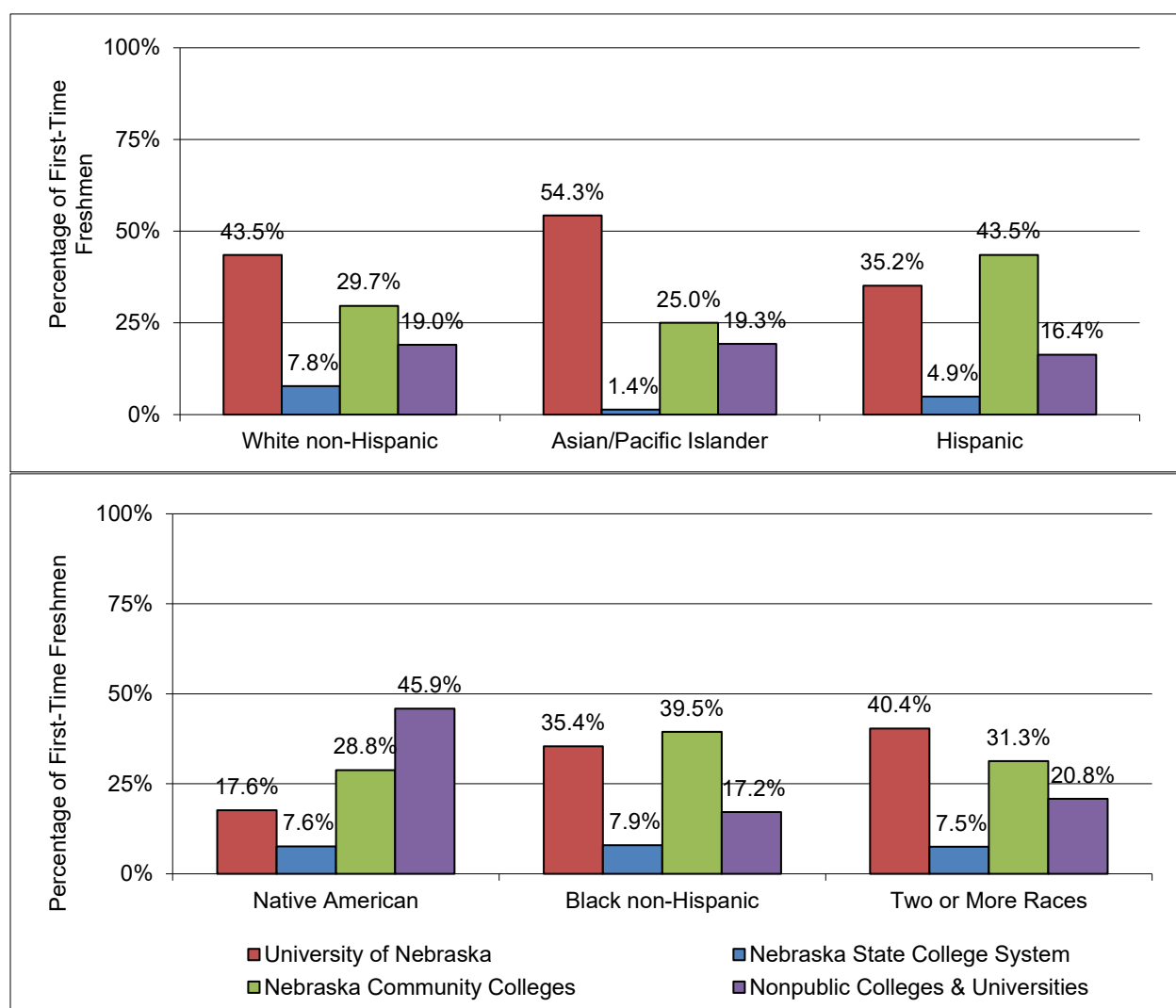
Note. Counts include full-time and part-time students. See [Table A7.2 in Appendix 7](#) for fall 2014 through fall 2024 data. Data source: National Center for Education Statistics, IPEDS fall 2024 survey.

¹⁵ 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.

- [Figure 1.4.5](#) 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 2024.
- As evidenced in [Figure 1.4.5](#), White non-Hispanics, Asian/Pacific Islanders, and multiracial students most frequently enrolled as first-time freshmen at the University of Nebraska. Hispanic and Black non-Hispanic first-time freshmen were most likely to enroll at the community colleges while Native Americans were most likely to enroll at the nonpublic colleges and universities.
- As shown in [Table A7.3](#) in [Appendix 7](#), 62 (36.5%) of the 170 Native Americans who were first-time freshmen in fall 2024 attended Little Priest Tribal College (27) or Nebraska Indian Community College (35).

Figure 1.4.5

**First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Race/Ethnicity and by Sector
Fall 2024**



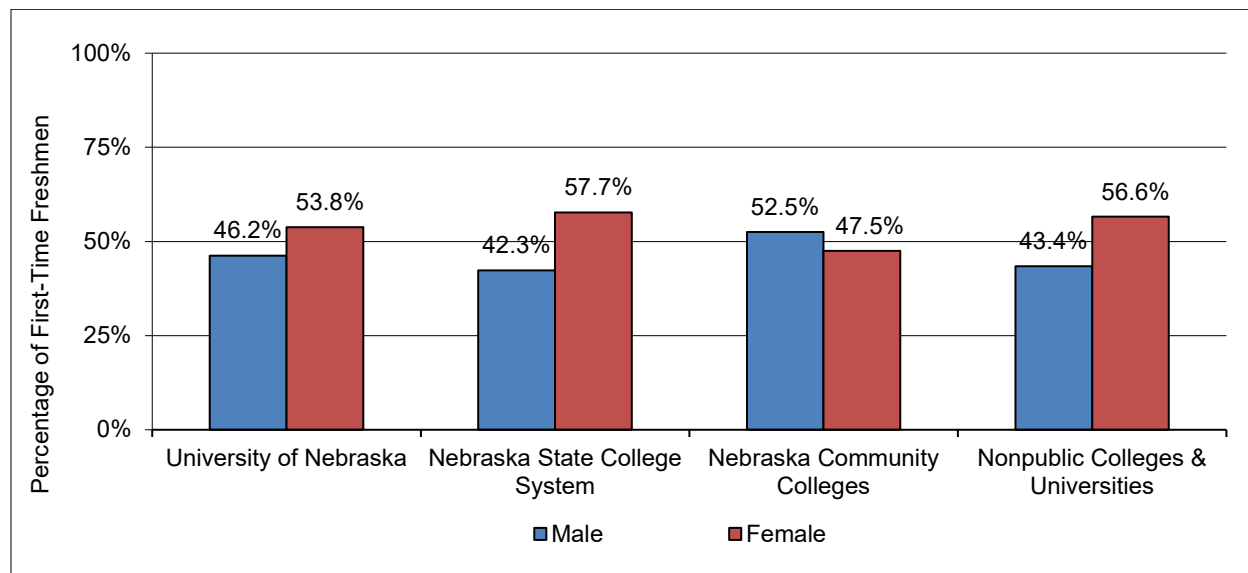
Note. Counts include full-time and part-time students. Counts do not include U.S. Nonresidents or students of unknown race/ethnicity. The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are included under nonpublic colleges and universities. See [Table A7.3](#) in [Appendix 7](#) for fall 2014 through fall 2024 data. Data source: National Center for Education Statistics, IPEDS fall 2024 survey.

Representation of Sex and Racial/Ethnic Groups by Sector

Representation of each sex and racial/ethnic group varied across the sectors of higher education, as shown in [Figure 1.4.6](#) and [Figure 1.4.7](#).

Figure 1.4.6

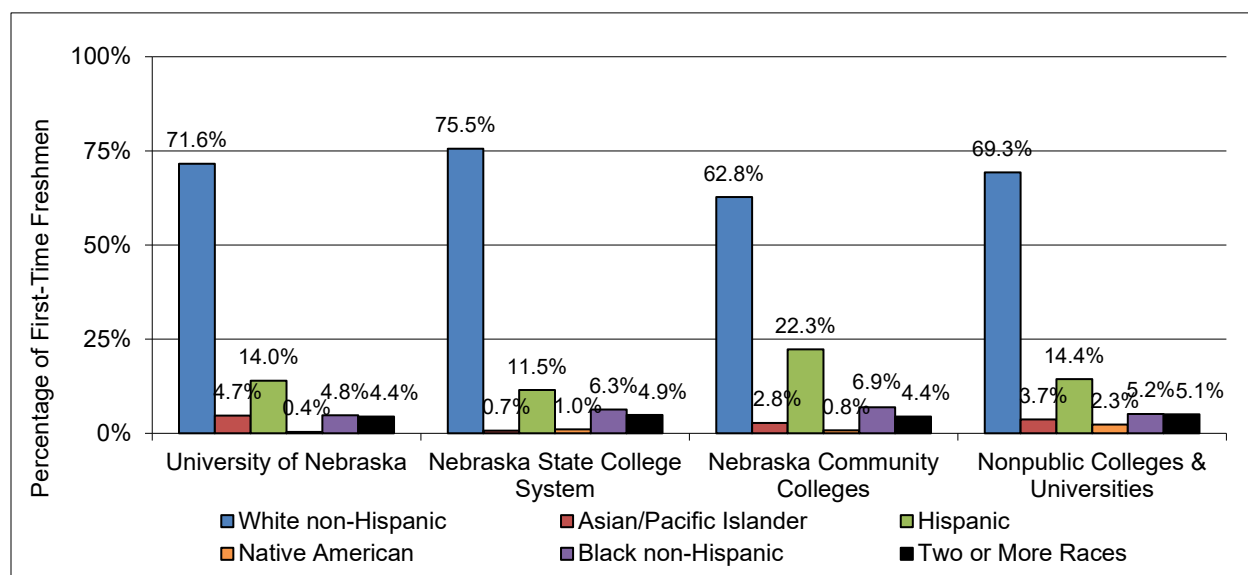
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions By Sector and by Sex Fall 2024



Note. Includes full-time and part-time students. See [Table A7.4](#) in [Appendix 7](#) for fall 2014 through fall 2024 data. Data source: National Center for Education Statistics, IPEDS fall 2024 survey.

Figure 1.4.7

First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions By Sector and by Race/Ethnicity Fall 2024



Note. Includes full-time and part-time students. Does not include U.S. Nonresidents or students of unknown race/ethnicity. See [Table A7.5](#) in [Appendix 7](#) for fall 2014 through fall 2024 data. Data source: National Center for Education Statistics, IPEDS fall 2024 survey.

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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.¹⁶ 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 Nebraska High School Seniors 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 despite the efforts of high school counselors, college financial aid officers, and organizations like EducationQuest, Avenue Scholars, and College Possible that help students complete the FAFSA. The National College Access Network (NCAN), a national organization devoted to advocating for college affordability, particularly the federal Pell Grant program, estimates the Nebraska high school class of 2024 missed out on over \$27.5 million in federal Pell grants by not filing the FAFSA.¹⁷ Without that aid, most of those students could not enroll in college.

As [Figure 1.5.1](#) indicates, Nebraska ranked ninth in FAFSA completions for high school seniors in the class of 2025. 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 currently has extensive outreach of EducationQuest 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. Beginning with the 2024-2025 school year, Nebraska public high school students must complete the FAFSA or opt out prior to graduating from high school.¹⁸

Like most states, Nebraska suffered declines in FAFSA completions by high school seniors in recent years, which corresponded to declines in college going among recent high school graduates. FAFSA completion and college continuation among low-income students nationwide were heavily impacted by COVID-19, as distance education was difficult for low-income students without good access to technology at home and counselors were less able to

¹⁶ For more information on tuition, fees, and financial aid, see the *2024 Tuition, Fees, and College Affordability Report*, available on the Commission’s website at ccpe.nebraska.gov/reports.

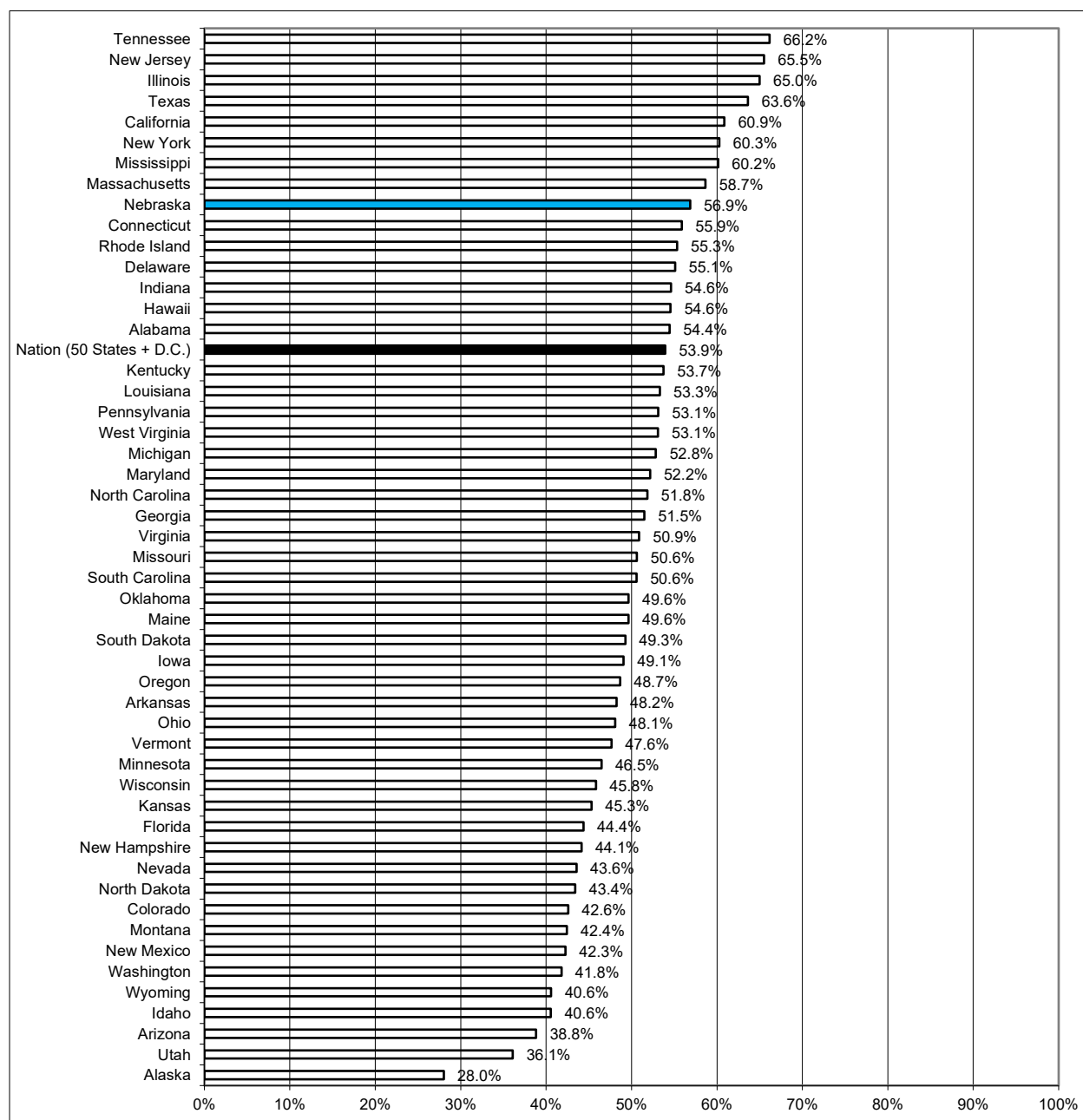
¹⁷ *New Report Highlights Benefit of Pell Grant for Students and States*, April 14, 2025, <https://www.ncan.org/news/698621/New-Report-Highlights-Benefit-of-Pell-Grant-for-Students-and-States.htm>.

¹⁸ See Neb. Rev. Stat. § 79-729 (3) for exemptions to the FAFSA completion requirement, available at <https://nebraskalegislature.gov/laws/statutes.php?statute=79-729>.

assist students with college planning and FAFSA completion. Additionally, the new FAFSA form experienced numerous technical issues and delays for the class of 2024, leading to a national decline of 7.6 percentage points over the prior year (from 53.4% to 46.0%). However, the most recent data reveals a large rebound for the class of 2025, increasing 7.9 percentage points nationally (from 46.0% to 53.9%). Notably, Nebraska had the largest increase nationally between 2024 and 2025 (14.8 percentage points). [Figure 1.5.2](#) shows the FAFSA completion rates for Nebraska, neighboring states, and the best and worst performing states in FAFSA completion.

Figure 1.5.1

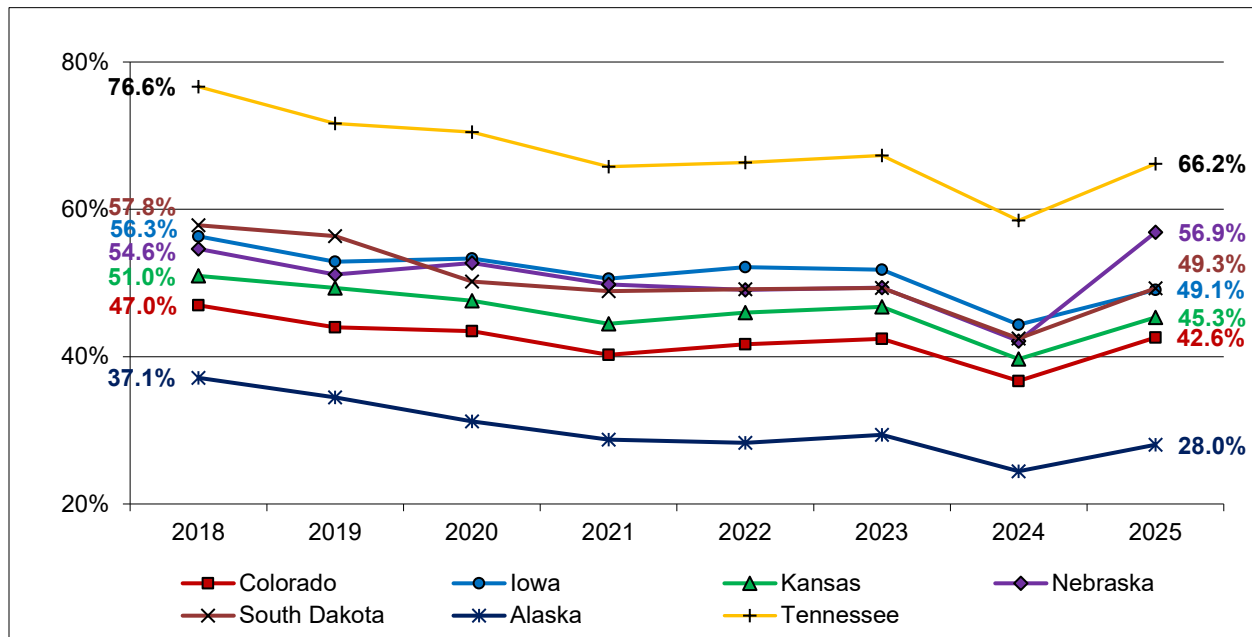
**Free Application for Federal Student Aid (FAFSA) Completion Rates by State
High School Seniors in the Class of 2025**



Note. Includes students who completed the FAFSA between October 1, 2024, and June 30, 2025. 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 2026.

Figure 1.5.2

**Free Application for Federal Student Aid (FAFSA) Completion Rates
Nebraska Compared to Other States
High School Seniors in the Class of 2018 through the Class of 2025**



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 2026.

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

Nebraska allocates state General and lottery funds to the Nebraska Opportunity Grant (NOG) program, Nebraska's only state-wide, need-based financial aid program. Nebraska Opportunity 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 Nebraska Opportunity 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 Nebraska Opportunity Grants.

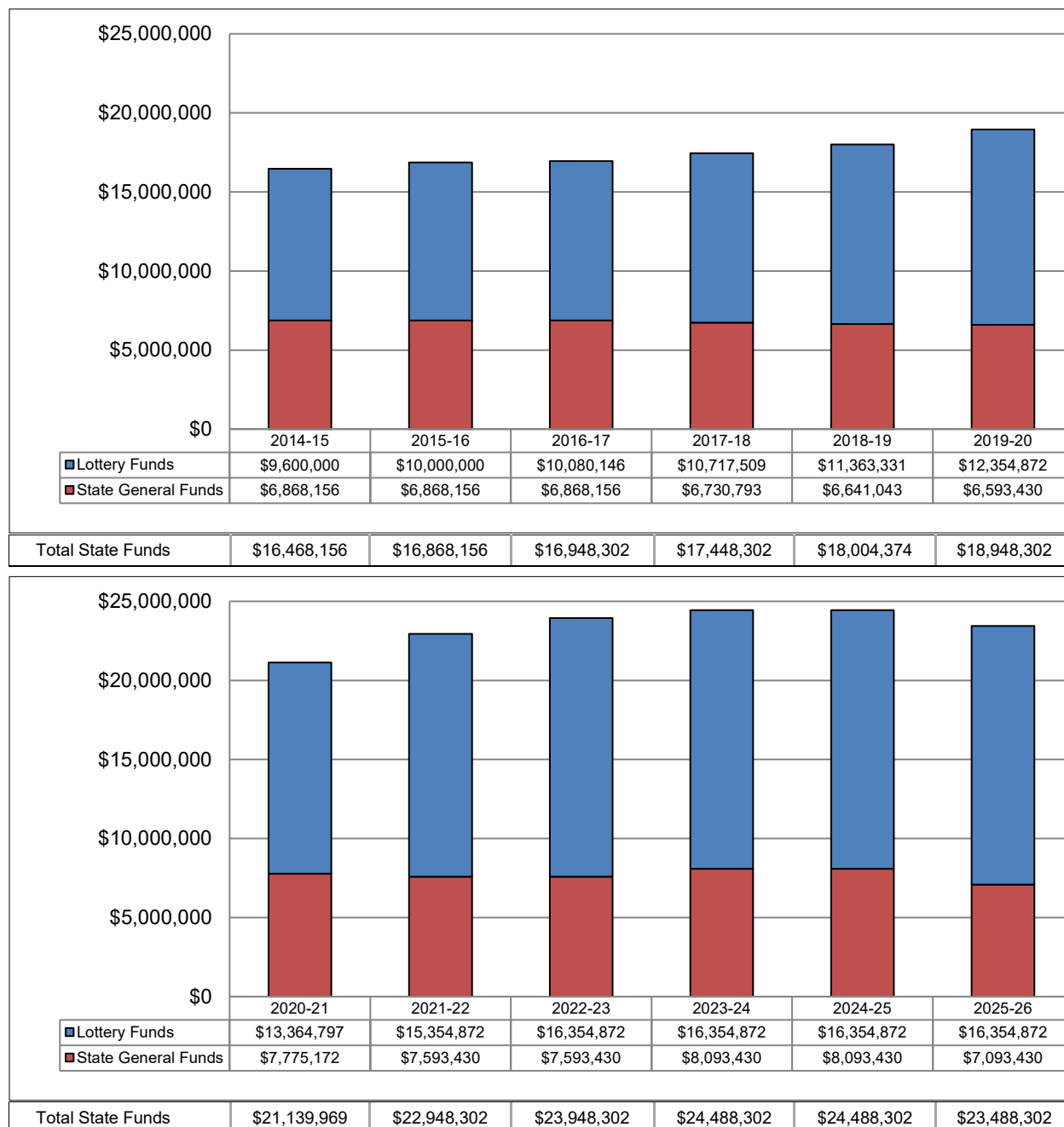
[Figure 1.5.3](#) illustrates how the amount of available funding for NOG has significantly increased since 2014-2015. For the 2014-2015 academic year, the state allocated \$16,468,156 for grant aid to students attending public and private institutions in Nebraska. For 2024-2025, the state allocated \$24,448,302 to assist students from low-income families attend higher education institutions in Nebraska, an increase of 48.5%. For the 2025-2026 academic year, the amount of available state funding for grant aid decreased to \$23,448,302. Therefore,

¹⁹ For more information on the Nebraska Opportunity Grant, see the *Nebraska Opportunity Grant 2024-25 Year-End Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

available state funding for student financial aid in 2025-2026 is 42.4% higher than the state appropriated for student financial aid in 2014-2015.

Between 2014-2015 and 2025-2026, allocation of lottery funds for NOG increased 70.4%, from \$9,600,000 in 2014-2015 to \$16,354,872 in 2025-2026. Over the same period, appropriations for NOG from the state's General Fund increased 3.3%, from \$6,868,156 to \$7,093,430.

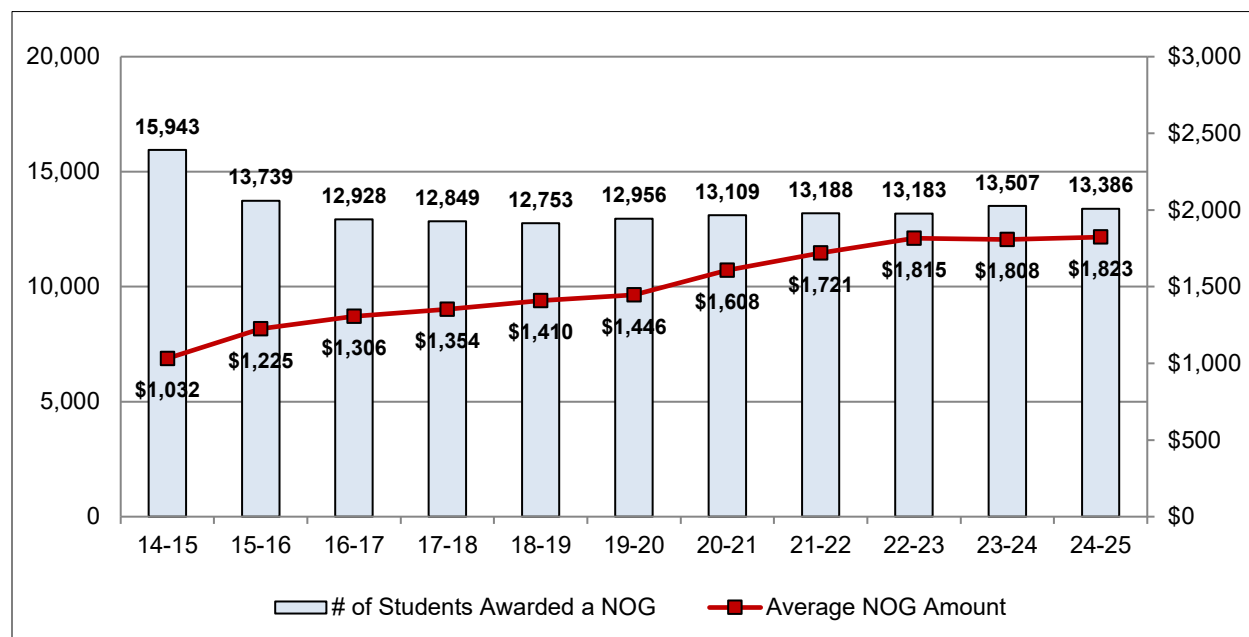
Figure 1.5.3
Sources and Amounts of Available Funding
for the Nebraska Opportunity Grant Program
2014-2015 through 2025-2026



Data sources: Nebraska's Coordinating Commission for Postsecondary Education, *2024 Tuition, Fees, and College Affordability Report*, supplemented with CCPE records, December 2025.

Between 2014-2015 and 2024-2025, as shown in [Figure 1.5.4](#), the number of students who received NOG decreased 16.0%, from 15,943 to 13,386, and the average awarded grant increased 76.7%, from \$1,032 to \$1,823.²⁰

Figure 1.5.4
Number of Students Who Received
Nebraska Opportunity Grants (NOGs) and the Average Grant Awarded
2014-2015 through 2024-2025



Data source: Nebraska's Coordinating Commission for Postsecondary Education, *Nebraska Opportunity Grant Year-End Report*, 2015 through 2025.

Unfortunately, as shown in [Figure 1.5.5](#), many students who are eligible for Nebraska Opportunity Grants do not receive them. In 2024-2025, for example, 13,386 students received a NOG. However, based upon expenditure reports submitted to the Commission by each institution, it is estimated that an additional 17,799 students qualified for NOG but did not receive a NOG due to insufficient available funding.

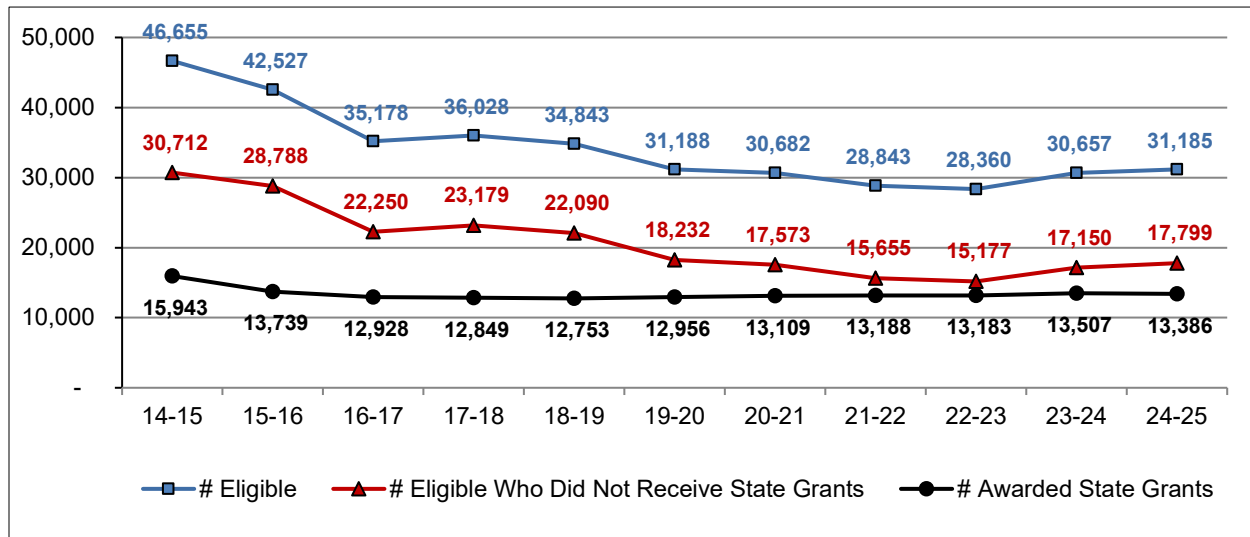
Furthermore, while the percentage of eligible students who receive Nebraska Opportunity Grants has increased, it remains low. In 2014-2015, only 34.2% of the students who were eligible for NOGs received them. In 2024-2025, 42.9% of the eligible students received Nebraska Opportunity Grants.

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 Opportunity 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 2014-2015, the maximum award was \$3,987. For 2024-2025, the maximum award was \$5,168.

Figure 1.5.5

**Number of Students Eligible to Receive Nebraska Opportunity Grants
Compared to the Number of Students Awarded a Nebraska Opportunity Grant
2014-2015 through 2024-2025**



Data source: Nebraska's Coordinating Commission for Postsecondary Education, *Nebraska Opportunity Grant Year-End Report*, 2015 through 2025.

Other Evidence of Unmet Need for Financial Aid

Although state funding of financial aid has increased significantly since 2014-2015, there is a substantial amount of unmet financial need in Nebraska, including the need not met by Nebraska Opportunity 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 Direct Parent PLUS (parent loan for undergraduate students), from the total cost of attending Nebraska colleges and universities for all Pell-Grant-eligible students.²¹ Using this formula, which includes subsidized and unsubsidized loans as financial aid, the Commission estimates the unmet need of Nebraskans was over \$227 million in 2014-2015 and nearly \$264 million in 2024-2025.²²

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. While students from families with median incomes needed 11% of their family income to pay for full-time enrollment at public two-year institutions in 2021-22, students from low-income families needed 19% of their family income to pay for full-time enrollment at public two-year institutions. For more details, see page 1 of the Commission's *2025 Measuring Accomplishments* report.

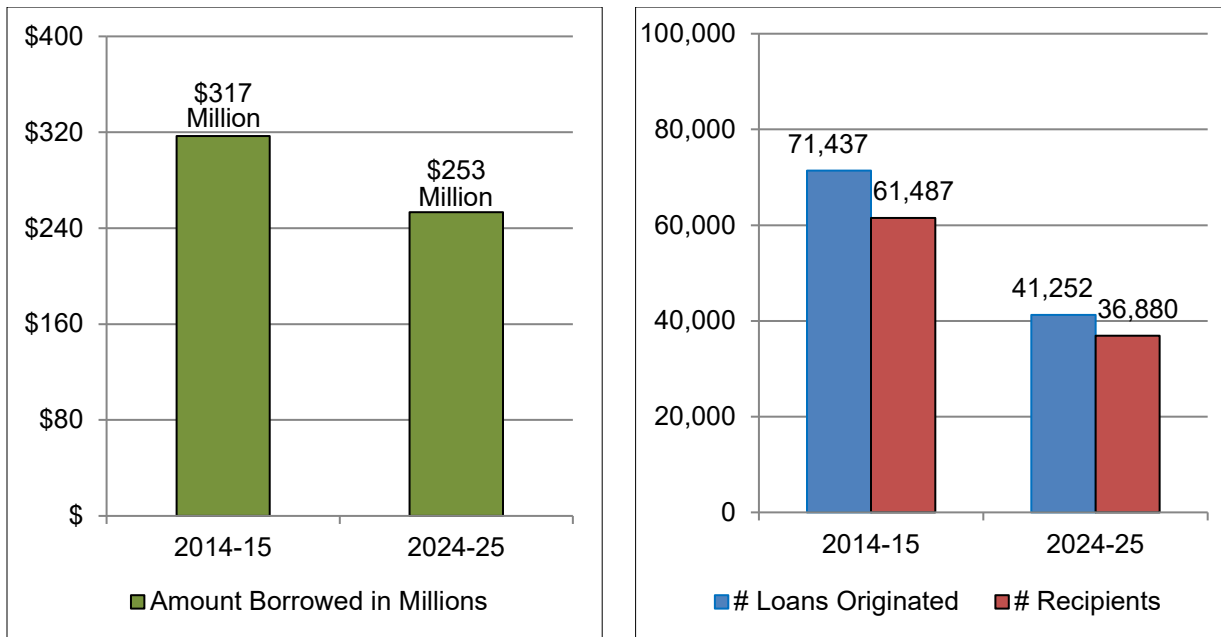
As illustrated in [Figure 1.5.6](#), the amount students borrowed to attend Nebraska's public postsecondary institutions decreased 20.1%, from \$316,771,834 in 2014-2015 to \$253,256,482 in 2024-2025.²³ The number of loan recipients decreased 40.0%, from 61,487 in 2014-2015 to 36,880 in 2024-2025, while the number of originated loans decreased 42.3%, from 71,437 in 2014-2015 to 41,252 in 2024-2025.

²¹ Cost of attendance includes tuition and mandatory fees, room and board, and books and supplies.

²² For details regarding these estimates, see the Commission's *2024 Tuition, Fees, and College Affordability Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

²³ Originated loans, including fees.

Figure 1.5.6
Level of Student Borrowing to Attend Nebraska's Public Colleges and Universities
2024-2025 Compared to 2014-2015



Note. Includes all undergraduate and graduate Direct Loans (DL Subsidized, DL Unsubsidized-Undergraduate, DL Unsubsidized-Graduate, DL Parent Plus, and DL Grad Plus). Recipients may be duplicated across the five separate loan programs. Data source: U.S. Department of Education Federal Student Aid, Title IV Program Volume Reports, 2025.

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 the Nebraska Opportunity 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 Opportunity Grant program that occurred between 2014-2015 and 2024-2025. 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

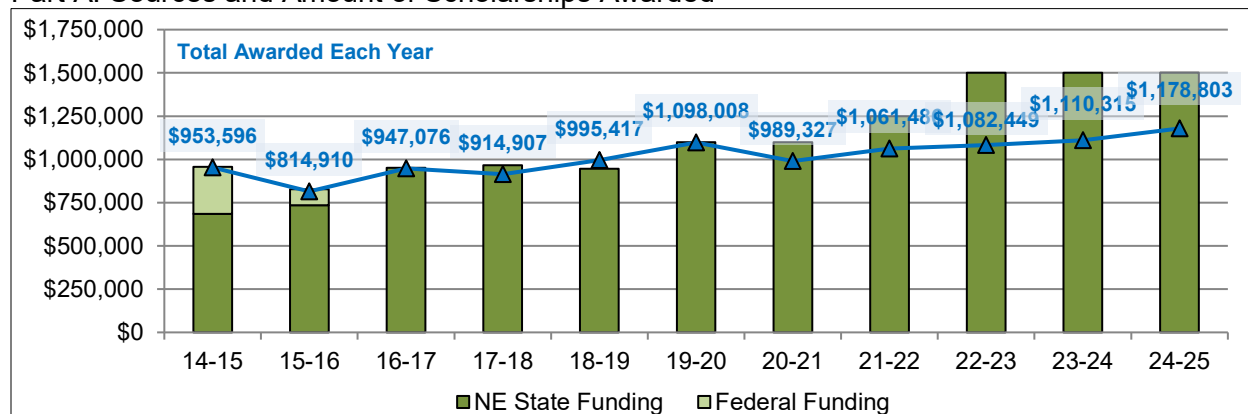
Started in fall 2007, the Access College Early (ACE) Scholarship Program awards scholarships to eligible low-income Nebraska high school students who take courses for credit from postsecondary institutions while the students are in high school. These courses are typically dual enrollment courses, which are offered for both high school and college credit, but some are college courses offered only for college credit.²⁴ Figure 1.5.7 illustrates the growth of the ACE Scholarship Program.

- In 2014-2015, 4,082 ACE scholarships totaling \$953,596 were awarded to 1,919 Nebraska high school students from 2111 high schools. These students registered for 13,785 credit hours at 18 Nebraska colleges and universities.

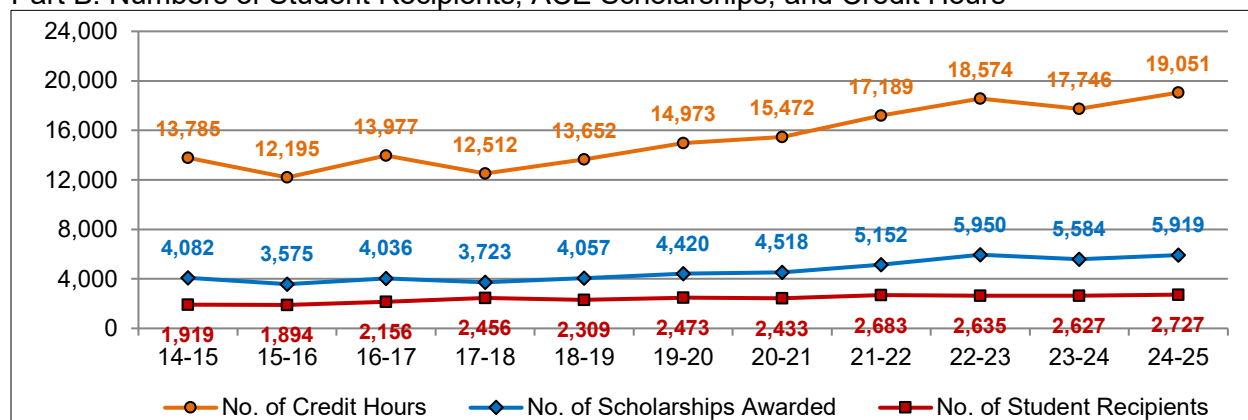
Figure 1.5.7

Growth of the Nebraska Access College Early (ACE) Scholarship Program 2014-2015 through 2024-2025

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 2024-2025, due to the available funding and reduction in charges at the community colleges, there was no limit to the number of scholarships available per student. See Table A8.4 in Appendix 8 for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, *Access College Early Scholarship Year-End Report*, 2015 through 2025.

²⁴ For more information on the Access College Early Scholarship, see the *Access College Early Scholarship 2024-25 Year-End Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

- In 2024-2025, 5,919 ACE scholarships totaling \$1,178,803 were awarded to 2,727 Nebraska high school students from 196 high schools. These students registered for 19,051 credit hours at 19 Nebraska colleges and universities. A total of \$1,400,000 is appropriated for ACE scholarships for 2025-2026.

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 2023-2024, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2024, and May 31, 2025.²⁵ 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 sex 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.²⁶

Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Effective with the 2021-2022 cohort, students are also classified as low income if they graduate from a school that participates in the Community Eligibility Provision (CEP).

Non-low-income students are students who are not approved for free or reduced-price school lunches.²⁷

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.)

²⁵ While May 31st of the year following high school graduation is the cut-off date for college continuation rates in this section, the actual date may be slightly earlier, depending on when the Nebraska Department of Education submits data to the National Student Clearinghouse. See Table A8.5.a through Table A8.6.h in Appendix 8 for more information.

²⁶ Metropolitan Community College did not participate in ACE during the 2022-23 and 2023-24 academic years. Northeast Community College did not participate in ACE during the 2023-24 academic year. High school students taking coursework through these colleges were not charged tuition and fees during the respective academic years.

²⁷ The non-low-income students include students in low-income households that have not applied for free or reduced-price school lunches. Conversely, the low-income students in this study include at least some students who graduated from schools that participate in the CEP but were from non-low-income households.

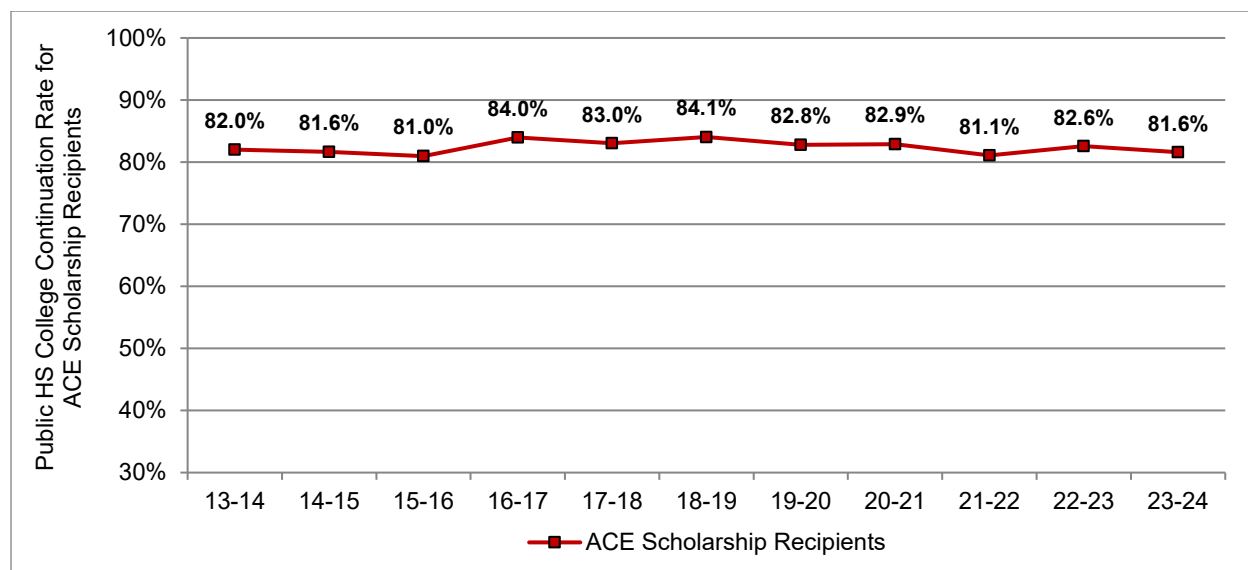
Students who were home-schooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students by income status.

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 71.5% for the 2013-2014 graduating class to 63.5% for the 2023-2024 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 2013-2014, the college-going rate for ACE scholarship recipients decreased slightly from 82.0% to 81.6% for 2023-2024 graduates.

Figure 1.5.8

College Continuation Rates for All Public High School Graduates Who Received Access College Early (ACE) Scholarships 2013-2014 through 2023-2024



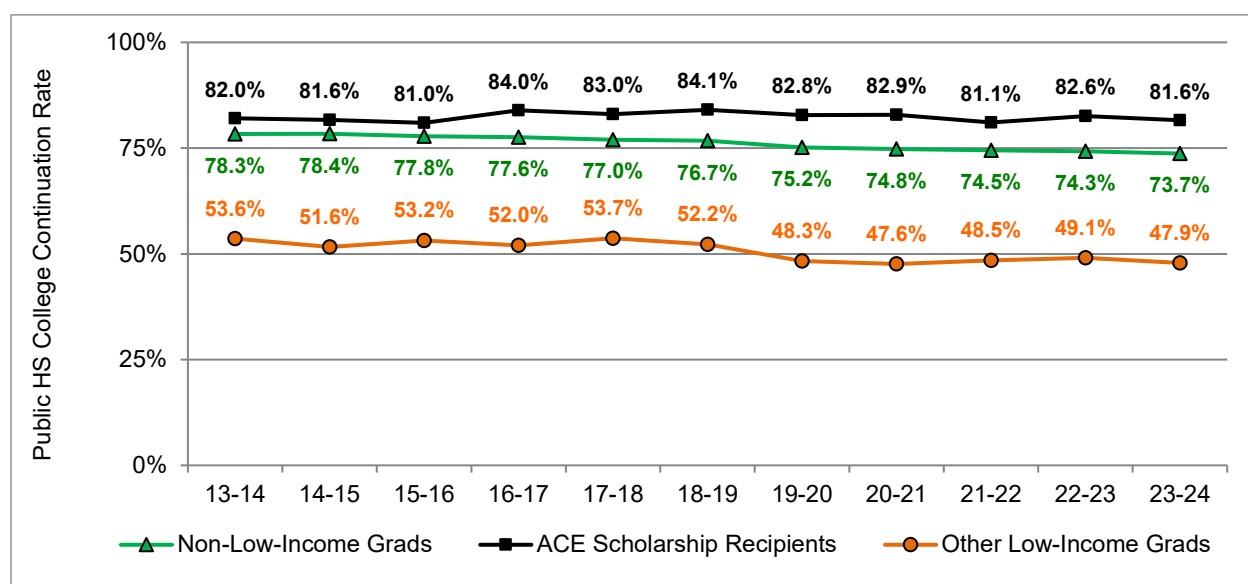
Note. See [Tables A8.5.a](#), [A8.5.b](#), [A8.5.c](#), [A8.6.a](#), [A8.6.b](#), [A8.6.c](#), [A8.6.d](#), [A8.6.e](#), [A8.6.f](#), [A8.6g](#), and [A8.6h](#) in [Appendix 8](#) for supporting data. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), July 2025; National Student Clearinghouse (college continuation data), June 2025; and Nebraska Department of Education (public high school graduate data), July 2025.

College Continuation Rates by Household Income

- As shown in [Figure 1.5.9](#), college continuation rates of ACE scholarship recipients have been higher than 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 2013-2014 and 2023-2024.
- Since 2013-2014, the college continuation rate decreased 0.4 percentage points for ACE scholarship recipients, 4.6 percentage points for non-low-income graduates, and 5.7 percentage points for other low-income graduates.

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: 2013-2014 through 2023-2024



Note. See [Tables A8.5.a, A8.5.b, A8.5.c, A8.6.a, A8.6.b, A8.6.c, A8.6.d, A8.6.e, A8.6.f, A8.6g, and A8.6h](#) in [Appendix 8](#) for supporting data. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), July 2025; National Student Clearinghouse (college continuation data), June 2025; and Nebraska Department of Education (public high school graduate data), July 2025.

NSWERS ACE Scholarship Program Evaluation

In late 2025, the Nebraska Statewide Workforce and Educational Reporting System (NSWERS) completed an evaluation on the impact of the ACE scholarship program on public high school performance and postsecondary outcomes. This project used propensity score matching to control for differences between ACE participants and non-participants to estimate the treatment effects of the ACE scholarship program.

College going rates were analyzed using 2018 through 2023 public high school graduates. Before adjusting for pre-existing differences between ACE recipients and non-ACE recipients, NSWERS reported a 19 percentage point difference between ACE recipients (83%) and non-ACE recipients (64%) for college-going rates. After adjusting the data through

propensity score matching to account for pre-existing differences, ACE recipients were 11 percentage points more likely to go to college than non-ACE recipients.

ACE recipients were slightly more likely to persist at four-year institutions (2 percentage point adjusted increase) and two-year institutions (4 percentage point adjusted increase) than non-ACE recipients.²⁸ While ACE recipients had a 2 percentage point adjusted increase in completion rates at four-year institutions compared to non-ACE participants, the difference was not statistically significant. At two-year institutions, ACE recipients had a 5 percentage point adjusted increase in completion rates than non-ACE participants.²⁹

The NSWERS evaluation concludes that the ACE program has a statistically significant positive impact on college-going rates, postsecondary persistence at both two-year and four-year institutions, and postsecondary completion at two-year institutions. While the impact on postsecondary completion at four-year institutions was not statistically significant, the trend was positive.³⁰

²⁸ Includes 2018 through 2022 cohort years.

²⁹ Includes 2018 and 2019 cohort years for four-year institutions and 2018 through 2021 cohort years for two-year institutions.

³⁰ For more information, see the full *2025 Access College Early (ACE) Scholarship Program Evaluation*, available at <https://insights.nswers.org/evaluations/ace-2025/>.

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 was 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.³¹

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

³¹ 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 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.³²

In addition to reporting the latest available retention, graduation, and transfer rates based on 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 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.

³² 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. 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.

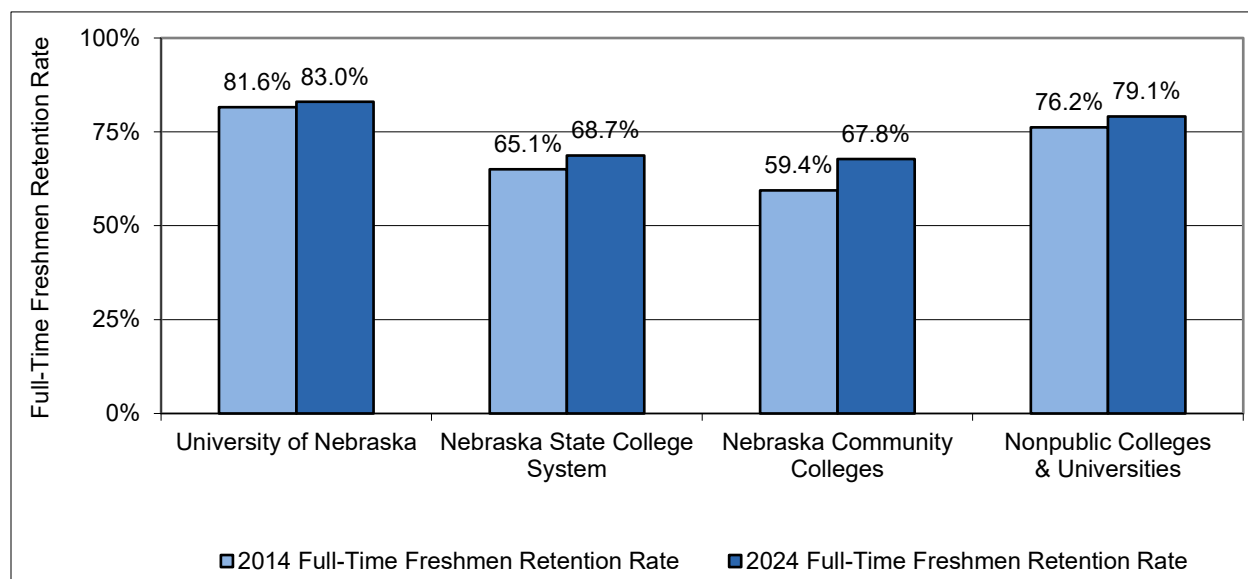
The following analysis of freshmen retention rates is based on data reported by Nebraska institutions to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The NCES defines a retention rate as the rate at which students persist in their 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 2024. Retention rates for fall 2025 will not be available until mid-2026 and will be reported in the *2027 Progress Report*. Consequently, the following analysis focuses on how fall 2024 retention rates compare to fall 2014 rates.

Full-Time Freshmen Retention Rates by Sector

Figure 2.1.1 shows that full-time freshmen retention rates for all sectors were higher in fall 2024 than they were in fall 2014.

Figure 2.1.1
Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2024 Compared to Fall 2014



Note. See [Table A9.1](#) and [Table A9.4](#) in [Appendix 9](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014 and fall 2024 surveys.

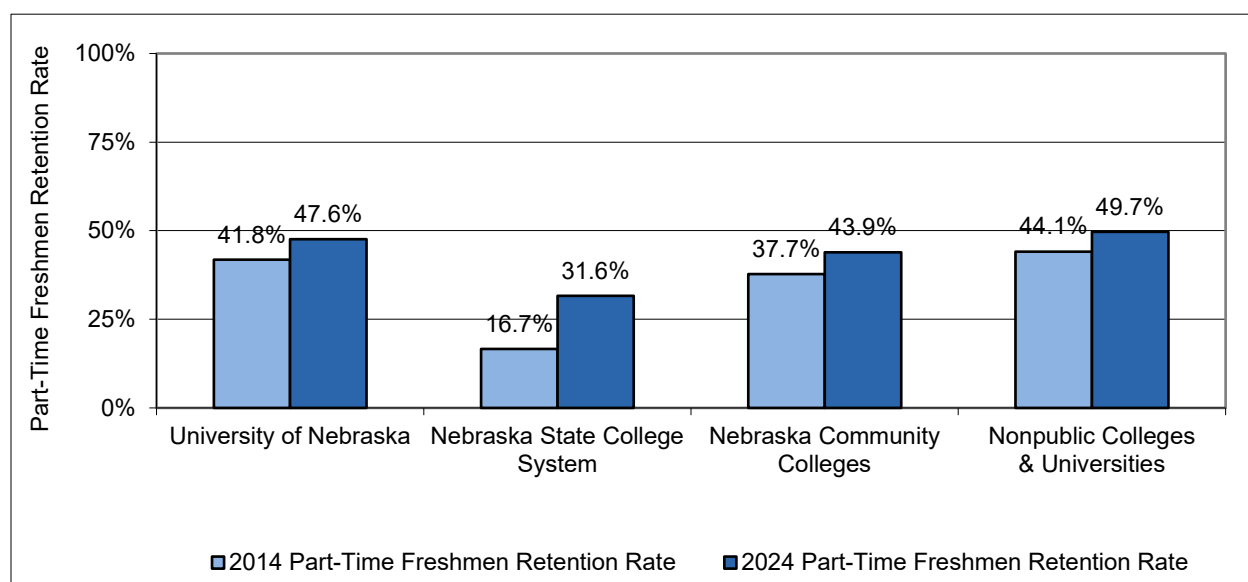
- The net effect of these changes in sector rates was that the overall full-time retention rate for all institutions in Nebraska increased 4.3 percentage points, from 73.1% in fall 2014 to 77.4% in fall 2024.
- See [Table A9.1](#) in [Appendix 9](#) for data related to the calculated sector and state retention rates for full-time freshmen. See [Table A9.4](#) in [Appendix 9](#) for the full-time retention rates by institution for fall 2014 and fall 2024.

Part-Time Freshmen Retention Rates by Sector

As shown in [Figure 2.1.2](#), part-time retention rates increased for all sectors of higher education in Nebraska.

- The net effect of these changes in sector rates was that the overall part-time retention rate for all institutions in Nebraska increased 6.6 percentage points, from 38.3% in fall 2014 to 44.9% in fall 2024.
- 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 2024 Compared to Fall 2014



Note. See [Table A9.2](#) and [Table A9.5](#) in [Appendix 9](#) for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014 and fall 2024 surveys.

Nebraska Freshmen Retention Rates Compared to Those of Other States

The charts in this section show the fall 2024 overall freshmen retention rates for full-time and part-time freshmen enrolled at Nebraska's public two-year institutions and Nebraska's public four-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 Two-Year Institutions

Figure 2.1.3 and Figure 2.1.4 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 2.1.3, the overall full-time retention rate for Nebraska's public two-year institutions was 67.5% in fall 2024, compared to a 64.3% retention rate for the nation.
- Nebraska's fall 2024 full-time retention rate for the two-year publics was the 8th highest in the nation.
- As shown in Figure 2.1.4, the overall part-time retention rate for Nebraska's public two-year institutions was 43.9% in fall 2024, compared to the national average of 44.3%.
- Nebraska's fall 2024 part-time retention rate for the two-year publics was the 25th highest in the nation.

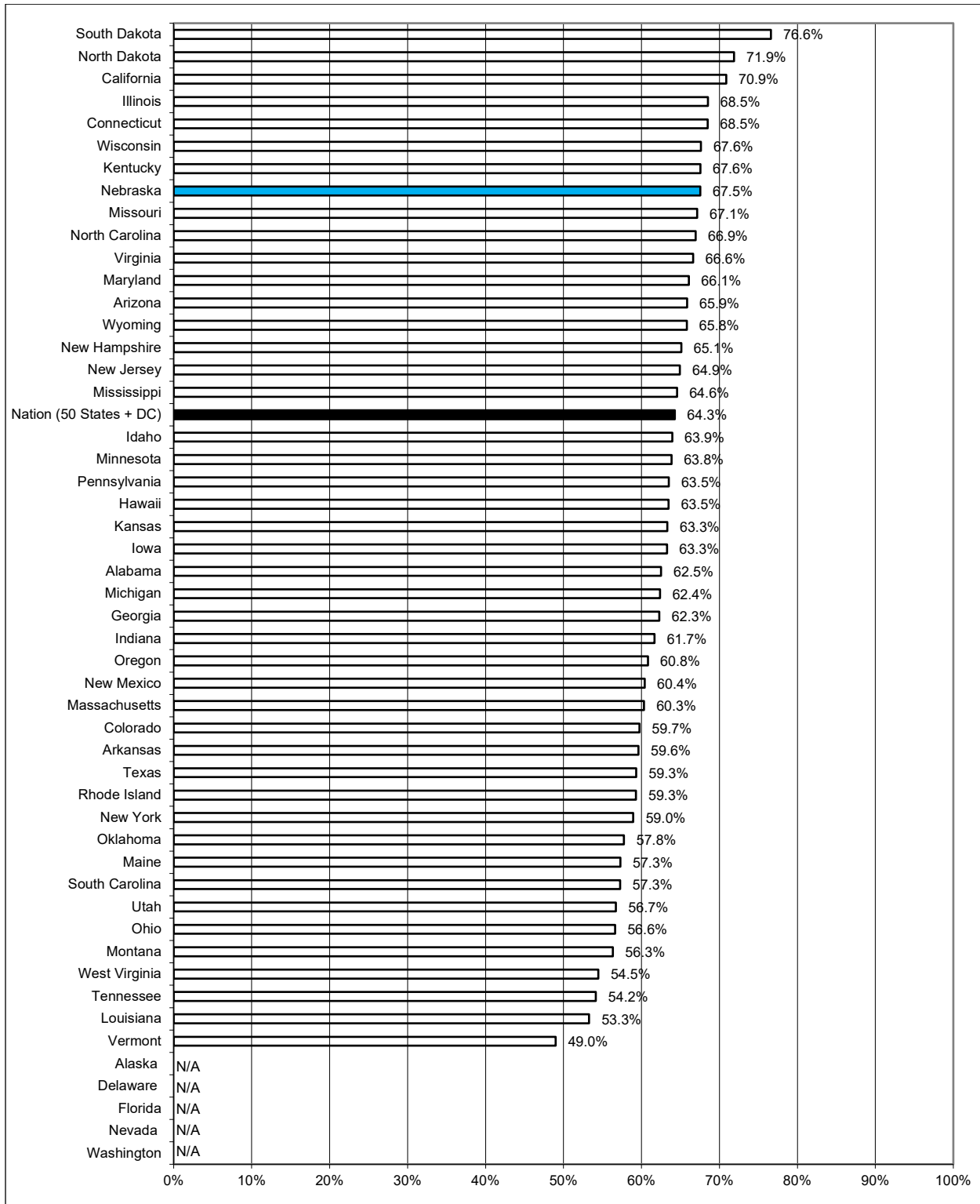
Retention Rates for Public Four-Year Institutions

Figure 2.1.5 and Figure 2.1.6 reveal that the fall 2024 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 2.1.5, 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 81.2% in fall 2024, compared to an 82.4% retention rate for the nation.
- Nebraska's fall 2024 full-time retention rate for public four-year institutions was the 25th highest in the nation.
- As shown in Figure 2.1.6, the overall part-time retention rate for Nebraska's public four-year institutions was 44.6% in fall 2024, compared to the national average of 54.3%.
- Nebraska's fall 2024 part-time retention rate for public four-year institutions was the 33rd highest in the nation.

Figure 2.1.3

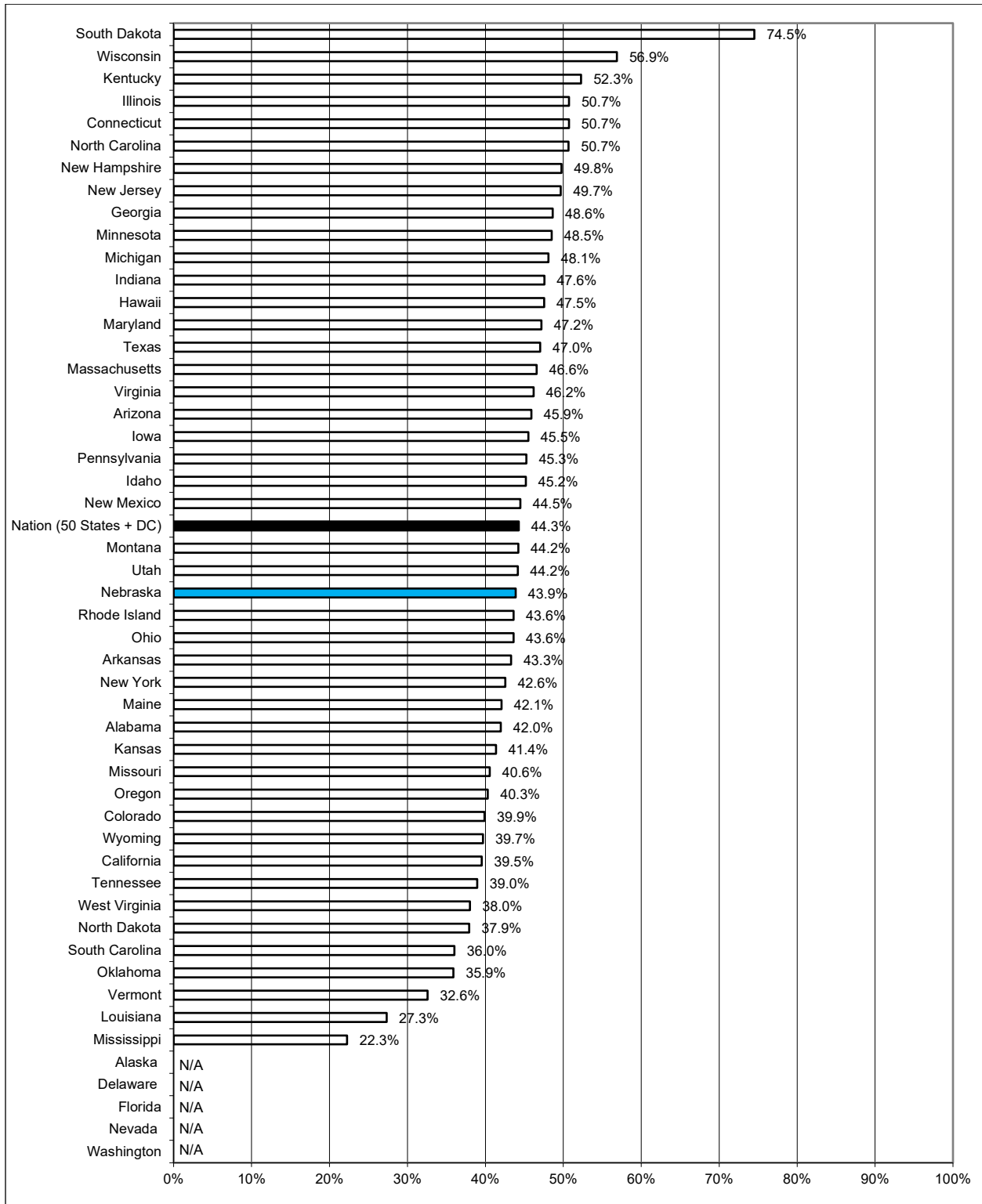
2024 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS fall 2024 survey.

Figure 2.1.4

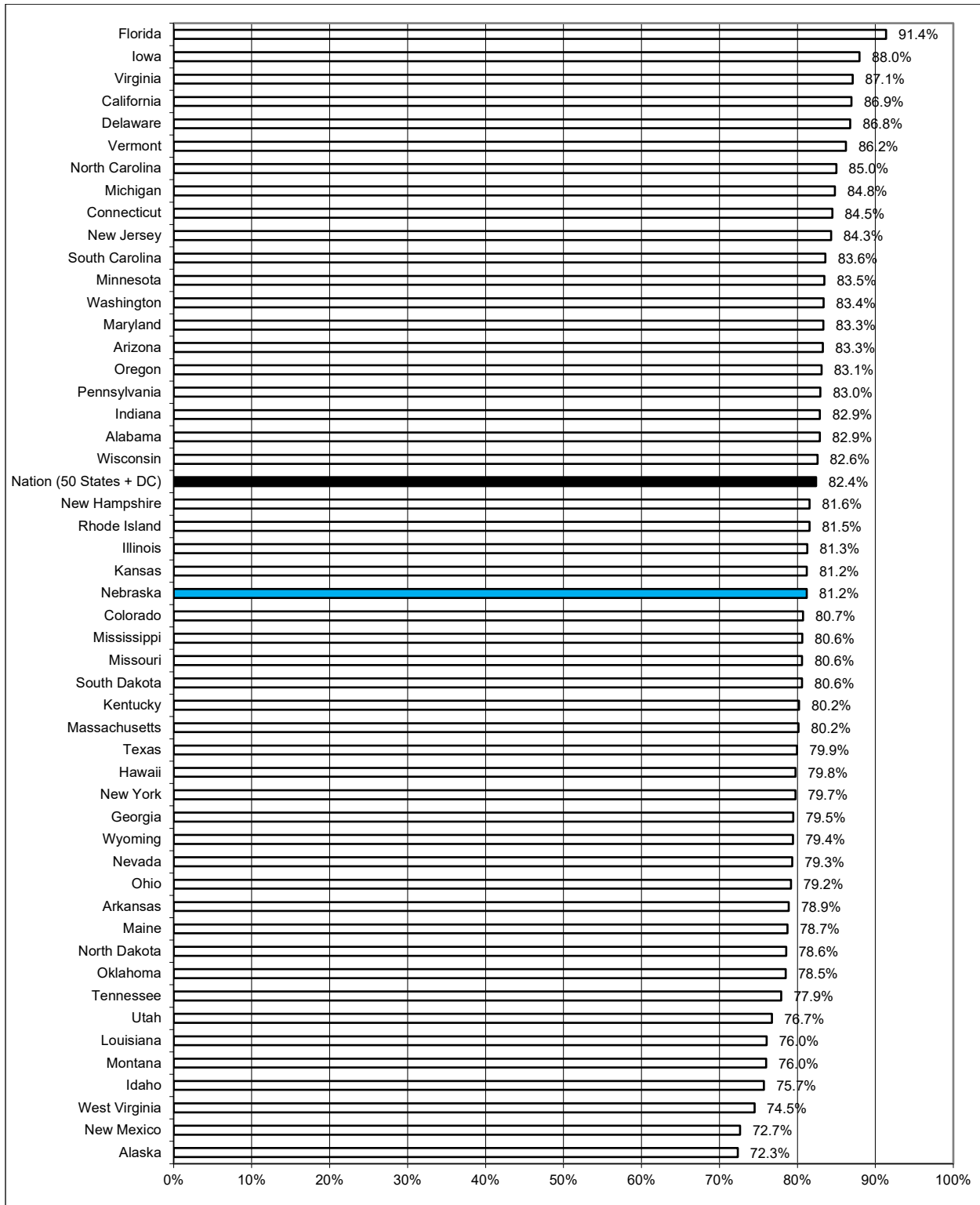
2024 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS fall 2024 survey.

Figure 2.1.5

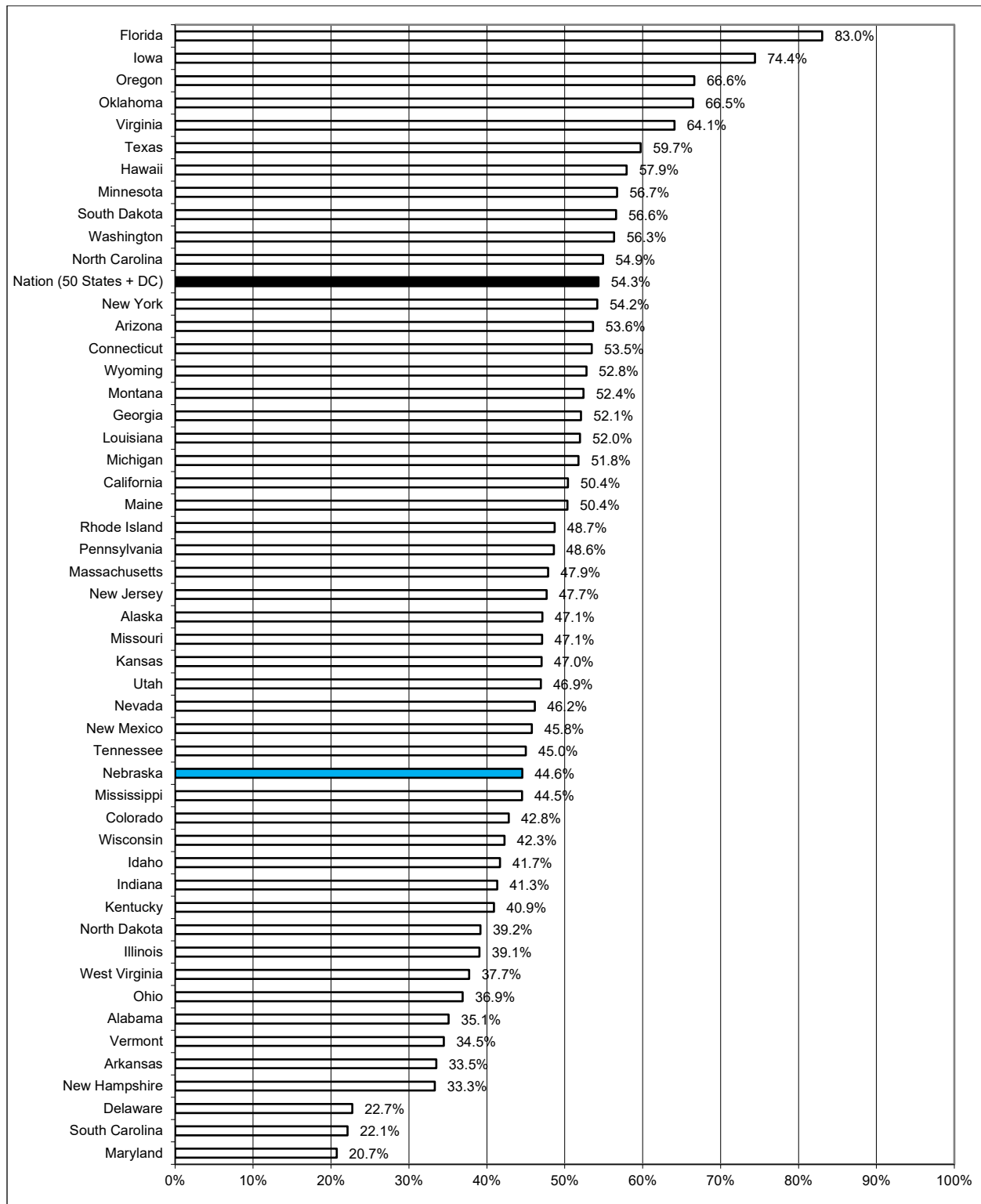
2024 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS fall 2024 survey.

Figure 2.1.6

2024 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS fall 2024 survey.

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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 2023-2024 academic year. Completion data for students who finished their degree programs in 2024-2025 will not be available for analysis until mid-2026. Consequently, the following analysis focuses on how 2023-2024 graduation rates for Nebraska institutions compare to 2013-2014 rates. **Throughout this analysis, the terms “completion rate” and “graduation rate” are used interchangeably.**

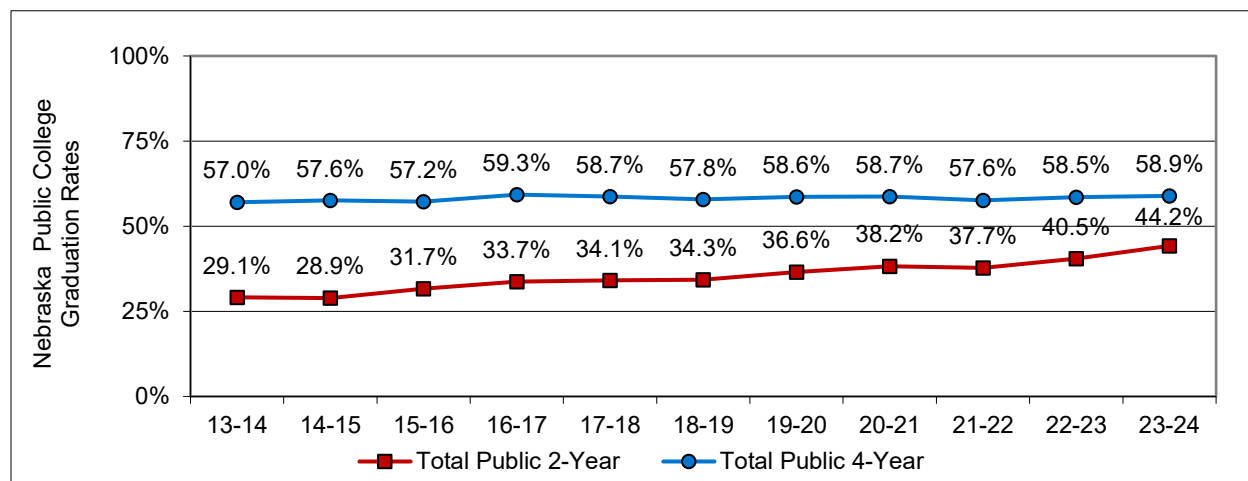
Based on the same cohorts as graduation rates, the 2023-2024 transfer rates for Nebraska’s six community colleges are presented at the end of this section. Presenting these rates provides an important supplement to the graduation rates reported for these institutions.

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 57.0% in 2013-2014 to 58.9% in 2023-2024. Meanwhile, the statewide graduation rate for Nebraska’s public two-year institutions increased from 29.1% in 2013-2014 to 44.2% in 2023-2024.

Figure 2.2.1
Graduation Rates within 150% of Normal Time
for Nebraska Public Postsecondary Institutions
2013-2014 through 2023-2024



Note. See Table A10.1 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 through 2024 surveys.

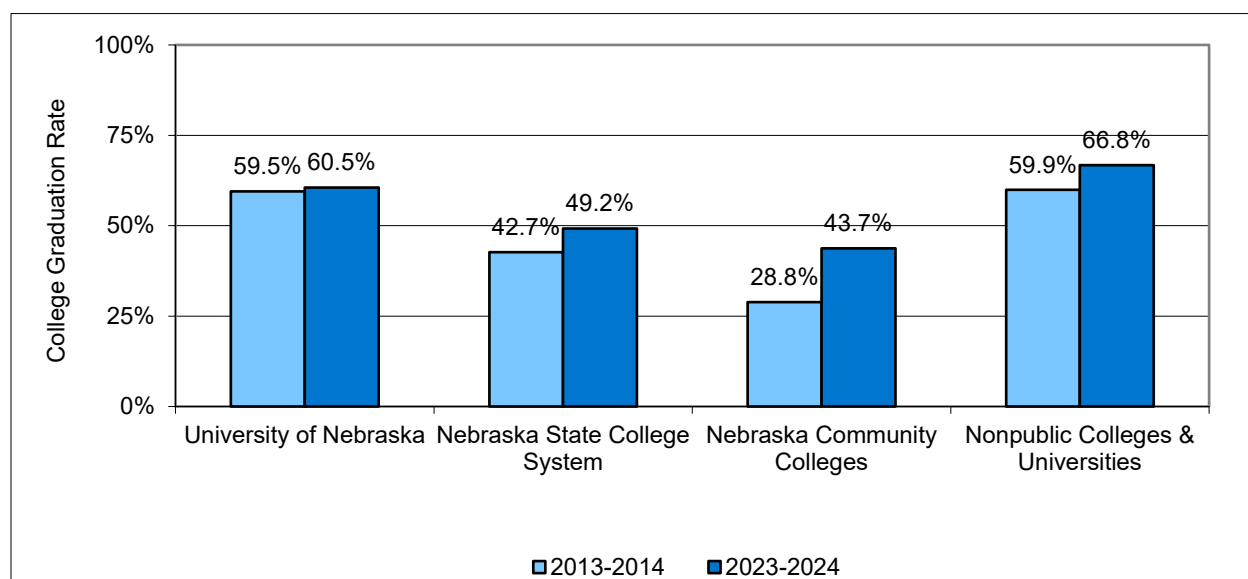
- The overall graduation rate for Nebraska's postsecondary institutions increased from 50.0% in 2013-2014 to 57.5% in 2023-2024. (See [Table A10.3](#) in [Appendix 10](#).)

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 59.5% in 2013-2014 to 60.5% in 2023-2024. The highest graduation rate within this sector in 2023-2024 was at the University of Nebraska–Lincoln (67.0%) while the lowest rate was at the University of Nebraska at Omaha (47.1%).
- The overall graduation rate for the Nebraska State College System increased from 42.7% in 2013-2014 to 49.2% in 2023-2024. The highest graduation rate within this sector in 2023-2024 was at Wayne State College (52.1%) while the lowest rate was at Peru State College (37.6%).
- The overall graduation rate for Nebraska's community colleges increased from 28.8% in 2013-2014 to 43.7% in 2023-2024. The highest graduation rate within this sector in 2023-2024 was at Northeast Community College (55.8%) while the lowest rate was at Metropolitan Community College (29.3%).
- Within the nonpublic sector, the graduation rate increased from 59.9% in 2013-2014 to 66.8% in 2023-2024. The highest graduation rate in the nonpublic sector in 2023-2024 was at Myotherapy Institute (100.0%). Meanwhile, Little Priest Tribal College reported the lowest graduation rate (13.3%) in the nonpublic sector. For some institutions, the cohorts are very small and graduation rates should be interpreted with caution. For example, while the 2023-2024 graduation rate for Myotherapy Institute was 100.0%, the cohort consisted of only six 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 2023-2024 Compared to 2013-2014



Note. See [Table A10.2](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

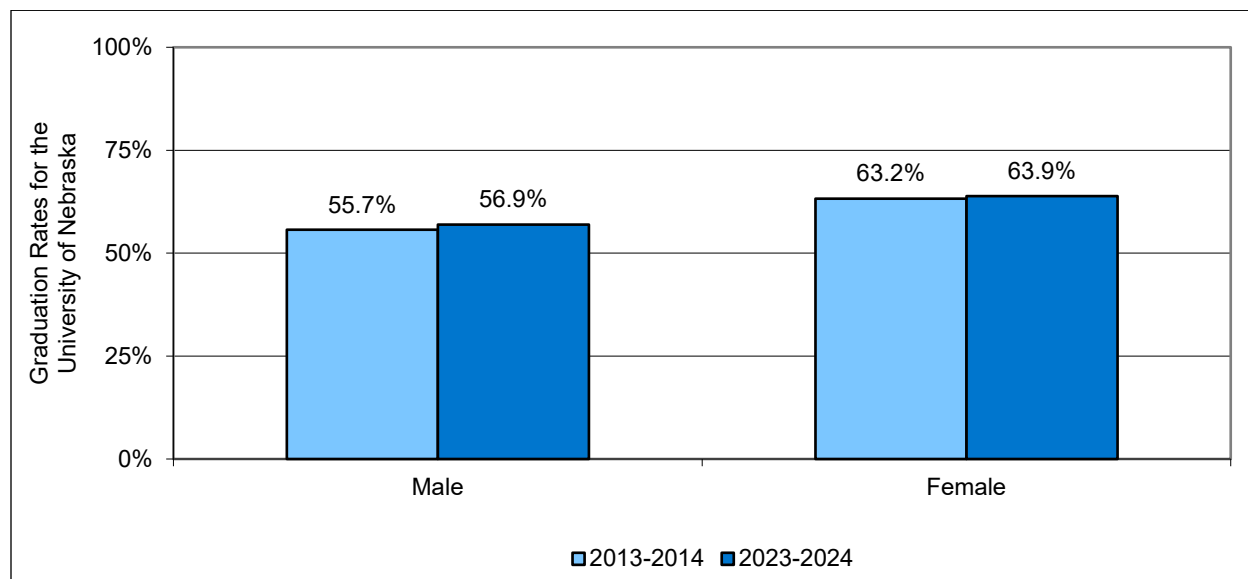
- Within all the sectors, some schools showed significant changes in their completion rates. Consequently, the sector completion rates shown in [Figure 2.2.2](#) should not be interpreted as an indicant of the performance of any particular school.
- See [Table A10.3](#) for the 2013-2014 and 2023-2024 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 2013-2014 through 2023-2024.

College Graduation Rates within 150% of Normal Time by Sector and by Sex

- The following charts show how the graduation rates by sex varied and changed between 2013-2014 and 2023-2024 within each sector of higher education in Nebraska.
- Segmenting college graduation rates by sector and by sex results in graduation rates for eight subgroups.
- As shown in [Figure 2.2.3](#), graduation rates at the University of Nebraska increased for both male and female students. However, graduation rates were higher for female students than male students.

Figure 2.2.3

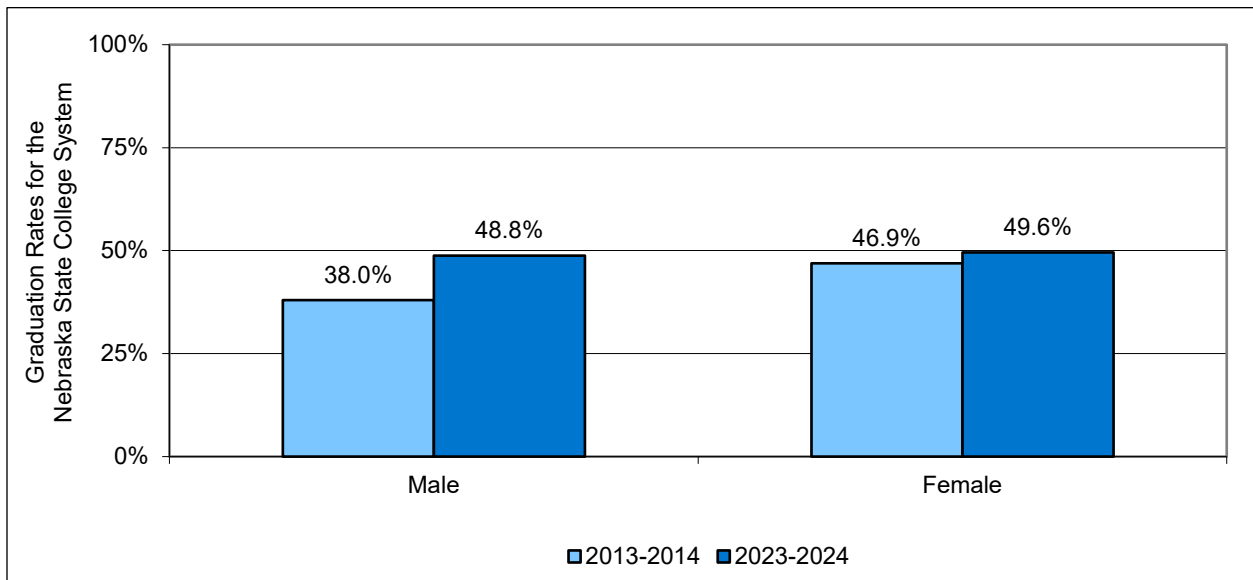
Graduation Rates within 150% of Normal Time for the University of Nebraska by Sex 2023-2024 Compared to 2013-2014



Note. See [Table A10.5](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

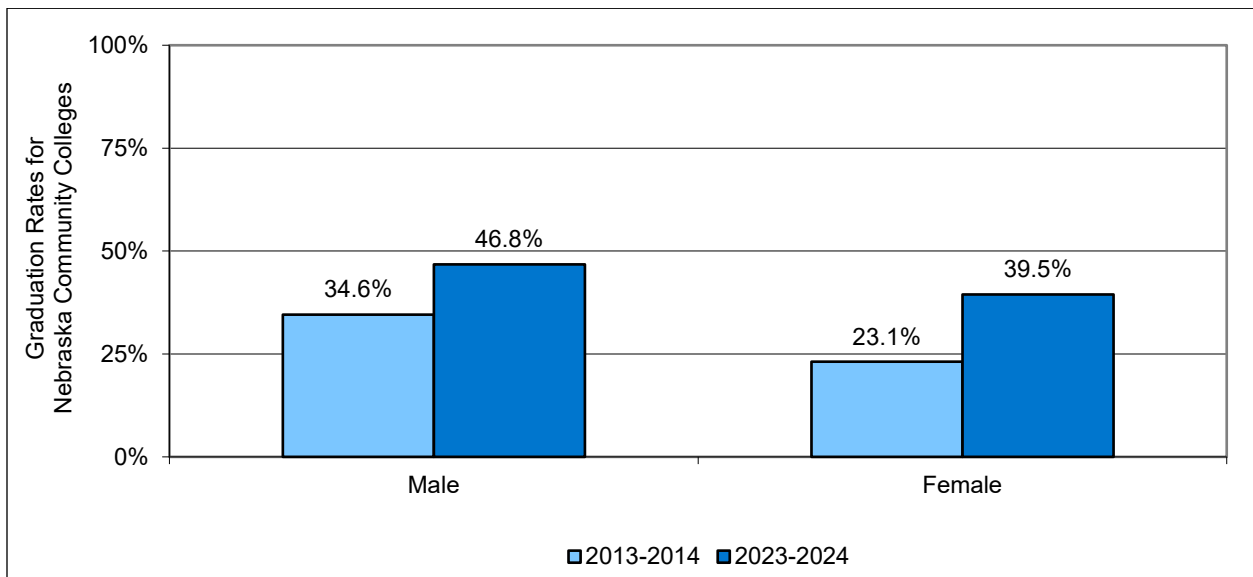
- At the state colleges, graduation rates increased for both male and female students (see [Figure 2.2.4](#)). Graduation rates were higher for female students than male students.
- As shown in [Figure 2.2.5](#), graduation rates at Nebraska's community colleges increased for both male and female students. This was the only sector that reported higher graduation rates for male students than female students.

Figure 2.2.4
Graduation Rates within 150% of Normal Time
for the Nebraska State College System by Sex
2023-2024 Compared to 2013-2014



Note. See [Table A10.5 in Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

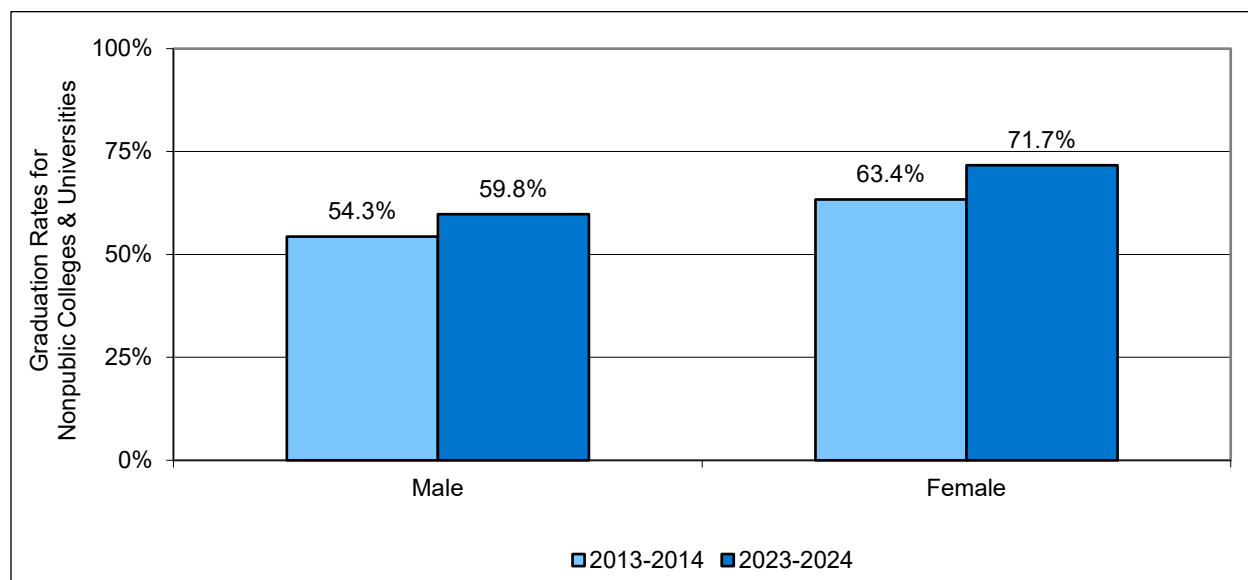
Figure 2.2.5
Graduation Rates within 150% of Normal Time
for Nebraska Community Colleges by Sex
2023-2024 Compared to 2013-2014



Note. See [Table A10.5 in Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

- As shown in [Figure 2.2.6](#), graduation rates at Nebraska's nonpublic institutions increased for both male and female students. Graduation rates were higher for female students than male students.

Figure 2.2.6
Graduation Rates within 150% of Normal Time
for Nonpublic Colleges and Universities by Sex
2023-2024 Compared to 2013-2014

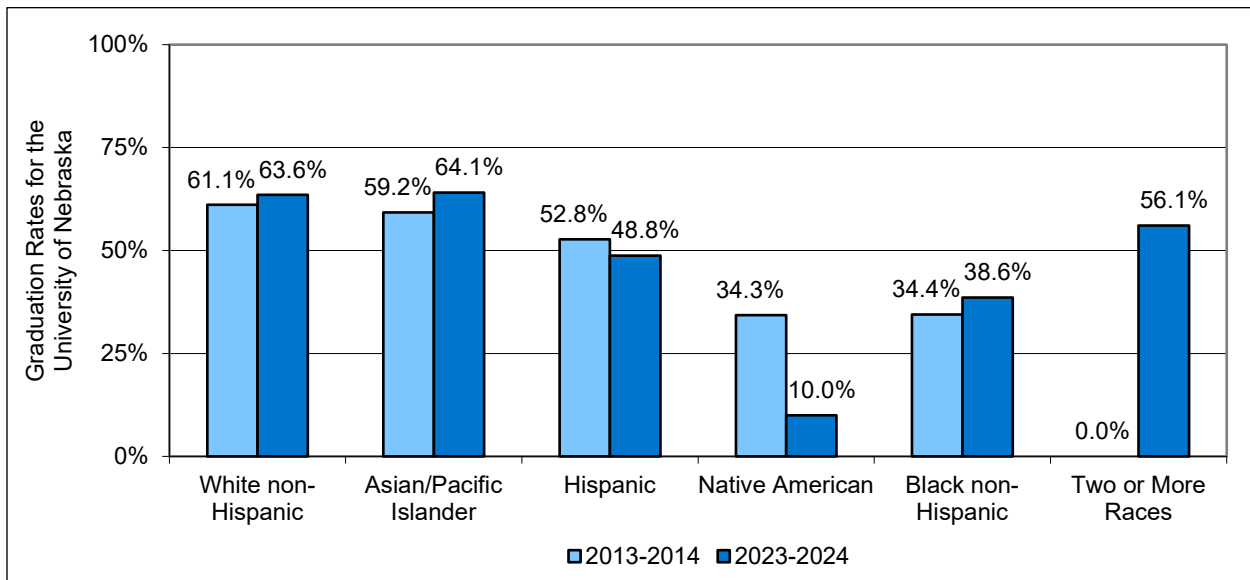


Note. See [Table A10.5](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

College Graduation Rates within 150% of Normal Time by Sector and by Race/Ethnicity

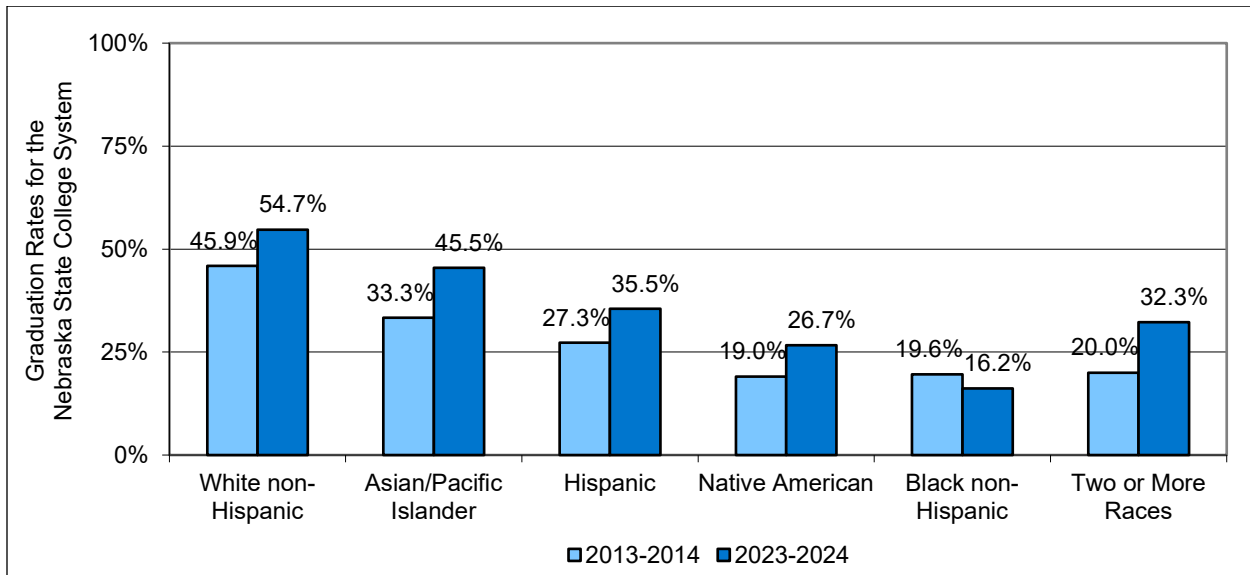
- The following charts show how the graduation rates for each racial/ethnic group varied and changed between 2013-2014 and 2023-2024 within each sector of higher education in Nebraska.
- Segmenting college graduation rates by sector and by race/ethnicity results in graduation rates for 24 subgroups. For some subgroups, the cohorts are very small and graduation rates should be interpreted with caution. For example, the 2013-2014 graduation rate for multiracial students at the state colleges was 20.0%, but the cohort consisted of only five students. See [Table A10.6](#) in [Appendix 10](#) for more information.
- As shown in [Figure 2.2.7](#), graduation rates at the University of Nebraska increased for White non-Hispanics, Asian/Pacific Islanders, Black non-Hispanics, and multiracial students but decreased for Hispanics and Native Americans.
- At the state colleges, graduation rates increased for all racial/ethnic groups except for Black non-Hispanics (see [Figure 2.2.8](#)).
- As shown in [Figure 2.2.9](#), graduation rates at Nebraska's community colleges increased for all racial/ethnic groups.
- As shown in [Figure 2.2.10](#), graduation rates at Nebraska's nonpublic institutions increased for all racial/ethnic groups.

Figure 2.2.7
Graduation Rates within 150% of Normal Time
for the University of Nebraska by Race/Ethnicity
2023-2024 Compared to 2013-2014



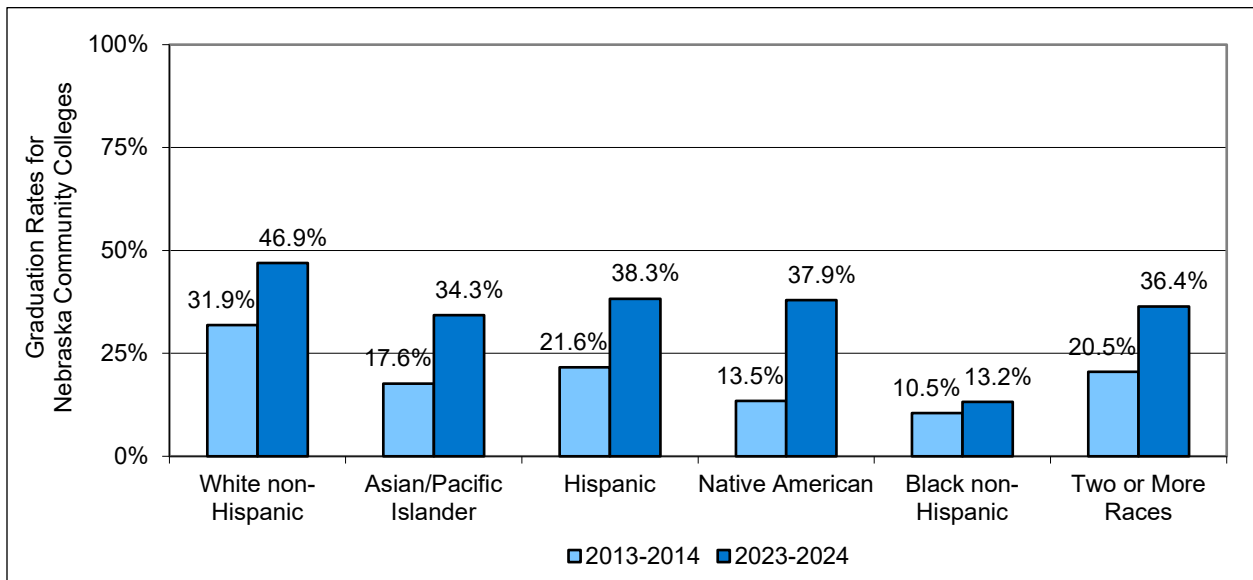
Note. See [Table A10.6](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

Figure 2.2.8
Graduation Rates within 150% of Normal Time
for the Nebraska State College System by Race/Ethnicity
2023-2024 Compared to 2013-2014



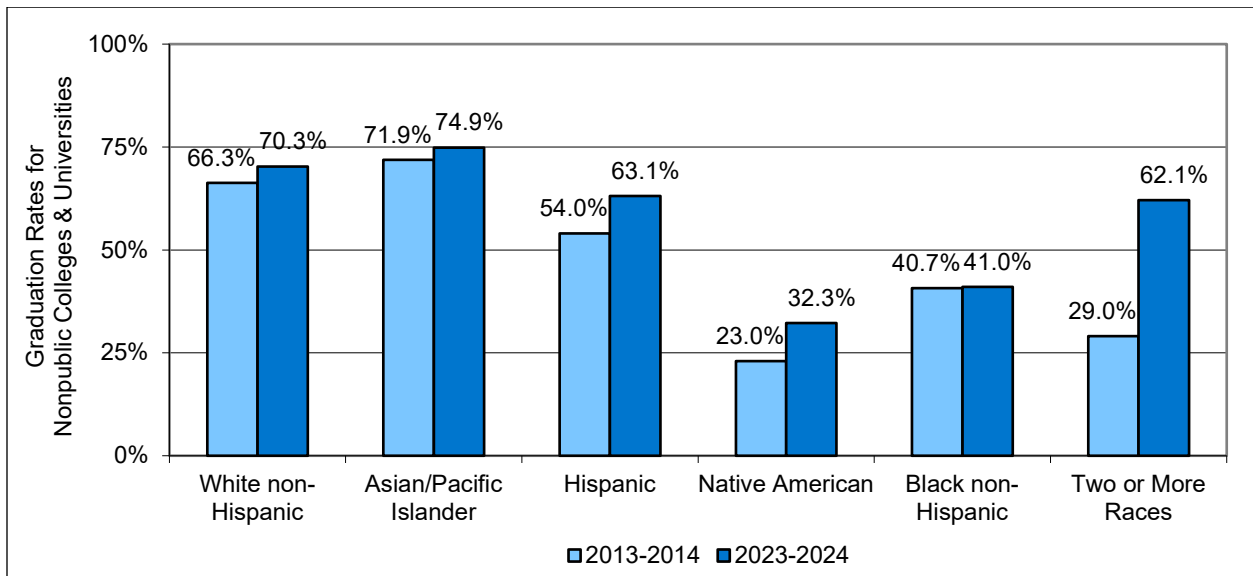
Note. See [Table A10.6](#) in [Appendix 10](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

Figure 2.2.9
Graduation Rates within 150% of Normal Time
for Nebraska Community Colleges by Race/Ethnicity
2023-2024 Compared to 2013-2014



Note. See Table A10.6 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

Figure 2.2.10
Graduation Rates within 150% of Normal Time
for Nonpublic Colleges and Universities by Race/Ethnicity
2023-2024 Compared to 2013-2014



Note. See Table A10.6 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.

College Graduation Rates within 150% of Normal Time by Financial Aid Received

IPEDS college graduation rates are also reported for Pell Grant recipients, Direct Subsidized Loan recipients that did not receive Pell Grants, and students that did not receive Pell Grants or Direct Subsidized Loans.³³ 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 Direct Subsidized Loan *after* their initial entry into the institution, they would be counted in the ‘did not receive a Pell Grant or Direct Subsidized 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 2023-2024 graduation rates for Pell Grant recipients were generally lower than the graduation rates for Direct Subsidized Loan recipients and for students who did not receive Pell Grants or Direct Subsidized Loans at two-year public institutions.

Table 2.2.1 Graduation Rates within 150% of Normal Time for Two-Year Public Institutions by Financial Aid Received 2023-2024				
Institutions	Pell Grant Graduation Rate	Direct Subsidized Loan Graduation Rate ^a	Did Not Receive a Pell Grant or Direct Subsidized Loan Graduation Rate	Total Graduation Rate
Neb. College of Technical Agr.	100.0%	60.0%	43.8%	60.7%
Central Community College	46.5%	51.7%	49.1%	48.1%
Metropolitan Community College	24.3%	46.2%	31.1%	29.3%
Mid-Plains Community College	47.5%	100.0%	57.1%	53.8%
Northeast Community College	51.9%	49.4%	60.1%	55.8%
Southeast Community College	29.2%	50.6%	41.5%	37.8%
Western Neb. Community College	28.7%	13.6%	48.7%	36.6%
Total Two-Year Public Institutions	40.5%	48.6%	46.4%	44.2%
<i>Note.</i> See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2024 survey. ^a Only includes recipients that did not receive a Pell Grant.				

³³ Federal Pell Grants and Direct Subsidized Loans are awarded to students who have demonstrated financial need, and they serve as a proxy for low-income status. Direct Subsidized Loans were previously called Subsidized Stafford Loans.

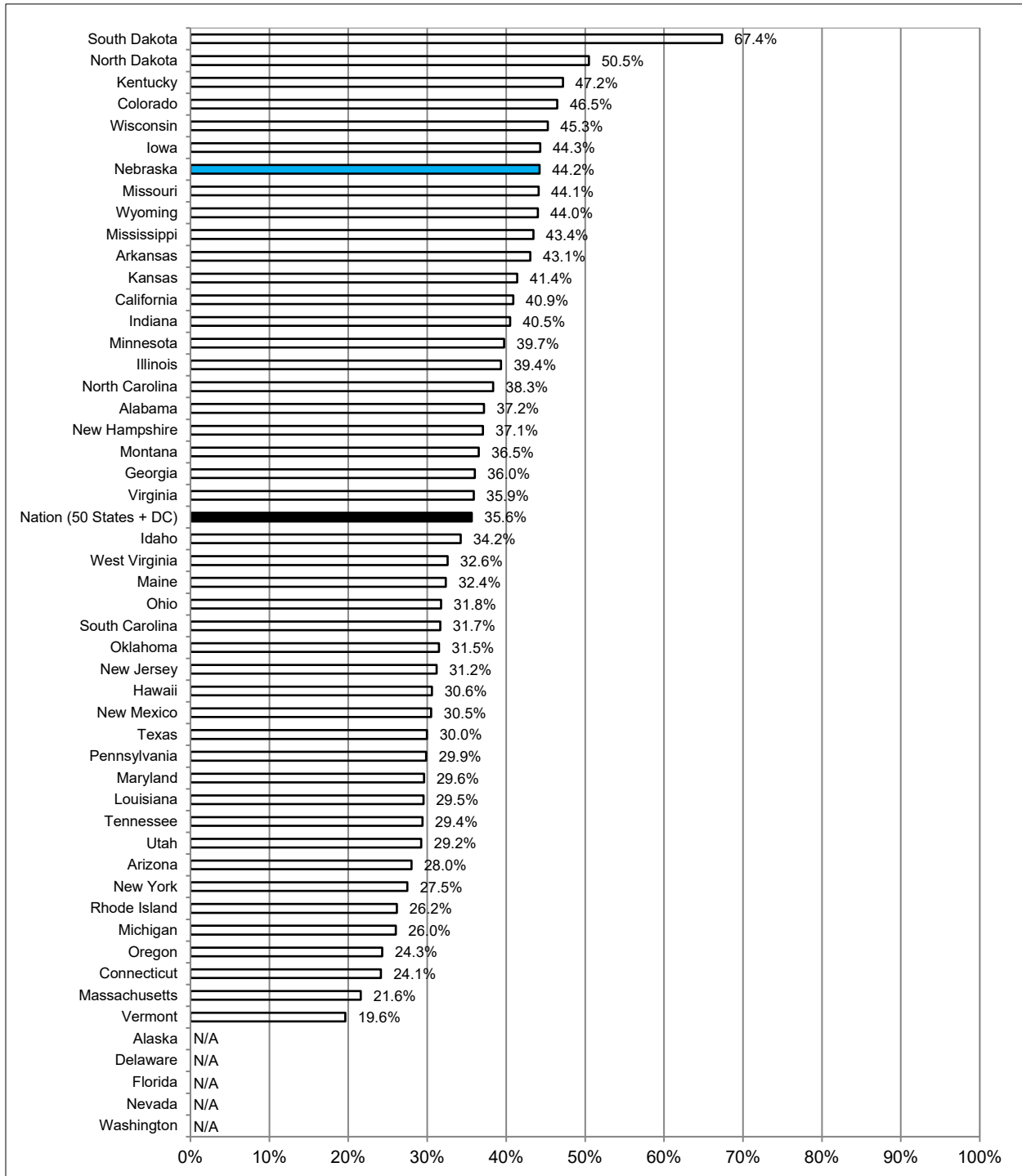
- As shown in [Table 2.2.2](#), graduation rates for Pell Grant recipients and Direct Subsidized Loan recipients were generally lower than the rates for students who did not receive Pell Grants or Direct Subsidized Loans at four-year public institutions.

Table 2.2.2 Graduation Rates within 150% of Normal Time for Four-Year Public Institutions by Financial Aid Received 2023-2024				
Institutions	Pell Grant Graduation Rate	Direct Subsidized Loan Graduation Rate ^a	Did Not Receive a Pell Grant or Direct Subsidized Loan Graduation Rate	Total Graduation Rate
University of Nebraska at Kearney	54.1%	54.9%	60.7%	57.4%
University of Nebraska-Lincoln	55.2%	62.8%	72.9%	66.9%
University of Nebraska at Omaha	44.9%	42.2%	52.9%	48.6%
Chadron State College	53.0%	44.2%	50.2%	50.4%
Peru State College	27.5%	22.2%	57.5%	37.6%
Wayne State College	38.5%	56.9%	62.8%	52.1%
Total Four-Year Public Institutions	49.2%	56.6%	65.9%	59.3%
<i>Note.</i> Includes students who completed a bachelor's or equivalent degree within 150% of normal time. See Table A10.8 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS 2024 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 2.2.11](#) and [Figure 2.2.12](#) show how the graduation rates of Nebraska's public two-year and public four-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 illustrated in [Figure 2.2.11](#), the graduation rate for Nebraska's public two-year institutions was 44.2% for 2023-2024, or 7th highest nationally, and 8.6 percentage points higher than the graduation rate of 35.6% for all public two-year institutions in the United States.
- As shown in [Figure 2.2.12](#), the graduation rate for Nebraska's public four-year institutions was 58.9%, or 24th highest nationally, and 0.1 percentage points higher than the graduation rate for all public four-year institutions in the United States.

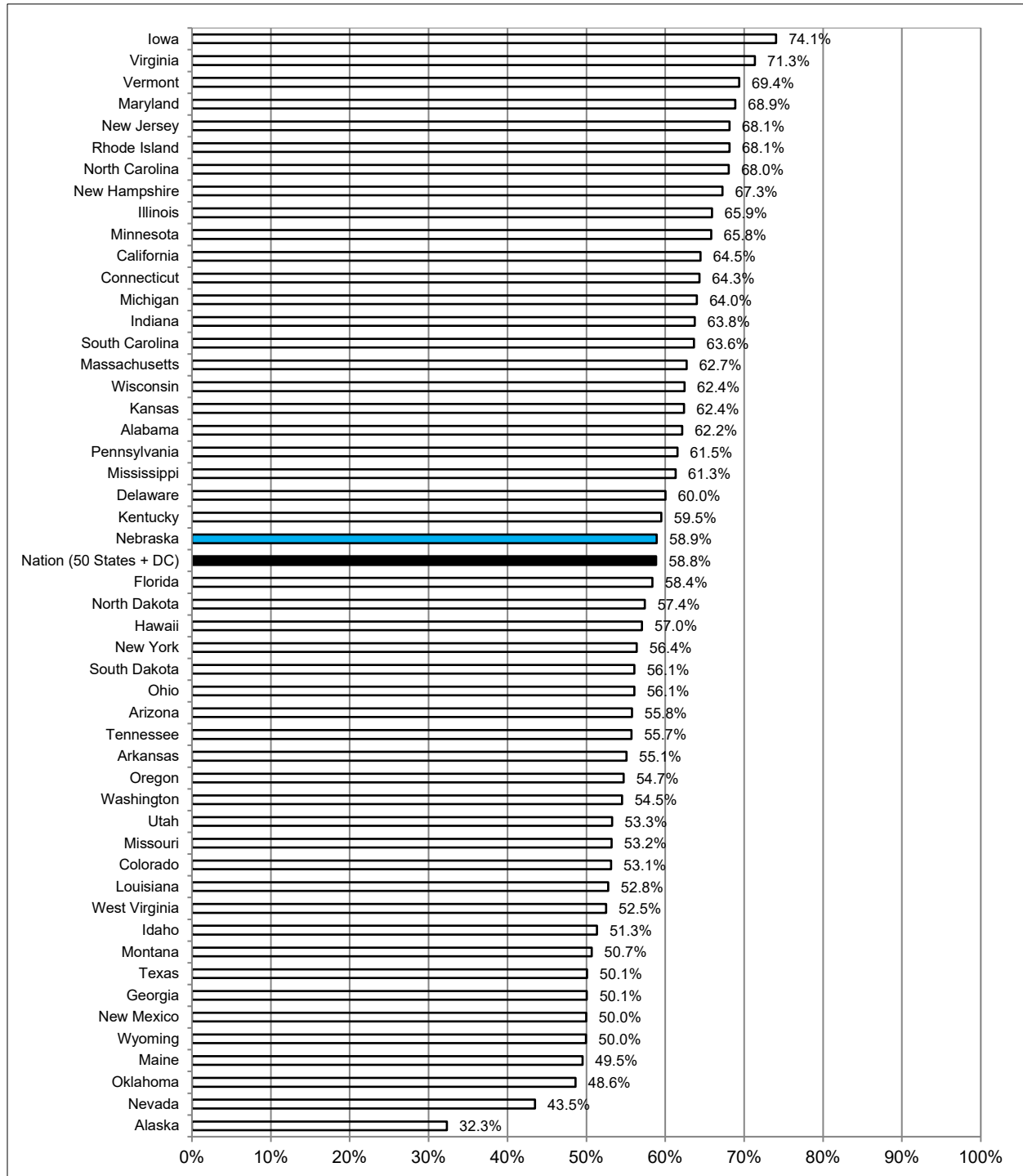
Figure 2.2.11
2023-2024 Graduation Rates within 150% of Normal Time for
Two-Year Public Institutions by State



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS 2024 survey.

Figure 2.2.12

**2023-2024 Graduation Rates within 150% of Normal Time for
Four-Year Public Institutions by State**



Note. Data includes only Title IV participating, degree-granting institutions. Data source: National Center for Education Statistics, IPEDS 2024 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.

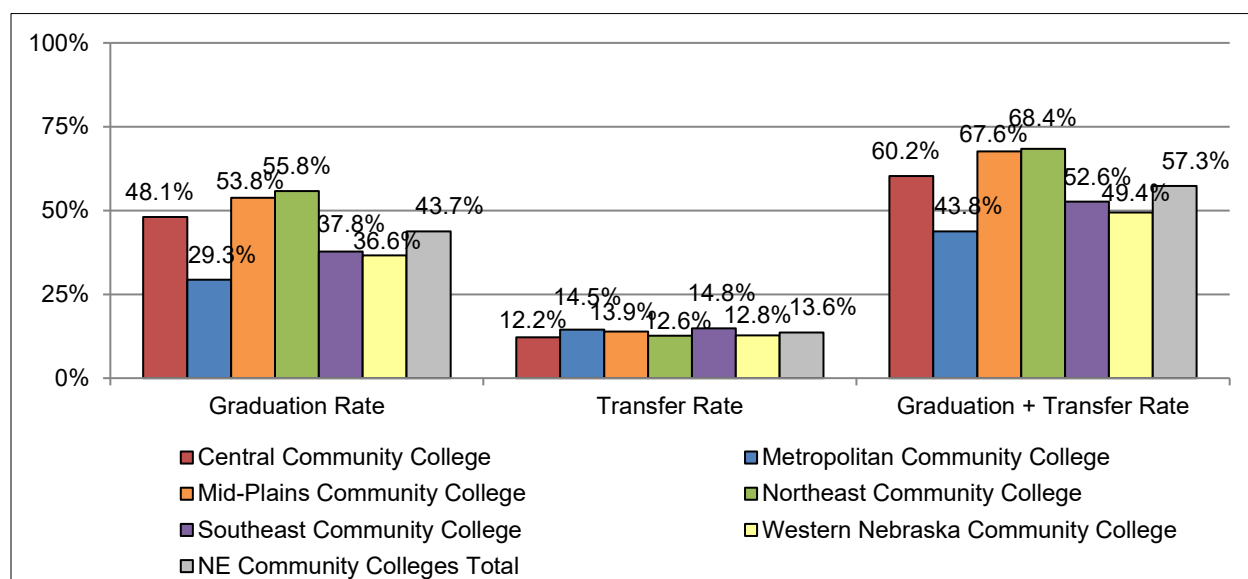
Institutions are not required to report the number of students in their freshmen cohorts who transfer to other institutions unless the mission of the institution, "...includes providing substantial preparation for students to enroll in another eligible institution without having completed a program..." (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 2.2.13](#) compares the 2023-2024 graduation rates, transfer rates, and graduation plus transfer rates for Nebraska's six community colleges.

- As shown in [Figure 2.2.13](#), the overall graduation rate for Nebraska's community colleges in 2023-2024 was 43.7% while the overall transfer rate was 13.6%.
- The 2023-2024 graduation rates for the community colleges ranged from 29.3% at Metropolitan Community College to 55.8% at Northeast Community College.
- Meanwhile, the schools' transfer rates ranged from 12.2% at Central Community College to 14.8% at Southeast Community College.
- The rates produced by combining each institution's graduation rate and transfer rate ranged from 43.8% at Metropolitan Community College to 68.4% at Northeast Community College.

Figure 2.2.13

2023-2024 Graduation Rates and Transfers Rates within 150% of Normal Time for Nebraska Community Colleges



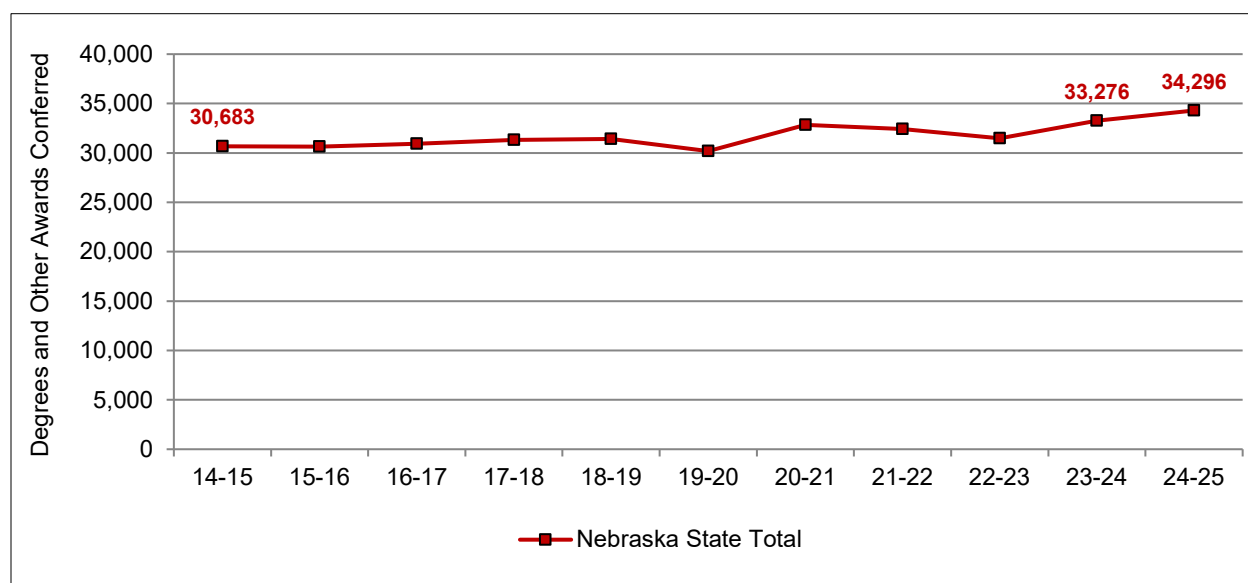
Note. See [Table A10.4](#) in [Appendix 10](#) and [Table A11.1](#) and [Table A11.2](#) in [Appendix 11](#) for supporting data. Data source: National Center for Education Statistics, IPEDS 2024 survey.

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 2.2.14](#), the total number of degrees and awards conferred by Nebraska institutions increased 11.8% from 30,683 in 2014-2015 to 34,296 in 2024-2025.

Figure 2.2.14
Total Number of Degrees and Other Awards Conferred
by Nebraska Postsecondary Institutions
2014-2015 Academic Year through 2024-2025 Academic Year



Note. For more information, see the *2025 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 2015 through 2025 surveys.

- As shown in [Figure 2.2.15](#), the University of Nebraska, state colleges, and community colleges awarded more degrees and other awards in 2024-2025 than in 2014-2015.
- By sector, the number of degrees and other awards conferred by Nebraska’s postsecondary institutions changed as follows:

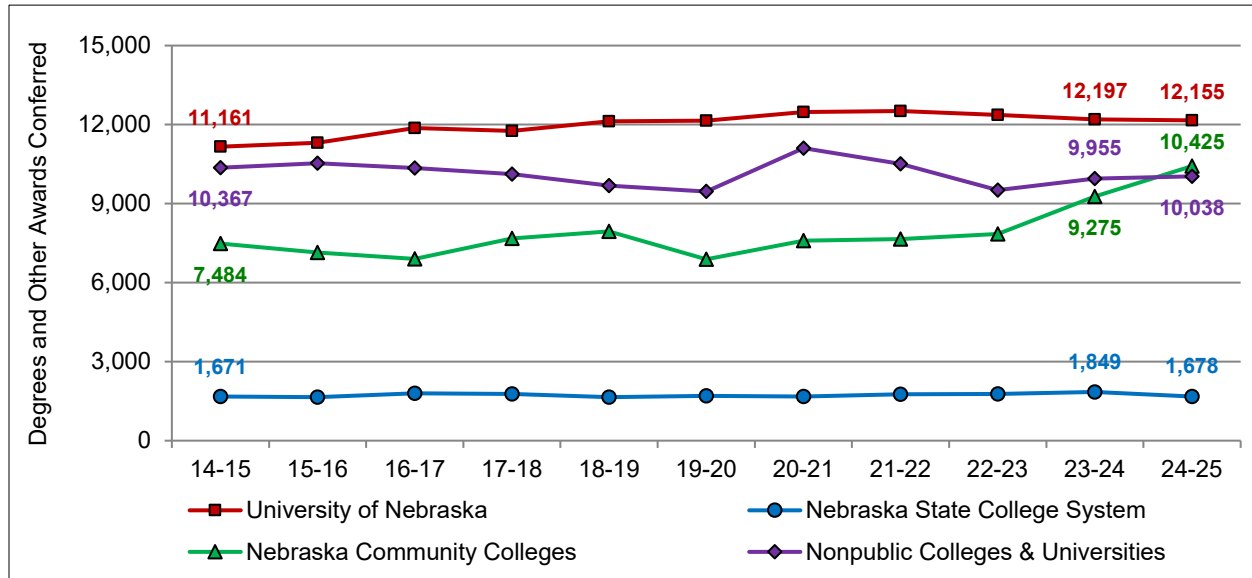
Sector	1-Year Change 23-24 to 24-25	10-Year Change 14-15 to 24-25
University of Nebraska	-0.3%	8.9%
Nebraska State College System	-9.2%	0.4%
Nebraska Community Colleges	12.4%	39.3%
Nonpublic Colleges & Universities	0.8%	-3.2%

- [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 2014-2015 to 2024-2025,

the largest percentage point increase was at the less-than-four-year certificate level (94.1%).

Figure 2.2.15

**Total Number of Degrees and Other Awards Conferred by Sector
2014-2015 Academic Year through 2024-2025 Academic Year**



Note. For more information, see the *2025 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 2015 through 2025 surveys.

Table 2.2.3
Total Number of Degrees and Other Awards Conferred by Award Level
Nebraska Postsecondary Institutions
2014-2015 Academic Year through 2024-2025 Academic Year

Award Level	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	10-Yr. Chg.
Less-than-Four-Year Certificates	3,393	3,282	3,009	4,032	3,868	3,407	3,812	3,895	4,208	5,534	6,585	94.1%
Associate Degrees	5,712	5,144	5,067	4,703	5,007	4,389	4,680	4,780	4,639	4,873	5,103	-10.7%
Bachelor's Degrees & Post-Baccalaureate Certificates	14,514	14,734	14,965	14,950	15,072	14,801	15,860	15,506	15,046	14,974	15,057	3.7%
Master's Degrees & Post-Master's Certificates	5,481	5,788	6,268	5,980	5,690	5,853	6,681	6,276	5,643	5,889	5,572	1.7%
Doctor's Degrees	1,583	1,699	1,607	1,663	1,779	1,735	1,814	1,970	1,956	2,006	1,979	25.0%
Total Awards Conferred	30,683	30,647	30,916	31,328	31,416	30,185	32,847	32,427	31,492	33,276	34,296	11.8%

Note. For more information, see the *2025 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 2015 through 2025 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 2019. The study was conducted by the National Student Clearinghouse (NSC) Research Center and published in the report *Yearly Progress and Completion*. A similar report was first available in February 2013 (*Completing College*). The NSC report presents the findings of their 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.³⁴

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 2019. The enrollment and completion records of these students were then analyzed through the six-year period ending June 30, 2025.

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 have a previous enrollment record in NSC data prior to the first day of enrollment in fall 2019 (not counting enrollments before the student turned 18 years old, qualified as former dual enrollment students), and (2) did not receive any credential from any postsecondary institution prior to fall 2019, 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 16,073 degree-seeking, first-time freshmen—5,233 started college at two-year public institutions, 8,083 started college at four-year public institutions, and 2,757 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, be enrolled for at least one term three-quarter-time, or be enrolled for any two terms at least half-time before December 31, 2020.

³⁴ Students who began at multistate four-year nonprofit institutions were excluded from the results summarized in this section.

Students in the study were classified as full-time or part-time students, depending only on their starting enrollment.

The report also includes outcomes analyzed by whether or not the student took dual enrollment in high school. Dual enrollment students are defined as those students who enrolled in college courses while still in high school prior to fall 2019. Students were classified as dual enrollment if they had an enrollment or credential record prior to the fall semester before they turned 18 years old.

Additionally, student outcomes were analyzed by sex as well as age group. For age, students were 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).

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 a credential 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.

Transferred and graduated from other institution completion rates: The percentage of the cohort who received degrees or certificates from institutions anywhere in the United States to which they had transferred.

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 at any institution 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.³⁵

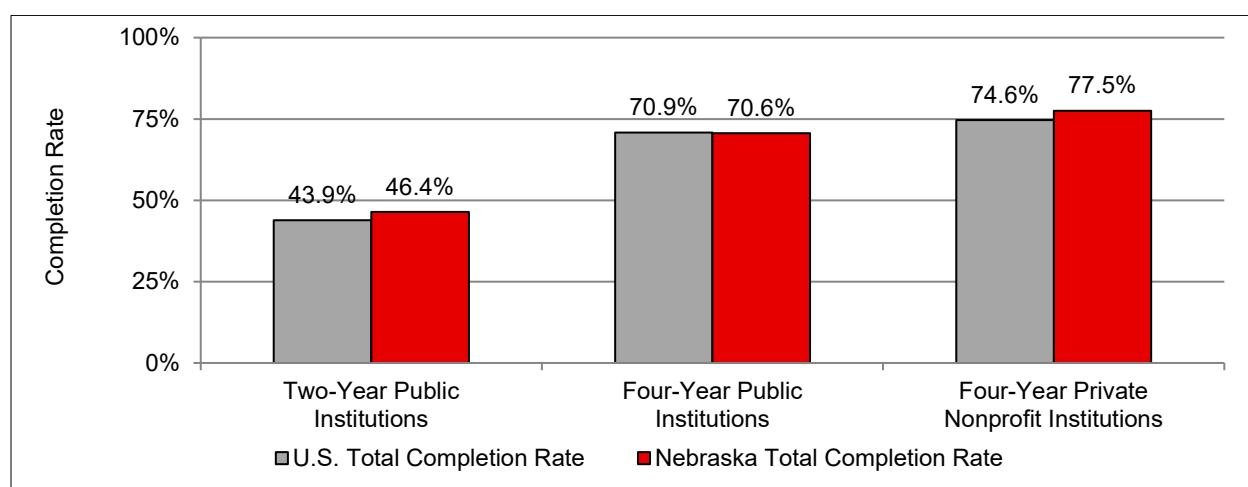
³⁵ For more information about the NSC's report, *Yearly Progress and Completion*, see <https://nscresearchcenter.org/yearly-progress-and-completion/>.

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 public institutions and four-year private nonprofit institutions were both higher than the comparable national rates.
- The total completion rate for Nebraska's four-year public institutions was slightly 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 2019)

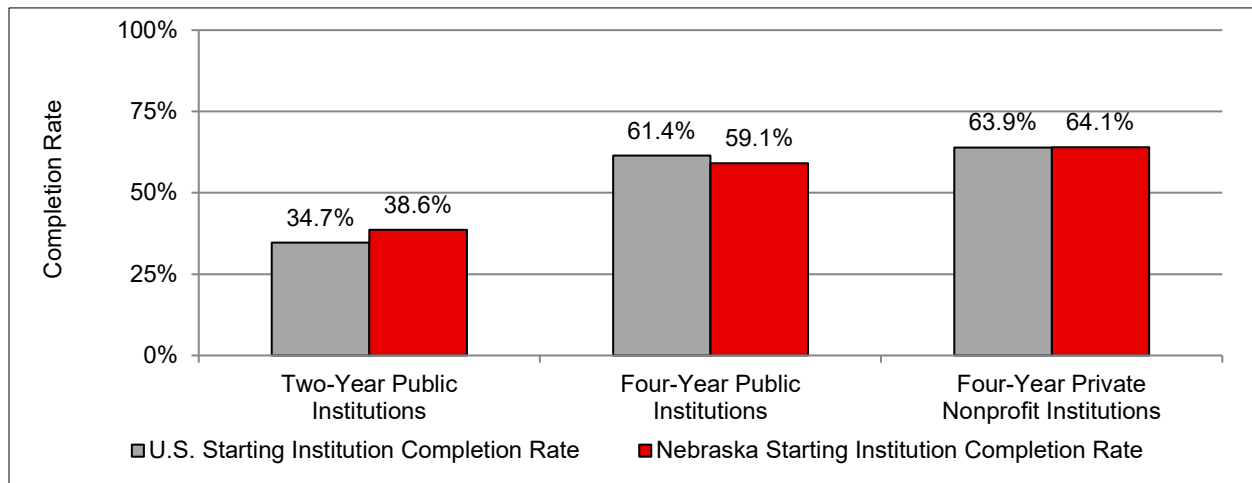


Note. See [Table A12.2](#) in [Appendix 12](#) for supporting data. Data source: National Student Clearinghouse Research Center, *Yearly Progress and Completion*, published December 2025.

- 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 rates for Nebraska's two-year public institutions and four-year private nonprofit institutions were higher than the comparable national rates. Nebraska's completion rate for four-year public institutions was 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 2019)

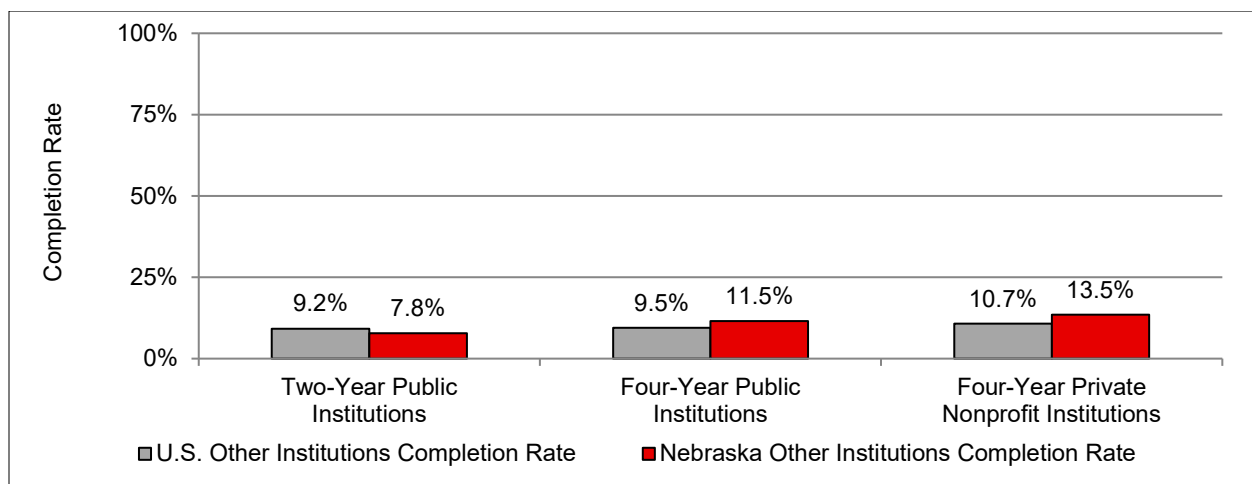


Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Yearly Progress and Completion*, published December 2025.

- 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 8% to 14% 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 2019)

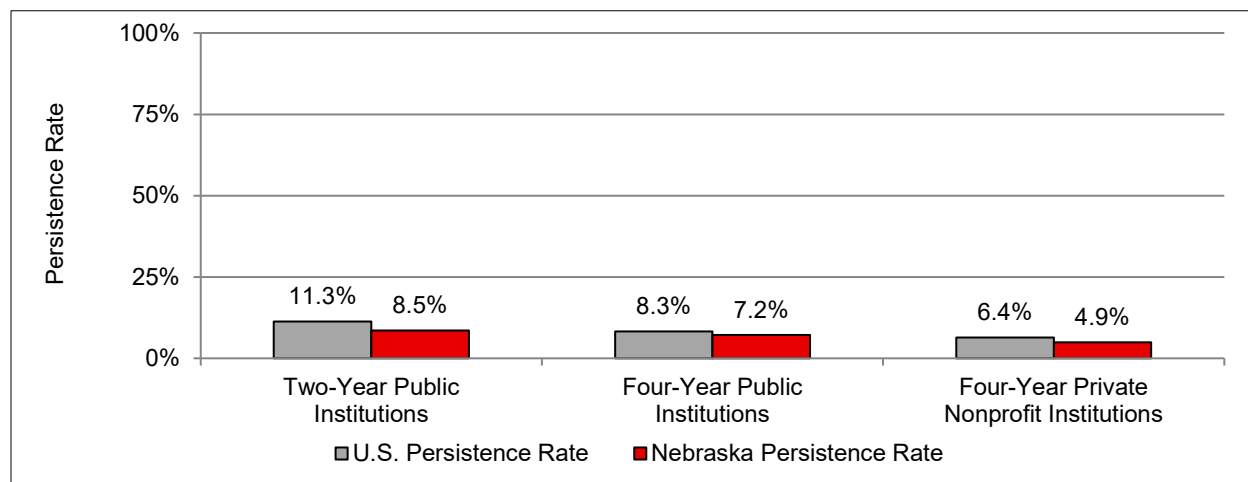


Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Yearly Progress and Completion*, published December 2025.

- As shown in [Figure 2.3.4](#), 5% to 9% 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 rates for two-year and four-year public institutions and four-year private nonprofit institutions were lower than the national persistence rate for similar institutions.

Figure 2.3.4

**Six-Year Persistence Rates for Nebraska and the United States
for Degree-Seeking, First-Time Freshmen (Fall 2019)**



Note. See [Table A12.2](#) in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Yearly Progress and Completion*, published December 2025.

Nebraska Student Outcomes by Enrollment Status

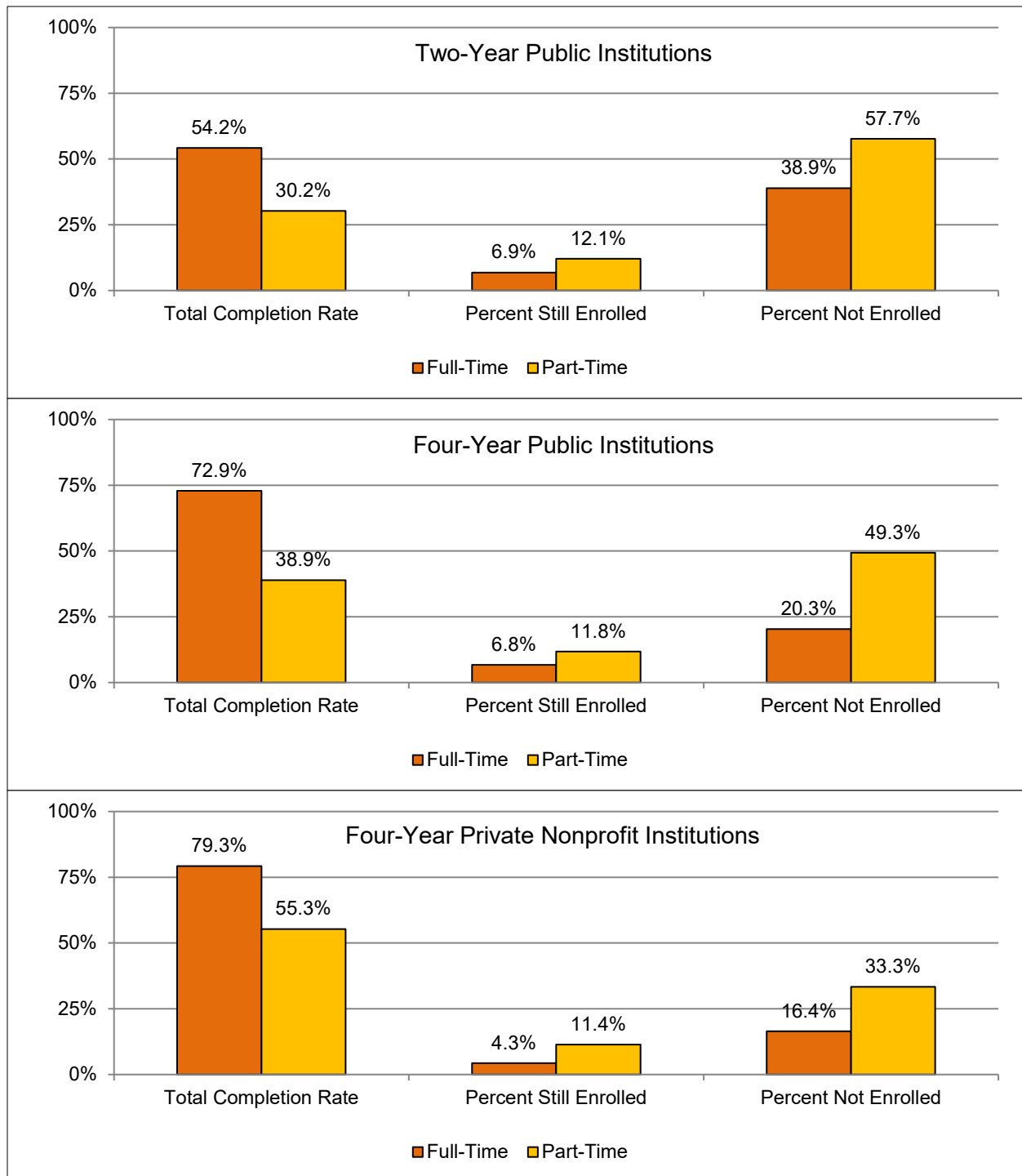
The findings of the National Student Clearinghouse study confirm that the completion rates for students who start college full-time are significantly higher than the students who start college part-time. In addition, this study confirms that part-time students are less likely to persist in their studies and more likely to drop out of college than full-time students.

Student Outcomes Compared Within Each Sector

- [Figure 2.3.5](#) shows that students who started part-time had total completion rates that were significantly lower than the completion rates for students who started full-time. For example, at the two-year public institutions, 54.2% of students who started full-time graduated within six years compared to 30.2% of students who started part-time.
- The six-year persistence rates (i.e., the percentage of students who had not completed a degree or certificate program but were still enrolled) for students who started full-time were lower than the persistence rates for students who started part-time. At the four-year public institutions, 6.8% of students who started full-time were still enrolled at six years compared to 11.8% of students who started part-time.
- The percentage of students who were not enrolled six years after they started college was significantly higher for students that started part-time compared to students that started full-time. At the four-year private nonprofit institutions, 33.3% of students who started part-time were no longer enrolled at six years compared to 16.4% of students who started full-time.

Figure 2.3.5

Nebraska Six-Year Student Outcomes by Sector and Student Enrollment Status for Degree-Seeking, First-Time Freshmen (Fall 2019)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Yearly Progress and Completion*, published December 2025.

Nebraska Student Outcomes by Dual Enrollment

- As shown in [Figure 2.3.6](#), students who took dual enrollment in high school were more likely to complete degrees or certificate programs than students who did not take dual enrollment in high school.
- While persistence rates were slightly higher for students who did not take dual enrollment, those students were much less likely to still be enrolled in college at the end of the six-year period.

Nebraska Student Outcomes by Sex

- As shown in [Figure 2.3.7](#), males who started at two-year public institutions were slightly more likely than females to have completed degrees or certificate programs. However, females who started at four-year public and four-year private nonprofit institutions were more likely than males to have graduated within six years.
- Across all sectors, the percentages of female students who left college before degree completion were 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.

Nebraska Student Outcomes by Age Group

- As shown in [Figure 2.3.8](#), students who started college at two-year public institutions 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.

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.

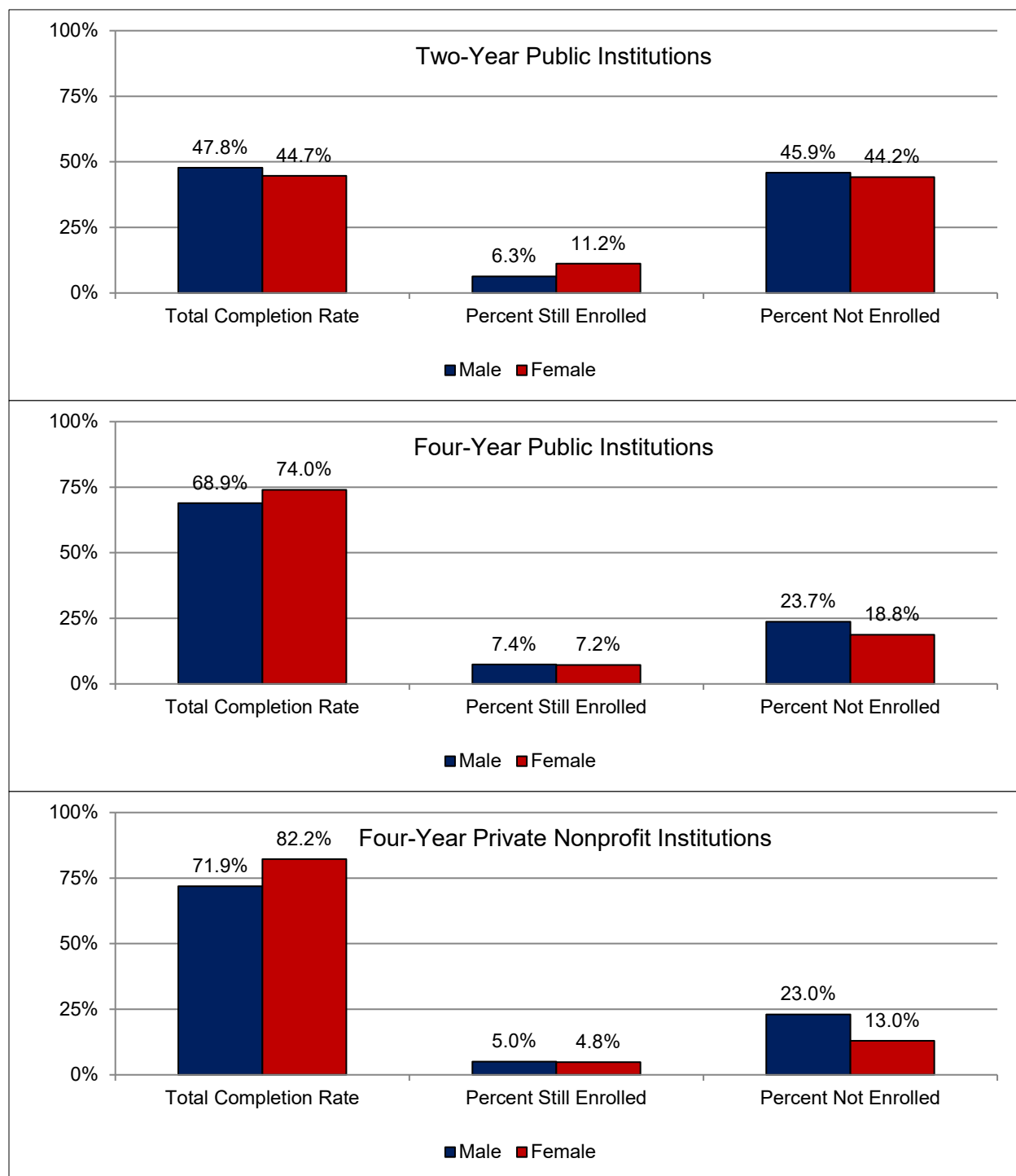
This study clearly shows that students who took dual enrollment while in high school, start college earlier, and start college full-time are much more likely to earn degrees and certificates. While this study is not without limitations, it does provide reasonable estimates of the six-year completion 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 Dual Enrollment
for Degree-Seeking, First-Time Freshmen (Fall 2019)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Yearly Progress and Completion*, published December 2025.

Figure 2.3.7
Nebraska Six-Year Student Outcomes by Sector and Sex
for Degree-Seeking, First-Time Freshmen (Fall 2019)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Yearly Progress and Completion*, published December 2025.

Figure 2.3.8
Nebraska Six-Year Student Outcomes by Sector and Age Group
for Degree-Seeking, First-Time Freshmen (Fall 2019)



Note. Data is masked if cell counts are 10 or fewer or when fewer than three institutions in a state had first-time starters. See [Table A12.2](#) in [Appendix 12](#) for supporting data. Data source: National Student Clearinghouse Research Center, *Yearly Progress and Completion*, published December 2025.

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 was 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 connecting Nebraska employers and 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 10 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 2024, 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 into 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 initial 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 2020-2024 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 2015-2019 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.

An important recent addition to the *Higher Education Progress Report* is the inclusion of Nebraska's educational attainment goal set by the 107th Legislature, Second Session, in LR 335. It is the goal of the State of Nebraska that at least 70% of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030. To analyze progress towards this goal, this section begins with data from the Lumina Foundation's *A Stronger Nation*.³⁶

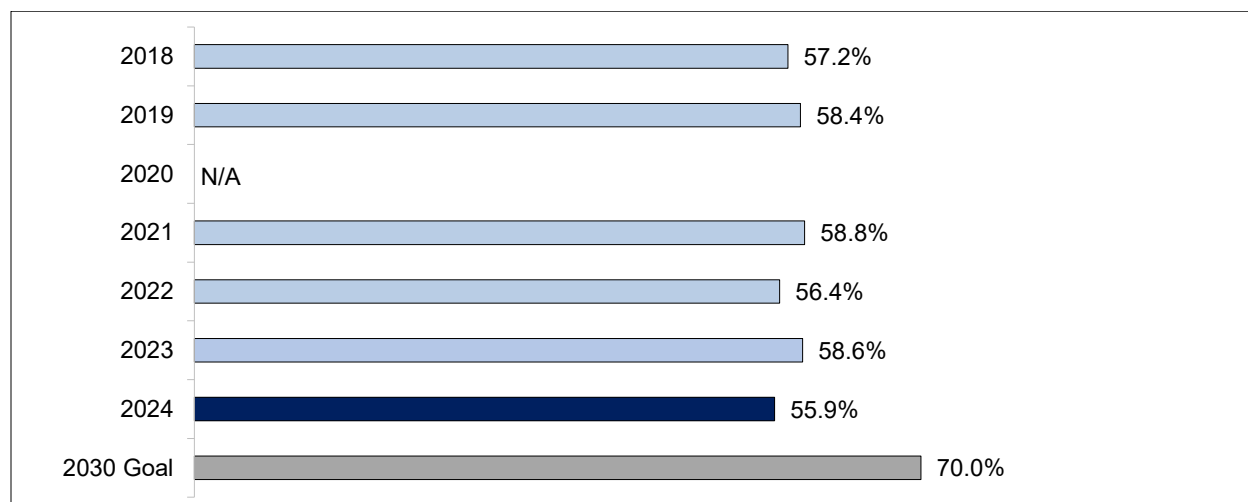
³⁶ Data for *A Stronger Nation* comes from two sources. One-year files from the U.S. Census Bureau's American Community Survey (ACS) are used for degree attainment. Since the ACS does not include data for short-term credentials (high-value certificates and certifications), estimates for short-term credentials are produced by the Center on Education and the Workforce at Georgetown University.

Credential Attainment for 25- to 34-Year-Olds

- As shown in [Figure 3.1](#), the Lumina Foundation estimates that between 2018 and 2024, credential attainment of Nebraskans aged 25 to 34 decreased from 57.2% to 55.9%. It is the goal of the State of Nebraska to reach 70.0% credential attainment by 2030 for 25- to 34-year-olds.
- As shown in [Figure 3.2](#), it is estimated that 6.8% of Nebraskans aged 25 to 34 have obtained a short-term credential.

Figure 3.1

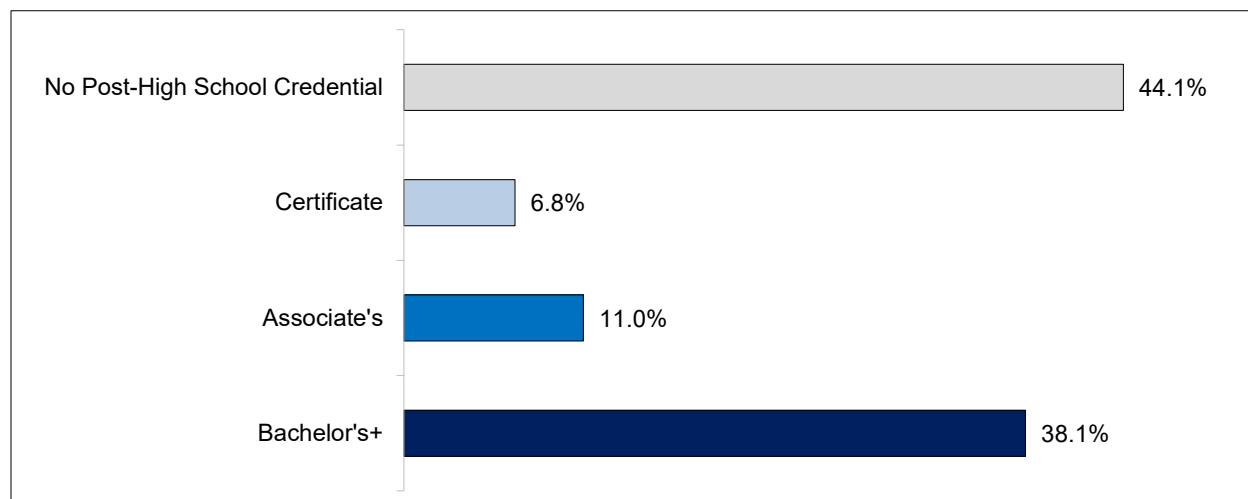
Credential Attainment of 25- to 34-Year-Old Nebraskans 2030 Attainment Goal Compared to 2018 through 2024 Estimates



Note. Data for 2020 is excluded due to quality concerns. See <https://strongernation.luminafoundation.org/attainment/> for more information. Data source: Lumina Foundation, *A Stronger Nation*, 2026.

Figure 3.2

Credential Attainment of 25- to 34-Year-Old Nebraskans by Level 2024 Estimates



Note. See <https://strongernation.luminafoundation.org/attainment/> for more information. Data source: Lumina Foundation, *A Stronger Nation*, 2026.

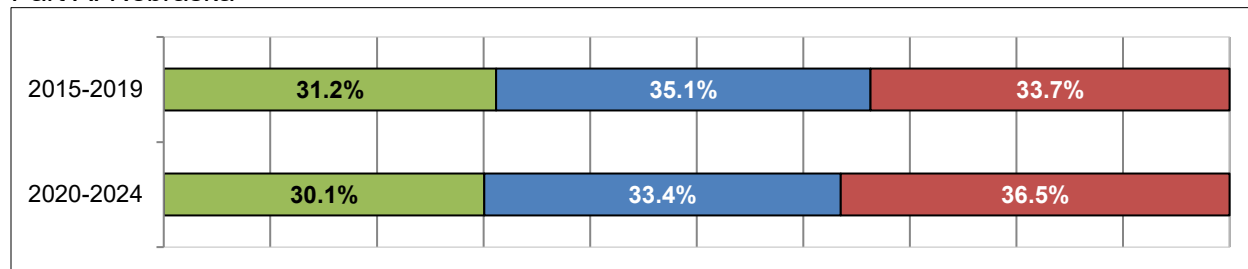
Educational Attainment for 22- to 64-Year-Olds

- Between 2015-2019 and 2020-2024, Nebraska's estimated population of 22- to 64-year-olds increased 1.7% (from 1,035,121 to 1,052,969). (See [Table A13.1](#) in [Appendix 13](#).)
- Analysis by education level reveals that between 2015-2019 and 2020-2024, Nebraska's estimated percent of the population of 22- to 64-year-olds:
 - Decreased 1.1 percentage points for high school graduates or below.
 - Decreased 1.7 percentage points for those with some college or an associate's degree.
 - Increased 2.8 percentage points for those with a bachelor's degree or higher.
- As shown in [Figure 3.3](#), the result of these changes is that overall, educational attainment in Nebraska is increasing.
- Compared to the nation, Nebraska previously had consistently 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. However, as shown below, the United States now has a higher percentage for 22- to 64-year-olds with a bachelor's degree or higher (36.7% for the U.S. versus 36.5% for Nebraska). Additionally, educational attainment for the nation is increasing at a faster rate than Nebraska. Between 2015-2019 and 2020-2024, the percentage with a bachelor's degree or higher increased 2.8 percentage points for Nebraska and 3.9 percentage points for the nation.

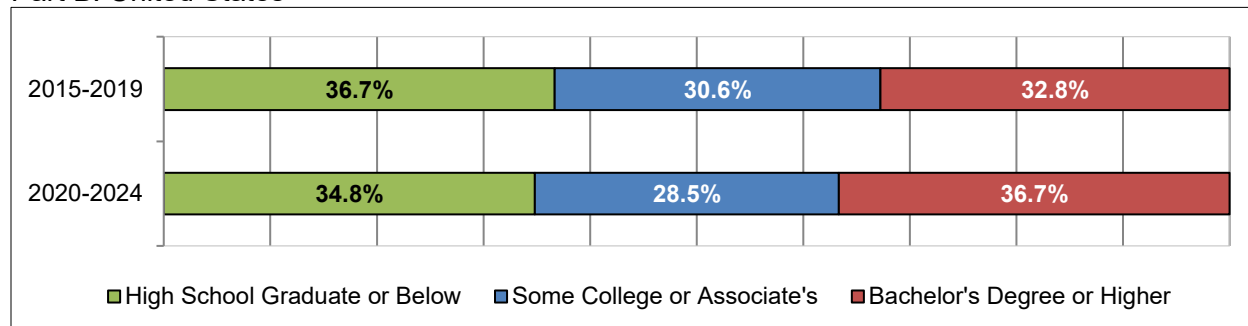
Figure 3.3

Educational Attainment of 22- to 64-Year-Olds Based on the 2015-2019 and 2020-2024 American Community Survey

Part A: Nebraska



Part B: United States



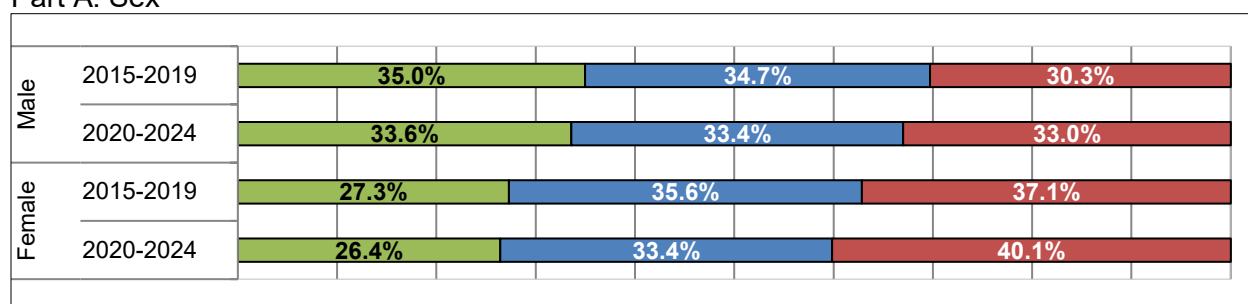
Note. See [Table A13.1](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2015-2019 and 2020-2024 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).

- As shown in [Figure 3.4](#), attainment rates vary by sex and by race/ethnicity.
- Between 2015-2019 and 2020-2024, the percentage of males with a bachelor's degree or higher increased from 30.3% to 33.0% while the percentage of females with bachelor's degree or higher increased from 37.1% to 40.1%.
- While educational attainment is increasing for most groups outlined in [Figure 3.4](#), large attainment gaps remain. Furthermore, Nebraska has lower attainment levels when analyzed by race/ethnicity for all groups included in [Figure 3.4](#). (See [Table A13.2](#) and [Table A13.3](#) in [Appendix 13](#) for comparable national rates.)

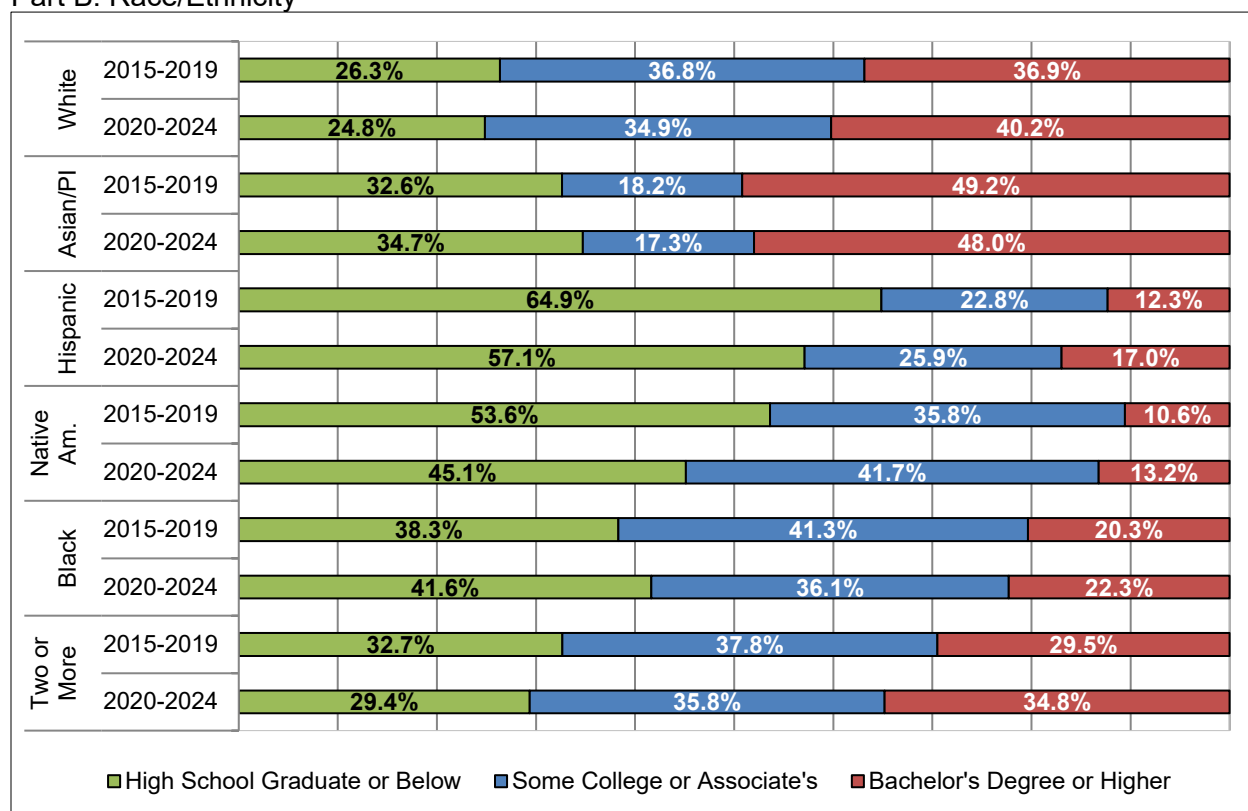
Figure 3.4

**Educational Attainment of 22- to 64-Year-Old Nebraskans by Sex and Race/Ethnicity
Based on the 2015-2019 and 2020-2024 American Community Survey**

Part A: Sex



Part B: Race/Ethnicity



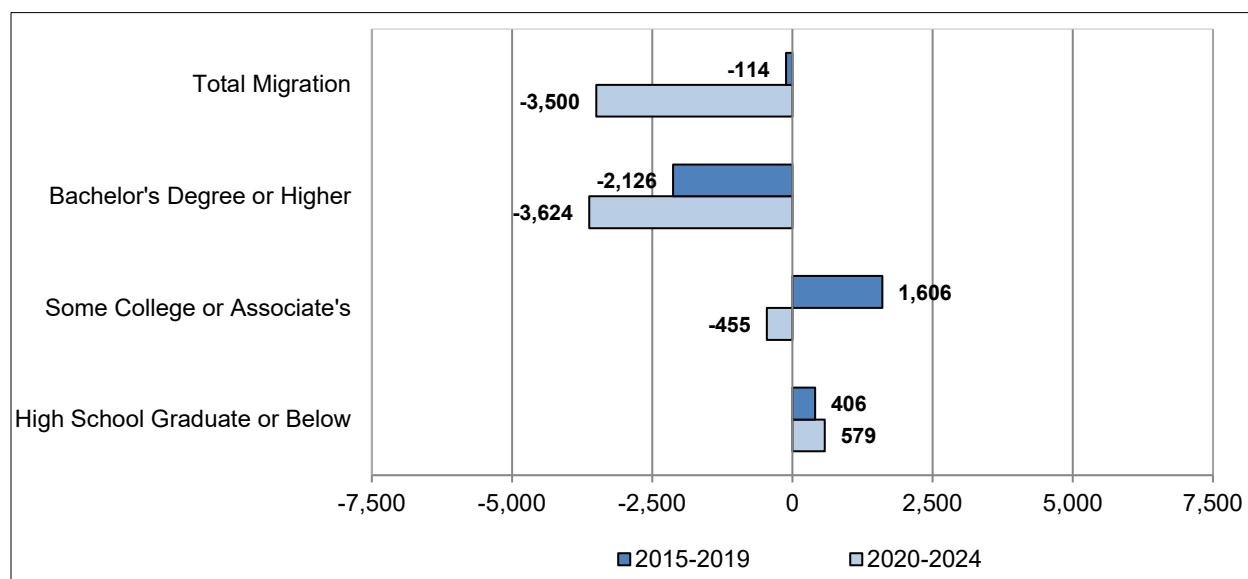
Note. Does not include rates for the racial category "Other" due to small sample sizes. See [Table A13.2](#) and [Table A13.3](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2015-2019 and 2020-2024 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).

Migration Estimates for 22- to 64-Year-Olds

- [Figure 3.5](#) summarizes the average annual net migration estimates for Nebraska by education level, based on the results of the 2015-2019 and 2020-2024 ACS.³⁷
- Analysis by education level reveals 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. Furthermore, it is estimated that between 2020 and 2024, Nebraska had an average annual net out-migration of 3,624 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 28,750 working-age adults with high levels of education.
- [Figure 3.5](#) 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 3.5

Nebraska Average Annual Net Migration of 22- to 64-Year-Olds by Education Level Based on the 2015-2019 and 2020-2024 American Community Survey



Note. See [Table A13.4](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2015-2019 (compiled and prepared by the Center for Public Affairs Research, University of Nebraska Omaha) and 2020-2024 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).

³⁷ 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 A13.4](#) in [Appendix 13](#), the 2020-2024 ACS PUMS data reveals that only 1,119 highly educated, working-age adults were surveyed that moved in to or out of Nebraska (approximately 224 survey respondents per year).

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

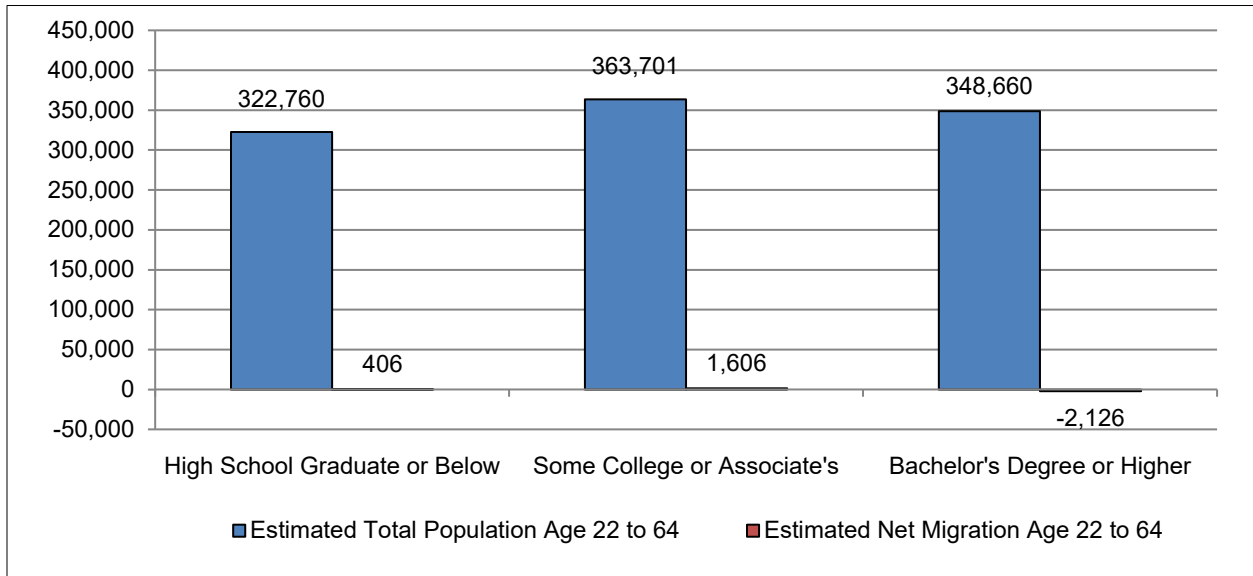
Current estimates from the U.S. Census Bureau reveal there is reason to be concerned about the net migration of working-age adults, particularly at the bachelor's degree and above level.

As illustrated in [Figure 3.6](#), 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.

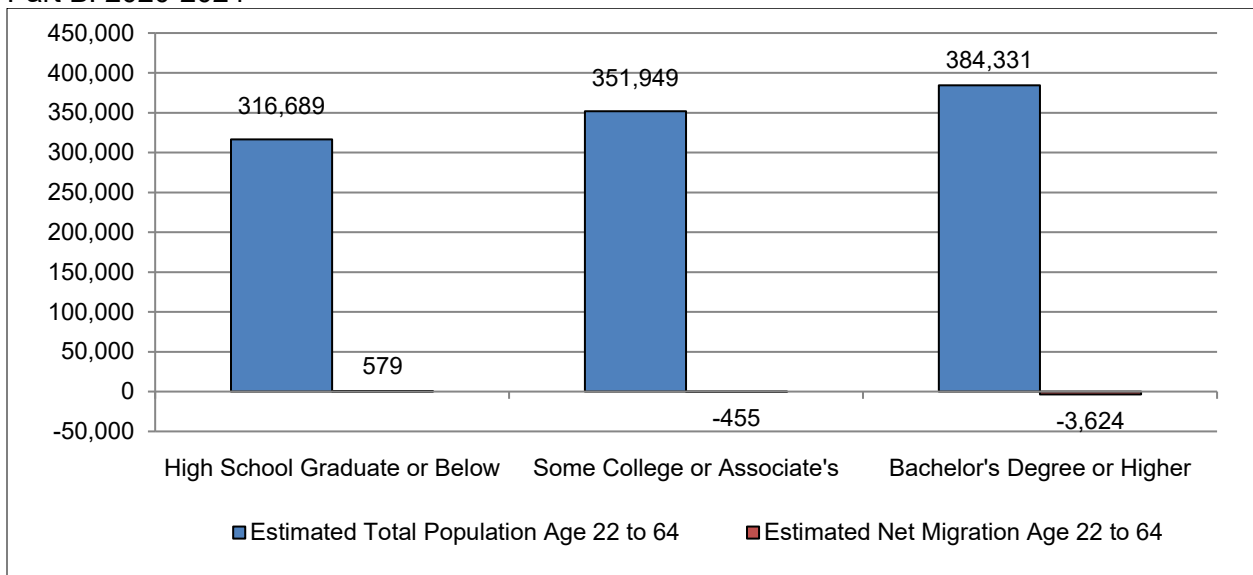
- Analyzing the overall educational attainment and the overall net migration of 22- to-64-year-olds reveals that for every 10,000 people in Nebraska with a high school education or below, there was an average annual net in-migration of 18.3 people for 2020-2024, compared to an average annual net in-migration of 12.6 people for 2015-2019.
- For every 10,000 people in Nebraska with some college or an associate's degree, there was an average annual net out-migration of 12.9 people for 2020-2024, compared to an average annual net in-migration of 44.2 people for 2015-2019.
- For every 10,000 people in Nebraska with a bachelor's degree or higher, there was an average annual net out-migration of 94.3 people for 2020-2024, compared to an average annual net out-migration of 61.0 people for 2015-2019.
- 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.

Figure 3.6
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 2015-2019 and 2020-2024 American Community Survey

Part A: 2015-2019



Part B: 2020-2024



Note. See [Table A13.1](#) and [Table A13.4](#) in [Appendix 13](#) for supporting data. Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2015-2019 (compiled and prepared by the Center for Public Affairs Research, University of Nebraska Omaha) and 2020-2024 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).

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
- Capitol Beauty School
 - Formerly Capitol School of Hairstyling and Esthetics
- CHI Health School of Radiologic Technology
 - Formerly Alegent Health School of Radiologic Technology
- Clarkson College
- College of Hair Design-Downtown
 - Beginning in Fall 2025, data for both College of Hair Design locations is reported under the Downtown location
- College of Hair Design-East Campus
 - Beginning in Fall 2025, data for both College of Hair Design locations is reported under the Downtown location
- College of Saint Mary
- Concordia University-Nebraska
- Creighton University
- Doane University
 - Formerly Doane College-Crete
 - Formerly Doane College-Lincoln
 - Formerly Doane University-Arts & Sciences
 - Formerly Doane University-Graduate and Professional Studies
- Entourage Institute of Beauty and Esthetics
 - Formerly Paul Mitchell the School Lincoln
 - Formerly Davines Professional Academy of Beauty and Business
 - Did not report to IPEDS until Fall 2016
- Fullen School of Hair Design
 - No longer an IPEDS reporting institution Fall 2016
 - Closed Fall 2022

Nonpublic College & Universities (Continued)

- Grace University
 - Closed Fall 2018
- Hastings College
- ITT Technical Institute-Omaha
 - Closed Fall 2016
- Joseph's College Cosmetology
 - Formerly Joseph's College
- La'James International College
 - Closed Fall 2020
- Little Priest Tribal College
- Midland University
- Myotherapy Institute
- National American University-Bellevue
 - 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
 - Closed Fall 2018
- Purdue University Global-Lincoln
 - Formerly Kaplan University-Lincoln Campus
 - No longer an IPEDS reporting institution Fall 2019
 - Closed Fall 2023
- Purdue University Global-Omaha
 - Formerly Kaplan University-Omaha Campus
 - Closed Fall 2019
- Regional West Medical Center School of Radiologic Technology
 - No longer an IPEDS reporting institution Fall 2016
- Ricketts Great Books College
 - Opened Fall 2024
- Summit Christian College
- The Creative Center
 - Closed Fall 2021
- Union Adventist University
 - Formerly Union College
- Universal College of Healing Arts
- University of Phoenix-Omaha Campus
 - Closed Fall 2015
- Vatterott College-Spring Valley
 - Closed Fall 2015
- Xenon A Stephanie Moss Academy
 - Formerly Xenon International Academy-Omaha
 - Formerly Stephanie Moss Academy
- York University
 - Formerly York College

Appendix 1

Nebraska College Enrollments

Table A1.1 Nebraska Total Fall Headcount Enrollment by Sector Fall 2014 through Fall 2025					
Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Nonpublic Colleges & Universities	Nebraska State Total
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	37,070	136,213
2020	51,206	8,434	37,351	38,610	135,601
2021	50,066	8,897	38,584	37,003	134,550
2022	48,867	8,833	39,767	37,986	135,453
2023	49,063	8,650	41,794	38,816	138,323
2024	49,456	8,256	43,814	39,594	141,120
<i>2025 Estimated</i>	48,904	7,787	46,772	39,384	142,847
<i>Note.</i> Statewide official enrollments for fall 2025 will not be available from IPEDS until mid-2026. Data sources: For 2014 through 2024 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.					

Table A1.2
Nebraska Total Fall Headcount Enrollment by Sector and by Institution
Fall 2014 through Fall 2025

Total Fall Headcount Enrollment	2014	2015	2016	2017	2018	2019
Nebraska Public Institutions	99,701	99,872	100,857	100,717	99,644	99,143
University of Nebraska	51,215	51,835	52,516	52,679	51,885	51,208
Neb. College of Technical Agriculture	384	512	342	317	335	331
University of Nebraska at Kearney	6,902	6,747	6,788	6,644	6,327	6,279
University of Nebraska-Lincoln	25,006	25,260	25,897	26,079	25,820	25,390
University of Nebraska Medical Center	3,696	3,790	3,862	3,908	3,972	4,055
University of Nebraska at Omaha	15,227	15,526	15,627	15,731	15,431	15,153
Nebraska State College System	9,002	8,930	8,905	8,378	8,195	8,406
Chadron State College	3,033	2,993	2,977	2,737	2,448	2,407
Peru State College	2,499	2,506	2,571	2,349	2,114	2,109
Wayne State College	3,470	3,431	3,357	3,292	3,633	3,890
Nebraska Community Colleges	39,484	39,107	39,436	39,660	39,564	39,529
Central Community College	6,377	6,227	6,316	6,082	6,354	6,368
Metropolitan Community College	14,675	14,812	14,788	14,954	14,913	14,300
Mid-Plains Community College	2,143	2,235	2,276	2,221	2,216	2,125
Northeast Community College	5,061	5,051	5,075	5,086	5,016	5,258
Southeast Community College	9,392	9,248	9,262	9,412	9,240	9,756
Western Nebraska Community College	1,836	1,534	1,719	1,905	1,825	1,722
Nonpublic Colleges & Universities	37,009	37,090	36,060	35,891	35,974	37,070
Bellevue University	9,879	9,760	8,896	8,655	9,621	11,637
Bryan College of Health Sciences	691	704	703	679	716	773
Capitol Beauty School	116	121	124	124	107	158
CHI Health School of Radiologic Technology	22	19	18	15	15	16
Clarkson College	1,221	1,254	1,219	1,273	1,162	1,108
College of Hair Design-Downtown	98	103	92	88	123	78
College of Hair Design-East Campus	112	80	67	40	37	94
College of Saint Mary	1,018	1,001	1,043	1,140	1,168	1,050
Concordia University-Nebraska	2,332	2,457	2,757	2,520	2,424	2,703
Creighton University	8,236	8,435	8,393	8,654	8,910	8,821
Doane University	2,624	2,639	2,615	2,871	2,617	2,422
Entourage Institute of Beauty and Esthetics	-	37	55	58	51	44
Fullen School of Hair Design	29	24	-	-	-	-
Grace University	469	471	393	298	-	-
Hastings College	1,212	1,219	1,246	1,202	1,080	998
ITT Technical Institute-Omaha	395	312	-	-	-	-
Joseph's College Cosmetology	229	245	266	202	163	140
La'James International College	24	24	20	17	8	15
Little Priest Tribal College	127	132	132	141	130	133
Midland University	1,362	1,646	1,709	1,793	1,873	1,809
Myotherapy Institute	15	20	41	23	11	17
National American University-Bellevue	191	121	106	98	68	-
Nebraska Christian College of Hope International University	136	130	124	146	134	111

Continued on the next page.

Table A1.2 Continued						
Total Fall Headcount Enrollment	2020	2021	2022	2023	2024	Est. 2025
Nebraska Public Institutions	96,991	97,547	97,467	99,507	101,526	103,463
University of Nebraska	51,206	50,066	48,867	49,063	49,456	48,904
Neb. College of Technical Agriculture	282	282	303	259	222	213
University of Nebraska at Kearney	6,225	6,275	6,041	6,017	5,881	5,699
University of Nebraska-Lincoln	25,108	24,431	23,805	23,986	24,393	23,954
University of Nebraska Medical Center	3,699	3,750	3,660	3,786	3,988	4,084
University of Nebraska at Omaha	15,892	15,328	15,058	15,015	14,972	14,954
Nebraska State College System	8,434	8,897	8,833	8,650	8,256	7,787
Chadron State College	2,330	2,250	2,260	2,205	2,098	1,910
Peru State College	1,902	2,067	1,800	1,638	1,492	1,254
Wayne State College	4,202	4,580	4,773	4,807	4,666	4,623
Nebraska Community Colleges	37,351	38,584	39,767	41,794	43,814	46,772
Central Community College	5,974	6,309	6,519	6,862	6,927	7,264
Metropolitan Community College	13,244	13,709	14,541	15,964	16,642	18,251
Mid-Plains Community College	2,075	2,101	2,084	2,066	2,140	2,260
Northeast Community College	5,105	5,345	5,583	5,595	5,720	5,958
Southeast Community College	9,328	9,416	9,465	9,799	10,816	11,351
Western Nebraska Community College	1,625	1,704	1,575	1,508	1,569	1,688
Nonpublic Colleges & Universities	38,610	37,003	37,986	38,816	39,594	39,384
Bellevue University	13,059	11,902	13,841	14,476	14,667	13,323
Bryan College of Health Sciences	778	744	725	746	765	707
Capitol Beauty School	160	154	138	167	161	129
CHI Health School of Radiologic Technology	15	19	24	25	29	32
Clarkson College	1,169	1,180	1,133	1,078	1,121	1,172
College of Hair Design-Downtown	43	57	67	72	53	229
College of Hair Design-East Campus	51	114	117	116	125	-
College of Saint Mary	1,024	1,011	857	733	786	759
Concordia University-Nebraska	3,224	2,989	3,047	3,423	3,479	3,821
Creighton University	8,770	8,735	8,397	8,255	8,581	8,914
Doane University	2,281	2,060	1,879	1,948	1,985	2,276
Entourage Institute of Beauty and Esthetics	38	33	27	49	99	151
Fullen School of Hair Design	-	-	-	-	-	-
Grace University	-	-	-	-	-	-
Hastings College	982	946	936	1,011	956	876
ITT Technical Institute-Omaha	-	-	-	-	-	-
Joseph's College Cosmetology	131	127	107	98	92	41
La'James International College	-	-	-	-	-	-
Little Priest Tribal College	113	165	208	208	218	260
Midland University	1,765	1,671	1,615	1,557	1,558	1,672
Myotherapy Institute	13	14	13	10	12	7
National American University-Bellevue	-	-	-	-	-	-
Nebraska Christian College of Hope	-	-	-	-	-	-
International University	-	-	-	-	-	-
Continued on the next page.						

Table A1.2 Continued				
Total Fall Headcount Enrollment	1-Year Change 23-24	Est. 1-Year Change 24-25	10-Year Change 14-24	Est. 11-Year Change 14-25
Nebraska Public Institutions	2.0%	1.9%	1.8%	3.8%
University of Nebraska	0.8%	-1.1%	-3.4%	-4.5%
Neb. College of Technical Agriculture	-14.3%	-4.1%	-42.2%	-44.5%
University of Nebraska at Kearney	-2.3%	-3.1%	-14.8%	-17.4%
University of Nebraska-Lincoln	1.7%	-1.8%	-2.5%	-4.2%
University of Nebraska Medical Center	5.3%	2.4%	7.9%	10.5%
University of Nebraska at Omaha	-0.3%	-0.1%	-1.7%	-1.8%
Nebraska State College System	-4.6%	-5.7%	-8.3%	-13.5%
Chadron State College	-4.9%	-9.0%	-30.8%	-37.0%
Peru State College	-8.9%	-16.0%	-40.3%	-49.8%
Wayne State College	-2.9%	-0.9%	34.5%	33.2%
Nebraska Community Colleges	4.8%	6.8%	11.0%	18.5%
Central Community College	0.9%	4.9%	8.6%	13.9%
Metropolitan Community College	4.2%	9.7%	13.4%	24.4%
Mid-Plains Community College	3.6%	5.6%	-0.1%	5.5%
Northeast Community College	2.2%	4.2%	13.0%	17.7%
Southeast Community College	10.4%	4.9%	15.2%	20.9%
Western Nebraska Community College	4.0%	7.6%	-14.5%	-8.1%
Nonpublic Colleges & Universities	2.0%	-0.5%	7.0%	6.4%
Bellevue University	1.3%	-9.2%	48.5%	34.9%
Bryan College of Health Sciences	2.5%	-7.6%	10.7%	2.3%
Capitol Beauty School	-3.6%	-19.9%	38.8%	11.2%
CHI Health School of Radiologic Technology	16.0%	10.3%	31.8%	45.5%
Clarkson College	4.0%	4.5%	-8.2%	-4.0%
College of Hair Design-Downtown	-26.4%	332.1%	-45.9%	133.7%
College of Hair Design-East Campus	7.8%	-100.0%	11.6%	-100.0%
College of Saint Mary	7.2%	-3.4%	-22.8%	-25.4%
Concordia University-Nebraska	1.6%	9.8%	49.2%	63.9%
Creighton University	3.9%	3.9%	4.2%	8.2%
Doane University	1.9%	14.7%	-24.4%	-13.3%
Entourage Institute of Beauty and Esthetics	102.0%	52.5%	-	-
Fullen School of Hair Design	-	-	-	-
Grace University	-	-	-	-
Hastings College	-5.4%	-8.4%	-21.1%	-27.7%
ITT Technical Institute-Omaha	-	-	-	-
Joseph's College Cosmetology	-6.1%	-55.4%	-59.8%	-82.1%
La'James International College	-	-	-	-
Little Priest Tribal College	4.8%	19.3%	71.7%	104.7%
Midland University	0.1%	7.3%	14.4%	22.8%
Myotherapy Institute	20.0%	-41.7%	-20.0%	-53.3%
National American University-Bellevue	-	-	-	-
Nebraska Christian College of Hope	-	-	-	-
International University	-	-	-	-

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Table A1.2 Continued						
Total Fall Headcount Enrollment	2014	2015	2016	2017	2018	2019
Nebraska Indian Community College	120	158	175	180	200	226
Nebraska Methodist College of Nursing & Allied Health	1,000	1,000	1,088	1,167	1,102	1,128
Nebraska Wesleyan University	2,083	2,049	2,059	2,064	2,095	2,044
Omaha School of Massage and Healthcare of Herzing University	146	104	106	17	-	-
Purdue University Global-Lincoln	593	498	410	296	288	-
Purdue University Global-Omaha	720	678	585	458	332	-
Regional West Medical Center School of Radiologic Technology	7	11	-	-	-	-
Ricketts Great Books College	-	-	-	-	-	-
Summit Christian College	40	36	37	30	27	25
The Creative Center	78	64	60	51	39	40
Union Adventist University	887	903	895	868	807	770
Universal College of Healing Arts	14	25	11	46	35	26
Vatterott College-Spring Valley	145	6	-	-	-	-
Xenon A Stephanie Moss Academy	230	194	191	215	191	177
York University	408	410	424	462	440	507
Nebraska State Total	136,710	136,962	136,917	136,608	135,618	136,213
Continued on the next page.						

Table A1.2 Continued						
Total Fall Headcount Enrollment	2020	2021	2022	2023	2024	<i>Est. 2025</i>
Nebraska Indian Community College	210	409	474	624	620	778
Nebraska Methodist College of Nursing & Allied Health	1,212	1,229	1,146	1,040	1,067	1,092
Nebraska Wesleyan University	1,924	1,816	1,688	1,690	1,654	1,562
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	-	-	-	-	-	-
Ricketts Great Books College	-	-	-	-	6	18
Summit Christian College	34	26	22	23	32	24
The Creative Center	24	-	-	-	-	-
Union Adventist University	757	774	694	635	729	743
Universal College of Healing Arts	29	14	24	27	26	23
Vatterott College-Spring Valley	-	-	-	-	-	-
Xenon A Stephanie Moss Academy	152	166	181	220	241	243
York University	652	648	626	585	532	532
Nebraska State Total	135,601	134,550	135,453	138,323	141,120	142,847
Continued on the next page.						

Table A1.2 Continued				
Total Fall Headcount Enrollment	1-Year Change 23-24	<i>Est. 1-Year Change 24-25</i>	10-Year Change 14-24	<i>Est. 11-Year Change 14-25</i>
Nebraska Indian Community College	-0.6%	25.5%	416.7%	548.3%
Nebraska Methodist College of Nursing & Allied Health	2.6%	2.3%	6.7%	9.2%
Nebraska Wesleyan University	-2.1%	-5.6%	-20.6%	-25.0%
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	-	-	-	-
Ricketts Great Books College	-	200.0%	-	-
Summit Christian College	39.1%	-25.0%	-20.0%	-40.0%
The Creative Center	-	-	-	-
Union Adventist University	14.8%	1.9%	-17.8%	-16.2%
Universal College of Healing Arts	-3.7%	-11.5%	85.7%	64.3%
Vatterott College-Spring Valley	-	-	-	-
Xenon A Stephanie Moss Academy	9.5%	0.8%	4.8%	5.7%
York University	-9.1%	0.0%	30.4%	30.4%
Nebraska State Total	2.0%	1.2%	3.2%	4.5%
Data sources: For 2014 through 2024 data, National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.				

Table A1.3
Nebraska 12-Month Unduplicated Headcount Enrollment by Sector
2014-2015 through 2024-2025

Academic Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Nonpublic Colleges & Universities	Nebraska State Total
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	57,516	10,956	56,768	51,017	176,257
2020-2021	58,037	11,702	54,424	50,786	174,949
2021-2022	56,818	11,523	54,835	51,252	174,428
2022-2023	55,328	11,256	56,891	51,444	174,919
2023-2024	55,318	10,830	59,772	52,248	178,168
2024-2025	55,267	10,307	62,926	53,153	181,653

Data source: National Center for Education Statistics, IPEDS 2015 through 2025 surveys.

Table A1.4
First-Time Freshmen Enrollment by Sector
Fall 2014 through Fall 2025

Part A: Full-Time, First-Time Freshmen

Number of Students	2014	2015	2016	2017	2018	2019
University of Nebraska	7,478	7,570	7,935	7,902	7,963	7,697
Nebraska State College System	1,399	1,292	1,217	1,228	1,306	1,389
Nebraska Community Colleges	4,235	3,946	4,183	3,678	3,869	3,982
Nonpublic Colleges & Universities	3,667	3,743	3,589	3,773	3,672	3,562
Nebraska Total	16,779	16,551	16,924	16,581	16,810	16,630
% of Total Freshmen Enrolled	90.3%	90.4%	90.8%	91.2%	91.0%	90.8%
Number of Students	2020	2021	2022	2023	2024	Est. 2025
University of Nebraska	7,807	7,870	7,856	7,765	7,649	7,740
Nebraska State College System	1,413	1,460	1,311	1,254	1,325	1,188
Nebraska Community Colleges	3,734	3,554	3,630	3,764	4,201	4,130
Nonpublic Colleges & Universities	3,374	3,446	3,308	3,605	3,321	3,739
Nebraska Total	16,328	16,330	16,105	16,388	16,496	16,797
% of Total Freshmen Enrolled	90.2%	90.2%	89.2%	88.9%	86.8%	87.6%
Percentage Changes	1-Year Change 23-24	<i>Est.</i> 1-Year Change 24-25	10-Year Change 14-24	<i>Est.</i> 11-Year Change 14-25		
University of Nebraska	-1.5%	1.2%	2.3%	3.5%		
Nebraska State College System	5.7%	-10.3%	-5.3%	-15.1%		
Nebraska Community Colleges	11.6%	-1.7%	-0.8%	-2.5%		
Nonpublic Colleges & Universities	-7.9%	12.6%	-9.4%	2.0%		
Nebraska Total	0.7%	1.8%	-1.7%	0.1%		

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Table A1.4 Continued

Part B: Part-Time, First-Time Freshmen

Number of Students	2014	2015	2016	2017	2018	2019
University of Nebraska	125	147	107	110	67	90
Nebraska State College System	20	17	12	9	6	26
Nebraska Community Colleges	1,574	1,538	1,506	1,365	1,534	1,488
Nonpublic Colleges & Universities	88	57	96	114	49	82
Nebraska Total	1,807	1,759	1,721	1,598	1,656	1,686
% of Total Freshmen Enrolled	9.7%	9.6%	9.2%	8.8%	9.0%	9.2%
Number of Students	2020	2021	2022	2023	2024	Est. 2025
University of Nebraska	122	97	92	100	77	86
Nebraska State College System	17	24	15	19	18	18
Nebraska Community Colleges	1,515	1,458	1,511	1,573	2,072	2,066
Nonpublic Colleges & Universities	121	191	333	358	338	213
Nebraska Total	1,775	1,770	1,951	2,050	2,505	2,383
% of Total Freshmen Enrolled	9.8%	9.8%	10.8%	11.1%	13.2%	12.4%
Percentage Changes	1-Year Change 23-24	<i>Est.</i> 1-Year Change 24-25	10-Year Change 14-24	<i>Est.</i> 11-Year Change 14-25		
University of Nebraska	-23.0%	11.7%	-38.4%	-31.2%		
Nebraska State College System	-5.3%	0.0%	-10.0%	-10.0%		
Nebraska Community Colleges	31.7%	-0.3%	31.6%	31.3%		
Nonpublic Colleges & Universities	-5.6%	-37.0%	284.1%	142.0%		
Nebraska Total	22.2%	-4.9%	38.6%	31.9%		

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Table A1.4 Continued

Part C: Total First-Time Freshmen

Number of Students	2014	2015	2016	2017	2018	2019
University of Nebraska	7,603	7,717	8,042	8,012	8,030	7,787
Nebraska State College System	1,419	1,309	1,229	1,237	1,312	1,415
Nebraska Community Colleges	5,809	5,484	5,689	5,043	5,403	5,470
Nonpublic Colleges & Universities	3,755	3,800	3,685	3,887	3,721	3,644
Nebraska Total	18,586	18,310	18,645	18,179	18,466	18,316
Number of Students	2020	2021	2022	2023	2024	Est. 2025
University of Nebraska	7,929	7,967	7,948	7,865	7,726	7,826
Nebraska State College System	1,430	1,484	1,326	1,273	1,343	1,206
Nebraska Community Colleges	5,249	5,012	5,141	5,337	6,273	6,196
Nonpublic Colleges & Universities	3,495	3,637	3,641	3,963	3,659	3,952
Nebraska Total	18,103	18,100	18,056	18,438	19,001	19,180
Percentage Changes	1-Year Change 23-24	Est. 1-Year Change 24-25	10-Year Change 14-24	Est. 11-Year Change 14-25		
University of Nebraska	-1.8%	1.3%	1.6%	2.9%		
Nebraska State College System	5.5%	-10.2%	-5.4%	-15.0%		
Nebraska Community Colleges	17.5%	-1.2%	8.0%	6.7%		
Nonpublic Colleges & Universities	-7.7%	8.0%	-2.6%	5.2%		
Nebraska Total	3.1%	0.9%	2.2%	3.2%		
Data sources: For 2014 through 2024 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2014 through fall 2024 surveys. Preliminary enrollments for fall 2025 were collected from each institution by the Coordinating Commission for Postsecondary Education, December 2025.						

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Appendix 2

Actual and Projected Numbers of Nebraska High School Graduates

Table A2.1 Numbers of Nebraska High School Graduates 2014-2015 through 2024-2025					
School Year	Type of School/Agency			Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	ESU & SO		
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%
21-22	22,170	2,698	88	24,956	1.0%
22-23	22,224	2,442	124	24,790	-0.7%
23-24	22,306	2,347	96	24,749	-0.2%
24-25	22,192	2,340	113	24,645	-0.4%
<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, 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), February 2022 (2020-21 data), January 2023 (2021-22 data), December 2023 (2022-23 data), January 2025 (2023-24 data), and January 2026 (2024-25 data).					

Table A2.2
Actual and Projected Numbers of Nebraska High School Graduates
2014-2015 through 2034-2035

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										
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
21-22	15,098	666	4,096	247	1,286	777	22,170	22,170	2,698	24,868
22-23	14,962	684	4,179	233	1,339	827	22,224	22,224	2,442	24,666
23-24	14,617	669	4,603	249	1,352	816	22,306	22,306	2,347	24,653
24-25	14,444	626	4,631	253	1,369	869	22,192	22,192	2,340	24,532
Projected										
24-25	14,175	641	4,461	243	1,261	816	21,597	21,658	2,204	23,862
25-26	14,822	730	4,841	240	1,368	934	22,935	22,993	2,499	25,492
26-27	14,647	711	5,082	246	1,348	943	22,977	23,010	2,445	25,455
27-28	14,357	767	4,966	214	1,333	986	22,623	22,647	2,431	25,078
28-29	14,071	786	4,868	232	1,238	974	22,169	22,190	2,408	24,598
29-30	14,087	836	4,994	252	1,251	1,030	22,450	22,463	2,446	24,909
30-31	13,829	846	5,224	226	1,273	1,054	22,452	22,435	2,534	24,969
31-32	14,018	857	5,474	228	1,255	1,076	22,908	22,857	2,570	25,427
32-33	13,739	827	5,699	236	1,253	1,118	22,872	22,778	2,501	25,279
33-34	13,710	868	6,037	255	1,254	1,206	23,330	23,176	2,527	25,703
34-35	13,104	876	6,006	253	1,205	1,164	22,608	22,547	2,462	25,009

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 2024-2025, the actual number of public school graduates (22,192) was 2.5% higher than WICHE predicted (21,597). Data sources: For actual numbers of graduates: Nebraska Department of Education, 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), February 2022 (2020-21 data), January 2022 (2021-22 data), December 2023 (2022-23 data), January 2025 (2023-24 data), and January 2026 (2024-25 data). For projected numbers of graduates: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2024*.

Table A2.3
Actual and Projected Changes in the Numbers and Percentages of
Nebraska Public High School Graduates by Race/Ethnicity:
2014-2015, 2024-25, and 2034-2035

Race/Ethnicity	2014-2015		2024-2025		Actual % Change 14-15 to 24-25	2034-2035		Projected % Change 24-25 to 34-35
	Actual No. of Grads	% of Actual Grads	Actual No. of Grads	% of Actual Grads		Projected No. of Grads	% of Projected Grads	
White non-Hispanic	14,817	73.1%	14,444	65.1%	-2.5%	13,104	58.0%	-9.3%
Asian/ Pacific Islander	503	2.5%	626	2.8%	24.5%	876	3.9%	39.9%
Hispanic	3,026	14.9%	4,631	20.9%	53.0%	6,006	26.6%	29.7%
Native American	228	1.1%	253	1.1%	11.0%	253	1.1%	0.0%
Black non-Hispanic	1,112	5.5%	1,369	6.2%	23.1%	1,205	5.3%	-12.0%
Two or More Races	595	2.9%	869	3.9%	46.1%	1,164	5.1%	33.9%
Total for Public High Schools	20,281		22,192		9.4%	22,608 ^a		1.9%

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, January 2016, and January 2026. For projected numbers of graduates: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2024*.

^a Because projections were made independently for the various race/ethnic groups, the projected race/ethnicity total may not equal the projected total for public school graduates. WICHE projects a total of 22,547 individuals will graduate from Nebraska's public schools in 2034-35. This is a projected increase of 1.6% between 2024-25 and 2034-35.

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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 of 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 2025 graduation cohort is the group of students who entered 9th grade for the first time at the beginning of or during the 2021-2022 school year. The expected graduation year for this cohort was the 2024-2025 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:

$$\frac{\text{High school diploma recipients (Year X)}}{\text{1st time 9th graders (Year X - 4) + Students who transfer in - (Students who transfer out, emigrate to another country, or die)}}$$

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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.

Data source: Nebraska Department of Education, *2024-2025 Nebraska Education Profile*, Definitions.

Table A3.1
Cohort Graduation Rates for Nebraska Public High Schools
By Sex, Race/Ethnicity, and Other Student Groups
2014-2015 through 2024-2025

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%
Sex						
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%
Sex						
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%
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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%
Sex						
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%
Sex						
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%
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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%
Sex						
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%	21,377	90%
Sex						
Male	10,229	84%	10,512	87%	10,618	88%
Female	10,461	91%	10,676	93%	10,759	93%
Race/Ethnicity						
White non-Hispanic	14,518	92%	14,734	94%	14,824	94%
Asian	567	87%	585	90%	593	91%
Native Hawaiian/Other Pac. Islander	24	73%	26	76%	26	76%
Hispanic	3,639	78%	3,809	82%	3,869	83%
Native American	186	72%	202	77%	206	78%
Black non-Hispanic	1,118	75%	1,177	80%	1,195	80%
Two or More Races	638	83%	655	85%	664	86%
Other Groups						
Eligible for Free or Reduced Lunch	8,014	80%	8,383	84%	8,499	85%
Special Education Students	1,858	65%	2,006	72%	2,085	76%
English Language Learners	609	52%	711	61%	743	64%
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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%	21,446	90%	21,610	90%
Sex						
Male	10,505	85%	10,831	87%	10,963	88%
Female	10,409	90%	10,615	92%	10,687	93%
Race/Ethnicity						
White non-Hispanic	14,613	92%	14,823	93%	14,891	94%
Asian	569	89%	591	92%	595	93%
Native Hawaiian/Other Pac. Islander	29	83%	30	86%	30	86%
Hispanic	3,654	79%	3,824	83%	3,884	84%
Native American	228	73%	253	81%	254	81%
Black non-Hispanic	1,159	75%	1,233	79%	1,256	80%
Two or More Races	662	81%	692	86%	700	87%
Other Groups						
Eligible for Free or Reduced Lunch	8,429	80%	8,799	84%	8,885	85%
Special Education Students	1,931	65%	2,078	71%	2,141	74%
English Language Learners	596	58%	682	67%	706	70%
2021-2022						
Total Cohort Graduates	21,274	87%	21,779	89%	21,956	90%
Sex						
Male	10,611	84%	10,931	87%	11,044	88%
Female	10,663	90%	10,848	92%	10,912	92%
Race/Ethnicity						
White non-Hispanic	14,771	92%	15,006	94%	15,084	94%
Asian	604	90%	616	92%	618	92%
Native Hawaiian/Other Pac. Islander	28	90%	30	100%	30	100%
Hispanic	3,795	77%	3,940	80%	4,005	81%
Native American	208	70%	221	74%	226	76%
Black non-Hispanic	1,154	74%	1,230	79%	1,250	80%
Two or More Races	714	82%	736	84%	743	85%
Other Groups						
Eligible for Free or Reduced Lunch	8,260	79%	8,547	83%	8,657	84%
Special Education Students	1,978	66%	2,129	72%	2,211	75%
English Language Learners	616	53%	701	61%	731	64%
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Table A3.1 (Continued)						
Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2022-2023						
Total Cohort Graduates	21,232	87%	21,799	90%	21,999	90%
Sex						
Male	10,702	85%	11,017	87%	11,132	88%
Female	10,530	90%	10,782	92%	10,867	93%
Race/Ethnicity						
White non-Hispanic	14,486	92%	14,703	94%	14,811	95%
Asian	623	88%	645	92%	650	92%
Native Hawaiian/Other Pac. Islander	35	85%	36	84%	36	84%
Hispanic	3,898	77%	4,098	81%	4,155	82%
Native American	212	74%	225	78%	229	80%
Black non-Hispanic	1,214	76%	1,300	81%	1,315	82%
Two or More Races	764	81%	792	84%	803	85%
Other Groups						
Eligible for Free or Reduced Lunch	7,990	79%	8,378	84%	8,479	85%
Special Education Students	2,019	67%	2,160	73%	2,269	78%
English Language Learners	693	53%	803	62%	827	64%
2023-2024						
Total Cohort Graduates	21,444	88%	22,024	91%		
Sex						
Male	10,726	86%	11,081	89%		
Female	10,718	90%	10,943	92%		
Race/Ethnicity						
White non-Hispanic	14,281	93%	14,488	94%		
Asian	619	90%	638	93%		
Native Hawaiian/Other Pac. Islander	29	73%	31	78%		
Hispanic	4,259	80%	4,481	84%		
Native American	233	74%	253	81%		
Black non-Hispanic	1,247	76%	1,325	81%		
Two or More Races	776	84%	808	87%		
Other Groups						
Eligible for Free or Reduced Lunch	8,543	82%	8,914	87%		
Special Education Students	2,108	69%	2,281	76%		
English Language Learners	779	61%	889	70%		
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
2024-2025						
Total Cohort Graduates	21,243	88%				
Sex						
Male	10,898	86%				
Female	10,345	90%				
Race/Ethnicity						
White non-Hispanic	14,044	94%				
Asian	560	85%				
Native Hawaiian/Other Pac. Islander	30	77%				
Hispanic	4,312	77%				
Native American	226	74%				
Black non-Hispanic	1,263	79%				
Two or More Races	808	85%				
Other Groups						
Eligible for Free or Reduced Lunch	8,148	82%				
Special Education Students	1,978	70%				
English Language Learners	983	52%				
<i>Note.</i> Graduates do not include GED recipients or completers who did not receive regular diplomas. Data source: Nebraska Department of Education, 2024-2025 Data Downloads, Graduation Cohort Data, supplemented with cohort graduation data from the Nebraska Department of Education, December 2025.						

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 2015 through 2025						
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
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%
2022	24,370	1,349,644	51%	53%	30%	31%
2023	24,565	1,386,335	50%	51%	29%	30%
2024	24,581	1,374,791	49%	51%	28%	29%
2025	24,160	1,380,130	50%	50%	28%	29%
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
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%
2022	37%	41%	31%	32%	20%	22%
2023	36%	40%	30%	31%	19%	21%
2024	36%	40%	28%	30%	18%	20%
2025	36%	39%	30%	30%	18%	20%
<i>Note.</i> The benchmark scores for English (18), mathematics (22), reading (22), and science (23) were unchanged during the reporting period. 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). However, due to the COVID-19 pandemic, the ACT testing requirement was waived for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, <i>High School Profile Report - Nebraska</i> , 2015 through 2025.						

Table A4.2
Numbers and Percentages of ACT-Tested Students
by High School Curriculum Completed or Planned to Complete Before Graduation
2015 through 2025

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	
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
2022	13,256	54%	5,163	21%	5,951	24%	24,370
2023	11,533	47%	4,695	19%	8,337	34%	24,565
2024	11,375	46%	5,035	20%	8,171	33%	24,581
2025	10,683	44%	4,756	20%	8,721	36%	24,160

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). However, due to the COVID-19 pandemic, the ACT testing requirement was waived for the 2021 graduating class and not all 2022 graduates took the assessment. Data source: ACT, *High School Profile Report - Nebraska*, 2015 through 2025.

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 2014 through Fall 2024

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
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	14,644	60.4%
2021-2022	24,956	2022	15,102	60.5%
2023-2024	24,749	2024	15,641	63.2%
Change Since: 2013-14 (HS) & Fall 2014 (FTF)	7.6% (HS)		9.5% (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. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with college continuation data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 403 Nebraska first-time freshmen attended TSTC in fall 2022 within 12 months of high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC did not report any Nebraska students attending within 12 months of high school graduation. Therefore, the Commission has overridden TSTC's fall 2022 enrollments to zero Nebraska students. Data sources: For high school data, Nebraska Department of Education, January 2015 (2013-14 data), December 2016 (2015-16 data), December 2018 (2017-18 data), December 2020 (2019-20 data), January 2023 (2021-22 data), and January 2025 (2023-24 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 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 2014 through Fall 2024

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	%
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%	2,650	10.9%	9,581	39.6%
2021-22	24,956	2022	11,947	47.9%	3,155	12.6%	9,854	39.5%
2023-24	24,749	2024	12,590	50.9%	3,051	12.3%	9,108	36.8%

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. Does not include fall 2022 data for Texas State Technical College (see [Table A5.1](#) for more information). Data sources: For high school data, Nebraska Department of Education, January 2015 (2013-14 data), December 2016 (2015-16 data), December 2018 (2017-18 data), December 2020 (2019-20 data), January 2023 (2021-22 data), January 2025 (2023-24 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 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 2024 Compared to Fall 2014

Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended Nebraska Institutions			
	Fall 2014		Fall 2024	
	N	%	N	%
Private For-Profit	146	1.3%	102	0.8%
Private Not-For-Profit	1,539	13.3%	1,335	10.6%
Subtotal	1,685	14.5%	1,437	11.4%
Public, 2-Year	3,226	27.8%	4,418	35.1%
Public, 4-Year	6,682	57.6%	6,735	53.5%
Subtotal	9,908	85.5%	11,153	88.6%
Total to Nebraska Institutions	11,593	100.0%	12,590	100.0%
Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended Out-of-State Institutions			
	Fall 2014		Fall 2024	
	N	%	N	%
Private For-Profit	44	1.6%	114	3.7%
Private Not-For-Profit	966	35.9%	952	31.2%
Subtotal	1,010	37.5%	1,066	34.9%
Public, 2-Year	551	20.5%	405	13.3%
Public, 4-Year	1,131	42.0%	1,580	51.8%
Subtotal	1,682	62.5%	1,985	65.1%
Total to Out-of-State Institutions	2,692	100.0%	3,051	100.0%
Total All States	14,285		15,647	
<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. Does not include fall 2022 data for Texas State Technical College (see Table A5.1 for more information). Data source: National Center for Education Statistics, IPEDS fall 2014 and 2024 surveys.				

Table A5.4
College Continuation Rates for Nebraska Public High School Graduates
by Sex, Student Income Status, and Race/Ethnicity: 2013-2014 through 2023-2024

Sex / 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	1,515	769	50.8%	5,637	4,206	74.6%
Asian/Pacific Islander	100	75	75.0%	115	99	86.1%
Black non-Hispanic	362	211	58.3%	188	124	66.0%
Hispanic	971	516	53.1%	415	251	60.5%
Native American	62	24	38.7%	51	24	47.1%
Two or More Races	114	51	44.7%	143	102	71.3%
Total	3,124	1,646	52.7%	6,549	4,806	73.4%
Total						
White non-Hispanic	100	75	75.0%	7,295	5,039	69.1%
Asian/Pacific Islander	362	211	58.3%	213	167	78.4%
Black non-Hispanic	971	516	53.1%	528	317	60.0%
Hispanic	62	24	38.7%	1,351	738	54.6%
Native American	114	51	44.7%	105	46	43.8%
Two or More Races	3,124	1,646	52.7%	263	163	62.0%
Total	1,515	769	50.8%	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%

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Table A5.4 (Continued)						
Sex / 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 A5.4 (Continued)						
Sex / 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%

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Table A5.4 (Continued)						
Sex / 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 A5.4 (Continued)						
Sex / 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%

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Table A5.4 (Continued)						
Sex / 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%
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Table A5.4 (Continued)						
Sex / Student Income Status / Race/Ethnicity	2019-2020			2020-2021		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	1,846	832	45.1%	1,882	875	46.5%
Asian/Pacific Islander	153	91	59.5%	141	88	62.4%
Black non-Hispanic	394	199	50.5%	408	190	46.6%
Hispanic	1,270	552	43.5%	1,223	565	46.2%
Native American	39	13	33.3%	41	14	34.1%
Two or More Races	139	69	49.6%	161	73	45.3%
Total	3,841	1,756	45.7%	3,856	1,805	46.8%
Non-Low Income						
White non-Hispanic	5,503	3,934	71.5%	5,667	4,067	71.8%
Asian/Pacific Islander	133	111	83.5%	157	130	82.8%
Black non-Hispanic	167	109	65.3%	171	113	66.1%
Hispanic	534	288	53.9%	597	305	51.1%
Native American	51	20	39.2%	78	34	43.6%
Two or More Races	172	119	69.2%	169	116	68.6%
Total	6,560	4,581	69.8%	6,839	4,765	69.7%
Total						
White non-Hispanic	7,349	4,766	64.9%	7,549	4,942	65.5%
Asian/Pacific Islander	286	202	70.6%	298	218	73.2%
Black non-Hispanic	561	308	54.9%	579	303	52.3%
Hispanic	1,804	840	46.6%	1,820	870	47.8%
Native American	90	33	36.7%	119	48	40.3%
Two or More Races	311	188	60.5%	330	189	57.3%
Total	10,401	6,337	60.9%	10,695	6,570	61.4%
Females						
Low Income						
White non-Hispanic	1,916	1,188	62.0%	1,892	1,138	60.1%
Asian/Pacific Islander	166	118	71.1%	151	104	68.9%
Black non-Hispanic	442	279	63.1%	459	249	54.2%
Hispanic	1,437	830	57.8%	1,337	754	56.4%
Native American	43	18	41.9%	45	21	46.7%
Two or More Races	175	104	59.4%	173	94	54.3%
Total	4,179	2,537	60.7%	4,057	2,360	58.2%
Non-Low Income						
White non-Hispanic	5,427	4,484	82.6%	5,348	4,422	82.7%
Asian/Pacific Islander	146	121	82.9%	160	133	83.1%
Black non-Hispanic	128	82	64.1%	141	91	64.5%
Hispanic	465	308	66.2%	555	360	64.9%
Native American	61	43	70.5%	71	42	59.2%
Two or More Races	159	124	78.0%	176	133	75.6%
Total	6,386	5,162	80.8%	6,451	5,181	80.3%
Total						
White non-Hispanic	7,343	5,672	77.2%	7,240	5,560	76.8%
Asian/Pacific Islander	312	239	76.6%	311	237	76.2%
Black non-Hispanic	570	361	63.3%	600	340	56.7%
Hispanic	1,902	1,138	59.8%	1,892	1,114	58.9%
Native American	104	61	58.7%	116	63	54.3%
Two or More Races	334	228	68.3%	349	227	65.0%
Total	10,565	7,699	72.9%	10,508	7,541	71.8%

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Table A5.4 (Continued)						
Sex / Student Income Status / Race/Ethnicity	2019-2020			2020-2021		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	3,762	2,020	53.7%	3,774	2,013	53.3%
Asian/Pacific Islander	319	209	65.5%	292	192	65.8%
Black non-Hispanic	836	478	57.2%	867	439	50.6%
Hispanic	2,707	1,382	51.1%	2,560	1,319	51.5%
Native American	82	31	37.8%	86	35	40.7%
Two or More Races	314	173	55.1%	334	167	50.0%
Total	8,020 (38.3%)	4,293	53.5%	7,913 (37.3%)	4,165	52.6%
Non-Low Income						
White non-Hispanic	10,930	8,418	77.0%	11,015	8,489	77.1%
Asian/Pacific Islander	279	232	83.2%	317	263	83.0%
Black non-Hispanic	295	191	64.7%	312	204	65.4%
Hispanic	999	596	59.7%	1,152	665	57.7%
Native American	112	63	56.3%	149	76	51.0%
Two or More Races	331	243	73.4%	345	249	72.2%
Total	12,946 (61.7%)	9,743	75.3%	13,290 (62.7%)	9,946	74.8%
Total						
White non-Hispanic	14,692	10,438	71.0%	14,789	10,502	71.0%
Asian/Pacific Islander	598	441	73.7%	609	455	74.7%
Black non-Hispanic	1,131	669	59.2%	1,179	643	54.5%
Hispanic	3,706	1,978	53.4%	3,712	1,984	53.4%
Native American	194	94	48.5%	235	111	47.2%
Two or More Races	645	416	64.5%	679	416	61.3%
Total	20,966 (100.0%)	14,036	66.9%	21,203 (100.0%)	14,111	66.6%
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Table A5.4 (Continued)						
Sex / Student Income Status / Race/Ethnicity	2021-2022			2022-2023		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White non-Hispanic	2,119	1,050	49.6%	2,286	1,055	46.2%
Asian/Pacific Islander	154	88	57.1%	191	127	66.5%
Black non-Hispanic	472	222	47.0%	502	240	47.8%
Hispanic	1,416	628	44.4%	1,405	645	45.9%
Native American	89	37	41.6%	97	29	29.9%
Two or More Races	189	77	40.7%	213	100	46.9%
Total	4,439	2,102	47.4%	4,694	2,196	46.8%
Non-Low Income						
White non-Hispanic	5,401	3,874	71.7%	5,270	3,710	70.4%
Asian/Pacific Islander	136	102	75.0%	151	121	80.1%
Black non-Hispanic	96	64	66.7%	103	57	55.3%
Hispanic	495	274	55.4%	490	253	51.6%
Native American	26	11	42.3%	16	11	68.8%
Two or More Races	154	100	64.9%	177	110	62.1%
Total	6,308	4,425	70.1%	6,207	4,262	68.7%
Total						
White non-Hispanic	7,520	4,924	65.5%	7,556	4,765	63.1%
Asian/Pacific Islander	290	190	65.5%	342	248	72.5%
Black non-Hispanic	568	286	50.4%	605	297	49.1%
Hispanic	1,911	902	47.2%	1,895	898	47.4%
Native American	115	48	41.7%	113	40	35.4%
Two or More Races	343	177	51.6%	390	210	53.8%
Total	10,747	6,527	60.7%	10,901	6,458	59.2%
Females						
Low Income						
White non-Hispanic	2,258	1,398	61.9%	2,231	1,392	62.4%
Asian/Pacific Islander	180	136	75.6%	178	130	73.0%
Black non-Hispanic	538	278	51.7%	556	316	56.8%
Hispanic	1,547	846	54.7%	1,628	917	56.3%
Native American	86	36	41.9%	89	45	50.6%
Two or More Races	243	132	54.3%	245	134	54.7%
Total	4,852	2,826	58.2%	4,927	2,934	59.5%
Non-Low Income						
White non-Hispanic	5,069	4,096	80.8%	4,895	4,005	81.8%
Asian/Pacific Islander	168	133	79.2%	150	124	82.7%
Black non-Hispanic	79	58	73.4%	95	78	82.1%
Hispanic	421	259	61.5%	467	314	67.2%
Native American	15	10	66.7%	14	7	50.0%
Two or More Races	153	111	72.5%	162	113	69.8%
Total	5,905	4,667	79.0%	5,783	4,641	80.3%
Total						
White non-Hispanic	7,327	5,494	75.0%	7,126	5,397	75.7%
Asian/Pacific Islander	348	269	77.3%	328	254	77.4%
Black non-Hispanic	617	336	54.5%	651	394	60.5%
Hispanic	1,968	1,105	56.1%	2,095	1,231	58.8%
Native American	101	46	45.5%	103	52	50.5%
Two or More Races	396	243	61.4%	407	247	60.7%
Total	10,757	7,493	69.7%	10,710	7,575	70.7%

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Table A5.4 (Continued)						
Sex / Student Income Status / Race/Ethnicity	2021-2022			2022-2023		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White non-Hispanic	4,377	2,448	55.9%	4,517	2,447	54.2%
Asian/Pacific Islander	334	224	67.1%	369	257	69.6%
Black non-Hispanic	1,010	500	49.5%	1,058	556	52.6%
Hispanic	2,963	1,474	49.7%	3,033	1,562	51.5%
Native American	175	73	41.7%	186	74	39.8%
Two or More Races	432	209	48.4%	458	234	51.1%
Total	9,291 (43.2%)	4,928	53.0%	9,621 (44.5%)	5,130	53.3%
Non-Low Income						
White non-Hispanic	10,470	7,970	76.1%	10,165	7,715	75.9%
Asian/Pacific Islander	304	235	77.3%	301	245	81.4%
Black non-Hispanic	175	122	69.7%	198	135	68.2%
Hispanic	916	533	58.2%	957	567	59.2%
Native American	41	21	51.2%	30	18	60.0%
Two or More Races	307	211	68.7%	339	223	65.8%
Total	12,213 (56.8%)	9,092	74.4%	11,990 (55.5%)	8,903	74.3%
Total						
White non-Hispanic	14,847	10,418	70.2%	14,682	10,162	69.2%
Asian/Pacific Islander	638	459	71.9%	670	502	74.9%
Black non-Hispanic	1,185	622	52.5%	1,256	691	55.0%
Hispanic	3,879	2,007	51.7%	3,990	2,129	53.4%
Native American	216	94	43.5%	216	92	42.6%
Two or More Races	739	420	56.8%	797	457	57.3%
Total	21,504 (100.0%)	14,020	65.2%	21,611 (100.0%)	14,033	64.9%
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Table A5.4 (Continued)						
Sex / Student Income Status / Race/Ethnicity	2023-2024					
	Public HS Grads	# Enrolled in College	College Cont. Rate			
Males						
Low Income						
White non-Hispanic	2,239	1,043	46.6%			
Asian/Pacific Islander	164	107	65.2%			
Black non-Hispanic	513	258	50.3%			
Hispanic	1,643	677	41.2%			
Native American	103	31	30.1%			
Two or More Races	199	85	42.7%			
Total	4,861	2,201	45.3%			
Non-Low Income						
White non-Hispanic	5,052	3,597	71.2%			
Asian/Pacific Islander	132	103	78.0%			
Black non-Hispanic	90	56	62.2%			
Hispanic	526	294	55.9%			
Native American	25	15	60.0%			
Two or More Races	170	116	68.2%			
Total	5,995	4,181	69.7%			
Total						
White non-Hispanic	7,291	4,640	63.6%			
Asian/Pacific Islander	296	210	70.9%			
Black non-Hispanic	603	314	52.1%			
Hispanic	2,169	971	44.8%			
Native American	128	46	35.9%			
Two or More Races	369	201	54.5%			
Total	10,856	6,382	58.8%			
Females						
Low Income						
White non-Hispanic	2,299	1,364	59.3%			
Asian/Pacific Islander	200	144	72.0%			
Black non-Hispanic	572	311	54.4%			
Hispanic	1,758	967	55.0%			
Native American	90	49	54.4%			
Two or More Races	245	138	56.3%			
Total	5,164	2,973	57.6%			
Non-Low Income						
White non-Hispanic	4,765	3,787	79.5%			
Asian/Pacific Islander	152	119	78.3%			
Black non-Hispanic	79	66	83.5%			
Hispanic	429	275	64.1%			
Native American	21	16	76.2%			
Two or More Races	164	111	67.7%			
Total	5,610	4,374	78.0%			
Total						
White non-Hispanic	7,064	5,151	72.9%			
Asian/Pacific Islander	352	263	74.7%			
Black non-Hispanic	651	377	57.9%			
Hispanic	2,187	1,242	56.8%			
Native American	111	65	58.6%			
Two or More Races	409	249	60.9%			
Total	10,774	7,347	68.2%			

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Table A5.4 (Continued)						
Sex / Student Income Status / Race/Ethnicity	2023-2024					
	Public HS Grads	# Enrolled in College	College Cont. Rate			
Total						
Low Income						
White non-Hispanic	4,538	2,407	53.0%			
Asian/Pacific Islander	364	251	69.0%			
Black non-Hispanic	1,085	569	52.4%			
Hispanic	3,401	1,644	48.3%			
Native American	193	80	41.5%			
Two or More Races	444	223	50.2%			
Total	10,025 (46.3%)	5,174	51.6%			
Non-Low Income						
White non-Hispanic	9,817	7,384	75.2%			
Asian/Pacific Islander	284	222	78.2%			
Black non-Hispanic	169	122	72.2%			
Hispanic	955	569	59.6%			
Native American	46	31	67.4%			
Two or More Races	334	227	68.0%			
Total	11,605 (53.7%)	8,555	73.7%			
Total						
White non-Hispanic	14,355	9,791	68.2%			
Asian/Pacific Islander	648	473	73.0%			
Black non-Hispanic	1,254	691	55.1%			
Hispanic	4,356	2,213	50.8%			
Native American	239	111	46.4%			
Two or More Races	778	450	57.8%			
Total	21,630 (100.0%)	13,729	63.5%			
<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). Effective with the 2021-2022 cohort, students are also classified as low income if they graduate from a school that participates in the Community Eligibility Provision (CEP). Non-low-income students = students who are not approved to receive free or reduced-priced lunches. College continuation rate = the number of students enrolled in college on or before April 16, 2015 (2013-14 graduates), April 13, 2016 (2014-15 graduates), May 31, 2017 (2015-16 graduates), April 23, 2018 (2016-17 graduates), April 15, 2019 (2017-18 graduates), April 27, 2020 (2018-19 graduates), May 31, 2021 (2019-20 graduates), May 26, 2022 (2020-21 graduates), May 31, 2023 (2021-22 graduates), May 8, 2024 (2022-23 graduates), or May 31, 2025 (2023-24 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), April 2015, April 2016, September 2017, May 2018, May 2019, May 2020, October 2021, May 2022, October 2023, July 2024, and July 2025; National Student Clearinghouse (college continuation data), April 2014, April 2015, April 2016, September 2017, May 2018, May 2019, May 2020, October 2021, May 2022, October 2023, May 2024, and June 2025.						

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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 2014 through Fall 2024

Where Students Enrolled as FTF	Fall 2014		Fall 2016		Fall 2018		Fall 2020	
	N	%	N	%	N	%	N	%
Nebraska Schools	11,593	81.2%	12,114	81.6%	12,408	81.8%	11,994	81.9%
Out-of-State Schools	2,692	18.8%	2,725	18.4%	2,752	18.2%	2,650	18.1%
Total	14,285	100.0%	14,839	100.0%	15,160	100.0%	14,644	100.0%
Δ Since the Previous IPEDS Survey			554	3.9%	321	2.2%	-516	-3.4%
Where Students Enrolled as FTF	Fall 2022		Fall 2024			Δ Since Fall 2014		
	N	%	N	%		N	%	
Nebraska Schools	11,947	79.1%	12,590	80.5%		997	8.6%	
Out-of-State Schools	3,155	20.9%	3,051	19.5%		359	13.3%	
Total	15,102	100.0%	15,641	100.0%		1,356	9.5%	
Δ Since the Previous IPEDS Survey	458	3.1%	539	3.6%				

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with migration data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 403 Nebraska first-time freshmen attended TSTC in fall 2022 within 12 months of high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC did not report any Nebraska students attending within 12 months of high school graduation. Therefore, the Commission has overridden TSTC's fall 2022 migration to zero Nebraska students. Data source: National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 surveys.

Table A6.2
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2014 through Fall 2024

Where Students Enrolled as FTF	Fall 2014		Fall 2016		Fall 2018		Fall 2020	
	N	%	N	%	N	%	N	%
University of Nebraska	5,776	49.8%	5,959	49.2%	5,946	47.9%	6,034	50.3%
Nebraska State College System	994	8.6%	820	6.8%	936	7.5%	1,000	8.3%
Nebraska Community Colleges	3,126	27.0%	3,646	30.1%	3,790	30.5%	3,424	28.5%
Nonpublic Colleges & Universities	1,697	14.6%	1,689	13.9%	1,736	14.0%	1,536	12.8%
Nebraska Total	11,593	100.0%	12,114	100.0%	12,408	100.0%	11,994	100.0%
Where Students Enrolled as FTF	Fall 2022		Fall 2024			Δ Since Fall 2014		
	N	%	N	%		N	%	
University of Nebraska	6,010	50.3%	5,937	47.2%		161	2.8%	
Nebraska State College System	857	7.2%	842	6.7%		-152	-15.3%	
Nebraska Community Colleges	3,702	31.0%	4,347	34.5%		1,221	39.1%	
Nonpublic Colleges & Universities	1,378	11.5%	1,464	11.6%		-233	-13.7%	
Nebraska Total	11,947	100.0%	12,590	100.0%		997	8.6%	
<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 2014, 2016, 2018, 2020, 2022, and 2024 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 2014 through Fall 2024

Where Students Enrolled as FTF	Fall 2014		Fall 2016		Fall 2018		Fall 2020	
	N	%	N	%	N	%	N	%
Nebraska Schools	2,742	84.7%	1,901	82.6%	1,494	79.5%	1,713	77.4%
Out-of-State Schools	496	15.3%	401	17.4%	385	20.5%	499	22.6%
Total	3,238	100.0%	2,302	100.0%	1,879	100.0%	2,212	100.0%
Δ Since the Previous IPEDS Survey			-936	-28.9%	-423	-18.4%	333	17.7%
Where Students Enrolled as FTF	Fall 2022		Fall 2024				Δ Since Fall 2014	
	N	%	N	%			N	%
Nebraska Schools	1,453	74.4%	2,055	79.6%			-687	-25.1%
Out-of-State Schools	500	25.6%	527	20.4%			31	6.3%
Total	1,953	100.0%	2,582	100.0%			-656	-20.3%
Δ Since the Previous IPEDS Survey	-259	-11.7%	629	32.2%				

Note. Includes full-time and part-time students. FTF = first-time freshmen; Δ = change. Nebraska's Coordinating Commission for Postsecondary Education discovered an error with migration data for one out-of-state institution, Texas State Technical College (TSTC). TSTC reported 137 Nebraska first-time freshmen attended TSTC in fall 2022 more than 12 months after high school graduation. Internal analysis of National Student Clearinghouse data reveals that no on-time Nebraska public high school graduates attended TSTC between June 1, 2022, and May 31, 2023. Furthermore, in the 10 years prior to 2022, TSTC reported only one Nebraska student attended TSTC more than 12 months after high school graduation. Therefore, the Commission has overridden TSTC's fall 2022 migration to zero Nebraska students. Data source: National Center for Education Statistics, IPEDS fall 2014, 2016, 2018, 2020, 2022, and 2024 surveys.

Table A6.4
Nebraska-Resident First-Time Freshmen,
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2014 through Fall 2024

Where Students Enrolled as FTF	Fall 2014		Fall 2016		Fall 2018		Fall 2020	
	N	%	N	%	N	%	N	%
University of Nebraska	189	6.9%	217	11.4%	206	13.8%	295	17.2%
Nebraska State College System	56	2.0%	36	1.9%	41	2.7%	45	2.6%
Nebraska Community Colleges	2,190	79.9%	1,439	75.7%	1,130	75.6%	1,251	73.0%
Nonpublic Colleges & Universities	307	11.2%	209	11.0%	117	7.8%	122	7.1%
Nebraska Total	2,742	100.0%	1,901	100.0%	1,494	100.0%	1,713	100.0%
Where Students Enrolled as FTF	Fall 2022		Fall 2024			Δ Since Fall 2014		
	N	%	N	%		N	%	
University of Nebraska	238	16.4%	283	13.8%		94	49.7%	
Nebraska State College System	54	3.7%	86	4.2%		30	53.6%	
Nebraska Community Colleges	981	67.5%	1,493	72.7%		-697	-31.8%	
Nonpublic Colleges & Universities	180	12.4%	193	9.4%		-114	-37.1%	
Nebraska Total	1,453	100.0%	2,055	100.0%		-687	-25.1%	
<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 2014, 2016, 2018, 2020, 2022, and 2024 surveys.								

Table A6.5
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2014 through Fall 2024

Where Students Enrolled as FTF	Fall 2014		Fall 2016		Fall 2018		Fall 2020	
	N	%	N	%	N	%	N	%
University of Nebraska	1,347	38.6%	1,581	40.0%	1,646	40.5%	1,459	38.9%
Out-of-State Res.	1,232		1,339		1,440		1,365	
Foreign Countries	115		242		206		94	
Nebraska State College System	331	9.5%	345	8.7%	317	7.8%	357	9.5%
Out-of-State Res.	318		340		304		355	
Foreign Countries	13		5		13		2	
Nebraska Community Colleges	295	8.5%	335	8.5%	303	7.5%	277	7.4%
Out-of-State Res.	276		300		279		260	
Foreign Countries	19		35		24		17	
Nonpublic Colleges & Universities	1,515	43.4%	1,696	42.9%	1,798	44.2%	1,661	44.2%
Out-of-State Res.	1,468		1,642		1,749		1,622	
Foreign Countries	47		54		49		39	
Nebraska Total	3,488	100.0%	3,957	100.0%	4,064	100.0%	3,754	100.0%
Out-of-State Res.	3,294		3,621		3,772		3,602	
Foreign Countries	194		336		292		152	
Where Students Enrolled as FTF	Fall 2022		Fall 2024				Δ Since Fall 2014	
	N	%	N	%			N	%
University of Nebraska	1,546	41.8%	1,384	37.8%			37	2.7%
Out-of-State Res.	1,439		1,290				58	4.7%
Foreign Countries	107		94				-21	-18.3%
Nebraska State College System	335	9.1%	354	9.7%			23	6.9%
Out-of-State Res.	331		326				8	2.5%
Foreign Countries	4		28				15	115.4%
Nebraska Community Colleges	238	6.4%	229	6.3%			-66	-22.4%
Out-of-State Res.	208		216				-60	-21.7%
Foreign Countries	30		13				-6	-31.6%
Nonpublic Colleges & Universities	1,578	42.7%	1,692	46.2%			177	11.7%
Out-of-State Res.	1,522		1,622				154	10.5%
Foreign Countries	56		70				23	48.9%
Nebraska Total	3,697	100.0%	3,659	100.0%			171	4.9%
Out-of-State Res.	3,500		3,454				160	4.9%
Foreign Countries	197		205				11	5.7%
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 2014, 2016, 2018, 2020, 2022, and 2024 surveys.								

Table A6.6
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Postsecondary Institutions
More than 12 Months after High School Graduation
Fall 2014 through Fall 2024

Where Students Enrolled as FTF	Fall 2014		Fall 2016		Fall 2018		Fall 2020	
	N	%	N	%	N	%	N	%
University of Nebraska	154	27.2%	219	46.4%	181	45.3%	122	31.2%
Out-of-State Res.	29		40		61		63	
Foreign Countries	125		179		120		59	
Nebraska State College System	38	6.7%	28	5.9%	17	4.3%	28	7.2%
Out-of-State Res.	33		23		15		25	
Foreign Countries	5		5		2		3	
Nebraska Community Colleges	188	33.2%	156	33.1%	146	36.5%	173	44.2%
Out-of-State Res.	167		108		92		138	
Foreign Countries	21		48		54		35	
Nonpublic Colleges & Universities	187	33.0%	69	14.6%	56	14.0%	68	17.4%
Out-of-State Res.	177		60		36		64	
Foreign Countries	10		9		20		4	
Nebraska Total	567	100.0%	472	100.0%	400	100.0%	391	100.0%
Out-of-State Res.	406		231		204		290	
Foreign Countries	161		241		196		101	
Where Students Enrolled as FTF	Fall 2022		Fall 2024				Δ Since Fall 2014	
	N	%	N	%			N	%
University of Nebraska	139	16.9%	113	18.9%			-41	-26.6%
Out-of-State Res.	79		75				46	158.6%
Foreign Countries	60		38				-87	-69.6%
Nebraska State College System	73	8.9%	61	10.2%			23	60.5%
Out-of-State Res.	47		30				-3	-9.1%
Foreign Countries	26		31				26	520.0%
Nebraska Community Colleges	133	16.2%	152	25.4%			-36	-19.1%
Out-of-State Res.	74		102				-65	-38.9%
Foreign Countries	59		50				29	138.1%
Nonpublic Colleges & Universities	477	58.0%	273	45.6%			86	46.0%
Out-of-State Res.	446		264				87	49.2%
Foreign Countries	31		9				-1	-10.0%
Nebraska Total	822	100.0%	599	100.0%			32	5.6%
Out-of-State Res.	646		471				65	16.0%
Foreign Countries	176		128				-33	-20.5%

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 2014, 2016, 2018, 2020, 2022, and 2024 surveys.

Table A6.7
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2014 through Fall 2024

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 Beauty School	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
Doane University	191	71.5%	76	28.5%			267
Entourage Institute of Beauty and Esthetics							0
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

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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
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
Ricketts Great Books College							0
Summit Christian College	3	60.0%	2	40.0%			5
The Creative Center	16	66.7%	8	33.3%			24
Union Adventist University			111	92.5%	9	7.5%	120
Universal College of Healing Arts	1	100.0%					1
Vatterott College-Spring Valley							0
Xenon A Stephanie Moss Academy	24	88.9%	3	11.1%			27
York University	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 Beauty School	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
Doane University	223	74.1%	78	25.9%			301
Entourage Institute of Beauty and Esthetics	1	33.3%	2	66.7%			3
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

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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
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
Ricketts Great Books College							0
Summit Christian College	2	40.0%	3	60.0%			5
The Creative Center	12	57.1%	9	42.9%			21
Union Adventist University	9	6.2%	128	87.7%	9	6.2%	146
Universal College of Healing Arts	1	100.0%					1
Vatterott College-Spring Valley							0
Xenon A Stephanie Moss Academy	28	96.6%	1	3.4%			29
York University	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 Beauty School	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
Doane University	167	64.0%	91	34.9%	3	1.1%	261
Entourage Institute of Beauty and Esthetics	6	100.0%					6
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

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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
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
Ricketts Great Books College							0
Summit Christian College	4	80.0%	1	20.0%			5
The Creative Center	6	60.0%	4	40.0%			10
Union Adventist University	17	11.4%	124	83.2%	8	5.4%	149
Universal College of Healing Arts							0
Vatterott College-Spring Valley							0
Xenon A Stephanie Moss Academy	20	90.9%	2	9.1%			22
York University	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
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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 Beauty School	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
Doane University	173	64.8%	91	34.1%	3	1.1%	267
Entourage Institute of Beauty and Esthetics	2	100.0%					2
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
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
Ricketts Great Books College							0
Summit Christian College	3	75.0%	1	25.0%			4
The Creative Center							0
Union Adventist University	15	15.2%	80	80.8%	4	4.0%	99
Universal College of Healing Arts	1	100.0%					1
Vatterott College-Spring Valley							0
Xenon A Stephanie Moss Academy	5	83.3%	1	16.7%			6
York University	36	28.8%	89	71.2%			125
Nebraska Total	11,994	76.2%	3,602	22.9%	152	1.0%	15,748
Continued on the next page.							

Table A6.7 Continued

Fall 2022							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	10,569	83.3%	1,978	15.6%	141	1.1%	12,688
University of Nebraska	6,010	79.5%	1,439	19.0%	107	1.4%	7,556
Neb. College of Tech. Agriculture	64	66.7%	32	33.3%			96
University of Nebraska at Kearney	699	86.9%	95	11.8%	10	1.2%	804
University of Nebraska-Lincoln	3,292	73.2%	1,158	25.7%	48	1.1%	4,498
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,955	90.6%	154	7.1%	49	2.3%	2,158
Nebraska State College System	857	71.9%	331	27.8%	4	0.3%	1,192
Chadron State College	132	46.6%	149	52.7%	2	0.7%	283
Peru State College	109	60.6%	71	39.4%			180
Wayne State College	616	84.5%	111	15.2%	2	0.3%	729
Nebraska Community Colleges	3,702	94.0%	208	5.3%	30	0.8%	3,940
Central Community College	562	98.6%	8	1.4%			570
Metropolitan Community College	748	97.1%	22	2.9%			770
Mid-Plains Community College	217	86.8%	28	11.2%	5	2.0%	250
Northeast Community College	805	92.0%	50	5.7%	20	2.3%	875
Southeast Community College	1,207	93.3%	82	6.3%	5	0.4%	1,294
Western Neb. Community College	163	90.1%	18	9.9%			181
Nonpublic Colleges & Universities	1,378	46.6%	1,522	51.5%	56	1.9%	2,956
Bellevue University	16	76.2%	5	23.8%			21
Bryan College of Health Sciences	60	98.4%	1	1.6%			61
Capitol Beauty School	14	93.3%	1	6.7%			15
CHI Health School of Radiologic Technology							0
Clarkson College	27	84.4%	5	15.6%			32
College of Hair Design-Downtown	1	100.0%					1
College of Hair Design-East Campus	14	100.0%					14
College of Saint Mary	47	61.8%	28	36.8%	1	1.3%	76
Concordia University-Nebraska	191	58.1%	135	41.0%	3	0.9%	329
Creighton University	223	22.2%	766	76.2%	16	1.6%	1,005
Doane University	153	64.0%	82	34.3%	4	1.7%	239
Entourage Institute of Beauty and Esthetics							0
Fullen School of Hair Design							0
Grace University							0
Hastings College	137	51.9%	110	41.7%	17	6.4%	264
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	15	100.0%					15

Continued on the next page.

Table A6.7 Continued

Fall 2022							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College							0
Little Priest Tribal College	20	80.0%	5	20.0%			25
Midland University	142	49.1%	147	50.9%			289
Myotherapy Institute	1	100.0%					1
National American University-Bellevue							0
Nebraska Christian College of Hope International University							0
Nebraska Indian Community College	4	44.4%	5	55.6%			9
Nebraska Methodist College of Nursing & Allied Health	9	81.8%	2	18.2%			11
Nebraska Wesleyan University	243	67.9%	109	30.4%	6	1.7%	358
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
Ricketts Great Books College							0
Summit Christian College	1	33.3%	2	66.7%			3
The Creative Center							0
Union Adventist University	18	26.9%	46	68.7%	3	4.5%	67
Universal College of Healing Arts							0
Vatterott College-Spring Valley							0
Xenon A Stephanie Moss Academy	14	87.5%	2	12.5%			16
York University	28	26.7%	71	67.6%	6	5.7%	105
Nebraska Total	11,947	76.4%	3,500	22.4%	197	1.3%	15,644
Continued on the next page.							

Table A6.7 Continued

Fall 2024							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	11,126	85.0%	1,832	14.0%	135	1.0%	13,093
University of Nebraska	5,937	81.1%	1,290	17.6%	94	1.3%	7,321
Neb. College of Tech. Agriculture	57	82.6%	12	17.4%			69
University of Nebraska at Kearney	721	88.6%	87	10.7%	6	0.7%	814
University of Nebraska-Lincoln	3,433	76.4%	1,013	22.5%	48	1.1%	4,494
University of Neb. Medical Center							0
University of Nebraska at Omaha	1,726	88.8%	178	9.2%	40	2.1%	1,944
Nebraska State College System	842	70.4%	326	27.3%	28	2.3%	1,196
Chadron State College	147	52.5%	131	46.8%	2	0.7%	280
Peru State College	132	57.6%	96	41.9%	1	0.4%	229
Wayne State College	563	82.0%	99	14.4%	25	3.6%	687
Nebraska Community Colleges	4,347	95.0%	216	4.7%	13	0.3%	4,576
Central Community College	573	98.5%	9	1.5%			582
Metropolitan Community College	1,113	98.5%	17	1.5%			1,130
Mid-Plains Community College	184	77.3%	52	21.8%	2	0.8%	238
Northeast Community College	775	98.7%	10	1.3%			785
Southeast Community College	1,475	91.7%	123	7.6%	10	0.6%	1,608
Western Neb. Community College	227	97.4%	5	2.1%	1	0.4%	233
Nonpublic Colleges & Universities	1,464	46.4%	1,622	51.4%	70	2.2%	3,156
Bellevue University	28	84.8%	5	15.2%			33
Bryan College of Health Sciences	72	100.0%					72
Capitol Beauty School	27	87.1%	4	12.9%			31
CHI Health School of Radiologic Technology							0
Clarkson College	13	65.0%	7	35.0%			20
College of Hair Design-Downtown	6	85.7%	1	14.3%			7
College of Hair Design-East Campus	25	92.6%	2	7.4%			27
College of Saint Mary	62	83.8%	12	16.2%			74
Concordia University-Nebraska	156	47.3%	174	52.7%			330
Creighton University	267	24.3%	823	74.9%	9	0.8%	1,099
Doane University	152	61.8%	94	38.2%			246
Entourage Institute of Beauty and Esthetics	8	88.9%	1	11.1%			9
Fullen School of Hair Design							0
Grace University							0
Hastings College	133	49.8%	126	47.2%	8	3.0%	267
ITT Technical Institute-Omaha							0
Joseph's College Cosmetology	17	100.0%					17

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Table A6.7 Continued							
Fall 2024							
Sector or Institution	Nebraska Students		Out-of-State Students		Foreign Students		Total
	N	%	N	%	N	%	
La'James International College							0
Little Priest Tribal College	14	93.3%	1	6.7%			15
Midland University	142	49.5%	125	43.6%	20	7.0%	287
Myotherapy Institute							0
National American University-Bellevue							0
Nebraska Christian College of Hope International University							0
Nebraska Indian Community College	13	86.7%	2	13.3%			15
Nebraska Methodist College of Nursing & Allied Health	17	65.4%	9	34.6%			26
Nebraska Wesleyan University	228	64.8%	108	30.7%	16	4.5%	352
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
Ricketts Great Books College							0
Summit Christian College			3	100.0%			3
The Creative Center							0
Union Adventist University	22	29.3%	51	68.0%	2	2.7%	75
Universal College of Healing Arts	1	100.0%					1
Vatterott College-Spring Valley							0
Xenon A Stephanie Moss Academy	18	90.0%	2	10.0%			20
York University	43	33.1%	72	55.4%	15	11.5%	130
Nebraska Total	12,590	77.5%	3,454	21.3%	205	1.3%	16,249
<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 2014, 2016, 2018, 2020, 2022, and 2024 surveys.							

Table A6.8
Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Institutions
Fall 2024 Compared to Fall 2014

Institution	Fall 2014		Fall 2024		Δ Since Fall 2014
	N	% of Non-NE FTF	N	% of Non-NE FTF	
University of Nebraska					
Nebraska College of Technical Agriculture	29	0.7%	25	0.6%	-4
University of Nebraska at Kearney	124	3.1%	109	2.6%	-15
University of Nebraska-Lincoln	1,208	29.8%	1,098	25.8%	-110
University of Nebraska Medical Center	0	0.0%	0	0.0%	0
University of Nebraska at Omaha	140	3.5%	265	6.2%	125
Nebraska State College System					
Chadron State College	217	5.4%	148	3.5%	-69
Peru State College	60	1.5%	111	2.6%	51
Wayne State College	92	2.3%	156	3.7%	64
Nebraska Community Colleges					
Central Community College	2	0.0%	35	0.8%	33
Metropolitan Community College	132	3.3%	53	1.2%	-79
Mid-Plains Community College	77	1.9%	96	2.3%	19
Northeast Community College	55	1.4%	21	0.5%	-34
Southeast Community College	101	2.5%	159	3.7%	58
Western Nebraska Community College	116	2.9%	17	0.4%	-99
Nonpublic Colleges & Universities					
Bellevue University	38	0.9%	203	4.8%	165
Bryan College of Health Sciences	1	0.0%	0	0.0%	-1
Capitol Beauty School	3	0.1%	5	0.1%	2
CHI Health School of Radiologic Technology	0	0.0%	0	0.0%	0
Clarkson College	7	0.2%	10	0.2%	3
College of Hair Design-Downtown	0	0.0%	1	0.0%	1
College of Hair Design-East Campus	0	0.0%	3	0.1%	3
College of Saint Mary	23	0.6%	15	0.4%	-8
Concordia University-Nebraska	184	4.5%	179	4.2%	-5
Creighton University	791	19.5%	849	19.9%	58
Doane University	76	1.9%	94	2.2%	18
Entourage Institute of Beauty and Esthetics	0	0.0%	1	0.0%	1
Fullen School of Hair Design	0	0.0%	0	0.0%	0
Grace University	28	0.7%	0	0.0%	-28
Hastings College	130	3.2%	134	3.1%	4
ITT Technical Institute-Omaha	0	0.0%	0	0.0%	0
Joseph's College Cosmetology	1	0.0%	0	0.0%	-1
Continued on the next page.					

Table A6.8 Continued					
Institution	Fall 2014		Fall 2024		Δ Since Fall 2014
	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	3	0.1%	14	0.3%	11
Midland University	137	3.4%	147	3.5%	10
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	13	0.3%	0	0.0%	-13
Nebraska Indian Community College	1	0.0%	15	0.4%	14
Nebraska Methodist College of Nursing & Allied Health	5	0.1%	14	0.3%	9
Nebraska Wesleyan University	45	1.1%	124	2.9%	79
Omaha School of Massage and Healthcare of Herzing University	1	0.0%	0	0.0%	-1
Purdue University Global-Lincoln	1	0.0%	0	0.0%	-1
Purdue University Global-Omaha	8	0.2%	0	0.0%	-8
Regional West Medical Center School of Radiologic Technology	0	0.0%	0	0.0%	0
Ricketts Great Books College	0	0.0%	0	0.0%	0
Summit Christian College	0	0.0%	0	0.0%	0
The Creative Center	2	0.0%	3	0.1%	1
Union Adventist University	10	0.2%	0	0.0%	-10
Universal College of Healing Arts	134	3.3%	62	1.5%	-72
Vatterott College-Spring Valley	0	0.0%	0	0.0%	0
Xenon A Stephanie Moss Academy	0	0.0%	0	0.0%	0
York University	3	0.1%	2	0.0%	-1
Nebraska Total	4,055	100.0%	4,258	100.0%	203
<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 2014 and fall 2024 surveys.					

Appendix 7

First-Time Freshmen Enrollments by Sex and by Race/Ethnicity

Table A7.1 Changes in the Number of First-Time Freshmen at Nebraska Postsecondary Institutions by Sex and by Race/Ethnicity Fall 2014 through Fall 2024							
Sex/ Race/Ethnicity	Number of First-Time Freshmen						
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Sex:							
Male	8,794	8,783	8,855	8,661	8,779	8,637	8,341
Female	9,792	9,527	9,790	9,518	9,687	9,679	9,762
Race/Ethnicity:							
White non-Hispanic	13,594	12,976	13,069	12,917	12,863	12,714	12,597
Asian/Pacific Islander	520	518	513	552	562	528	585
Hispanic	1,929	1,987	2,098	2,104	2,363	2,483	2,583
Native American	127	151	151	165	117	124	136
Black non-Hispanic	960	859	910	830	886	853	848
Two or More Races	557	716	663	640	650	667	694
Total Minority	4,093	4,231	4,335	4,291	4,578	4,655	4,846
Total Known Race/Ethnicity	17,687	17,207	17,404	17,208	17,441	17,369	17,443
% Δ from Previous Yr.	-1.3%	-2.7%	1.1%	-1.1%	1.4%	-0.4%	0.4%
Sex/ Race/Ethnicity	Number of First-Time Freshmen					Δ Since Fall 2014	
	Fall 2021	Fall 2022	Fall 2023	Fall 2024		N	%
Sex:							
Male	8,502	8,671	8,775	9,025		231	2.6%
Female	9,598	9,385	9,663	9,976		184	1.9%
Race/Ethnicity:							
White non-Hispanic	12,512	12,281	12,199	12,335		-1,259	-9.3%
Asian/Pacific Islander	612	578	619	652		132	25.4%
Hispanic	2,498	2,679	2,697	2,983		1,054	54.6%
Native American	158	160	205	170		43	33.9%
Black non-Hispanic	842	833	917	1,019		59	6.1%
Two or More Races	674	673	792	825		268	48.1%
Total Minority	4,784	4,923	5,230	5,649		1,556	38.0%
Total Known Race/Ethnicity	17,296	17,204	17,429	17,984		297	1.7%
% Δ from Previous Yr.	-0.8%	-0.5%	1.3%	3.2%			
<i>Note.</i> Counts include full-time and part-time students. Counts by race/ethnicity do not include U.S. Nonresidents or students of unknown race/ethnicity. Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys.							

Table A7.2
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Sex and by Sector
Fall 2014 through Fall 2024

Fall 2014						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,657	41.6%	3,946	40.3%	7,603	40.9%
Nebraska State College System	630	7.2%	789	8.1%	1,419	7.6%
Nebraska Community Colleges	2,893	32.9%	2,916	29.8%	5,809	31.3%
Nonpublic Colleges & Universities	1,614	18.4%	2,141	21.9%	3,755	20.2%
Total	8,794	100.0%	9,792	100.0%	18,586	100.0%
Fall 2015						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,665	41.7%	4,052	42.5%	7,717	42.1%
Nebraska State College System	584	6.6%	725	7.6%	1,309	7.1%
Nebraska Community Colleges	2,838	32.3%	2,646	27.8%	5,484	30.0%
Nonpublic Colleges & Universities	1,696	19.3%	2,104	22.1%	3,800	20.8%
Total	8,783	100.0%	9,527	100.0%	18,310	100.0%
Fall 2016						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,803	42.9%	4,239	43.3%	8,042	43.1%
Nebraska State College System	581	6.6%	648	6.6%	1,229	6.6%
Nebraska Community Colleges	2,933	33.1%	2,756	28.2%	5,689	30.5%
Nonpublic Colleges & Universities	1,538	17.4%	2,147	21.9%	3,685	19.8%
Total	8,855	100.0%	9,790	100.0%	18,645	100.0%
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Table A7.2 Continued						
Fall 2017						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,859	44.6%	4,153	43.6%	8,012	44.1%
Nebraska State College System	560	6.5%	677	7.1%	1,237	6.8%
Nebraska Community Colleges	2,588	29.9%	2,455	25.8%	5,043	27.7%
Nonpublic Colleges & Universities	1,654	19.1%	2,233	23.5%	3,887	21.4%
Total	8,661	100.0%	9,518	100.0%	18,179	100.0%
Fall 2018						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,859	44.0%	4,171	43.1%	8,030	43.5%
Nebraska State College System	585	6.7%	727	7.5%	1,312	7.1%
Nebraska Community Colleges	2,775	31.6%	2,628	27.1%	5,403	29.3%
Nonpublic Colleges & Universities	1,560	17.8%	2,161	22.3%	3,721	20.2%
Total	8,779	100.0%	9,687	100.0%	18,466	100.0%
Fall 2019						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,572	41.4%	4,215	43.5%	7,787	42.5%
Nebraska State College System	603	7.0%	812	8.4%	1,415	7.7%
Nebraska Community Colleges	2,859	33.1%	2,611	27.0%	5,470	29.9%
Nonpublic Colleges & Universities	1,603	18.6%	2,041	21.1%	3,644	19.9%
Total	8,637	100.0%	9,679	100.0%	18,316	100.0%
Fall 2020						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,583	43.0%	4,346	44.5%	7,929	43.8%
Nebraska State College System	595	7.1%	835	8.6%	1,430	7.9%
Nebraska Community Colleges	2,696	32.3%	2,553	26.2%	5,249	29.0%
Nonpublic Colleges & Universities	1,467	17.6%	2,028	20.8%	3,495	19.3%
Total	8,341	100.0%	9,762	100.0%	18,103	100.0%
Continued on the next page.						

Table A7.2 Continued						
Fall 2021						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,542	41.7%	4,425	46.1%	7,967	44.0%
Nebraska State College System	642	7.6%	842	8.8%	1,484	8.2%
Nebraska Community Colleges	2,763	32.5%	2,249	23.4%	5,012	27.7%
Nonpublic Colleges & Universities	1,555	18.3%	2,082	21.7%	3,637	20.1%
Total	8,502	100.0%	9,598	100.0%	18,100	100.0%
Fall 2022						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,570	41.2%	4,378	46.6%	7,948	44.0%
Nebraska State College System	580	6.7%	746	7.9%	1,326	7.3%
Nebraska Community Colleges	2,869	33.1%	2,272	24.2%	5,141	28.5%
Nonpublic Colleges & Universities	1,652	19.1%	1,989	21.2%	3,641	20.2%
Total	8,671	100.0%	9,385	100.0%	18,056	100.0%
Fall 2023						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,557	40.5%	4,308	44.6%	7,865	42.7%
Nebraska State College System	530	6.0%	743	7.7%	1,273	6.9%
Nebraska Community Colleges	2,875	32.8%	2,462	25.5%	5,337	28.9%
Nonpublic Colleges & Universities	1,813	20.7%	2,150	22.2%	3,963	21.5%
Total	8,775	100.0%	9,663	100.0%	18,438	100.0%
Fall 2024						
Sector of Higher Education	Male		Female		Total	
	N	%	N	%	N	%
University of Nebraska	3,573	39.6%	4,153	41.6%	7,726	40.7%
Nebraska State College System	568	6.3%	775	7.8%	1,343	7.1%
Nebraska Community Colleges	3,295	36.5%	2,978	29.9%	6,273	33.0%
Nonpublic Colleges & Universities	1,589	17.6%	2,070	20.7%	3,659	19.3%
Total	9,025	100.0%	9,976	100.0%	19,001	100.0%
Note. Counts include full-time and part-time students. Data source: National Center for Education Statistics, IPEDS fall 2014 through 2024 surveys.						

Table A7.3
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Race/Ethnicity and by Sector
Fall 2014 through Fall 2024

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 A7.3 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 A7.3 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 A7.3 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 A7.3 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 A7.3 Continued								
Fall 2019								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,651	44.4%	263	49.8%	919	37.0%		
Nebraska State College System	1,084	8.5%	11	2.1%	141	5.7%		
Neb. Community Colleges	3,450	27.1%	128	24.2%	1,011	40.7%		
Nonpublic Colleges & Universities	2,529	19.9%	126	23.9%	412	16.6%		
Total	12,714	100.0%	528	100.0%	2,483	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	42.9%
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%	5,108	29.4%
Nonpublic Colleges & Universities	41	33.1%	167	19.6%	160	24.0%	3,435	19.8%
Total	124	100.0%	853	100.0%	667	100.0%	17,369	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 A7.3 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).								
Continued on the next page.								

Table A7.3 Continued								
Fall 2021								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,682	45.4%	340	55.6%	965	38.6%		
Nebraska State College System	1,101	8.8%	9	1.5%	145	5.8%		
Neb. Community Colleges	3,261	26.1%	114	18.6%	957	38.3%		
Nonpublic Colleges & Universities	2,468	19.7%	149	24.3%	431	17.3%		
Total	12,512	100.0%	612	100.0%	2,498	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	32	20.3%	358	42.5%	318	47.2%	7,695	44.5%
Nebraska State College System	26	16.5%	104	12.4%	52	7.7%	1,437	8.3%
Neb. Community Colleges	36	22.8%	208	24.7%	147	21.8%	4,723	27.3%
Nonpublic Colleges & Universities	64	40.5%	172	20.4%	157	23.3%	3,441	19.9%
Total	158	100.0%	842	100.0%	674	100.0%	17,296	100.0%
^a A total of 49 (31.0%) of the 158 Native Americans who were first-time freshmen in 2021 were enrolled at Little Priest Tribal College (23) or Nebraska Indian Community College (26).								
Continued on the next page.								

Table A7.3 Continued								
Fall 2022								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,708	46.5%	331	57.3%	1,034	38.6%		
Nebraska State College System	996	8.1%	7	1.2%	144	5.4%		
Neb. Community Colleges	3,227	26.3%	102	17.6%	1,003	37.4%		
Nonpublic Colleges & Universities	2,350	19.1%	138	23.9%	498	18.6%		
Total	12,281	100.0%	578	100.0%	2,679	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	20	12.5%	344	41.3%	281	41.8%	7,718	44.9%
Nebraska State College System	16	10.0%	72	8.6%	48	7.1%	1,283	7.5%
Neb. Community Colleges	55	34.4%	221	26.5%	190	28.2%	4,798	27.9%
Nonpublic Colleges & Universities	69	43.1%	196	23.5%	154	22.9%	3,405	19.8%
Total	160	100.0%	833	100.0%	673	100.0%	17,204	100.0%
^a A total of 52 (32.5%) of the 160 Native Americans who were first-time freshmen in 2022 were enrolled at Little Priest Tribal College (27) or Nebraska Indian Community College (25).								
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Table A7.3 Continued								
Fall 2023								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,563	45.6%	360	58.2%	1,001	37.1%		
Nebraska State College System	908	7.4%	12	1.9%	146	5.4%		
Neb. Community Colleges	3,277	26.9%	114	18.4%	1,074	39.8%		
Nonpublic Colleges & Universities	2,451	20.1%	133	21.5%	476	17.6%		
Total	12,199	100.0%	619	100.0%	2,697	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	31	15.1%	345	37.6%	348	43.9%	7,648	43.9%
Nebraska State College System	18	8.8%	79	8.6%	50	6.3%	1,213	7.0%
Neb. Community Colleges	55	26.8%	264	28.8%	210	26.5%	4,994	28.7%
Nonpublic Colleges & Universities	101	49.3%	229	25.0%	184	23.2%	3,574	20.5%
Total	205	100.0%	917	100.0%	792	100.0%	17,429	100.0%
^a A total of 76 (37.1%) of the 205 Native Americans who were first-time freshmen in 2023 were enrolled at Little Priest Tribal College (31) or Nebraska Indian Community College (45).								
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Table A7.3 Continued								
Fall 2024								
Sector of Higher Education	White non-Hispanic		Asian/Pacific Islander		Hispanic			
	N	%	N	%	N	%		
University of Nebraska	5,365	43.5%	354	54.3%	1,049	35.2%		
Nebraska State College System	964	7.8%	9	1.4%	147	4.9%		
Neb. Community Colleges	3,661	29.7%	163	25.0%	1,299	43.5%		
Nonpublic Colleges & Universities	2,345	19.0%	126	19.3%	488	16.4%		
Total	12,335	100.0%	652	100.0%	2,983	100.0%		
Sector of Higher Education	Native American ^a		Black non-Hispanic		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	30	17.6%	361	35.4%	333	40.4%	7,492	41.7%
Nebraska State College System	13	7.6%	81	7.9%	62	7.5%	1,276	7.1%
Neb. Community Colleges	49	28.8%	402	39.5%	258	31.3%	5,832	32.4%
Nonpublic Colleges & Universities	78	45.9%	175	17.2%	172	20.8%	3,384	18.8%
Total	205	100.0%	170	100.0%	1,019	100.0%	825	100.0%
^a A total of 62 (36.5%) of the 170 Native Americans who were first-time freshmen in 2024 were enrolled at Little Priest Tribal College (27) or Nebraska Indian Community College (35).								
<i>Note.</i> Counts include full-time and part-time students. Counts do not include U.S. Nonresidents or students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2014 through 2024 surveys.								

Table A7.4
First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions
by Sector and by Sex
Fall 2014 through Fall 2024

Fall 2014						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,657	48.1%	630	44.4%	2,893	49.8%
Female	3,946	51.9%	789	55.6%	2,916	50.2%
Total	7,603	100.0%	1,419	100.0%	5,809	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,614	43.0%	8,794	47.3%		
Female	2,141	57.0%	9,792	52.7%		
Total	3,755	100.0%	18,586	100.0%		
Fall 2015						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,665	47.5%	584	44.6%	2,838	51.8%
Female	4,052	52.5%	725	55.4%	2,646	48.2%
Total	7,717	100.0%	1,309	100.0%	5,484	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,696	44.6%	8,783	48.0%		
Female	2,104	55.4%	9,527	52.0%		
Total	3,800	100.0%	18,310	100.0%		
Continued on the next page.						

Table A7.4 Continued						
Fall 2016						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,803	47.3%	581	47.3%	2,933	51.6%
Female	4,239	52.7%	648	52.7%	2,756	48.4%
Total	8,042	100.0%	1,229	100.0%	5,689	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,538	41.7%	8,855	47.5%		
Female	2,147	58.3%	9,790	52.5%		
Total	3,685	100.0%	18,645	100.0%		
Fall 2017						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,859	48.2%	560	45.3%	2,588	51.3%
Female	4,153	51.8%	677	54.7%	2,455	48.7%
Total	8,012	100.0%	1,237	100.0%	5,043	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,654	42.6%	8,661	47.6%		
Female	2,233	57.4%	9,518	52.4%		
Total	3,887	100.0%	18,179	100.0%		
Continued on the next page.						

Table A7.4 Continued						
Fall 2018						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,859	48.1%	585	44.6%	2,775	51.4%
Female	4,171	51.9%	727	55.4%	2,628	48.6%
Total	8,030	100.0%	1,312	100.0%	5,403	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,560	41.9%	8,779	47.5%		
Female	2,161	58.1%	9,687	52.5%		
Total	3,721	100.0%	18,466	100.0%		
Fall 2019						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,572	45.9%	603	42.6%	2,859	52.3%
Female	4,215	54.1%	812	57.4%	2,611	47.7%
Total	7,787	100.0%	1,415	100.0%	5,470	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,603	44.0%	8,637	47.2%		
Female	2,041	56.0%	9,679	52.8%		
Total	3,644	100.0%	18,316	100.0%		
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Table A7.4 Continued						
Fall 2020						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,583	45.2%	595	41.6%	2,696	51.4%
Female	4,346	54.8%	835	58.4%	2,553	48.6%
Total	7,929	100.0%	1,430	100.0%	5,249	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,467	42.0%	8,341	46.1%		
Female	2,028	58.0%	9,762	53.9%		
Total	3,495	100.0%	18,103	100.0%		
Fall 2021						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,542	44.5%	642	43.3%	2,763	55.1%
Female	4,425	55.5%	842	56.7%	2,249	44.9%
Total	7,967	100.0%	1,484	100.0%	5,012	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,555	42.8%	8,502	47.0%		
Female	2,082	57.2%	9,598	53.0%		
Total	3,637	100.0%	18,100	100.0%		
Continued on the next page.						

Table A7.4 Continued						
Fall 2022						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,570	44.9%	580	43.7%	2,869	55.8%
Female	4,378	55.1%	746	56.3%	2,272	44.2%
Total	7,948	100.0%	1,326	100.0%	5,141	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,652	45.4%	8,671	48.0%		
Female	1,989	54.6%	9,385	52.0%		
Total	3,641	100.0%	18,056	100.0%		
Fall 2023						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,557	45.2%	530	41.6%	2,875	53.9%
Female	4,308	54.8%	743	58.4%	2,462	46.1%
Total	7,865	100.0%	1,273	100.0%	5,337	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,813	45.7%	8,775	47.6%		
Female	2,150	54.3%	9,663	52.4%		
Total	3,963	100.0%	18,438	100.0%		
Continued on the next page.						

Table A7.4 Continued						
Fall 2024						
Sex	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
Male	3,573	46.2%	568	42.3%	3,295	52.5%
Female	4,153	53.8%	775	57.7%	2,978	47.5%
Total	7,726	100.0%	1,343	100.0%	6,273	100.0%
Sex	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
Male	1,589	43.4%	9,025	47.5%		
Female	2,070	56.6%	9,976	52.5%		
Total	3,659	100.0%	19,001	100.0%		
<i>Note.</i> Counts include full-time and part-time students. Data source: National Center for Education Statistics, IPEDS fall 2014 through 2024 surveys.						

Table A7.5 First-Time Freshmen Enrollments at Nebraska Postsecondary Institutions by Sector and by Race/Ethnicity Fall 2014 through Fall 2024						
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 A7.5 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 A7.5 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 A7.5 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 A7.5 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 A7.5 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%	3,450	67.5%
Asian/Pacific Islander	263	3.5%	11	0.8%	128	2.5%
Hispanic	919	12.3%	141	10.2%	1,011	19.8%
Native American	22	0.3%	20	1.4%	41	0.8%
Black non-Hispanic	303	4.1%	80	5.8%	303	5.9%
Two or More Races	285	3.8%	47	3.4%	175	3.4%
Total	7,443	100.0%	1,383	100.0%	5,108	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,529	73.6%	12,714	73.2%		
Asian/Pacific Islander	126	3.7%	528	3.0%		
Hispanic	412	12.0%	2,483	14.3%		
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	3.8%		
Total	3,435	100.0%	17,369	100.0%		
Continued on the next page.						

Table A7.5 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%		
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Table A7.5 Continued						
Fall 2021						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,682	73.8%	1,101	76.6%	3,261	69.0%
Asian/Pacific Islander	340	4.4%	9	0.6%	114	2.4%
Hispanic	965	12.5%	145	10.1%	957	20.3%
Native American	32	0.4%	26	1.8%	36	0.8%
Black non-Hispanic	358	4.7%	104	7.2%	208	4.4%
Two or More Races	318	4.1%	52	3.6%	147	3.1%
Total	7,695	100.0%	1,437	100.0%	4,723	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,468	71.7%	12,512	72.3%		
Asian/Pacific Islander	149	4.3%	612	3.5%		
Hispanic	431	12.5%	2,498	14.4%		
Native American	64	1.9%	158	0.9%		
Black non-Hispanic	172	5.0%	842	4.9%		
Two or More Races	157	4.6%	674	3.9%		
Total	3,441	100.0%	17,296	100.0%		
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Table A7.5 Continued						
Fall 2022						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,708	74.0%	996	77.6%	3,227	67.3%
Asian/Pacific Islander	331	4.3%	7	0.5%	102	2.1%
Hispanic	1,034	13.4%	144	11.2%	1,003	20.9%
Native American	20	0.3%	16	1.2%	55	1.1%
Black non-Hispanic	344	4.5%	72	5.6%	221	4.6%
Two or More Races	281	3.6%	48	3.7%	190	4.0%
Total	7,718	100.0%	1,283	100.0%	4,798	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,350	69.0%	12,281	71.4%		
Asian/Pacific Islander	138	4.1%	578	3.4%		
Hispanic	498	14.6%	2,679	15.6%		
Native American	69	2.0%	160	0.9%		
Black non-Hispanic	196	5.8%	833	4.8%		
Two or More Races	154	4.5%	673	3.9%		
Total	3,405	100.0%	17,204	100.0%		
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Table A7.5 Continued						
Fall 2023						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,563	72.7%	908	74.9%	3,277	65.6%
Asian/Pacific Islander	360	4.7%	12	1.0%	114	2.3%
Hispanic	1,001	13.1%	146	12.0%	1,074	21.5%
Native American	31	0.4%	18	1.5%	55	1.1%
Black non-Hispanic	345	4.5%	79	6.5%	264	5.3%
Two or More Races	348	4.6%	50	4.1%	210	4.2%
Total	7,648	100.0%	1,213	100.0%	4,994	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,451	68.6%	12,199	70.0%		
Asian/Pacific Islander	133	3.7%	619	3.6%		
Hispanic	476	13.3%	2,697	15.5%		
Native American	101	2.8%	205	1.2%		
Black non-Hispanic	229	6.4%	917	5.3%		
Two or More Races	184	5.1%	792	4.5%		
Total	3,574	100.0%	17,429	100.0%		
Continued on the next page.						

Table A7.5 Continued						
Fall 2024						
Race/ Ethnicity	University of Nebraska		Nebraska State Colleges		Community Colleges	
	N	%	N	%	N	%
White non-Hispanic	5,365	71.6%	964	75.5%	3,661	62.8%
Asian/Pacific Islander	354	4.7%	9	0.7%	163	2.8%
Hispanic	1,049	14.0%	147	11.5%	1,299	22.3%
Native American	30	0.4%	13	1.0%	49	0.8%
Black non-Hispanic	361	4.8%	81	6.3%	402	6.9%
Two or More Races	333	4.4%	62	4.9%	258	4.4%
Total	7,492	100.0%	1,276	100.0%	5,832	100.0%
Race/ Ethnicity	Nonpublic Colleges & Universities		Nebraska Total			
	N	%	N	%		
White non-Hispanic	2,345	69.3%	12,335	68.6%		
Asian/Pacific Islander	126	3.7%	652	3.6%		
Hispanic	488	14.4%	2,983	16.6%		
Native American	78	2.3%	170	0.9%		
Black non-Hispanic	175	5.2%	1,019	5.7%		
Two or More Races	172	5.1%	825	4.6%		
Total	3,384	100.0%	17,984	100.0%		
<i>Note.</i> Counts include full-time and part-time students. Counts do not include U.S. Nonresidents or students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2014 through 2024 surveys.						

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 Tables A8.5 and A8.6:

- **Low-income students:** Students approved to receive free or reduced-price school lunches (FRL). Effective with the 2021-2022 cohort, students are also classified as low income if they graduate from a school that participates in the Community Eligibility Provision (CEP).
- **Non-low-income students:** Students who are 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. Conversely, the low-income students in this study include at least some students who graduated from schools that participate in the CEP but were from non-low-income households.
- **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
High School Seniors in the Class of 2018 through Class of 2025

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

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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
Nation (50 States + D.C.)	54.0%		53.8%		52.0%		49.9%	
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Table A8.1 Continued								
State	Class of 2022		Class of 2023		Class of 2024		Class of 2025	
	% Complete	Rank	% Complete	Rank	% Complete	Rank	% Complete	Rank
Alabama	58.9%	8	58.5%	9	47.1%	13	54.4%	15
Alaska	28.3%	50	29.4%	50	24.4%	50	28.0%	50
Arizona	37.6%	48	39.4%	48	32.8%	48	38.8%	48
Arkansas	49.2%	26	49.5%	27	42.8%	29	48.2%	32
California	53.0%	14	58.0%	11	50.4%	10	60.9%	5
Colorado	41.7%	43	42.4%	43	36.7%	42	42.6%	42
Connecticut	57.6%	9	59.3%	7	52.6%	6	55.9%	10
Delaware	61.6%	5	62.4%	4	53.3%	5	55.1%	12
Florida	41.9%	42	42.3%	44	34.5%	46	44.4%	38
Georgia	52.9%	15	54.3%	16	46.6%	16	51.5%	23
Hawaii	52.1%	20	53.3%	17	44.2%	25	54.6%	14
Idaho	40.2%	46	40.6%	47	35.2%	45	40.6%	47
Illinois	62.7%	3	62.8%	3	55.5%	3	65.0%	3
Indiana	46.3%	34	46.9%	32	45.4%	20	54.6%	13
Iowa	52.1%	18	51.8%	23	44.3%	22	49.1%	30
Kansas	46.0%	36	46.7%	33	39.7%	38	45.3%	37
Kentucky	52.1%	19	55.1%	15	46.6%	15	53.7%	16
Louisiana	66.5%	1	67.3%	2	56.6%	2	53.3%	17
Maine	47.4%	30	51.7%	24	44.3%	24	49.6%	28
Maryland	51.1%	23	52.3%	21	44.2%	26	52.2%	21
Massachusetts	56.1%	12	56.3%	13	49.2%	12	58.7%	8
Michigan	47.3%	31	49.5%	28	43.4%	28	52.8%	20
Minnesota	44.0%	40	44.9%	40	40.5%	36	46.5%	35
Mississippi	59.3%	6	60.3%	6	49.8%	11	60.2%	7
Missouri	47.2%	32	48.6%	31	42.2%	31	50.6%	25
Montana	44.3%	38	45.6%	36	37.2%	41	42.4%	43
Nebraska	49.1%	28	49.4%	29	42.1%	32	56.9%	9
Nevada	40.9%	45	41.6%	45	34.4%	47	43.6%	40
New Hampshire	49.3%	25	51.2%	26	45.9%	19	44.1%	39
Continued on the next page.								

Table A8.1 Continued								
State	Class of 2022		Class of 2023		Class of 2024		Class of 2025	
	% Complete	Rank	% Complete	Rank	% Complete	Rank	% Complete	Rank
New Jersey	57.4%	10	58.3%	10	51.4%	7	65.5%	2
New Mexico	44.0%	41	45.3%	38	38.3%	39	42.3%	44
New York	59.0%	7	58.9%	8	50.4%	9	60.3%	6
North Carolina	51.8%	22	51.3%	25	43.7%	27	51.8%	22
North Dakota	46.8%	33	45.1%	39	40.7%	33	43.4%	41
Ohio	52.5%	17	53.3%	18	47.0%	14	48.1%	33
Oklahoma	41.0%	44	44.3%	41	35.9%	43	49.6%	27
Oregon	44.2%	39	45.4%	37	40.2%	37	48.7%	31
Pennsylvania	50.4%	24	51.9%	22	45.1%	21	53.1%	18
Rhode Island	56.9%	11	57.2%	12	50.7%	8	55.3%	11
South Carolina	52.7%	16	52.5%	19	44.3%	23	50.6%	26
South Dakota	49.2%	27	49.3%	30	42.5%	30	49.3%	29
Tennessee	66.4%	2	67.3%	1	58.5%	1	66.2%	1
Texas	62.6%	4	62.4%	5	54.1%	4	63.6%	4
Utah	33.9%	49	34.6%	49	29.8%	49	36.1%	49
Vermont	47.9%	29	45.9%	35	40.5%	35	47.6%	34
Virginia	51.8%	21	52.3%	20	46.1%	17	50.9%	24
Washington	38.9%	47	41.4%	46	35.3%	44	41.8%	45
West Virginia	53.9%	13	55.6%	14	46.1%	18	53.1%	19
Wisconsin	45.8%	37	46.7%	34	40.7%	34	45.8%	36
Wyoming	46.0%	35	42.5%	42	37.3%	40	40.6%	46
Nation (50 States + D.C.)	52.1%		53.4%		46.0%		53.9%	
<i>Note.</i> 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 2026.								

Table A8.2
Nebraska Opportunity Grants (NOG) Awarded by Sector
2024-2025 Compared to 2014-2015

	2014-2015	2024-2025	% Change
Nebraska Public Institutions			
Number of NOG-Eligible Students	37,543	26,688	-28.9%
Number of Students Awarded a NOG	11,504	10,612	-7.8%
Percent of Eligible Students Awarded a NOG	30.6%	39.8%	29.8%
Total Amount Awarded	\$11,505,016	\$19,605,965	70.4%
Average Amount Award	\$1,000	\$1,848	84.7%
Nonpublic Colleges & Universities			
Number of NOG-Eligible Students	9,112	4,497	-50.6%
Number of Students Awarded a NOG	4,439	2,774	-37.5%
Percent of Eligible Students Awarded a NOG	48.7%	61.7%	26.6%
Total Amount Awarded	\$4,950,256	\$4,799,819	-3.0%
Average Amount Award	\$1,115	\$1,730	55.2%
Total Nebraska Opportunity Grants Awarded			
Number of NOG-Eligible Students	46,655	31,185	-33.2%
Number of Students Awarded a NOG	15,943	13,386	-16.0%
Percent of Eligible Students Awarded a NOG	34.2%	42.9%	25.6%
Total Amount Awarded	\$16,455,272	\$24,405,784	48.3%
Average Amount Award	\$1,032	\$1,823	76.6%
<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 Student Aid Index (SAI) 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>, 2015 and 2025.			

Table A8.3 Nebraska Opportunity Grants (NOG) Awarded by Sector and Income of Recipient 2024-2025 Compared to 2014-2015					
Income Level of NOG Recipients by Sector	2014-2015		2024-2025		% Change in # of Recipients
	# of Recipients	% of Recipients	# of Recipients	% of Recipients	
Nebraska Public Institutions					
\$0 to \$19,999	4,524	39.3%	5,335	50.3%	17.9%
\$20,000 to \$39,999	3,352	29.1%	1,611	15.2%	-51.9%
\$40,000 or Higher	3,628	31.5%	3,666	34.5%	1.0%
Total	11,504	100.0%	10,612	100.0%	-7.8%
Nonpublic Colleges & Universities					
\$0 to \$19,999	2,160	48.7%	810	29.2%	-62.5%
\$20,000 to \$39,999	1,163	26.2%	659	23.8%	-43.3%
\$40,000 or Higher	1,116	25.1%	1,305	47.0%	16.9%
Total	4,439	100.0%	2,774	100.0%	-37.5%
Total Nebraska Opportunity Grants Awarded					
\$0 to \$19,999	6,684	41.9%	6,145	45.9%	-8.1%
\$20,000 to \$39,999	4,515	28.3%	2,270	17.0%	-49.7%
\$40,000 or Higher	4,744	29.8%	4,971	37.1%	4.8%
Total	15,943	100.0%	13,386	100.0%	-16.0%
Data source: Nebraska’s Coordinating Commission for Postsecondary Education, <i>Nebraska Opportunity Grant Year-End Report</i> , 2015 and 2025.					

Table A8.4
Access College Early (ACE) Scholarship Program Funding and Awards
2014-2015 to 2024-2025

Academic Year	NE State Funding	Federal Funding	Total Available Funding	\$ Amount of Scholarships Awarded
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
2021-2022	\$1,250,000	\$0	\$1,250,000	\$1,061,486
2022-2023	\$1,500,000	\$0	\$1,500,000	\$1,082,449
2023-2024	\$1,500,000	\$0	\$1,500,000	\$1,110,315
2024-2025	\$1,500,000	\$0	\$1,500,000	\$1,178,803
Academic Year	# of Student Recipients	# of Scholarships Awarded	Average Scholarship	Average Received per Student
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
2021-2022	2,683	5,152	\$206	\$396
2022-2023	2,635	5,950	\$182	\$411
2023-2024	2,627	5,584	\$199	\$423
2024-2025	2,727	5,919	\$199	\$432
Academic Year	# of Dual Enrollment Courses	# of Credit Hours	# of NE High Schools Represented	# of NE Colleges & Universities Where Students Took Courses
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
2021-2022	5,152	17,189	222	19
2022-2023	5,950	18,574	214	18
2023-2024	5,584	17,746	192	19
2024-2025	5,919	19,051	196	19
Data source: Nebraska's Coordinating Commission for Postsecondary Education, December 2025.				

Table A8.5.a
College Continuation Rates of
2013-2014 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Sex 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 Sex 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 April 16, 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), April 2015; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2015.

Table A8.5.b
College Continuation Rates of
2014-2015 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Sex 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 Sex 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 April 13, 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), April 2016; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2016.

Table A8.5.c
College Continuation Rates of
2015-2016 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Sex 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 Sex 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 31, 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), September 2017; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), September 2017.

Table A8.6.a
College Continuation Rates of Public High School Graduates Who Received
2016-2017 Access College Early (ACE) Scholarships by Sex

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Sex

Sex	# 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 Sex 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 April 23, 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 Sex

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Sex

Sex	# 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 Sex 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 April 15, 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 Sex

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Sex

Sex	# 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 Sex 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 April 27, 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 Sex

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Sex

Sex	# 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 Sex 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.

Table A8.6.e
College Continuation Rates of Public High School Graduates Who Received
2020-2021 Access College Early (ACE) Scholarships by Sex

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Sex

Sex	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	476	392	82.4%
Female	770	641	83.2%
Total	1,246	1,033	82.9%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Sex and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	476	392	82.4%
Other Low-Income Graduates	3,434	1,456	42.4%
Non-Low-Income Graduates	6,785	4,722	69.6%
Total	10,695	6,570	61.4%
Females			
ACE Scholarship Recipients	770	641	83.2%
Other Low-Income Graduates	3,353	1,775	52.9%
Non-Low-Income Graduates	6,385	5,125	80.3%
Total	10,508	7,541	71.8%
Total			
ACE Scholarship Recipients	1,246	1,033	82.9%
Other Low-Income Graduates	6,787	3,231	47.6%
Non-Low-Income Graduates	13,170	9,847	74.8%
Total	21,203	14,111	66.6%

Note. The college continuation rate is the number 2020-21 public high school graduates who enrolled in college on or before May 26, 2022, divided by the total number of students who graduated from Nebraska public high schools in 2020-21. 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 2022; National Student Clearinghouse (college continuation data), May 2022; and Nebraska Department of Education (public high school graduate data), May 2022.

Table A8.6.f College Continuation Rates of <u>Public</u> High School Graduates Who Received 2021-2022 Access College Early (ACE) Scholarships by Sex			
Part 1: College Continuation Rates of <u>Public</u> High School Graduates Who Received ACE Scholarships by Sex			
Sex	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	487	372	76.4%
Female	845	708	83.8%
Total	1,332	1,080	81.1%
Part 2: College Continuation Rates of <u>Public</u> High School Graduates Who Received ACE Scholarships Compared to Other <u>Public</u> High School Graduates by Sex and Student Income Status			
Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	487	372	76.4%
Other Low-Income Graduates	3,970	1,742	43.9%
Non-Low-Income Graduates	6,290	4,413	70.2%
Total	10,747	6,527	60.7%
Females			
ACE Scholarship Recipients	845	708	83.8%
Other Low-Income Graduates	4,029	2,134	53.0%
Non-Low-Income Graduates	5,883	4,651	79.1%
Total	10,757	7,493	69.7%
Total			
ACE Scholarship Recipients	1,332	1,080	81.1%
Other Low-Income Graduates	7,999	3,876	48.5%
Non-Low-Income Graduates	12,173	9,064	74.5%
Total	21,504	14,020	65.2%
<i>Note.</i> The college continuation rate is the number 2021-22 public high school graduates who enrolled in college on or before May 31, 2023, divided by the total number of students who graduated from Nebraska public high schools in 2021-22. 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), October 2023; National Student Clearinghouse (college continuation data), October 2023; and Nebraska Department of Education (public high school graduate data), October 2023.			

Table A8.6.g
College Continuation Rates of Public High School Graduates Who Received
2022-2023 Access College Early (ACE) Scholarships by Sex

Part 1: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships by Sex

Sex	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	471	369	78.3%
Female	762	649	85.2%
Total	1,233	1,018	82.6%

Part 2: College Continuation Rates of Public High School Graduates Who Received ACE Scholarships Compared to Other Public High School Graduates by Sex and Student Income Status

Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	471	369	78.3%
Other Low-Income Graduates	4,235	1,832	43.3%
Non-Low-Income Graduates	6,195	4,257	68.7%
Total	10,901	6,458	59.2%
Females			
ACE Scholarship Recipients	762	649	85.2%
Other Low-Income Graduates	4,187	2,302	55.0%
Non-Low-Income Graduates	5,761	4,624	80.3%
Total	10,710	7,575	70.7%
Total			
ACE Scholarship Recipients	1,233	1,018	82.6%
Other Low-Income Graduates	8,422	4,134	49.1%
Non-Low-Income Graduates	11,956	8,881	74.3%
Total	21,611	14,033	64.9%

Note. The college continuation rate is the number 2022-23 public high school graduates who enrolled in college on or before May 8, 2024, divided by the total number of students who graduated from Nebraska public high schools in 2022-23. 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. Metropolitan Community College did not participate in ACE during the 2022-23 academic year. High school students taking coursework through the college were not charged tuition and fees during the 2022-23 year. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), August 2024; National Student Clearinghouse (college continuation data), May 2024; and Nebraska Department of Education (public high school graduate data), May 2024.

Table A8.6.h College Continuation Rates of <u>Public</u> High School Graduates Who Received 2023-2024 Access College Early (ACE) Scholarships by Sex			
Part 1: College Continuation Rates of <u>Public</u> High School Graduates Who Received ACE Scholarships by Sex			
Sex	# HS Graduates Who Received ACE Scholarships	# Enrolled in College	College Continuation Rate
Male	406	301	74.1%
Female	718	616	85.8%
Total	1,124	917	81.6%
Part 2: College Continuation Rates of <u>Public</u> High School Graduates Who Received ACE Scholarships Compared to Other <u>Public</u> High School Graduates by Sex and Student Income Status			
Student Category	# HS Grads	# Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	406	301	74.1%
Other Low-Income Graduates	4,459	1,903	42.7%
Non-Low-Income Graduates	5,991	4,178	69.7%
Total	10,856	6,382	58.8%
Females			
ACE Scholarship Recipients	718	616	85.8%
Other Low-Income Graduates	4,452	2,362	53.1%
Non-Low-Income Graduates	5,604	4,369	78.0%
Total	10,774	7,347	68.2%
Total			
ACE Scholarship Recipients	1,124	917	81.6%
Other Low-Income Graduates	8,911	4,265	47.9%
Non-Low-Income Graduates	11,595	8,547	73.7%
Total	21,630	13,729	63.5%
<i>Note.</i> The college continuation rate is the number 2023-24 public high school graduates who enrolled in college on or before May 31, 2025, divided by the total number of students who graduated from Nebraska public high schools in 2023-24. 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. Metropolitan Community College and Northeast Community College did not participate in ACE during the 2023-24 academic year. High school students taking coursework through the colleges were not charged tuition and fees during the 2023-24 year. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (ACE recipient data), July 2025; National Student Clearinghouse (college continuation data), June 2025; and Nebraska Department of Education (public high school graduate data), July 2025.			

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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 2024 Compared to Fall 2014

Sector	Fall 2014			Fall 2024		
	No. of Full-Time, First-Time Freshmen Fall 2013	No. of Students Retained Fall 2014	Full-Time Retention Rate Fall 2014	No. of Full-Time, First-Time Freshmen Fall 2023	No. of Students Retained Fall 2024	Full-Time Retention Rate Fall 2024
University of Nebraska	7,253	5,918	81.6%	7,373	6,121	83.0%
Nebraska State College System	1,420	924	65.1%	1,254	862	68.7%
Nebraska Community Colleges	4,474	2,657	59.4%	3,764	2,551	67.8%
Nonpublic Colleges & Universities	3,686	2,809	76.2%	3,544	2,804	79.1%
Nebraska State Retention Rate	16,833	12,308	73.1%	15,935	12,338	77.4%

Note. The University of Nebraska includes retention data for the Nebraska College of Technical Agriculture. Data source: National Center for Education Statistics, IPEDS fall 2014 and fall 2024 surveys.

Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2024 Compared to Fall 2014

Sector	Fall 2014			Fall 2024		
	No. of Part-Time, First-Time Freshmen Fall 2013	No. of Students Retained Fall 2014	Part-Time Retention Rate Fall 2014	No. of Part-Time, First-Time Freshmen Fall 2023	No. of Students Retained Fall 2024	Part-Time Retention Rate Fall 2024
University of Nebraska	134	56	41.8%	82	39	47.6%
Nebraska State College System	12	2	16.7%	19	6	31.6%
Nebraska Community Colleges	1,669	630	37.7%	1,572	690	43.9%
Nonpublic Colleges & Universities	127	56	44.1%	322	160	49.7%
Nebraska State Retention Rate	1,942	744	38.3%	1,995	895	44.9%

Note. The University of Nebraska includes retention data for the Nebraska College of Technical Agriculture. Data source: National Center for Education Statistics, IPEDS fall 2014 and fall 2024 surveys.

Table A9.3
Nebraska Freshmen Retention Rates
for Public Four-Year Institutions and Public Two-Year Institutions
Fall 2014 through Fall 2024

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				
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%
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%
Part-Time Freshmen Retention Rates				
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%
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%
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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				
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%
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%
Part-Time Freshmen Retention Rates				
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%
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%
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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				
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%
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%
Part-Time Freshmen Retention Rates				
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%
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%
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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				
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%
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%
Part-Time Freshmen Retention Rates				
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%
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%
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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				
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%
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%
Part-Time Freshmen Retention Rates				
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%
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%
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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				
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%
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%
Part-Time Freshmen Retention Rates				
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%
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%
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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				
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%
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%
Part-Time Freshmen Retention Rates				
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%
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%
Continued on the next page.				

Table A9.3 Continued				
Fall 2021 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2020	No. of Students Retained Fall 2021	Retention Rate Fall 2021	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	102	74	73%	
Central Community College	613	401	65%	
Metropolitan Community College	569	311	55%	
Mid-Plains Community College	320	191	60%	
Northeast Community College	789	558	71%	
Southeast Community College	1,181	596	50%	
Western Nebraska Community College	178	106	60%	
Total Public 2-Year Institutions	3,752	2,237		59.6%
University of Nebraska at Kearney	815	618	76%	
University of Nebraska-Lincoln	4,704	3,749	80%	
University of Nebraska at Omaha	1,842	1,274	69%	
Chadron State College	372	253	68%	
Peru State College	229	124	54%	
Wayne State College	812	587	72%	
Total Public 4-Year Institutions	8,774	6,605		75.3%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	227	107	47%	
Metropolitan Community College	488	208	43%	
Mid-Plains Community College	59	36	61%	
Northeast Community College	106	35	33%	
Southeast Community College	578	242	42%	
Western Nebraska Community College	57	19	33%	
Total Public 2-Year Institutions	1,515	647		42.7%
University of Nebraska at Kearney	18	7	39%	
University of Nebraska-Lincoln	38	22	58%	
University of Nebraska at Omaha	58	23	40%	
Chadron State College	5	1	20%	
Peru State College	9	2	22%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	129	55		42.6%
Continued on the next page.				

Table A9.3 Continued				
Fall 2022 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2021	No. of Students Retained Fall 2022	Retention Rate Fall 2022	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	107	78	73%	
Central Community College	580	391	67%	
Metropolitan Community College	532	329	62%	
Mid-Plains Community College	238	169	71%	
Northeast Community College	894	652	73%	
Southeast Community College	1,067	683	64%	
Western Nebraska Community College	243	121	50%	
Total Public 2-Year Institutions	3,661	2,423		66.2%
University of Nebraska at Kearney	945	702	74%	
University of Nebraska-Lincoln	4,709	3,838	82%	
University of Nebraska at Omaha	1,633	1,204	74%	
Chadron State College	398	288	72%	
Peru State College	266	157	59%	
Wayne State College	786	565	72%	
Total Public 4-Year Institutions	8,737	6,754		77.3%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	255	105	41%	
Metropolitan Community College	529	225	43%	
Mid-Plains Community College	40	14	35%	
Northeast Community College	70	32	46%	
Southeast Community College	503	238	47%	
Western Nebraska Community College	61	15	25%	
Total Public 2-Year Institutions	1,458	629		43.1%
University of Nebraska at Kearney	13	4	31%	
University of Nebraska-Lincoln	27	9	33%	
University of Nebraska at Omaha	47	17	36%	
Chadron State College	6	3	50%	
Peru State College	9	2	22%	
Wayne State College	5	2	40%	
Total Public 4-Year Institutions	107	37		34.6%
Continued on the next page.				

Table A9.3 Continued				
Fall 2023 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2022	No. of Students Retained Fall 2023	Retention Rate Fall 2023	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	102	66	65%	
Central Community College	567	389	69%	
Metropolitan Community College	560	379	68%	
Mid-Plains Community College	299	190	64%	
Northeast Community College	897	640	71%	
Southeast Community College	1,092	736	67%	
Western Nebraska Community College	214	112	52%	
Total Public 2-Year Institutions	3,731	2,512		67.3%
University of Nebraska at Kearney	846	648	77%	
University of Nebraska-Lincoln	4,615	3,889	84%	
University of Nebraska at Omaha	1,831	1,387	76%	
Chadron State College	314	219	70%	
Peru State College	220	138	63%	
Wayne State College	777	567	73%	
Total Public 4-Year Institutions	8,603	6,848		79.6%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	160	85	53%	
Metropolitan Community College	555	225	41%	
Mid-Plains Community College	51	13	25%	
Northeast Community College	95	33	35%	
Southeast Community College	563	280	50%	
Western Nebraska Community College	88	27	31%	
Total Public 2-Year Institutions	1,512	663		43.8%
University of Nebraska at Kearney	17	7	41%	
University of Nebraska-Lincoln	24	16	67%	
University of Nebraska at Omaha	43	21	49%	
Chadron State College	5	3	60%	
Peru State College	8	1	13%	
Wayne State College	1	0	0%	
Total Public 4-Year Institutions	98	48		49.0%
Continued on the next page.				

Table A9.3 Continued				
Fall 2024 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2023	No. of Students Retained Fall 2024	Retention Rate Fall 2024	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	100	59	59%	
Central Community College	596	410	69%	
Metropolitan Community College	537	322	60%	
Mid-Plains Community College	318	200	63%	
Northeast Community College	890	666	75%	
Southeast Community College	1,169	819	70%	
Western Nebraska Community College	254	134	53%	
Total Public 2-Year Institutions	3,864	2,610		67.5%
University of Nebraska at Kearney	898	718	80%	
University of Nebraska-Lincoln	4,676	4,021	86%	
University of Nebraska at Omaha	1,699	1,323	78%	
Chadron State College	315	199	63%	
Peru State College	211	136	64%	
Wayne State College	728	527	72%	
Total Public 4-Year Institutions	8,527	6,924		81.2%
Part-Time Freshmen Retention Rates				
Nebraska College of Technical Agriculture	0	0	NA	
Central Community College	199	90	45%	
Metropolitan Community College	609	234	38%	
Mid-Plains Community College	51	19	37%	
Northeast Community College	96	40	42%	
Southeast Community College	556	290	52%	
Western Nebraska Community College	61	17	28%	
Total Public 2-Year Institutions	1,572	690		43.9%
University of Nebraska at Kearney	12	2	17%	
University of Nebraska-Lincoln	23	12	52%	
University of Nebraska at Omaha	47	25	53%	
Chadron State College	7	0	0%	
Peru State College	9	3	33%	
Wayne State College	3	3	100%	
Total Public 4-Year Institutions	101	45		44.6%
Data source: National Center for Education Statistics, IPEDS fall 2014 through fall 2024 surveys.				

Table A9.4
Nebraska Full-Time Freshmen Retention Rates by Institution
Fall 2024 Compared to Fall 2014

Sector and Institution	Fall 2014			Fall 2024		
	No. FTF Fall 2013	No. Retained Fall 2014	Retention Rate Fall 2014	No. FTF Fall 2023	No. Retained Fall 2024	Retention Rate Fall 2024
University of Nebraska						
Neb. College of Technical Agriculture	70	46	66%	100	59	59%
University of Nebraska at Kearney	1,007	801	80%	898	718	80%
University of Nebraska-Lincoln	4,396	3,693	84%	4,676	4,021	86%
University of Nebraska Medical Center	0	0	NA	0	0	NA
University of Nebraska at Omaha	1,780	1,378	77%	1,699	1,323	78%
Nebraska State College System						
Chadron State College	458	298	65%	315	199	63%
Peru State College	272	159	58%	211	136	64%
Wayne State College	690	467	68%	728	527	72%
Nebraska Community Colleges						
Central Community College	710	461	65%	596	410	69%
Metropolitan Community College	1,077	509	47%	537	322	60%
Mid-Plains Community College	398	236	59%	318	200	63%
Northeast Community College	749	517	69%	890	666	75%
Southeast Community College	1,205	736	61%	1,169	819	70%
Western Nebraska Community College	335	198	59%	254	134	53%
Nonpublic Colleges & Universities						
Bellevue University	87	42	48%	290	168	58%
Bryan College of Health Sciences	35	29	83%	45	32	71%
Capitol Beauty School	85	64	75%	23	23	100%
CHI Health School of Radiologic Technology	0	0	NA	0	0	NA
Clarkson College	32	21	66%	23	14	61%
College of Hair Design-Downtown	8	6	75%	7	5	71%
College of Hair Design-East Campus	24	22	92%	43	39	91%
College of Saint Mary	89	70	79%	89	71	80%
Concordia University-Nebraska	281	224	80%	381	303	80%
Creighton University	962	879	91%	1,043	982	94%
Doane University	287	207	72%	241	191	79%
Entourage Institute of Beauty and Esthetics	0	0	NA	6	5	83%
Fullen School of Hair Design	14	11	79%	0	0	NA
Grace University	96	66	69%	0	0	NA
Hastings College	345	257	74%	323	212	66%
ITT Technical Institute-Omaha	0	0	NA	0	0	NA
Joseph's College Cosmetology	46	33	72%	13	10	77%
La'James International College	6	5	83%	0	0	NA
Little Priest Tribal College	18	7	39%	20	10	50%
Midland University	367	215	59%	283	196	69%
Myotherapy Institute	10	8	80%	3	3	100%
National American University-Bellevue	0	0	NA	0	0	NA
Nebraska Christian College of Hope	47	38	81%	0	0	NA
International University						

Continued on the next page.

Table A9.4 Continued

Sector and Institution	Fall 2014			Fall 2024		
	No. FTF Fall 2013	No. Retained Fall 2014	Retention Rate Fall 2014	No. FTF Fall 2023	No. Retained Fall 2024	Retention Rate Fall 2024
Nebraska Indian Community College	37	9	24%	0	0	NA
Nebraska Methodist College of Nursing & Allied Health	27	19	70%	42	36	86%
Nebraska Wesleyan University	378	307	81%	440	330	75%
Omaha School of Massage and Healthcare of Herzing University	38	27	71%	0	0	NA
Purdue University Global-Lincoln	3	1	33%	0	0	NA
Purdue University Global-Omaha	3	0	0%	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA	0	0	NA
Summit Christian College	3	3	100%	1	1	100%
The Creative Center	0	0	NA	0	0	NA
Union Adventist University	169	127	75%	79	66	84%
Universal College of Healing Arts	5	5	100%	3	3	100%
Vatterott College-Spring Valley	62	29	47%	0	0	NA
Xenon A. Stephanie Moss Academy	31	27	87%	31	25	81%
York University	91	51	56%	115	79	69%
<i>Note.</i> FTF = first-time freshmen. Data source: National Center for Education Statistics, IPEDS fall 2014 and fall 2024 surveys.						

Table A9.5
Nebraska Part-Time Freshmen Retention Rates by Institution
Fall 2024 Compared to Fall 2014

Sector and Institution	Fall 2014			Fall 2024		
	No. FTF Fall 2013	No. Retained Fall 2014	Retention Rate Fall 2014	No. Retained Fall 2023	No. FTF Fall 2024	Retention Rate Fall 2024
University of Nebraska						
Neb. College of Technical Agriculture	0	0	NA	0	0	NA
University of Nebraska at Kearney	15	5	33%	12	2	17%
University of Nebraska-Lincoln	24	8	33%	23	12	52%
University of Nebraska Medical Center	0	0	NA	0	0	NA
University of Nebraska at Omaha	95	43	45%	47	25	53%
Nebraska State College System						
Chadron State College	5	1	20%	7	0	0%
Peru State College	6	0	0%	9	3	33%
Wayne State College	1	1	100%	3	3	100%
Nebraska Community Colleges						
Central Community College	194	86	44%	199	90	45%
Metropolitan Community College	866	317	37%	609	234	38%
Mid-Plains Community College	87	28	32%	51	19	37%
Northeast Community College	78	23	29%	96	40	42%
Southeast Community College	361	153	42%	556	290	52%
Western Nebraska Community College	83	23	28%	61	17	28%
Nonpublic Colleges & Universities						
Bellevue University	37	8	22%	248	116	47%
Bryan College of Health Sciences	1	1	100%	18	11	61%
Capitol Beauty School	18	18	100%	0	0	NA
CHI Health School of Radiologic Technology	0	0	NA	0	0	NA
Clarkson College	4	2	50%	13	8	62%
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	0	0	NA	0	0	NA
Concordia University-Nebraska	0	0	NA	0	0	NA
Creighton University	3	2	67%	0	0	NA
Doane University	0	0	NA	0	0	NA
Entourage Institute of Beauty and Esthetics	0	0	NA	0	0	NA
Fullen School of Hair Design	0	0	NA	0	0	NA
Grace University	0	0	NA	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	7	1	14%	28	10	36%
Midland University	0	0	NA	0	0	NA
Myotherapy Institute	0	0	NA	0	0	NA
National American University-Bellevue	30	10	33%	0	0	NA
Nebraska Christian College of Hope	0	0	NA	0	0	NA
International University						

Continued on the next page.

Table A9.5 Continued

Sector and Institution	Fall 2014			Fall 2024		
	No. FTF Fall 2013	No. Retained Fall 2014	Retention Rate Fall 2014	No. Retained Fall 2023	No. FTF Fall 2024	Retention Rate Fall 2024
Nebraska Indian Community College	17	12	71%	0	0	NA
Nebraska Methodist College of Nursing & Allied Health	6	0	0%	2	2	100%
Nebraska Wesleyan University	0	0	NA	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	2	1	50%	0	0	NA
Purdue University Global-Lincoln	0	0	NA	0	0	NA
Purdue University Global-Omaha	1	1	100%	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA	0	0	NA
Summit Christian College	1	0	0%	0	0	NA
The Creative Center	0	0	NA	0	0	NA
Union Adventist University	0	0	NA	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 A. Stephanie Moss Academy	0	0	NA	0	0	NA
York University	0	0	NA	13	13	100%
<i>Note.</i> FTF = first-time freshmen. Data source: National Center for Education Statistics, IPEDS fall 2014 and fall 2024 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 “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 IPEDS Outcome Measures Survey 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 2013-2014 through 2023-2024						
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
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	1,382	36.6%	8,745	5,127	58.6%
2020-2021	3,993	1,527	38.2%	8,769	5,151	58.7%
2021-2022	4,061	1,532	37.7%	9,025	5,202	57.6%
2022-2023	3,828	1,549	40.5%	9,021	5,280	58.5%
2023-2024	3,658	1,618	44.2%	9,142	5,386	58.9%
Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.						

Table A10.2
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector
2023-2024 Compared to 2013-2014

Sector	No. of Students in Cohort	No. of Graduates	Graduation Rate	
2013-2014				
University of Nebraska	7,023	4,176	59.5%	
Nebraska State College System	1,266	540	42.7%	
Nebraska Community Colleges	4,674	1,348	28.8%	
Nonpublic Colleges & Universities	4,234	2,538	59.9%	
State Total	17,197	8,602	50.0%	
2023-2024				Percentage Point Change in Grad Rate
University of Nebraska	7,943	4,808	60.5%	1.1
Nebraska State College System	1,306	643	49.2%	6.6
Nebraska Community Colleges	3,551	1,553	43.7%	14.9
Nonpublic Colleges & Universities	3,828	2,556	66.8%	6.8
State Total	16,628	9,560	57.5%	7.5
Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.				

Table A10.3
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions
by Sector and Institution: 2023-2024 Compared to 2013-2014

Institution	2013-2014 Grad Rate	2023-2024 Grad Rate
University of Nebraska	59.5%	60.5%
Nebraska College of Technical Agriculture	43.5%	60.7%
University of Nebraska at Kearney	56.4%	57.7%
University of Nebraska-Lincoln	66.8%	67.0%
University of Nebraska Medical Center	NA	NA
University of Nebraska at Omaha	44.6%	47.1%
Nebraska State College System	42.7%	49.2%
Chadron State College	36.2%	50.4%
Peru State College	36.7%	37.6%
Wayne State College	48.5%	52.1%
Nebraska Community Colleges	28.8%	43.7%
Central Community College	32.9%	48.1%
Metropolitan Community College	13.6%	29.3%
Mid-Plains Community College	33.0%	53.8%
Northeast Community College	46.1%	55.8%
Southeast Community College	25.4%	37.8%
Western Nebraska Community College	27.4%	36.6%
Nonpublic Colleges & Universities	59.9%	66.8%
Bellevue University	29.4%	33.0%
Bryan College of Health Sciences	80.0%	70.0%
Capitol Beauty School	100.0%	87.2%
CHI Health School of Radiologic Technology	NA	NA
Clarkson College	59.1%	46.7%
College of Hair Design-Downtown	60.8%	83.0%
College of Hair Design-East Campus	82.1%	85.0%
College of Saint Mary	48.7%	60.5%
Concordia University-Nebraska	66.3%	64.9%
Creighton University	77.8%	83.4%
Doane University	59.1%	57.1%
Entourage Institute of Beauty and Esthetics	NA	60.0%
Fullen School of Hair Design	78.1%	NA
Grace University	54.8%	NA
Hastings College	58.8%	48.9%
ITT Technical Institute-Omaha	34.2%	NA
Joseph's College Cosmetology	60.4%	87.5%
La'James International College	64.5%	NA
Little Priest Tribal College	14.8%	13.3%
Continued on the next page.		

Table A10.3 Continued		
Institution	2013-2014 Grad Rate	2023-2024 Grad Rate
Midland University	47.8%	42.1%
Myotherapy Institute	86.4%	100.0%
National American University-Bellevue	NA	NA
Nebraska Christian College of Hope International University	26.3%	NA
Nebraska Indian Community College	3.3%	22.2%
Nebraska Methodist College of Nursing & Allied Health	66.1%	59.5%
Nebraska Wesleyan University	69.5%	66.1%
Omaha School of Massage and Healthcare of Herzing University	54.5%	NA
Purdue University Global-Lincoln	28.8%	NA
Purdue University Global-Omaha	34.0%	NA
Regional West Medical Center School of Radiologic Technology	NA	NA
Summit Christian College	55.6%	25.0%
The Creative Center	68.1%	NA
Union Adventist University	49.4%	52.3%
Universal College of Healing Arts	100.0%	80.0%
Vatterott College-Spring Valley	29.1%	NA
Xenon A Stephanie Moss Academy	66.7%	82.2%
York University	36.6%	52.2%
Nebraska State Total	50.0%	57.5%
<i>Note.</i> See Table A10.4 for supporting data. Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.		

Table A10.4
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions
by Sector and Institution: 2013-2014 through 2023-2024

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 Beauty School	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%
Doane University	247	146	59.1%
Entourage Institute of Beauty and Esthetics	0	0	NA
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
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 Adventist University	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 A Stephanie Moss Academy	99	66	66.7%
York University	112	41	36.6%
Nebraska State Total	17,197	8,602	50.0%

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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 Beauty School	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%
Doane University	310	190	61.3%
Entourage Institute of Beauty and Esthetics	0	0	NA
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%

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Table A10.4 Continued			
2014-2015 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2014-2015 Graduation Rate
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 Adventist University	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 A Stephanie Moss Academy	97	64	66.0%
York University	116	49	42.2%
Nebraska State Total	16,972	8,447	49.8%

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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 Beauty School	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%
Doane University	327	192	58.7%
Entourage Institute of Beauty and Esthetics	9	9	100.0%
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%

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Table A10.4 Continued			
2015-2016 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2015-2016 Graduation Rate
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 Adventist University	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 A Stephanie Moss Academy	80	62	77.5%
York University	131	64	48.9%
Nebraska State Total	16,443	8,517	51.8%

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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 Beauty School	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%
Doane University	290	182	62.8%
Entourage Institute of Beauty and Esthetics	1	0	0.0%
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%

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Table A10.4 Continued			
2016-2017 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2016-2017 Graduation Rate
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 Adventist University	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 A Stephanie Moss Academy	70	51	72.9%
York University	119	64	53.8%
Nebraska State Total	16,049	8,592	53.5%

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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 Beauty School	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%
Doane University	337	220	65.3%
Entourage Institute of Beauty and Esthetics	10	9	90.0%
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%

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Table A10.4 Continued			
2017-2018 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2017-2018 Graduation Rate
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 Adventist University	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 A Stephanie Moss Academy	99	76	76.8%
York University	85	43	50.6%
Nebraska State Total	15,570	8,338	53.6%

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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 Beauty School	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%
Doane University	287	155	54.0%
Entourage Institute of Beauty and Esthetics	12	10	83.3%
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%

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Table A10.4 Continued			
2018-2019 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2018-2019 Graduation Rate
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 Adventist University	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 A Stephanie Moss Academy	73	53	72.6%
York University	93	44	47.3%
Nebraska State Total	16,453	8,640	52.5%

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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	1,333	36.3%
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	459	51.9%
Southeast Community College	972	297	30.6%
Western Nebraska Community College	273	101	37.0%
Nonpublic Colleges & Universities	3,548	2,302	64.9%
Bellevue University	88	20	22.7%
Bryan College of Health Sciences	45	34	75.6%
Capitol Beauty School	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%
Doane University	268	161	60.1%
Entourage Institute of Beauty and Esthetics	16	5	31.3%
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%

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Table A10.4 Continued			
2019-2020 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2019-2020 Graduation Rate
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 Adventist University	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 A Stephanie Moss Academy	60	48	80.0%
York University	85	47	55.3%
Nebraska State Total	16,072	8,811	54.8%

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Table A10.4 Continued			
2020-2021 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2020-2021 Graduation Rate
University of Nebraska	7,596	4,645	61.2%
Nebraska College of Technical Agriculture	119	69	58.0%
University of Nebraska at Kearney	930	539	58.0%
University of Nebraska-Lincoln	4,602	3,056	66.4%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,945	981	50.4%
Nebraska State College System	1,292	575	44.5%
Chadron State College	413	160	38.7%
Peru State College	249	100	40.2%
Wayne State College	630	315	50.0%
Nebraska Community Colleges	3,874	1,458	37.6%
Central Community College	588	243	41.3%
Metropolitan Community College	695	151	21.7%
Mid-Plains Community College	328	137	41.8%
Northeast Community College	892	464	52.0%
Southeast Community College	1,043	324	31.1%
Western Nebraska Community College	328	139	42.4%
Nonpublic Colleges & Universities	3,644	2,331	64.0%
Bellevue University	53	12	22.6%
Bryan College of Health Sciences	43	30	69.8%
Capitol Beauty School	66	61	92.4%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	32	23	71.9%
College of Hair Design-Downtown	49	39	79.6%
College of Hair Design-East Campus	83	65	78.3%
College of Saint Mary	77	46	59.7%
Concordia University-Nebraska	347	202	58.2%
Creighton University	1,064	839	78.9%
Doane University	330	194	58.8%
Entourage Institute of Beauty and Esthetics	11	4	36.4%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	293	145	49.5%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	46	31	67.4%
La'James International College	0	0	NA
Little Priest Tribal College	36	5	13.9%

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Table A10.4 Continued			
2020-2021 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2020-2021 Graduation Rate
Midland University	309	139	45.0%
Myotherapy Institute	4	4	100.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA
Nebraska Indian Community College	11	1	9.1%
Nebraska Methodist College of Nursing & Allied Health	30	22	73.3%
Nebraska Wesleyan University	439	289	65.8%
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	8	4	50.0%
The Creative Center	0	0	NA
Union Adventist University	172	103	59.9%
Universal College of Healing Arts	0	0	NA
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon A Stephanie Moss Academy	32	27	84.4%
York University	109	46	42.2%
Nebraska State Total	16,406	9,009	54.9%

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Table A10.4 Continued			
2021-2022 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2021-2022 Graduation Rate
University of Nebraska	7,890	4,685	59.4%
Nebraska College of Technical Agriculture	82	35	42.7%
University of Nebraska at Kearney	996	539	54.1%
University of Nebraska-Lincoln	4,826	3,134	64.9%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,986	977	49.2%
Nebraska State College System	1,217	552	45.4%
Chadron State College	382	169	44.2%
Peru State College	257	87	33.9%
Wayne State College	578	296	51.2%
Nebraska Community Colleges	3,979	1,497	37.6%
Central Community College	644	274	42.5%
Metropolitan Community College	664	168	25.3%
Mid-Plains Community College	331	149	45.0%
Northeast Community College	887	450	50.7%
Southeast Community College	1,155	356	30.8%
Western Nebraska Community College	298	100	33.6%
Nonpublic Colleges & Universities	3,511	2,233	63.6%
Bellevue University	27	11	40.7%
Bryan College of Health Sciences	50	36	72.0%
Capitol Beauty School	60	46	76.7%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	32	23	71.9%
College of Hair Design-Downtown	51	34	66.7%
College of Hair Design-East Campus	57	48	84.2%
College of Saint Mary	102	68	66.7%
Concordia University-Nebraska	320	189	59.1%
Creighton University	1,031	809	78.5%
Doane University	303	186	61.4%
Entourage Institute of Beauty and Esthetics	15	7	46.7%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	273	149	54.6%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	51	31	60.8%
La'James International College	0	0	NA
Little Priest Tribal College	23	3	13.0%

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Table A10.4 Continued			
2021-2022 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2021-2022 Graduation Rate
Midland University	336	147	43.8%
Myotherapy Institute	5	4	80.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA
Nebraska Indian Community College	11	0	0.0%
Nebraska Methodist College of Nursing & Allied Health	43	31	72.1%
Nebraska Wesleyan University	420	248	59.0%
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	7	4	57.1%
The Creative Center	0	0	NA
Union Adventist University	155	87	56.1%
Universal College of Healing Arts	1	1	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon A Stephanie Moss Academy	41	29	70.7%
York University	97	42	43.3%
Nebraska State Total	16,597	8,967	54.0%

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Table A10.4 Continued			
2022-2023 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2022-2023 Graduation Rate
University of Nebraska	7,896	4,765	60.3%
Nebraska College of Technical Agriculture	102	58	56.9%
University of Nebraska at Kearney	897	536	59.8%
University of Nebraska-Lincoln	4,878	3,212	65.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	2,019	959	47.5%
Nebraska State College System	1,227	573	46.7%
Chadron State College	394	150	38.1%
Peru State College	228	86	37.7%
Wayne State College	605	337	55.7%
Nebraska Community Colleges	3,726	1,491	40.0%
Central Community College	614	275	44.8%
Metropolitan Community College	569	143	25.1%
Mid-Plains Community College	320	146	45.6%
Northeast Community College	789	437	55.4%
Southeast Community College	1,172	397	33.9%
Western Nebraska Community College	262	93	35.5%
Nonpublic Colleges & Universities	3,724	2,440	65.5%
Bellevue University	34	19	55.9%
Bryan College of Health Sciences	53	40	75.5%
Capitol Beauty School	69	59	85.5%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	40	30	75.0%
College of Hair Design-Downtown	41	37	90.2%
College of Hair Design-East Campus	123	101	82.1%
College of Saint Mary	101	60	59.4%
Concordia University-Nebraska	348	223	64.1%
Creighton University	1,119	901	80.5%
Doane University	299	167	55.9%
Entourage Institute of Beauty and Esthetics	12	8	66.7%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	306	163	53.3%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	41	24	58.5%
La'James International College	0	0	NA
Little Priest Tribal College	12	2	16.7%

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Table A10.4 Continued			
2022-2023 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2022-2023 Graduation Rate
Midland University	324	140	43.2%
Myotherapy Institute	7	3	42.9%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA
Nebraska Indian Community College	18	3	16.7%
Nebraska Methodist College of Nursing & Allied Health	39	26	66.7%
Nebraska Wesleyan University	405	279	68.9%
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	0	0	NA
Union Adventist University	157	72	45.9%
Universal College of Healing Arts	3	3	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon A Stephanie Moss Academy	39	29	74.4%
York University	131	49	37.4%
Nebraska State Total	16,573	9,269	55.9%

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Table A10.4 Continued			
2023-2024 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2023-2024 Graduation Rate
University of Nebraska	7,943	4,808	60.5%
Nebraska College of Technical Agriculture	107	65	60.7%
University of Nebraska at Kearney	937	541	57.7%
University of Nebraska-Lincoln	4,796	3,212	67.0%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	2,103	990	47.1%
Nebraska State College System	1,306	643	49.2%
Chadron State College	367	185	50.4%
Peru State College	218	82	37.6%
Wayne State College	721	376	52.1%
Nebraska Community Colleges	3,551	1,553	43.7%
Central Community College	576	277	48.1%
Metropolitan Community College	532	156	29.3%
Mid-Plains Community College	238	128	53.8%
Northeast Community College	896	500	55.8%
Southeast Community College	1,066	403	37.8%
Western Nebraska Community College	243	89	36.6%
Nonpublic Colleges & Universities	3,828	2,556	66.8%
Bellevue University	88	29	33.0%
Bryan College of Health Sciences	60	42	70.0%
Capitol Beauty School	78	68	87.2%
CHI Health School of Radiologic Technology	0	0	NA
Clarkson College	15	7	46.7%
College of Hair Design-Downtown	53	44	83.0%
College of Hair Design-East Campus	120	102	85.0%
College of Saint Mary	119	72	60.5%
Concordia University-Nebraska	356	231	64.9%
Creighton University	1,154	962	83.4%
Doane University	259	148	57.1%
Entourage Institute of Beauty and Esthetics	5	3	60.0%
Fullen School of Hair Design	0	0	NA
Grace University	0	0	NA
Hastings College	262	128	48.9%
ITT Technical Institute-Omaha	0	0	NA
Joseph's College Cosmetology	48	42	87.5%
La'James International College	0	0	NA
Little Priest Tribal College	15	2	13.3%

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Table A10.4 Continued			
2023-2024 Graduation Rates			
Institution	No. of Students in Cohort	No. of Graduates	2023-2024 Graduation Rate
Midland University	330	139	42.1%
Myotherapy Institute	6	6	100.0%
National American University-Bellevue	0	0	NA
Nebraska Christian College of Hope International University	0	0	NA
Nebraska Indian Community College	9	2	22.2%
Nebraska Methodist College of Nursing & Allied Health	42	25	59.5%
Nebraska Wesleyan University	487	322	66.1%
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	1	25.0%
The Creative Center	0	0	NA
Union Adventist University	155	81	52.3%
Universal College of Healing Arts	5	4	80.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College-Spring Valley	0	0	NA
Xenon A Stephanie Moss Academy	45	37	82.2%
York University	113	59	52.2%
Nebraska State Total	16,628	9,560	57.5%
Data source: National Center for Education Statistics, IPEDS 2014 through 2024 surveys.			

Table A10.5
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector and Sex
2023-2024 Compared to 2013-2014

Sex	2013-2014			2023-2024		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
University of Nebraska						
Male	3,521	1,961	55.7%	3,817	2,173	56.9%
Female	3,502	2,215	63.2%	4,126	2,635	63.9%
Total	7,023	4,176		7,943	4,808	
Nebraska State College System						
Male	603	229	38.0%	582	284	48.8%
Female	663	311	46.9%	724	359	49.6%
Total	1,266	540		1,306	643	
Nebraska Community Colleges						
Male	2,336	808	34.6%	2,077	971	46.8%
Female	2,338	540	23.1%	1,474	582	39.5%
Total	4,674	1,348		3,551	1,553	
Nonpublic Colleges and Universities						
Male	1,607	873	54.3%	1,587	949	59.8%
Female	2,627	1,665	63.4%	2,241	1,607	71.7%
Total	4,234	2,538		3,828	2,556	
Total Nebraska Postsecondary Institutions						
Male	8,067	3,871	48.0%	8,063	4,377	54.3%
Female	9,130	4,731	51.8%	8,565	5,183	60.5%
Total	17,197	8,602		16,628	9,560	
Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.						

Table A10.6
Graduation Rates within 150% of Normal Time
for Nebraska Postsecondary Institutions by Sector and Race/Ethnicity
2023-2024 Compared to 2013-2014

Race/Ethnicity	2013-2014			2023-2024		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
University of Nebraska						
White non-Hispanic	5,899	3,605	61.1%	5,815	3,696	63.6%
Asian/Pacific Islander	157	93	59.2%	256	164	64.1%
Hispanic	326	172	52.8%	869	424	48.8%
Native American	35	12	34.3%	20	2	10.0%
Black non-Hispanic	209	72	34.4%	329	127	38.6%
Two or More Races	8	0	0.0%	271	152	56.1%
Total Known Race/Ethnicity	6,634	3,954		7,560	4,565	
Nebraska State College System						
White non-Hispanic	1,072	492	45.9%	1,005	550	54.7%
Asian/Pacific Islander	6	2	33.3%	11	5	45.5%
Hispanic	33	9	27.3%	124	44	35.5%
Native American	21	4	19.0%	15	4	26.7%
Black non-Hispanic	46	9	19.6%	68	11	16.2%
Two or More Races	5	1	20.0%	62	20	32.3%
Total Known Race/Ethnicity	1,183	517		1,285	634	
Nebraska Community Colleges						
White non-Hispanic	3,560	1,136	31.9%	2,470	1,159	46.9%
Asian/Pacific Islander	85	15	17.6%	70	24	34.3%
Hispanic	454	98	21.6%	619	237	38.3%
Native American	52	7	13.5%	29	11	37.9%
Black non-Hispanic	276	29	10.5%	106	14	13.2%
Two or More Races	73	15	20.5%	88	32	36.4%
Total Known Race/Ethnicity	4,500	1,300		3,382	1,477	
Nonpublic Colleges and Universities						
White non-Hispanic	3,052	2,023	66.3%	2,712	1,906	70.3%
Asian/Pacific Islander	160	115	71.9%	167	125	74.9%
Hispanic	250	135	54.0%	415	262	63.1%
Native American	87	20	23.0%	31	10	32.3%
Black non-Hispanic	216	88	40.7%	161	66	41.0%
Two or More Races	31	9	29.0%	182	113	62.1%
Total Known Race/Ethnicity	3,796	2,390		3,668	2,482	
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Table A10.6 Continued						
Race/Ethnicity	2013-2014			2023-2024		
	Cohort	No. of Graduates	Grad Rate	Cohort	No. of Graduates	Grad Rate
Total Nebraska Postsecondary Institutions						
White non-Hispanic	13,583	7,256	53.4%	12,002	7,311	60.9%
Asian/Pacific Islander	408	225	55.1%	504	318	63.1%
Hispanic	1,063	414	38.9%	2,027	967	47.7%
Native American	195	43	22.1%	95	27	28.4%
Black non-Hispanic	747	198	26.5%	664	218	32.8%
Two or More Races	117	25	21.4%	603	317	52.6%
Total Known Race/Ethnicity	16,113	8,161		15,895	9,158	
Data source: National Center for Education Statistics, IPEDS 2014 and 2024 surveys.						

Table A10.7
Graduation Rates within 150% of Normal Time
for Two-Year Public Institutions by Financial Aid Received
2015-2016 through 2023-2024

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%
Direct Subsidized Loan Recipient ^a	11	3	27.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	24	10	41.7%
Central Community College	710	268	37.7%
Pell Grant Recipients	400	136	34.0%
Direct Subsidized Loan Recipient ^a	48	18	37.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	262	114	43.5%
Metropolitan Community College	1,077	141	13.1%
Pell Grant Recipients	570	62	10.9%
Direct Subsidized Loan Recipient ^a	52	7	13.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	455	72	15.8%
Mid-Plains Community College	395	133	33.7%
Pell Grant Recipients	190	49	25.8%
Direct Subsidized Loan Recipient ^a	19	6	31.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	186	78	41.9%
Northeast Community College	749	397	53.0%
Pell Grant Recipients	392	177	45.2%
Direct Subsidized Loan Recipient ^a	100	58	58.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	257	162	63.0%
Southeast Community College	1,205	369	30.6%
Pell Grant Recipients	639	159	24.9%
Direct Subsidized Loan Recipient ^a	80	38	47.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	486	172	35.4%
Western Neb. Community College	336	100	29.8%
Pell Grant Recipients	162	36	22.2%
Direct Subsidized Loan Recipient ^a	24	5	20.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	150	59	39.3%
Total Two-Year Public Institutions	4,542	1,438	31.7%
Pell Grant Recipients	2,388	636	26.6%
Direct Subsidized Loan Recipient ^a	334	135	40.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,820	667	36.6%
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Table A10.7 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%
Direct Subsidized Loan Recipient ^a	16	7	43.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	54	31	57.4%
Central Community College	621	251	40.4%
Pell Grant Recipients	337	126	37.4%
Direct Subsidized Loan Recipient ^a	31	17	54.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	253	108	42.7%
Metropolitan Community College	1075	170	15.8%
Pell Grant Recipients	591	84	14.2%
Direct Subsidized Loan Recipient ^a	82	12	14.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	402	74	18.4%
Mid-Plains Community College	352	123	34.9%
Pell Grant Recipients	171	43	25.1%
Direct Subsidized Loan Recipient ^a	16	6	37.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	165	74	44.8%
Northeast Community College	785	433	55.2%
Pell Grant Recipients	399	195	48.9%
Direct Subsidized Loan Recipient ^a	70	37	52.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	316	201	63.6%
Southeast Community College	1064	327	30.7%
Pell Grant Recipients	512	128	25.0%
Direct Subsidized Loan Recipient ^a	131	61	46.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	421	138	32.8%
Western Neb. Community College	336	104	31.0%
Pell Grant Recipients	166	39	23.5%
Direct Subsidized Loan Recipient ^a	16	5	31.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	154	60	39.0%
Total Two-Year Public Institutions	4,354	1,467	33.7%
Pell Grant Recipients	2,227	636	28.6%
Direct Subsidized Loan Recipient ^a	362	145	40.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,765	686	38.9%
Continued on the next page.			

Table A10.7 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%
Direct Subsidized Loan Recipient ^a	8	6	75.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	45	28	62.2%
Central Community College	611	252	41.2%
Pell Grant Recipients	333	124	37.2%
Direct Subsidized Loan Recipient ^a	68	30	44.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	210	98	46.7%
Metropolitan Community College	909	143	15.7%
Pell Grant Recipients	417	60	14.4%
Direct Subsidized Loan Recipient ^a	39	6	15.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	453	77	17.0%
Mid-Plains Community College	328	159	48.5%
Pell Grant Recipients	156	74	47.4%
Direct Subsidized Loan Recipient ^a	18	6	33.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	154	79	51.3%
Northeast Community College	768	372	48.4%
Pell Grant Recipients	333	143	42.9%
Direct Subsidized Loan Recipient ^a	100	46	46.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	335	183	54.6%
Southeast Community College	1010	315	31.2%
Pell Grant Recipients	444	119	26.8%
Direct Subsidized Loan Recipient ^a	174	66	37.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	392	130	33.2%
Western Neb. Community College	317	82	25.9%
Pell Grant Recipients	127	21	16.5%
Direct Subsidized Loan Recipient ^a	8	3	37.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	182	58	31.9%
Total Two-Year Public Institutions	4,033	1,374	34.1%
Pell Grant Recipients	1,847	558	30.2%
Direct Subsidized Loan Recipient ^a	415	163	39.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,771	653	36.9%
Continued on the next page.			

Table A10.7 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%
Direct Subsidized Loan Recipient ^a	20	8	40.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	51	19	37.3%
Central Community College	599	212	35.4%
Pell Grant Recipients	356	122	34.3%
Direct Subsidized Loan Recipient ^a	63	23	36.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	180	67	37.2%
Metropolitan Community College	1057	204	19.3%
Pell Grant Recipients	431	74	17.2%
Direct Subsidized Loan Recipient ^a	53	15	28.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	573	115	20.1%
Mid-Plains Community College	371	151	40.7%
Pell Grant Recipients	164	52	31.7%
Direct Subsidized Loan Recipient ^a	19	10	52.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	188	89	47.3%
Northeast Community College	862	440	51.0%
Pell Grant Recipients	383	174	45.4%
Direct Subsidized Loan Recipient ^a	102	55	53.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	377	211	56.0%
Southeast Community College	977	321	32.9%
Pell Grant Recipients	431	120	27.8%
Direct Subsidized Loan Recipient ^a	97	40	41.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	449	161	35.9%
Western Neb. Community College	312	94	30.1%
Pell Grant Recipients	133	35	26.3%
Direct Subsidized Loan Recipient ^a	13	6	46.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	166	53	31.9%
Total Two-Year Public Institutions	4,287	1,469	34.3%
Pell Grant Recipients	1,936	597	30.8%
Direct Subsidized Loan Recipient ^a	367	157	42.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,984	715	36.0%
Continued on the next page.			

Table A10.7 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%
Direct Subsidized Loan Recipient ^a	14	8	57.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	59	18	30.5%
Central Community College	560	217	38.8%
Pell Grant Recipients	289	98	33.9%
Direct Subsidized Loan Recipient ^a	57	26	45.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	214	93	43.5%
Metropolitan Community College	665	109	16.4%
Pell Grant Recipients	293	45	15.4%
Direct Subsidized Loan Recipient ^a	20	4	20.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	352	60	17.0%
Mid-Plains Community College	321	150	46.7%
Pell Grant Recipients	131	52	39.7%
Direct Subsidized Loan Recipient ^a	20	7	35.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	170	91	53.5%
Northeast Community College	885	459	51.9%
Pell Grant Recipients	403	193	47.9%
Direct Subsidized Loan Recipient ^a	98	58	59.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	384	208	54.2%
Southeast Community College	972	297	30.6%
Pell Grant Recipients	440	114	25.9%
Direct Subsidized Loan Recipient ^a	100	43	43.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	432	140	32.4%
Western Neb. Community College	273	101	37.0%
Pell Grant Recipients	125	36	28.8%
Direct Subsidized Loan Recipient ^a	9	5	55.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	139	60	43.2%
Total Two-Year Public Institutions	3,779	1,382	36.6%
Pell Grant Recipients	1,711	561	32.8%
Direct Subsidized Loan Recipient ^a	318	151	47.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,750	670	38.3%
Continued on the next page.			

Table A10.7 Continued			
2020-2021 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	119	69	58.0%
Pell Grant Recipients	38	32	84.2%
Direct Subsidized Loan Recipient ^a	13	7	53.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	68	30	44.1%
Central Community College	588	243	41.3%
Pell Grant Recipients	294	109	37.1%
Direct Subsidized Loan Recipient ^a	68	30	44.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	226	104	46.0%
Metropolitan Community College	695	151	21.7%
Pell Grant Recipients	275	47	17.1%
Direct Subsidized Loan Recipient ^a	16	5	31.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	404	99	24.5%
Mid-Plains Community College	328	137	41.8%
Pell Grant Recipients	123	46	37.4%
Direct Subsidized Loan Recipient ^a	20	13	65.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	185	78	42.2%
Northeast Community College	892	464	52.0%
Pell Grant Recipients	412	184	44.7%
Direct Subsidized Loan Recipient ^a	88	49	55.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	392	231	58.9%
Southeast Community College	1043	324	31.1%
Pell Grant Recipients	451	134	29.7%
Direct Subsidized Loan Recipient ^a	68	28	41.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	524	162	30.9%
Western Neb. Community College	328	139	42.4%
Pell Grant Recipients	130	54	41.5%
Direct Subsidized Loan Recipient ^a	152	68	44.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	46	17	37.0%
Total Two-Year Public Institutions	3,993	1,527	38.2%
Pell Grant Recipients	1,723	606	35.2%
Direct Subsidized Loan Recipient ^a	425	200	47.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,845	721	39.1%
Continued on the next page.			

Table A10.7 Continued			
2021-2022 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	82	35	42.7%
Pell Grant Recipients	29	19	65.5%
Direct Subsidized Loan Recipient ^a	9	3	33.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	44	13	29.5%
Central Community College	644	274	42.5%
Pell Grant Recipients	330	143	43.3%
Direct Subsidized Loan Recipient ^a	71	26	36.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	243	105	43.2%
Metropolitan Community College	664	168	25.3%
Pell Grant Recipients	277	55	19.9%
Direct Subsidized Loan Recipient ^a	61	12	19.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	326	101	31.0%
Mid-Plains Community College	331	149	45.0%
Pell Grant Recipients	137	52	38.0%
Direct Subsidized Loan Recipient ^a	21	11	52.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	173	86	49.7%
Northeast Community College	887	450	50.7%
Pell Grant Recipients	408	187	45.8%
Direct Subsidized Loan Recipient ^a	88	48	54.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	391	215	55.0%
Southeast Community College	1155	356	30.8%
Pell Grant Recipients	496	112	22.6%
Direct Subsidized Loan Recipient ^a	213	80	37.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	446	164	36.8%
Western Neb. Community College	298	100	33.6%
Pell Grant Recipients	137	35	25.5%
Direct Subsidized Loan Recipient ^a	11	7	63.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	150	58	38.7%
Total Two-Year Public Institutions	4,061	1,532	37.7%
Pell Grant Recipients	1,814	603	33.2%
Direct Subsidized Loan Recipient ^a	474	187	39.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,773	742	41.8%
Continued on the next page.			

Table A10.7 Continued			
2022-2023 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	102	58	56.9%
Pell Grant Recipients	32	25	78.1%
Direct Subsidized Loan Recipient ^a	19	10	52.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	51	23	45.1%
Central Community College	614	275	44.8%
Pell Grant Recipients	276	119	43.1%
Direct Subsidized Loan Recipient ^a	76	38	50.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	262	118	45.0%
Metropolitan Community College	569	143	25.1%
Pell Grant Recipients	197	43	21.8%
Direct Subsidized Loan Recipient ^a	14	3	21.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	358	97	27.1%
Mid-Plains Community College	320	146	45.6%
Pell Grant Recipients	149	61	40.9%
Direct Subsidized Loan Recipient ^a	11	5	45.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	160	80	50.0%
Northeast Community College	789	447	55.4%
Pell Grant Recipients	311	152	48.9%
Direct Subsidized Loan Recipient ^a	71	34	47.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	407	251	61.7%
Southeast Community College	1,172	397	33.9%
Pell Grant Recipients	427	111	26.0%
Direct Subsidized Loan Recipient ^a	118	44	37.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	627	242	38.6%
Western Neb. Community College	262	93	35.5%
Pell Grant Recipients	136	36	26.5%
Direct Subsidized Loan Recipient ^a	33	10	30.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	93	47	50.5%
Total Two-Year Public Institutions	3,726	1,491	40.0%
Pell Grant Recipients	1,496	522	34.9%
Direct Subsidized Loan Recipient ^a	323	134	41.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,907	835	43.8%
Continued on the next page.			

Table A10.7 Continued			
2023-2024 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed an Award	Graduation Rate
Neb. College of Technical Agriculture	107	65	60.7%
Pell Grant Recipients	28	28	100.0%
Direct Subsidized Loan Recipient ^a	15	9	60.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	64	28	43.8%
Central Community College	576	277	48.1%
Pell Grant Recipients	282	131	46.5%
Direct Subsidized Loan Recipient ^a	60	31	51.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	234	115	49.1%
Metropolitan Community College	532	156	29.3%
Pell Grant Recipients	169	41	24.3%
Direct Subsidized Loan Recipient ^a	13	6	46.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	350	109	31.1%
Mid-Plains Community College	238	128	53.8%
Pell Grant Recipients	101	48	47.5%
Direct Subsidized Loan Recipient ^a	4	4	100.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	133	76	57.1%
Northeast Community College	896	500	55.8%
Pell Grant Recipients	368	191	51.9%
Direct Subsidized Loan Recipient ^a	79	39	49.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	449	270	60.1%
Southeast Community College	1066	403	37.8%
Pell Grant Recipients	380	111	29.2%
Direct Subsidized Loan Recipient ^a	83	42	50.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	603	250	41.5%
Western Neb. Community College	243	89	36.6%
Pell Grant Recipients	108	31	28.7%
Direct Subsidized Loan Recipient ^a	22	3	13.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	113	55	48.7%
Total Two-Year Public Institutions	3,658	1,618	44.2%
Pell Grant Recipients	1,436	581	40.5%
Direct Subsidized Loan Recipient ^a	276	134	48.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	1,946	903	46.4%
<i>Note.</i> Includes students who completed an award within 150% of normal time. Data source: National Center for Education Statistics, IPEDS 2016 through 2024 surveys. ^a Only includes recipients that did not receive a Pell Grant.			

Table A10.8
Graduation Rates within 150% of Normal Time
for Four-Year Public Institutions by Financial Aid Received
2015-2016 through 2023-2024

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%
Direct Subsidized Loan Recipient ^a	164	89	54.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	507	325	64.1%
University of Nebraska-Lincoln	4,039	2,692	66.7%
Pell Grant Recipients	1,050	588	56.0%
Direct Subsidized Loan Recipient ^a	754	462	61.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,235	1,642	73.5%
University of Nebraska at Omaha	1,486	672	45.2%
Pell Grant Recipients	475	193	40.6%
Direct Subsidized Loan Recipient ^a	197	79	40.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	814	400	49.1%
Chadron State College	384	166	43.2%
Pell Grant Recipients	178	85	47.8%
Direct Subsidized Loan Recipient ^a	35	12	34.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	171	69	40.4%
Peru State College	243	86	35.4%
Pell Grant Recipients	111	38	34.2%
Direct Subsidized Loan Recipient ^a	38	9	23.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	94	39	41.5%
Wayne State College	677	324	47.9%
Pell Grant Recipients	288	119	41.3%
Direct Subsidized Loan Recipient ^a	121	56	46.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	268	149	55.6%
Total Four-Year Public Institutions	7,953	4,580	57.6%
Pell Grant Recipients	2,555	1,249	48.9%
Direct Subsidized Loan Recipient ^a	1,309	707	54.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,089	2,624	64.2%
Continued on the next page.			

Table A10.8 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%
Direct Subsidized Loan Recipient ^a	191	125	65.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	468	309	66.0%
University of Nebraska-Lincoln	4,056	2,756	67.9%
Pell Grant Recipients	990	556	56.2%
Direct Subsidized Loan Recipient ^a	791	529	66.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,275	1,671	73.5%
University of Nebraska at Omaha	1,506	718	47.7%
Pell Grant Recipients	493	201	40.8%
Direct Subsidized Loan Recipient ^a	197	79	40.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	816	438	53.7%
Chadron State College	392	164	41.8%
Pell Grant Recipients	164	68	41.5%
Direct Subsidized Loan Recipient ^a	44	12	27.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	184	84	45.7%
Peru State College	172	62	36.0%
Pell Grant Recipients	88	26	29.5%
Direct Subsidized Loan Recipient ^a	32	12	37.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	52	24	46.2%
Wayne State College	676	344	50.9%
Pell Grant Recipients	303	130	42.9%
Direct Subsidized Loan Recipient ^a	123	65	52.8%
Did Not Receive a Pell Grant or Direct Subsidized 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%
Direct Subsidized Loan Recipient ^a	1,378	822	59.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,045	2,675	66.1%
Continued on the next page.			

Table A10.8 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%
Direct Subsidized Loan Recipient ^a	210	130	61.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	523	303	57.9%
University of Nebraska-Lincoln	3,918	2,693	68.7%
Pell Grant Recipients	911	536	58.8%
Direct Subsidized Loan Recipient ^a	732	457	62.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,275	1,700	74.7%
University of Nebraska at Omaha	1,461	717	49.1%
Pell Grant Recipients	520	208	40.0%
Direct Subsidized Loan Recipient ^a	216	106	49.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	725	403	55.6%
Chadron State College	399	173	43.4%
Pell Grant Recipients	153	59	38.6%
Direct Subsidized Loan Recipient ^a	43	12	27.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	203	102	50.2%
Peru State College	194	67	34.5%
Pell Grant Recipients	90	20	22.2%
Direct Subsidized Loan Recipient ^a	34	16	47.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	70	31	44.3%
Wayne State College	693	295	42.6%
Pell Grant Recipients	297	96	32.3%
Direct Subsidized Loan Recipient ^a	111	42	37.8%
Did Not Receive a Pell Grant or Direct Subsidized 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%
Direct Subsidized Loan Recipient ^a	1,346	763	56.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,081	2,696	66.1%
Continued on the next page.			

Table A10.8 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%
Direct Subsidized Loan Recipient ^a	118	69	58.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	381	206	54.1%
University of Nebraska-Lincoln	3,998	2,601	65.1%
Pell Grant Recipients	1,012	589	58.2%
Direct Subsidized Loan Recipient ^a	647	413	63.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,339	1,599	68.4%
University of Nebraska at Omaha	1,533	787	51.3%
Pell Grant Recipients	538	262	48.7%
Direct Subsidized Loan Recipient ^a	176	85	48.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	819	440	53.7%
Chadron State College	458	206	45.0%
Pell Grant Recipients	178	69	38.8%
Direct Subsidized Loan Recipient ^a	64	22	34.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	216	115	53.2%
Peru State College	273	94	34.4%
Pell Grant Recipients	129	29	22.5%
Direct Subsidized Loan Recipient ^a	52	18	34.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	92	47	51.1%
Wayne State College	690	353	51.2%
Pell Grant Recipients	283	124	43.8%
Direct Subsidized Loan Recipient ^a	109	64	58.7%
Did Not Receive a Pell Grant or Direct Subsidized 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%
Direct Subsidized Loan Recipient ^a	1,166	671	57.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,145	2,572	62.1%
Continued on the next page.			

Table A10.8 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%
Direct Subsidized Loan Recipient ^a	98	42	42.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	461	304	65.9%
University of Nebraska-Lincoln	4,108	2,739	66.7%
Pell Grant Recipients	1,118	637	57.0%
Direct Subsidized Loan Recipient ^a	614	383	62.4%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,376	1,719	72.3%
University of Nebraska at Omaha	1,337	669	50.0%
Pell Grant Recipients	480	217	45.2%
Direct Subsidized Loan Recipient ^a	190	85	44.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	667	367	55.0%
Chadron State College	460	193	42.0%
Pell Grant Recipients	190	77	40.5%
Direct Subsidized Loan Recipient ^a	55	26	47.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	215	90	41.9%
Peru State College	259	94	36.3%
Pell Grant Recipients	124	31	25.0%
Direct Subsidized Loan Recipient ^a	49	16	32.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	86	47	54.7%
Wayne State College	680	360	52.9%
Pell Grant Recipients	274	114	41.6%
Direct Subsidized Loan Recipient ^a	116	59	50.9%
Did Not Receive a Pell Grant or Direct Subsidized 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%
Direct Subsidized Loan Recipient ^a	1,122	611	54.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,095	2,714	66.3%
Continued on the next page.			

Table A10.8 Continued			
2020-2021 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	767	436	56.8%
Pell Grant Recipients	262	134	51.1%
Direct Subsidized Loan Recipient ^a	91	47	51.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	414	255	61.6%
University of Nebraska-Lincoln	4,108	2,726	66.4%
Pell Grant Recipients	1,085	585	53.9%
Direct Subsidized Loan Recipient ^a	589	369	62.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,434	1,772	72.8%
University of Nebraska at Omaha	1,510	786	52.1%
Pell Grant Recipients	525	218	41.5%
Direct Subsidized Loan Recipient ^a	170	87	51.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	815	481	59.0%
Chadron State College	413	160	38.7%
Pell Grant Recipients	172	59	34.3%
Direct Subsidized Loan Recipient ^a	39	7	17.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	202	94	46.5%
Peru State College	248	97	39.1%
Pell Grant Recipients	120	27	22.5%
Direct Subsidized Loan Recipient ^a	43	19	44.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	85	51	60.0%
Wayne State College	630	315	50.0%
Pell Grant Recipients	264	108	40.9%
Direct Subsidized Loan Recipient ^a	92	41	44.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	274	166	60.6%
Total Four-Year Public Institutions	7,676	4,520	58.9%
Pell Grant Recipients	2,428	1,131	46.6%
Direct Subsidized Loan Recipient ^a	1,024	570	55.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,224	2,819	66.7%
Continued on the next page.			

Table A10.8 Continued			
2021-2022 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	843	452	53.6%
Pell Grant Recipients	277	150	54.2%
Direct Subsidized Loan Recipient ^a	116	56	48.3%
Did Not Receive a Pell Grant or Direct Subsidized Loan	450	246	54.7%
University of Nebraska-Lincoln	4,301	2,785	64.8%
Pell Grant Recipients	1,000	518	51.8%
Direct Subsidized Loan Recipient ^a	807	497	61.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,494	1,770	71.0%
University of Nebraska at Omaha	1,499	776	51.8%
Pell Grant Recipients	514	227	44.2%
Direct Subsidized Loan Recipient ^a	191	88	46.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	794	461	58.1%
Chadron State College	382	169	44.2%
Pell Grant Recipients	141	51	36.2%
Direct Subsidized Loan Recipient ^a	49	22	44.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	192	96	50.0%
Peru State College	257	87	33.9%
Pell Grant Recipients	139	41	29.5%
Direct Subsidized Loan Recipient ^a	42	16	38.1%
Did Not Receive a Pell Grant or Direct Subsidized Loan	76	30	39.5%
Wayne State College	578	296	51.2%
Pell Grant Recipients	228	94	41.2%
Direct Subsidized Loan Recipient ^a	111	51	45.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	239	151	63.2%
Total Four-Year Public Institutions	7,860	4,565	58.1%
Pell Grant Recipients	2,299	1,081	47.0%
Direct Subsidized Loan Recipient ^a	1,316	730	55.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,245	2,754	64.9%
Continued on the next page.			

Table A10.8 Continued			
2022-2023 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	730	439	60.1%
Pell Grant Recipients	300	164	54.7%
Direct Subsidized Loan Recipient ^a	109	62	56.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	321	213	66.4%
University of Nebraska-Lincoln	4,312	2,834	65.7%
Pell Grant Recipients	1,082	574	53.0%
Direct Subsidized Loan Recipient ^a	760	465	61.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,470	1,795	72.7%
University of Nebraska at Omaha	1,542	761	49.4%
Pell Grant Recipients	594	238	40.1%
Direct Subsidized Loan Recipient ^a	198	93	47.0%
Did Not Receive a Pell Grant or Direct Subsidized Loan	750	430	57.3%
Chadron State College	394	150	38.1%
Pell Grant Recipients	162	51	31.5%
Direct Subsidized Loan Recipient ^a	53	16	30.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	179	83	46.4%
Peru State College	228	86	37.7%
Pell Grant Recipients	116	34	29.3%
Direct Subsidized Loan Recipient ^a	44	18	40.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	68	34	50.0%
Wayne State College	605	337	55.7%
Pell Grant Recipients	222	92	41.4%
Direct Subsidized Loan Recipient ^a	99	50	50.5%
Did Not Receive a Pell Grant or Direct Subsidized Loan	284	195	68.7%
Total Four-Year Public Institutions	7,811	4,607	59.0%
Pell Grant Recipients	2,476	1,153	46.6%
Direct Subsidized Loan Recipient ^a	1,263	704	55.7%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,072	2,750	67.5%
Continued on the next page.			

Table A10.8 Continued			
2023-2024 Graduation Rates			
Institution	No. of Students in Cohort	No. Who Completed a Bachelor's or Equivalent	Graduation Rate
University of Nebraska at Kearney	803	461	57.4%
Pell Grant Recipients	296	160	54.1%
Direct Subsidized Loan Recipient ^a	113	62	54.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	394	239	60.7%
University of Nebraska-Lincoln	4,236	2,833	66.9%
Pell Grant Recipients	1,021	564	55.2%
Direct Subsidized Loan Recipient ^a	750	471	62.8%
Did Not Receive a Pell Grant or Direct Subsidized Loan	2,465	1,798	72.9%
University of Nebraska at Omaha	1,644	799	48.6%
Pell Grant Recipients	643	289	44.9%
Direct Subsidized Loan Recipient ^a	185	78	42.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	816	432	52.9%
Chadron State College	367	185	50.4%
Pell Grant Recipients	117	62	53.0%
Direct Subsidized Loan Recipient ^a	43	19	44.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	207	104	50.2%
Peru State College	218	82	37.6%
Pell Grant Recipients	102	28	27.5%
Direct Subsidized Loan Recipient ^a	36	8	22.2%
Did Not Receive a Pell Grant or Direct Subsidized Loan	80	46	57.5%
Wayne State College	721	376	52.1%
Pell Grant Recipients	288	111	38.5%
Direct Subsidized Loan Recipient ^a	116	66	56.9%
Did Not Receive a Pell Grant or Direct Subsidized Loan	317	199	62.8%
Total Four-Year Public Institutions	7,989	4,736	59.3%
Pell Grant Recipients	2,467	1,214	49.2%
Direct Subsidized Loan Recipient ^a	1,243	704	56.6%
Did Not Receive a Pell Grant or Direct Subsidized Loan	4,279	2,818	65.9%
<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 2024 surveys. ^a Only includes recipients that did not receive a Pell Grant.			

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
2013-2014 through 2023-2024

Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
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%
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%

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Table A11.1 Continued			
Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
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%
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	659	17.9%
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	139	15.7%
Southeast Community College	972	254	26.1%
Western Nebraska Community College	273	41	15.0%
2020-2021			
Nebraska Community Colleges	3,874	688	17.8%
Central Community College	588	90	15.3%
Metropolitan Community College	695	85	12.2%
Mid Plains Community College	328	66	20.1%
Northeast Community College	892	132	14.8%
Southeast Community College	1,043	266	25.5%
Western Nebraska Community College	328	49	14.9%
Continued on the next page.			

Table A11.1 Continued			
Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2021-2022			
Nebraska Community Colleges	3,979	595	15.0%
Central Community College	644	85	13.2%
Metropolitan Community College	664	109	16.4%
Mid Plains Community College	331	58	17.5%
Northeast Community College	887	132	14.9%
Southeast Community College	1,155	169	14.6%
Western Nebraska Community College	298	42	14.1%
2022-2023			
Nebraska Community Colleges	3,726	548	14.7%
Central Community College	614	97	15.8%
Metropolitan Community College	569	81	14.2%
Mid Plains Community College	320	54	16.9%
Northeast Community College	789	87	11.0%
Southeast Community College	1,172	192	16.4%
Western Nebraska Community College	262	37	14.1%
2023-2024			
Nebraska Community Colleges	3,551	482	13.6%
Central Community College	576	70	12.2%
Metropolitan Community College	532	77	14.5%
Mid Plains Community College	238	33	13.9%
Northeast Community College	896	113	12.6%
Southeast Community College	1,066	158	14.8%
Western Nebraska Community College	243	31	12.8%
Data source: National Center for Education Statistics, IPEDS 2014 through 2024 surveys.			

Table A11.2
Graduation Rates Plus Transfer Rates within 150% of Normal Time
for Nebraska Community Colleges by Sector and Institution
2013-2014 through 2023-2024

Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
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%
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%
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Table A11.2 Continued			
Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
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%
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	1,992	54.2%
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	598	67.6%
Southeast Community College	972	551	56.7%
Western Nebraska Community College	273	142	52.0%
2020-2021			
Nebraska Community Colleges	3,874	2,146	55.4%
Central Community College	588	333	56.6%
Metropolitan Community College	695	236	34.0%
Mid Plains Community College	328	203	61.9%
Northeast Community College	892	596	66.8%
Southeast Community College	1,043	590	56.6%
Western Nebraska Community College	328	188	57.3%
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Table A11.2 Continued			
Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2021-2022			
Nebraska Community Colleges	3,979	2,092	52.6%
Central Community College	644	359	55.7%
Metropolitan Community College	664	277	41.7%
Mid Plains Community College	331	207	62.5%
Northeast Community College	887	582	65.6%
Southeast Community College	1,155	525	45.5%
Western Nebraska Community College	298	142	47.7%
2022-2023			
Nebraska Community Colleges	3,726	2,039	54.7%
Central Community College	614	372	60.6%
Metropolitan Community College	569	224	39.4%
Mid Plains Community College	320	200	62.5%
Northeast Community College	789	524	66.4%
Southeast Community College	1,172	589	50.3%
Western Nebraska Community College	262	130	49.6%
2023-2024			
Nebraska Community Colleges	3,551	2,035	57.3%
Central Community College	576	347	60.2%
Metropolitan Community College	532	233	43.8%
Mid Plains Community College	238	161	67.6%
Northeast Community College	896	613	68.4%
Southeast Community College	1,066	561	52.6%
Western Nebraska Community College	243	120	49.4%
Data source: National Center for Education Statistics, IPEDS 2014 through 2024 surveys.			

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Appendix 12

National Student Clearinghouse Research Center Study, Yearly Progress and Completion 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 2019 Cohort	
2-Year Public	
Central Community College	
Metropolitan Community College	
Mid-Plains Community College	
Nebraska Indian 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 Adventist University	
York University	
Data source: National Student Clearinghouse Research Center staff, February 10, 2026.	

Table A12.2
Six-Year Outcomes for Fall 2019 Degree-Seeking, First-Time Freshmen by Type of Institution: Nebraska Compared to U.S. Overall

Comparison (# of Students)	Total Completion Rate	Graduated – Same School	Graduated – Different School	Still Enrolled at any Institution	Not Enrolled
Two-Year Public Institutions					
U.S. Overall	43.9%	34.7%	9.2%	11.3%	44.8%
NE Overall (5,233)	46.4%	38.6%	7.8%	8.5%	45.0%
Enrollment Status at Entry:					
<i>Full-Time:</i>					
U.S. Overall	50.2%	40.1%	10.1%	9.7%	40.2%
NE Overall	54.2%	46.3%	7.9%	6.9%	38.9%
<i>Part-Time:</i>					
U.S. Overall	32.7%	25.1%	7.5%	14.1%	53.3%
NE Overall	30.2%	22.8%	7.5%	12.1%	57.7%
Dual Enrollment:					
<i>Took Dual Enrollment:</i>					
U.S. Overall	57.0%	44.5%	12.4%	9.8%	33.2%
NE Overall	55.4%	45.3%	10.1%	8.0%	36.5%
<i>Did Not Take Dual Enrollment:</i>					
U.S. Overall	39.6%	31.4%	8.2%	11.8%	48.6%
NE Overall	41.2%	34.7%	6.5%	8.8%	50.0%
Sex:					
<i>Male:</i>					
U.S. Overall	41.9%	32.7%	9.2%	10.2%	47.9%
NE Overall	47.8%	41.2%	6.5%	6.3%	45.9%
<i>Female:</i>					
U.S. Overall	46.6%	37.0%	9.6%	12.3%	41.1%
NE Overall	44.7%	35.3%	9.4%	11.2%	44.2%
Age Group at Entry:					
<i>Age 20 or Younger:</i>					
U.S. Overall	44.9%	34.9%	10.0%	11.5%	43.6%
NE Overall	48.2%	40.0%	8.2%	8.3%	43.5%
<i>Age 21 Through Age 24:</i>					
U.S. Overall	35.2%	29.0%	6.2%	11.6%	53.3%
NE Overall	28.0%	22.0%	6.0%	13.2%	58.8%
<i>Age 25 or Older:</i>					
U.S. Overall	40.4%	36.1%	4.4%	8.6%	51.0%
NE Overall	37.2%	32.4%	4.8%	8.1%	54.7%
Continued on the next page.					

Table A12.2 Continued					
Comparison (# of Students)	Total Completion Rate	Graduated – Same School	Graduated – Different School	Still Enrolled at any Institution	Not Enrolled
Four-Year Public Institutions					
U.S. Overall	70.9%	61.4%	9.5%	8.3%	20.8%
NE Overall (8,083)	70.6%	59.1%	11.5%	7.2%	22.2%
Enrollment Status at Entry:					
<i>Full-Time:</i>					
U.S. Overall	73.3%	64.1%	9.2%	7.6%	19.1%
NE Overall	72.9%	61.5%	11.4%	6.8%	20.3%
<i>Part-Time:</i>					
U.S. Overall	40.2%	29.4%	10.8%	15.3%	44.5%
NE Overall	38.9%	26.9%	12.0%	11.8%	49.3%
Dual Enrollment:					
<i>Took Dual Enrollment:</i>					
U.S. Overall	77.1%	66.8%	10.3%	7.2%	15.8%
NE Overall	77.0%	63.6%	13.5%	5.5%	17.5%
<i>Did Not Take Dual Enrollment:</i>					
U.S. Overall	67.7%	58.7%	9.0%	8.9%	23.4%
NE Overall	63.8%	54.4%	9.4%	9.0%	27.3%
Sex:					
<i>Male:</i>					
U.S. Overall	67.7%	58.6%	9.1%	8.9%	23.4%
NE Overall	68.9%	59.4%	9.5%	7.4%	23.7%
<i>Female:</i>					
U.S. Overall	74.3%	63.8%	10.4%	7.9%	17.8%
NE Overall	74.0%	59.9%	14.1%	7.2%	18.8%
Age Group at Entry:					
<i>Age 20 or Younger:</i>					
U.S. Overall	72.5%	62.8%	9.7%	8.1%	19.4%
NE Overall	71.6%	59.8%	11.7%	7.1%	21.4%
<i>Age 21 Through Age 24:</i>					
U.S. Overall	35.7%	31.5%	4.2%	10.9%	53.4%
NE Overall	*	*	*	*	*
<i>Age 25 or Older:</i>					
U.S. Overall	30.0%	26.8%	3.2%	16.5%	53.6%
NE Overall	*	*	*	*	*
Continued on the next page.					

Table A12.2 Continued					
Comparison (# of Students)	Total Completion Rate	Graduated – Same School	Graduated – Different School	Still Enrolled at any Institution	Not Enrolled
Four-Year Private Nonprofit Institutions					
U.S. Overall	74.6%	63.9%	10.7%	6.4%	19.0%
NE Overall (2,757)	77.5%	64.1%	13.5%	4.9%	17.6%
Enrollment Status at Entry:					
<i>Full-Time:</i>					
U.S. Overall	77.2%	66.6%	10.6%	5.7%	17.0%
NE Overall	79.3%	67.4%	11.9%	4.3%	16.4%
<i>Part-Time:</i>					
U.S. Overall	36.6%	26.9%	9.8%	14.5%	48.8%
NE Overall	55.3%	18.2%	37.1%	11.4%	33.3%
Dual Enrollment:					
<i>Took Dual Enrollment:</i>					
U.S. Overall	80.7%	68.4%	12.2%	5.9%	13.4%
NE Overall	83.2%	68.0%	15.2%	4.6%	12.2%
<i>Did Not Take Dual Enrollment:</i>					
U.S. Overall	72.6%	62.4%	10.2%	6.6%	20.8%
NE Overall	72.6%	60.6%	12.0%	5.1%	22.3%
Sex:					
<i>Male:</i>					
U.S. Overall	71.3%	60.5%	10.8%	6.8%	21.9%
NE Overall	71.9%	58.4%	13.6%	5.0%	23.0%
<i>Female:</i>					
U.S. Overall	77.6%	66.4%	11.2%	6.2%	16.2%
NE Overall	82.2%	68.8%	13.4%	4.8%	13.0%
Age Group at Entry:					
<i>Age 20 or Younger:</i>					
U.S. Overall	77.7%	66.4%	11.3%	6.0%	16.3%
NE Overall	78.5%	64.8%	13.7%	4.8%	16.6%
<i>Age 21 Through Age 24:</i>					
U.S. Overall	40.0%	35.3%	4.7%	11.4%	48.6%
NE Overall	*	*	*	*	*
<i>Age 25 or Older:</i>					
U.S. Overall	32.2%	29.5%	2.7%	11.5%	56.3%
NE Overall	*	*	*	*	*
<i>Note.</i> Data is masked if cell counts are 10 or fewer or when fewer than three institutions in a state had first-time starters. See https://nscresearchcenter.org/yearly-progress-and-completion/ for more information. Data source: National Student Clearinghouse Research Center, <i>Yearly Progress and Completion</i>, published December 2025.					

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 2015-2019 and 2020-2024 American Community Survey				
Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
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	
2020-2024				
High School Graduate or Below	316,689	30.1%	64,848,693	34.8%
Some College or Associate's	351,949	33.4%	53,085,846	28.5%
Bachelor's Degree or Higher	384,331	36.5%	68,252,712	36.7%
Total	1,052,969		186,187,251	
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2015-2019 and 2020-2024 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).				

Table A13.2
Educational Attainment of 22- to 64-Year-Olds by Sex
Based on the 2015-2019 and 2020-2024 American Community Survey

Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
2015-2019				
Male				
High School Graduate or Below	182,979	35.0%	36,708,332	40.4%
Some College or Associate's	181,568	34.7%	26,536,889	29.2%
Bachelor's Degree or Higher	158,441	30.3%	27,543,285	30.3%
Total	522,988		90,788,506	
Female				
High School Graduate or Below	139,781	27.3%	30,372,427	33.0%
Some College or Associate's	182,133	35.6%	29,329,862	31.9%
Bachelor's Degree or Higher	190,219	37.1%	32,367,224	35.2%
Total	512,133		92,069,513	
2020-2024				
Male				
High School Graduate or Below	179,970	33.6%	36,242,053	38.9%
Some College or Associate's	179,140	33.4%	25,617,835	27.5%
Bachelor's Degree or Higher	176,763	33.0%	31,306,534	33.6%
Total	535,873		93,166,422	
Female				
High School Graduate or Below	136,719	26.4%	28,606,640	30.8%
Some College or Associate's	172,809	33.4%	27,468,011	29.5%
Bachelor's Degree or Higher	207,568	40.1%	36,946,178	39.7%
Total	517,096		93,020,829	
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2015-2019 and 2020-2024 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).				

Table A13.3
Educational Attainment of 22- to 64-Year-Olds by Race/Ethnicity
Based on the 2015-2019 and 2020-2024 American Community Survey

Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
2015-2019				
White				
High School Graduate or Below	218,979	26.3%	34,685,160	31.1%
Some College or Associate's	305,843	36.8%	35,137,949	31.5%
Bachelor's Degree or Higher	306,424	36.9%	41,629,941	37.4%
Total	831,246		111,453,050	
Asian/Pacific Islander				
High School Graduate or Below	9,121	32.6%	2,714,372	23.7%
Some College or Associate's	5,090	18.2%	2,275,959	19.9%
Bachelor's Degree or Higher	13,756	49.2%	6,445,441	56.4%
Total	27,967		11,435,772	
Hispanic				
High School Graduate or Below	66,325	64.9%	18,067,405	56.6%
Some College or Associate's	23,342	22.8%	8,536,127	26.8%
Bachelor's Degree or Higher	12,587	12.3%	5,289,924	16.6%
Total	102,254		31,893,456	
Native American				
High School Graduate or Below	4,138	53.6%	592,766	48.4%
Some College or Associate's	2,766	35.8%	449,372	36.7%
Bachelor's Degree or Higher	815	10.6%	181,959	14.9%
Total	7,719		1,224,097	
Black				
High School Graduate or Below	18,961	38.3%	9,888,712	42.9%
Some College or Associate's	20,460	41.3%	8,116,269	35.2%
Bachelor's Degree or Higher	10,069	20.3%	5,043,671	21.9%
Total	49,490		23,048,652	
Two or More Races				
High School Graduate or Below	5,116	32.7%	982,274	29.0%
Some College or Associate's	5,926	37.8%	1,229,916	36.3%
Bachelor's Degree or Higher	4,622	29.5%	1,177,747	34.7%
Total	15,664		3,389,937	
Other				
High School Graduate or Below	120	15.4%	150,070	36.3%
Some College or Associate's	274	35.1%	121,159	29.3%
Bachelor's Degree or Higher	387	49.6%	141,826	34.3%
Total	781		413,055	
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Table A13.3 (Continued)				
Level of Education	Nebraska Estimated Total Population		United States Estimated Total Population	
	N	%	N	%
2020-2024				
White				
High School Graduate or Below	199,321	24.8%	31,067,823	29.2%
Some College or Associate's	280,109	34.9%	31,153,963	29.3%
Bachelor's Degree or Higher	322,680	40.2%	44,005,526	41.4%
Total	802,110		106,227,312	
Asian/Pacific Islander				
High School Graduate or Below	10,959	34.7%	2,725,350	21.7%
Some College or Associate's	5,455	17.3%	2,196,548	17.5%
Bachelor's Degree or Higher	15,157	48.0%	7,617,513	60.7%
Total	31,571		12,539,411	
Hispanic				
High School Graduate or Below	72,485	57.1%	18,884,842	52.7%
Some College or Associate's	32,907	25.9%	9,394,611	26.2%
Bachelor's Degree or Higher	21,511	17.0%	7,537,912	21.0%
Total	126,903		35,817,365	
Native American				
High School Graduate or Below	2,432	45.1%	466,606	49.8%
Some College or Associate's	2,245	41.7%	323,653	34.6%
Bachelor's Degree or Higher	713	13.2%	146,274	15.6%
Total	5,390		936,533	
Black				
High School Graduate or Below	20,442	41.6%	9,372,654	41.0%
Some College or Associate's	17,720	36.1%	7,523,366	32.9%
Bachelor's Degree or Higher	10,948	22.3%	5,960,842	26.1%
Total	49,110		22,856,862	
Two or More Races				
High School Graduate or Below	10,070	29.4%	2,030,812	29.7%
Some College or Associate's	12,286	35.8%	2,228,408	32.5%
Bachelor's Degree or Higher	11,944	34.8%	2,588,843	37.8%
Total	34,300		6,848,063	
Other				
High School Graduate or Below	980	27.3%	300,606	31.3%
Some College or Associate's	1,227	34.2%	265,297	27.6%
Bachelor's Degree or Higher	1,378	38.4%	395,802	41.2%
Total	3,585		961,705	
Data source: U.S. Census Bureau, American Community Survey five-year Public Use Microdata Sample (PUMS) files, 2015-2019 and 2020-2024 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).				

Table A13.4 Nebraska Average Annual In-Migration, Out-Migration, and Net Migration of 22- to 64-Year-Olds by Education Level Based on the 2015-2019 and 2020-2024 American Community Survey				
Level of Education	Estimated In-Migration	Estimated Out-Migration	Estimated Net Migration	Number of Sample Cases
2015-2019				
High School Graduate or Below	8,036	7,630	406	702
Some College or Associate's	10,553	8,947	1,606	787
Bachelor's Degree or Higher	12,542	14,668	-2,126	1,198
Total Migration	31,131	31,245	-114	2,687
2020-2024				
High School Graduate or Below	7,863	7,284	579	661
Some College or Associate's	7,429	7,884	-455	665
Bachelor's Degree or Higher	13,004	16,628	-3,624	1,119
Total Migration	28,296	31,796	-3,500	2,445
<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, 2015-2019 (compiled and prepared by the Center for Public Affairs Research, University of Nebraska Omaha) and 2020-2024 (compiled and prepared by Nebraska's Coordinating Commission for Postsecondary Education).				

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