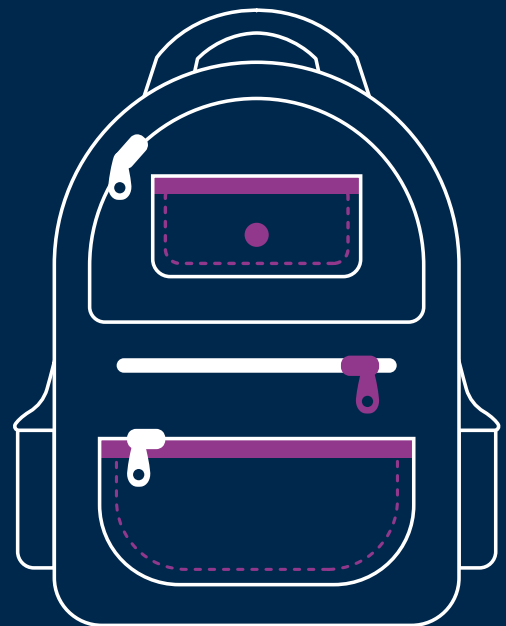
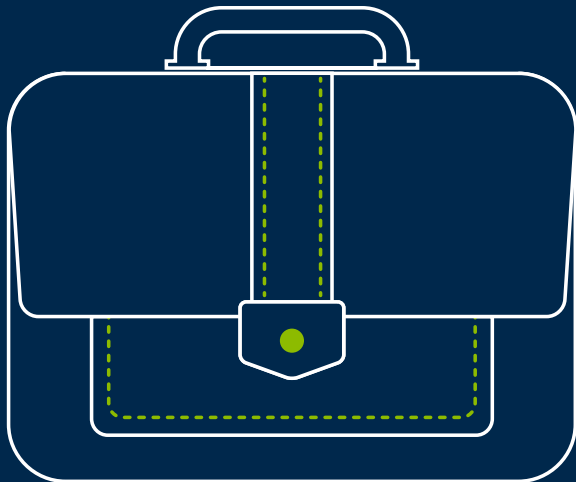
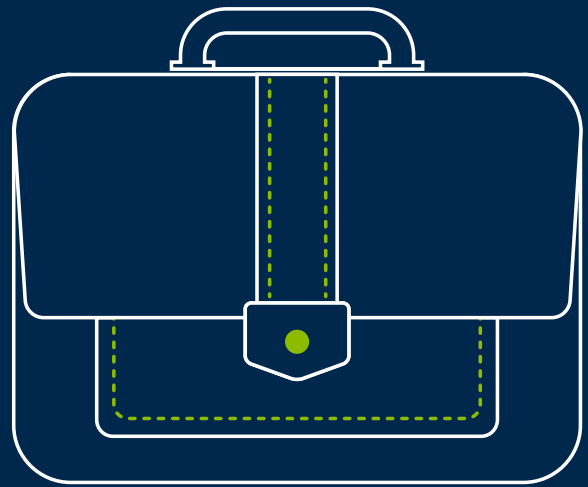


2023 NSWERS ANNUAL REPORT

PREPARED FOR THE GOVERNOR OF NEBRASKA AND THE
NEBRASKA LEGISLATURE | DECEMBER 1, 2023



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Chancellor, Nebraska State College System

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Information Systems Officer,
Nebraska Department of Education

NSWERS Partners

NSWERS Partners are public agencies within the meaning of Nebraska Revised Statutes §13-803 and are signatories to the NSWERS Interlocal Agreement. NSWERS Partners include:

Nebraska Community Colleges

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

Nebraska Department of Education

- 244 Nebraska Public School Districts

Nebraska State College System

- Chadron State College
- Peru State College
- Wayne State College

University of Nebraska System

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

NSWERS Affiliate

NSWERS Affiliates are those entities that are required by state statute to contribute data into the NSWERS data system but are not signatories to the NSWERS interlocal agreement. The NSWERS Affiliate is:

Nebraska Department of Labor

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Attribution

You must clearly attribute this work to the Nebraska Statewide Workforce & Educational Reporting System and provide a print or digital copy of the work to support@nswers.org.

Citation

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LETTER FROM THE EXECUTIVE DIRECTOR

Dear Governor Pillen and Members of the Nebraska Legislature,

I am privileged to present our annual report, which underscores the progress we have achieved in the pursuit of our strategic objectives. As of now, we have successfully completed 88 percent of our key implementation tasks, and this progress is evidenced in the groundbreaking data and research products delivered by our dedicated NSWERS team, all made possible by the state-of-the-art NSWERS system.

Central to our mission is a core belief in the transformative potential of data. In an era of evolving educational and workforce landscapes, the imperative for data-informed decision making has never been greater. The Nebraska Statewide Workforce & Educational Reporting System has positioned our state advantageously to address this pressing need head-on.

This report provides an overview of the extraordinary journey we've undertaken to establish the system envisioned by the 107th Nebraska Legislature through LB 1160. It marks our progress towards establishing "a comprehensive, sustainable, and robust lifelong learning and workforce longitudinal data system," one that enables targeted resource allocation and data-driven analysis to shape the future of education, workforce development, and employment success within our state.

I wish to extend my sincere gratitude for your support, visionary foresight, and encouragement for our mission. We will continue to lead the way toward a brighter future for students, employees, and entrepreneurs across Nebraska.

Respectfully,



Matthew J. Hastings, Ph.D.
Executive Director, NSWERS

LEGISLATIVE HISTORY

LB 1071 (2010)

NSWERS has its roots in Legislative Bill 1071 enacted by the One Hundred First Legislature, Second Session, signed into law by Governor Dave Heineman on April 14, 2010. This bill directed the Board of Regents of the University of Nebraska, the Nebraska State Board of Education, the Board of Trustees of the Nebraska State Colleges, and the Board of Governors for each community college area to adopt a policy to share student data. The resulting Memorandum of Understanding established an agreement “to share student data for the purposes of evaluation of and research related to public prekindergarten, elementary, secondary, and postsecondary education to improve education in Nebraska.”

In the fall of 2019, these partners advanced this cooperation and completed the legal formation of NSWERS as a joint public entity under the Nebraska Interlocal Cooperation Act for mutual advantage regarding data initiatives.



LB 1160 (2020)

Signed into law by Governor Pete Ricketts on August 10, 2020, Legislative Bill 1160 – known as the Nebraska Statewide Workforce and Education[al] Reporting System Act – supports the continued planning and development of NSWERS, envisioned as a comprehensive, sustainable, and robust lifelong learning and workforce longitudinal data system serving the needs of the people of Nebraska. Further, the bill directed the Nebraska Department of Labor to execute a memorandum of understanding with NSWERS to ensure the exchange of available data from the Nebraska Department of Labor.

LB 1130 (2022)

Legislative Bill 1130 was signed by Governor Pete Ricketts on April 19, 2022. LB 1130 requires the filing of an annual report with the Clerk of the Legislature and the Governor, providing an overview of research and analysis conducted by NSWERS, additional data needs for future analysis, and organizational structure needs.

INTRODUCTION TO NSWERS

Creation

The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) is a joint administrative entity created in October 2019. This political subdivision was established through the Nebraska Interlocal Cooperation Act and includes the following entities: the Nebraska Department of Education, the Nebraska State College System, the University of Nebraska System, and each of Nebraska's six Community Colleges.

Mission

We exist to integrate and organize Nebraska's education and workforce data to inform decision making.

Vision

We aspire to create a data-informed decision culture that supports successful pathways of learning and earning for the people of Nebraska.

Goals

We are successful if we:

1. Establish the NSWERS data system for sustainable insights.
2. Evaluate the efficacy of Nebraska's education and workforce training systems.

Organizational Scope

As a data system, NSWERS organizes all elements and functions necessary for a comprehensive, sustainable, and robust lifelong learning and workforce longitudinal data system.

As an administrative entity, NSWERS manages all matters related to the creation, communication, operation, security, maintenance, expansion, and use of the NSWERS data system.

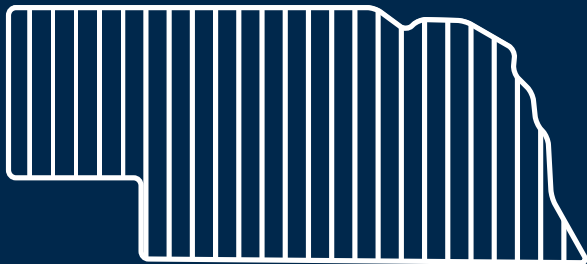


GIVING NEBRASKA THE COMPETITIVE ADVANTAGE

Since the fall of 2020, the Nebraska Statewide Workforce & Educational Reporting System (NSWERS) has been building a state-of-the-art P-20W longitudinal data system to promote strong economic development policies, good jobs, growing business, and thriving communities. NSWERS is focused on the development of products and services that best support decision making and decision makers. We aim to reduce uncertainty surrounding the big questions facing our education and workforce systems today. In this way, NSWERS is leveraging data, research, and analysis as a strategic asset for the competitive advantage of Nebraska.



KEEPING STUDENTS IN NEBRASKA



Research shows 2,000 degree-carrying residents are leaving the state of Nebraska each year. To reverse this so-named brain drain, Nebraskans need to understand the pathways that students are taking. For the first time in our state's history, we have comprehensive data to inform our education and workforce goals. NSWERS measures where students go and what they do on their education and workforce journeys, from PK-12, through postsecondary, and into employment. This information helps to ensure we develop successful pathways to great jobs in Nebraska and allows us to keep our best and brightest in the state.

GROWING NEBRASKA'S CAREER & TECH ED OPPORTUNITIES



Every student in Nebraska deserves the opportunity to participate in high-quality career and technical education programs. There are multiple pathways to the workforce, from two- and four-year postsecondary institutions to internships and apprenticeships. NSWERS analyzes data to determine what PK-12 and postsecondary programs students are taking and how career education programs are working in our state. Growing career and technical education opportunities, for rural and urban students alike, will result in a stronger workforce of skilled employees in Nebraska.

INVESTING WISELY IN SYSTEMS & RESOURCES

Smart investments in data systems pay off for both education and workforce outcomes. NSWERS helps answer policymakers' questions and identifies programs that are an effective use of public resources. Secondary and postsecondary education leaders use NSWERS research to understand how students move through school districts, colleges, universities, and employment sectors. This information helps leaders better prepare graduates for our workforce. All Nebraskans benefit from a better understanding of how education programs are performing in their communities. With investments in NSWERS, there are answers for every Nebraskan.



NSWERS HAS ANSWERS FOR NEBRASKA

NSWERS enables Nebraska to answer the bold and salient questions facing the state's education and workforce development systems, like:

- Which Nebraska high schools are consistently highest performing in preparing students for additional school and work?
- How well are Nebraska education programs meeting local and regional workforce needs?
- Do early college, dual enrollment, and advanced placement programs in high school affect student success in college?
- Have students taken the coursework needed to prepare them for college and work—both in years of study and rigor of content?
- What impact does brain drain have on Nebraska's workforce needs?
- What is the impact of internship opportunities?

With answers to these questions and more, NSWERS can help inform decision making to:

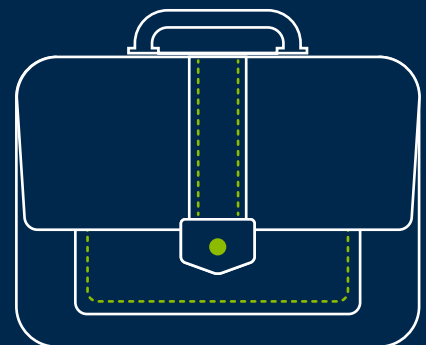
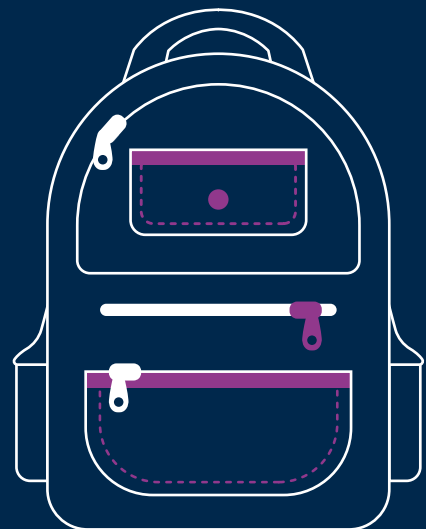
- Empower local communities to create and measure custom education and workforce development strategies.
- Advance business recruitment strategies with targeted workforce insights.

NSWERS supports education and workforce journeys, all in one location. NSWERS' data analysis reveals programs that are working and thriving and those that may need some adjustment to be most successful. Without the NSWERS system, the decisions that Nebraska education and workforce leaders make can be based on conjecture. NSWERS provides Nebraska with never-before-seen products to understand the state's talent pipeline and make changes to the Nebraska education system to best support workforce needs and fuel Nebraska's economy.

STRENGTHENING EDUCATION & WORKFORCE PATHWAYS

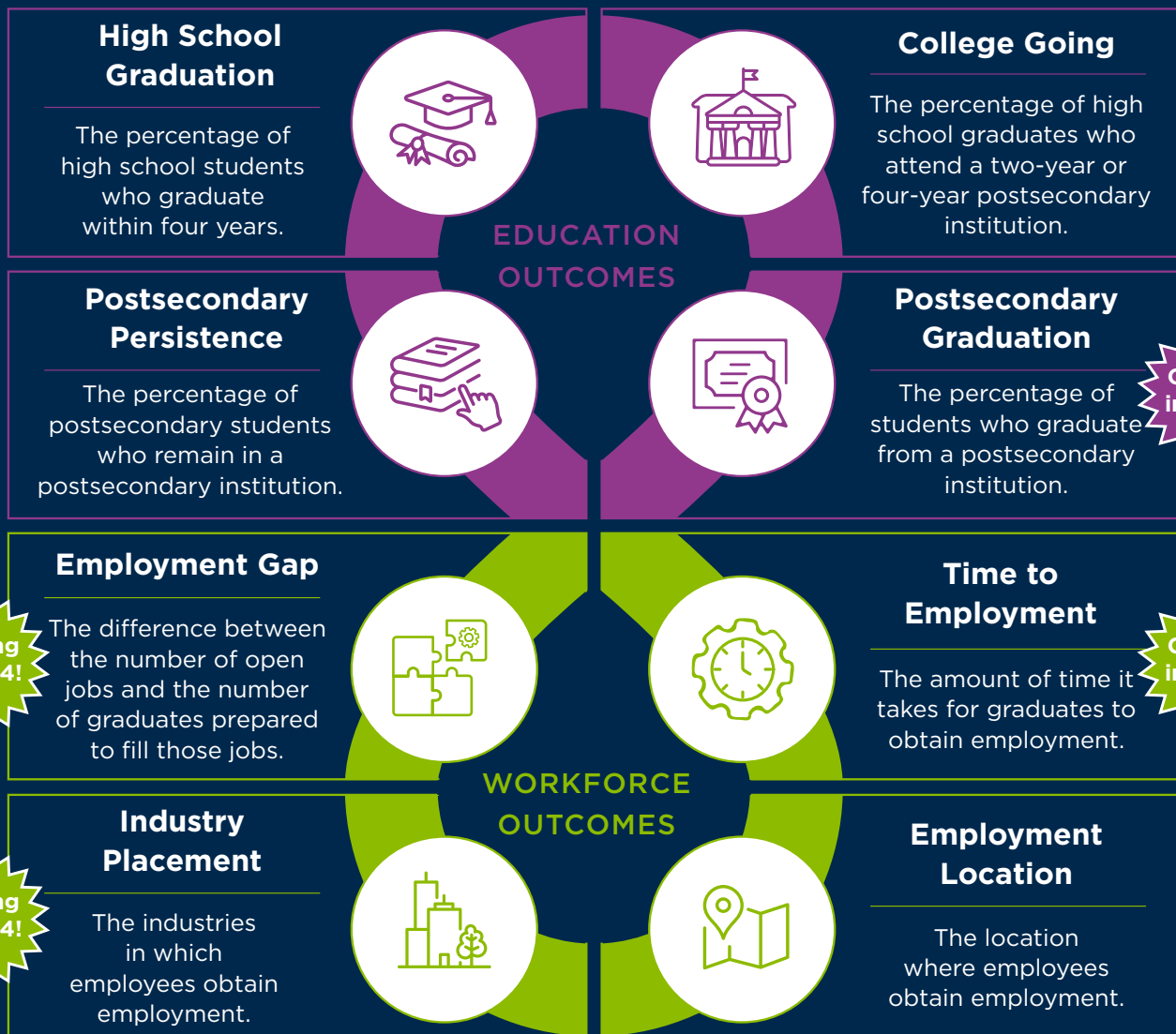
Nebraskans need sound, objective data

and research to guide decision making, inform choices about career pathways, and effectively target investments. NSWERS supports decision making and improvement for eight outcomes within Nebraska's education and workforce training systems: high school graduation, college going, postsecondary persistence, postsecondary graduation, time to employment, employment gap, industry placement, and employment location. NSWERS' state-of-the-art research and analytics, rooted in this outcome framework, allow for an assessment of Nebraska's education and workforce training systems, enabling new insights for the state to expand opportunities and grow our economy.



EIGHT OUTCOMES

NSWERS supports decision making for eight longitudinal outcomes within Nebraska's education and workforce training systems.



EDUCATION OUTCOMES





N S W E R S

**quantifies and measures
the factors that contribute to
educational success in Nebraska,
strengthening education systems
and informing decision making in
the outcome areas of high school
graduation, college going,
postsecondary persistence, and
postsecondary graduation.**

The percentage of Nebraska public high school students who graduate within four years.



HIGH SCHOOL GRADUATION



These provisional results are based on certified NSWERS data as of November 1, 2023. Data not provided by Central Community College. The provisional results in this report may change because of data resubmissions by NSWERS Partners and/or Affiliates. For updated results, please contact support@nswers.org.

HIGH SCHOOL GRADUATION

For the 2021 Expected On-time Graduation Cohort

Those who entered the ninth grade for the first time in the 2017-2018 school year.

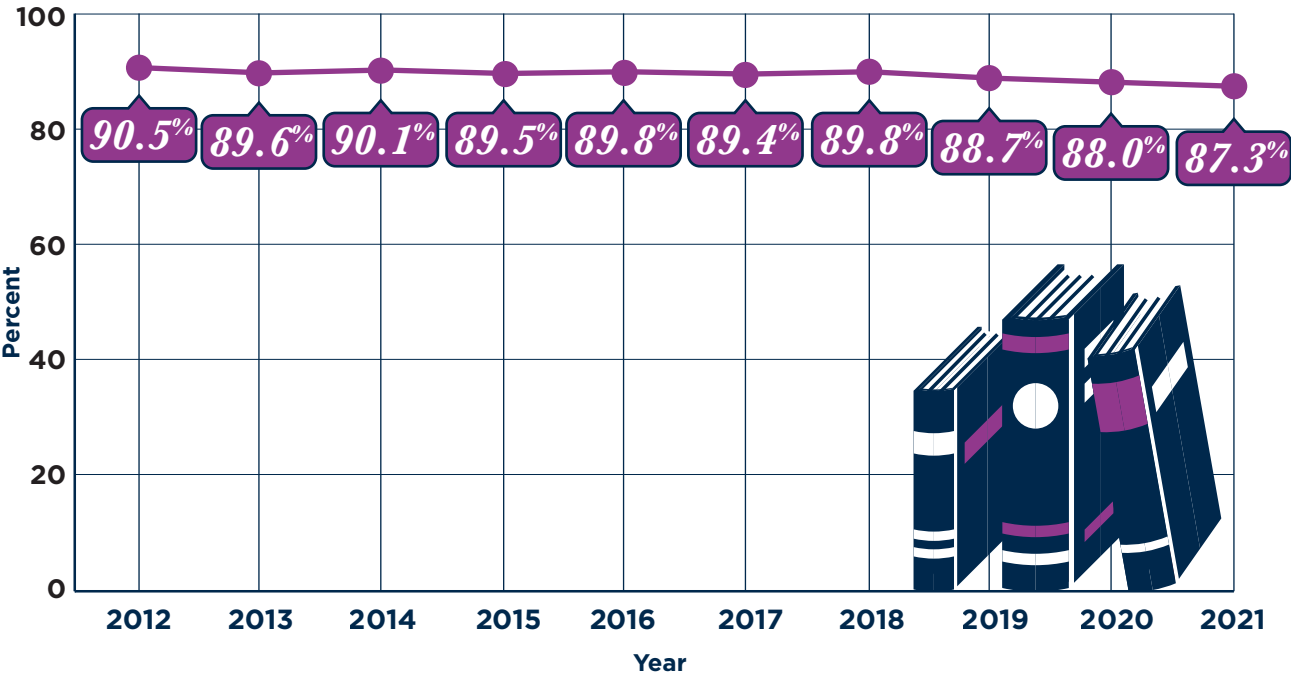
HIGH SCHOOL GRADUATION RATE



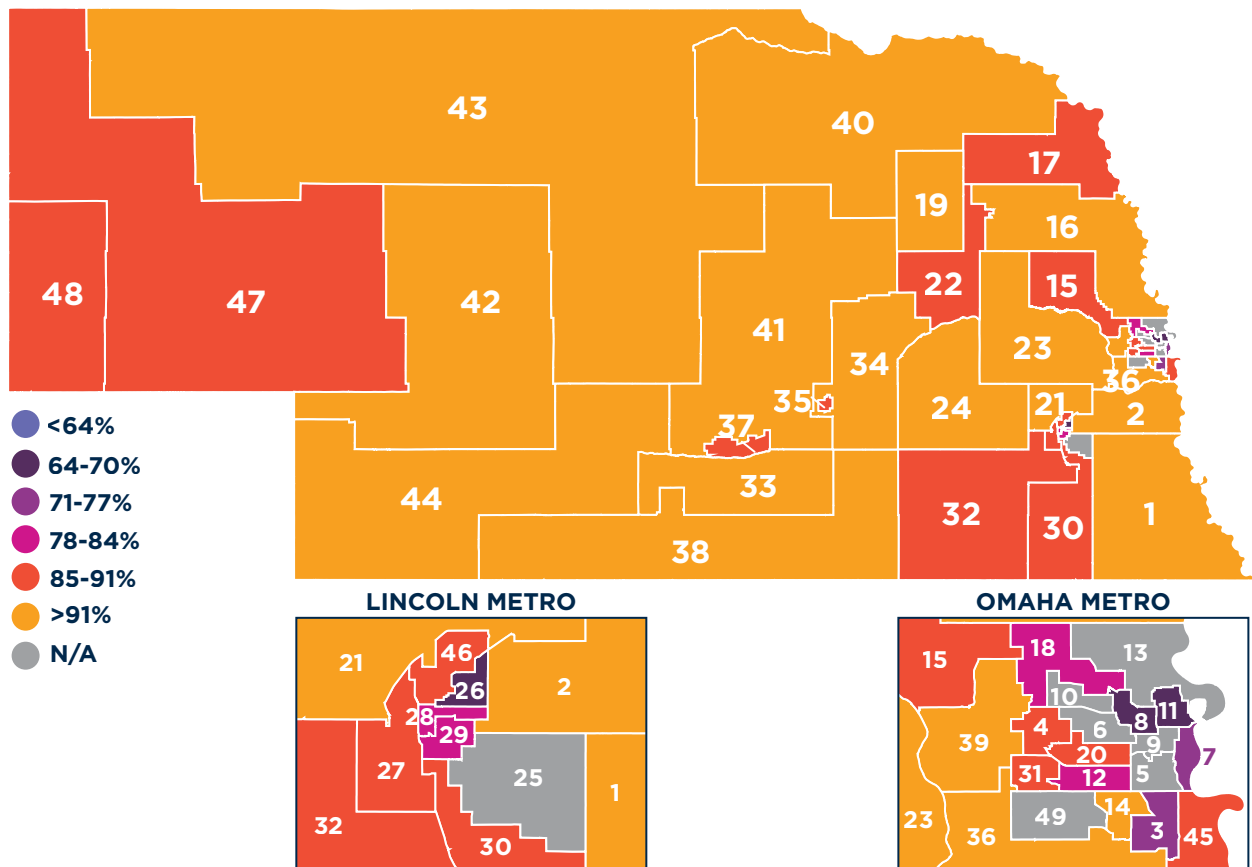
KEY MOTIVATION

Students who complete high school are more likely to enroll in postsecondary education, become economically self-sufficient, and contribute to their local communities than students who do not complete high school.^{1,2} Students who graduate from high school also increase their earning potential. When comparing median earnings, students who complete high school earn more than students who do not complete high school.³ In addition to enhanced opportunities for economic success, high school completion is associated with better long-term health outcomes, regardless of income.⁴

HIGH SCHOOL GRADUATION RATE OVER TIME



HIGH SCHOOL GRADUATION RATE BY LEGISLATIVE DISTRICT



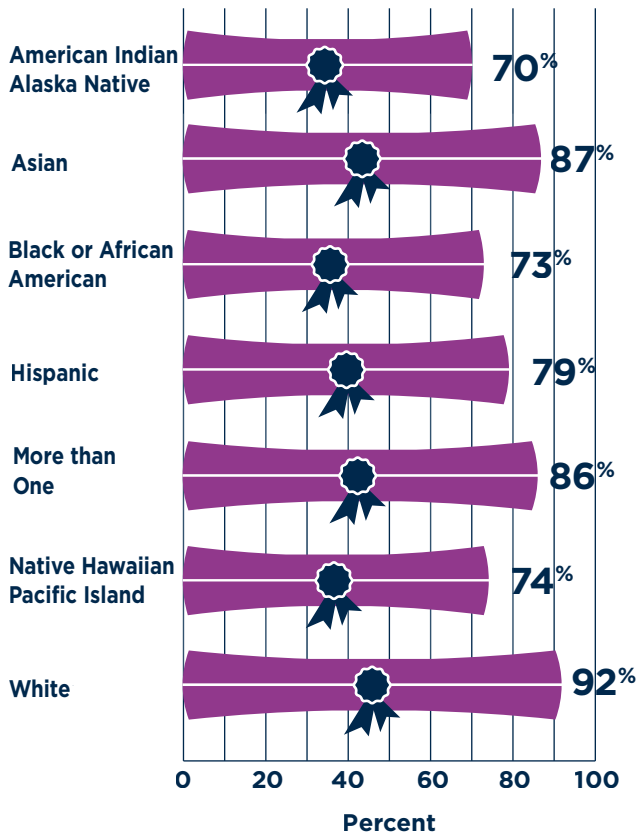
LEGISLATIVE DISTRICT	RATE	LEGISLATIVE DISTRICT	RATE	LEGISLATIVE DISTRICT	RATE
Legislative District 1	92%	Legislative District 18	80%	Legislative District 35	87%
Legislative District 2	93%	Legislative District 19	94%	Legislative District 36	96%
Legislative District 3	72%	Legislative District 20	90%	Legislative District 37	89%
Legislative District 4	86%	Legislative District 21	92%	Legislative District 38	95%
Legislative District 5	N/A	Legislative District 22	86%	Legislative District 39	95%
Legislative District 6	N/A	Legislative District 23	92%	Legislative District 40	94%
Legislative District 7	74%	Legislative District 24	94%	Legislative District 41	96%
Legislative District 8	69%	Legislative District 25	N/A	Legislative District 42	92%
Legislative District 9	N/A	Legislative District 26	68%	Legislative District 43	93%
Legislative District 10	N/A	Legislative District 27	89%	Legislative District 44	95%
Legislative District 11	69%	Legislative District 28	79%	Legislative District 45	91%
Legislative District 12	83%	Legislative District 29	80%	Legislative District 46	85%
Legislative District 13	N/A	Legislative District 30	86%	Legislative District 47	91%
Legislative District 14	94%	Legislative District 31	89%	Legislative District 48	88%
Legislative District 15	89%	Legislative District 32	89%	Legislative District 49	N/A
Legislative District 16	94%	Legislative District 33	93%		
Legislative District 17	86%	Legislative District 34	96%		

N/A = No high school in the legislative district.

Rates are calculated for public high schools physically located within a legislative district.

More maps are available upon request including by Nebraska State Board of Education District, ESU, and more!

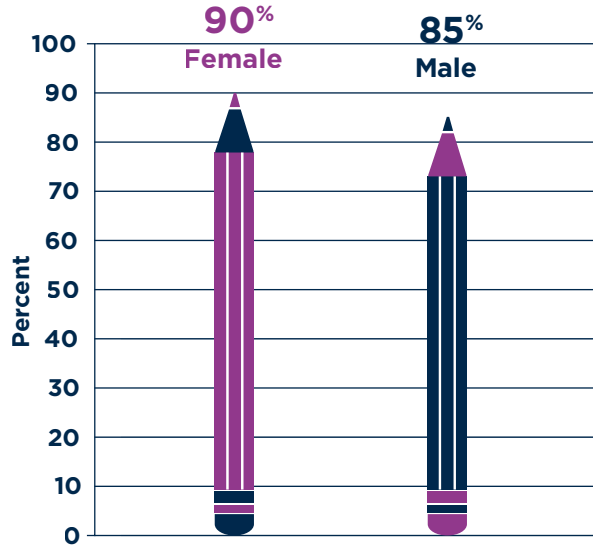
HIGH SCHOOL GRADUATION BY RACE



COUNT	High School Graduation	Non High School Graduation
American Indian/ Alaska Native	165	71
Asian	498	76
Black or African American	1009	376
Hispanic	3616	959
More than One	1643	262
Native Hawaiian/ Pacific Islander	*	*
White	13963	1282

*For data privacy protection, NSWERS masks values for small group sizes.

HIGH SCHOOL GRADUATION BY GENDER



COUNT	Female	Male
High School Graduation	10,404	10,496
Non High School Graduation	1,127	1,905



COLLEGE GOING



The percentage of Nebraska public high school graduates who attend a two-year or four-year postsecondary institution.

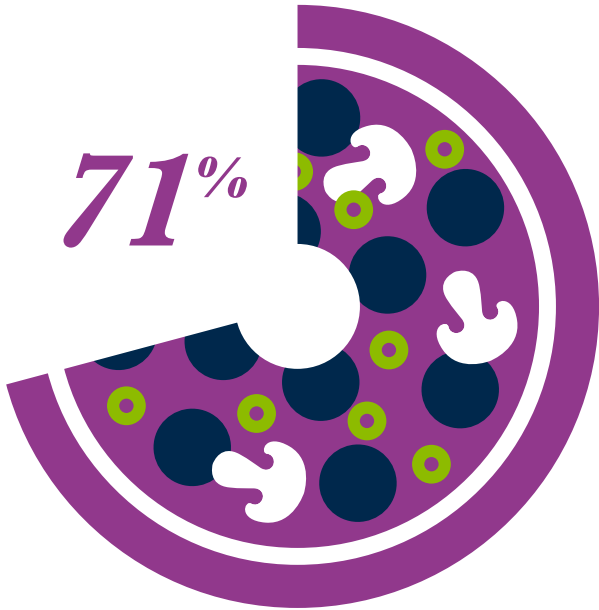
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COLLEGE GOING

For the 2021 Four-year High School Graduation Cohort

Those who graduated high school within four years.

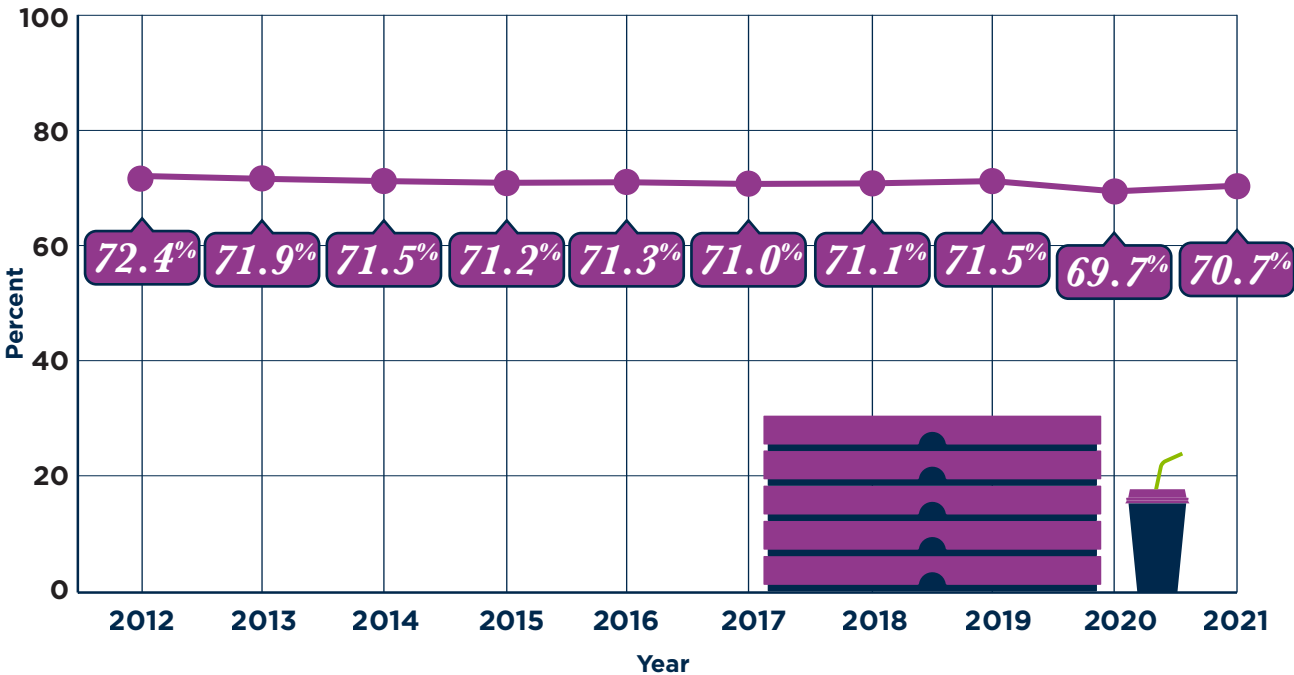
COLLEGE GOING RATE



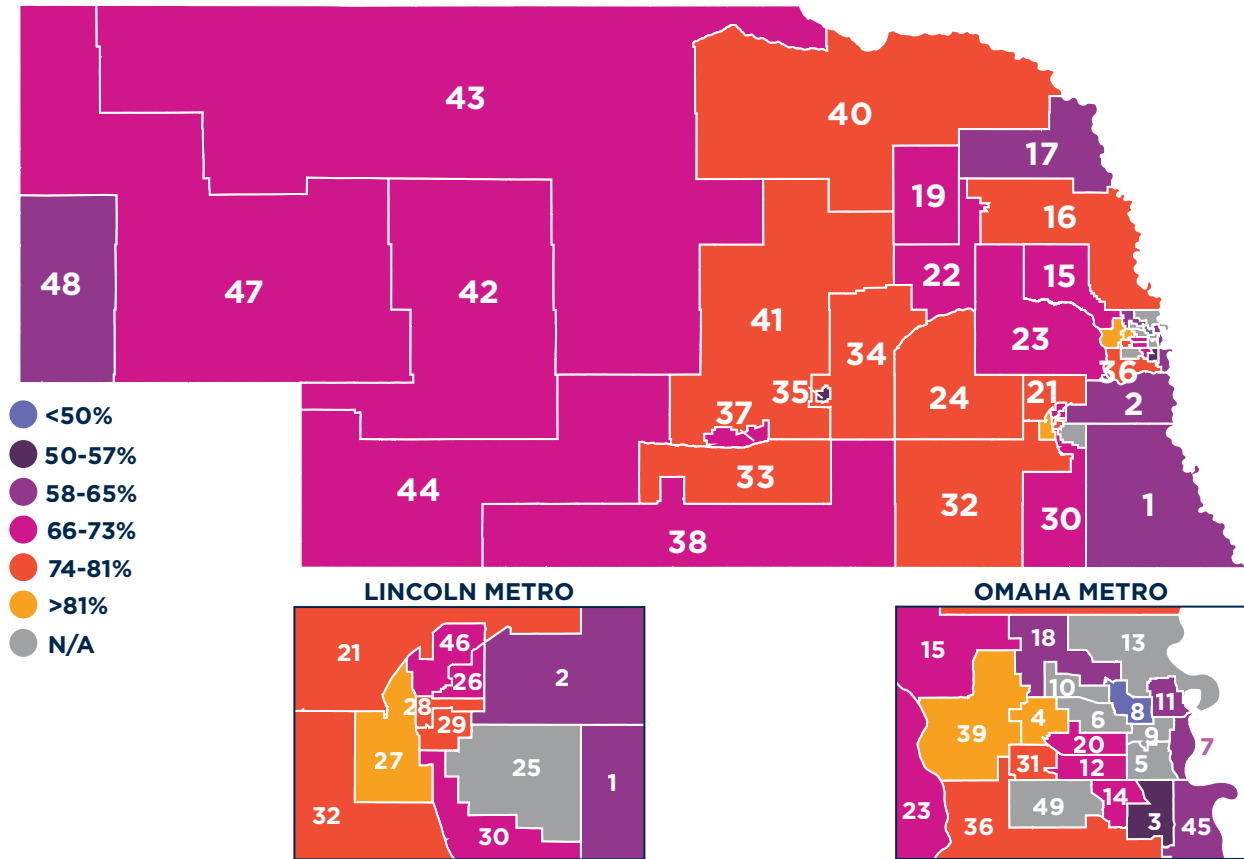
KEY MOTIVATION

Efforts supporting college going are critical not only in achieving Nebraska’s educational attainment goal but also in strengthening the economy and improving Nebraska’s ability to develop, attract, and retain a highly qualified workforce. College going and credential attainment benefit both individuals and local economies. College-educated adults earn more than their high school-educated peers, and that difference has been growing over the past few decades.^{5,6}

COLLEGE GOING RATE OVER TIME



COLLEGE GOING RATE BY LEGISLATIVE DISTRICT

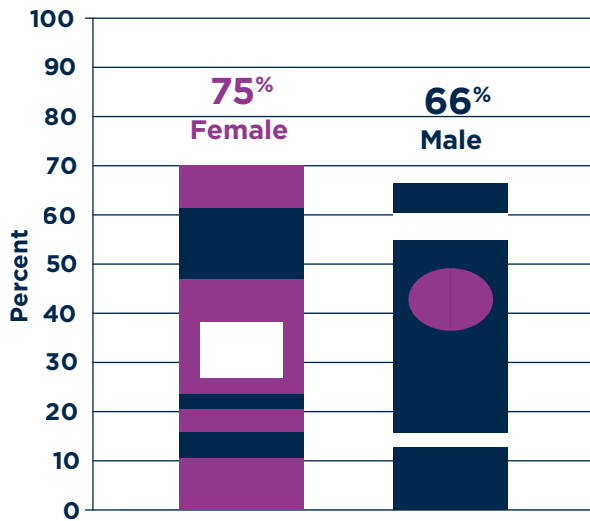


LEGISLATIVE DISTRICT	RATE	LEGISLATIVE DISTRICT	RATE	LEGISLATIVE DISTRICT	RATE
Legislative District 1	65%	Legislative District 18	59%	Legislative District 35	53%
Legislative District 2	64%	Legislative District 19	68%	Legislative District 36	78%
Legislative District 3	51%	Legislative District 20	70%	Legislative District 37	71%
Legislative District 4	84%	Legislative District 21	78%	Legislative District 38	70%
Legislative District 5	N/A	Legislative District 22	68%	Legislative District 39	88%
Legislative District 6	N/A	Legislative District 23	70%	Legislative District 40	77%
Legislative District 7	63%	Legislative District 24	78%	Legislative District 41	76%
Legislative District 8	47%	Legislative District 25	N/A	Legislative District 42	68%
Legislative District 9	N/A	Legislative District 26	67%	Legislative District 43	73%
Legislative District 10	N/A	Legislative District 27	85%	Legislative District 44	71%
Legislative District 11	59%	Legislative District 28	76%	Legislative District 45	64%
Legislative District 12	66%	Legislative District 29	79%	Legislative District 46	72%
Legislative District 13	N/A	Legislative District 30	69%	Legislative District 47	68%
Legislative District 14	73%	Legislative District 31	77%	Legislative District 48	62%
Legislative District 15	66%	Legislative District 32	74%	Legislative District 49	N/A
Legislative District 16	74%	Legislative District 33	75%		
Legislative District 17	64%	Legislative District 34	74%		

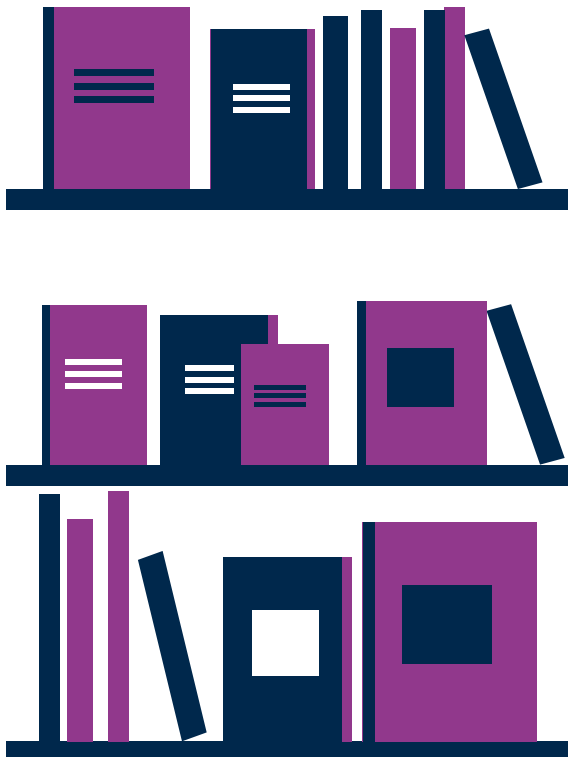
N/A = No high school in the legislative district.
 Rates are calculated for public high schools physically located within a legislative district.

More maps are available upon request including by School District, Service Area, and more!

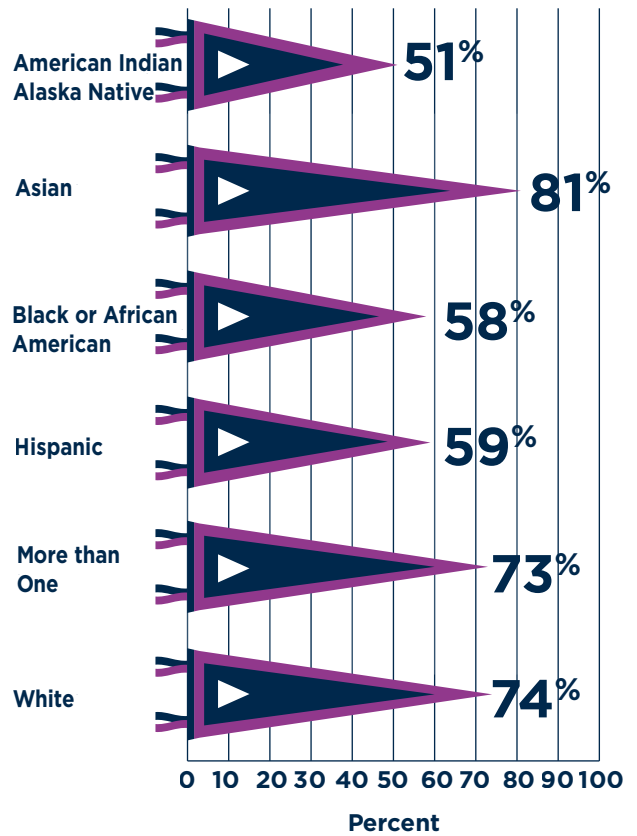
COLLEGE GOING BY GENDER



COUNT	Female	Male
College Going	7,855	6,912
Non College Going	2,549	3,584



COLLEGE GOING BY RACE



COUNT	College Going	Non College Going
American Indian/ Alaska Native	84	81
Asian	403	95
Black or African American	583	426
Hispanic	2,132	1,484
More than One	1,193	450
Native Hawaiian/ Pacific Islander	*	*
White	10,372	3,591

*For data privacy protection, NSWERS masks values for small group sizes.

POSTSECONDARY PERSISTENCE



The percentage of Nebraska public postsecondary students who remain in a postsecondary institution.



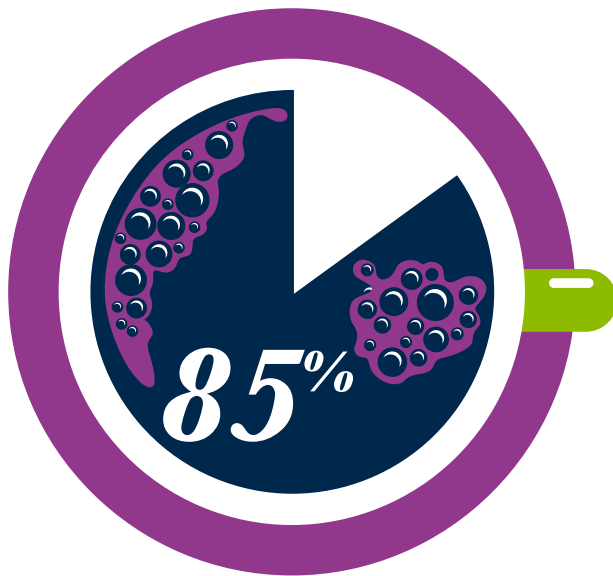
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POSTSECONDARY PERSISTENCE

For the 2019 First-Time, Full-Time, Degree-Seeking Cohort

Individuals reported as first time, full time, degree seeking in the fall (or prior summer term) of the selected year at a Nebraska public postsecondary institution.

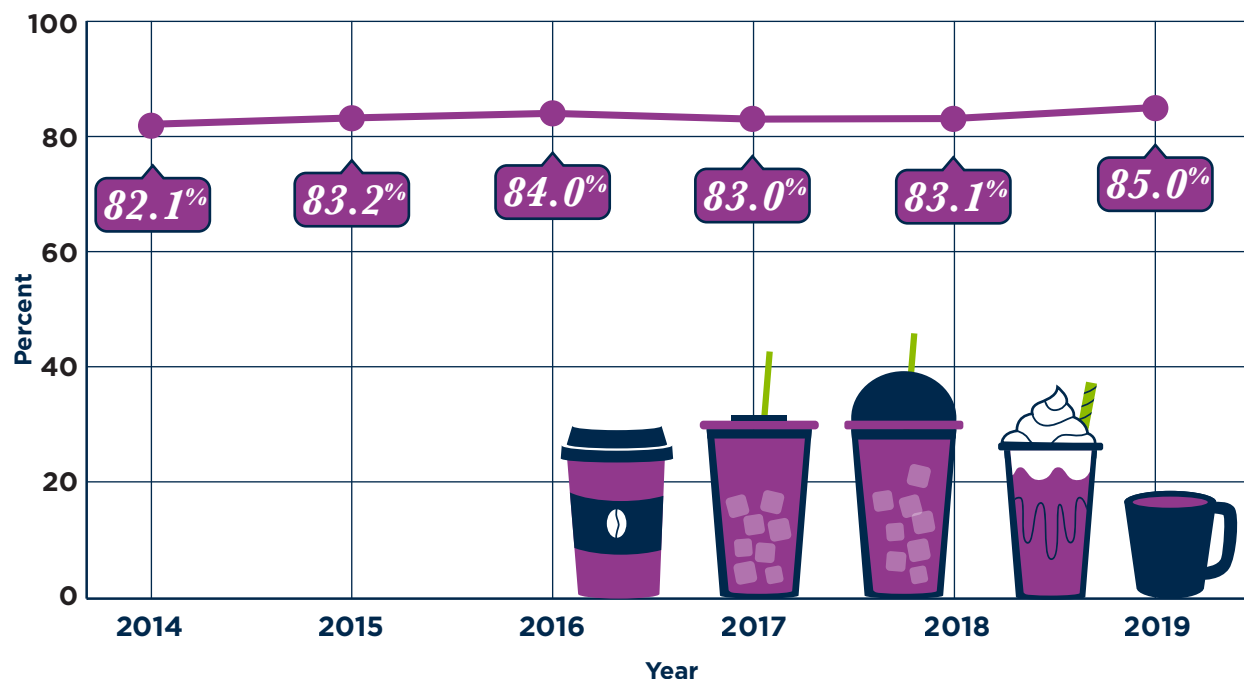
POSTSECONDARY PERSISTENCE RATE



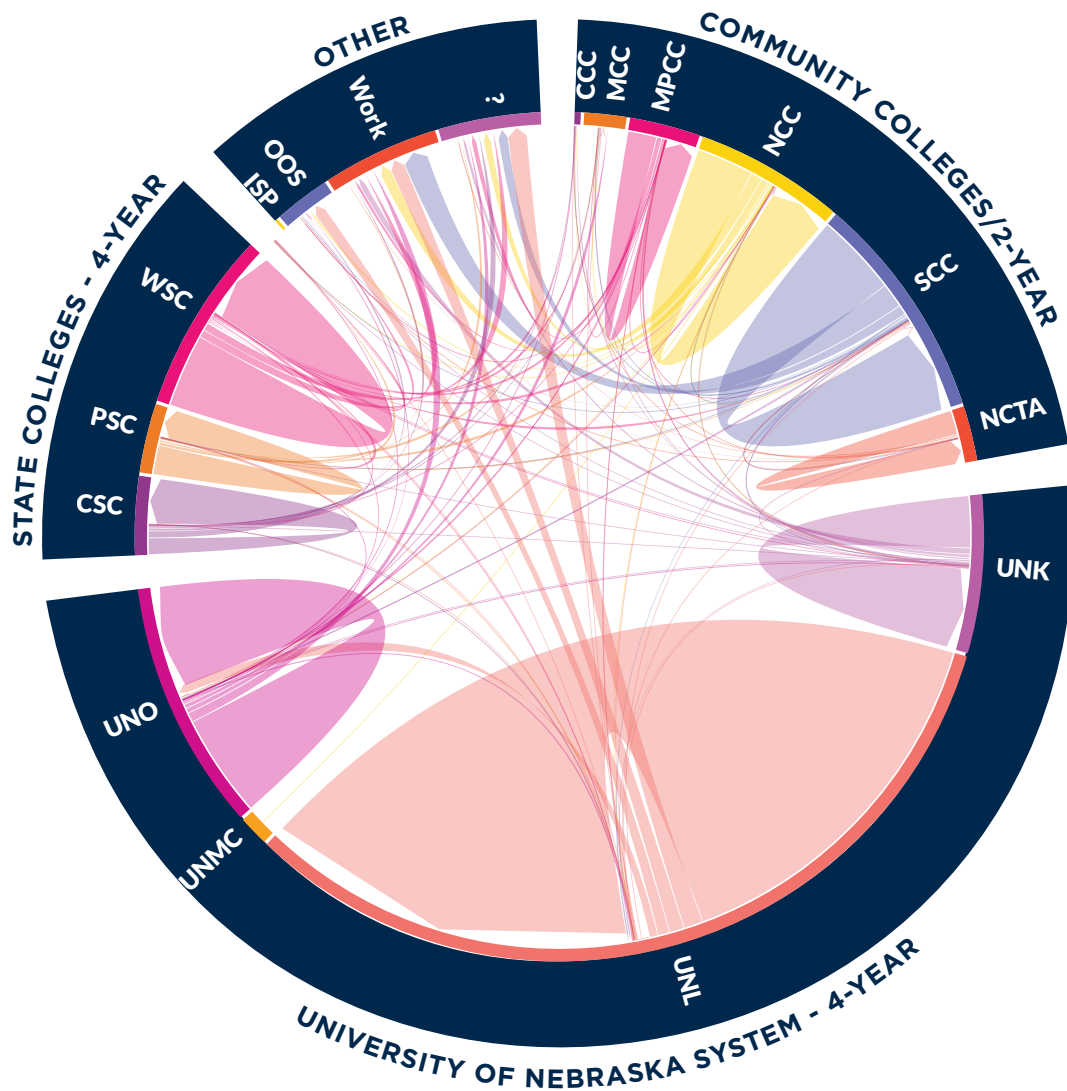
KEY MOTIVATION

Individuals who attend at least some college, regardless of graduating, earn up to \$8k more a year on average than those with just a high school diploma.⁷ Overall, those who persist in attaining a postsecondary degree earn substantially higher incomes (74 percent greater) than those with a high school diploma or less.⁸ Furthermore, employment rates are greater for those with a bachelor's degree than those with a high school diploma.

POSTSECONDARY PERSISTENCE RATE OVER TIME



POSTSECONDARY PERSISTENCE BY SOURCE AND DESTINATION (CHORD CHART)



The chord chart above depicts the location and flow of first-time, full-time, degree-seeking students through Nebraska’s public postsecondary institutions from the fall of 2018 until the fall of 2019. Student origins and destinations are represented by the outside segments of the circle, each assigned a different color. The chords (or student pathways) are the same color as their source. Chord width indicates the relative volume of students moving from one segment of the circle to another. The direction of the chord

is shown by the arrowhead, where each chord points towards its destination. Since students can flow to multiple destinations, the destination is prioritized in order of retention at the original institution, transfer to a Nebraska public institution, transfer to an in-state private or out of state postsecondary institution, entry into the workforce, or unknown. For example, if a student was retained at their original institution and also entered the workforce, their destination would be retention at their original institution.

POSTSECONDARY PERSISTENCE RATE BY SOURCE AND DESTINATION (TABLE)

Nebraska Community Colleges/Two Year

SOURCE (ORIGINATED AT):	DESTINATION (RETAINED OR PERSISTED AT):	%	SOURCE (ORIGINATED AT):	DESTINATION (RETAINED OR PERSISTED AT):	%
Mid-plains Community College	Mid-plains Community College	60%	Southeast Community College	Southeast Community College	62%
	Chadron State College	1%		Central Community College	<1%
	Metropolitan Community College	1%		In-state private (ISP)	<1%
	Northeast Community College	1%		Metropolitan Community College	1%
	Out of state (OOS)	1%		Northeast Community College	1%
	Southeast Community College	1%		Nebraska College of Technical Agriculture	<1%
	University of Nebraska at Kearney	1%		Out of state (OOS)	1%
	University of Nebraska - Lincoln	1%		Peru State College	<1%
	University of Nebraska at Omaha	1%		University of Nebraska at Kearney	<1%
	Unknown (?)	22%		University of Nebraska - Lincoln	2%
	Workforce (Work)	13%		University of Nebraska at Omaha	<1%
Northeast Community College	Northeast Community College	63%		Unknown (?)	9%
	Central Community College	2%		Workforce (Work)	23%
	In-state private (ISP)	<1%	Nebraska College of Technical Agriculture	Nebraska College of Technical Agriculture	70%
	Metropolitan Community College	1%		Central Community College	3%
	Out of state (OOS)	4%		Mid-plains Community College	1%
	Southeast Community College	1%		Out of state (OOS)	1%
	University of Nebraska at Kearney	<1%		Southeast Community College	2%
	University of Nebraska - Lincoln	<1%		Unknown (?)	14%
	University of Nebraska Medical Center	<1%		Workforce (Work)	9%
	University of Nebraska at Omaha	1%			
	Unknown (?)	11%			
	Workforce (Work)	16%			

University of Nebraska System – Four Year

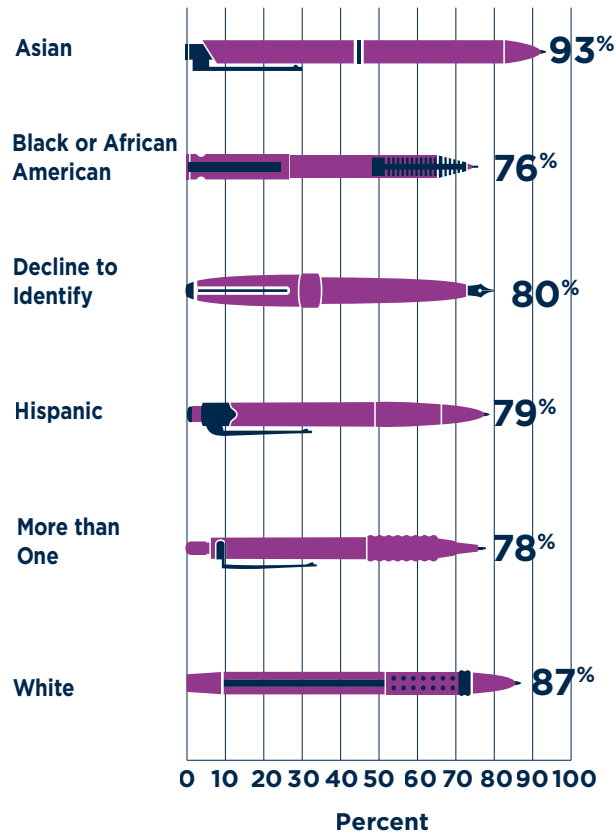
SOURCE (ORIGINATED AT):	DESTINATION (RETAINED OR PERSISTED AT):	%	SOURCE (ORIGINATED AT):	DESTINATION (RETAINED OR PERSISTED AT):	%
University of Nebraska at Kearney	University of Nebraska at Kearney	79%	University of Nebraska - Lincoln	University of Nebraska - Lincoln	84%
	Central Community College	2%		Central Community College	<1%
	Chadron State College	<1%		Chadron State College	<1%
	In-state private (ISP)	<1%		In-state private (ISP)	<1%
	Metropolitan Community College	<1%		Metropolitan Community College	1%
	Mid-plains Community College	<1%		Mid-plains Community College	<1%
	Northeast Community College	<1%		Northeast Community College	<1%
	Nebraska College of Technical Agriculture	<1%		Nebraska College of Technical Agriculture	<1%
	Out of state (OOS)	1%		Out of state (OOS)	3%
	Peru State College	<1%		Peru State College	<1%
	Southeast Community College	1%		Southeast Community College	2%
	University of Nebraska - Lincoln	2%		University of Nebraska at Kearney	<1%
	University of Nebraska at Omaha	<1%		University of Nebraska at Omaha	2%
	Unknown (?)	4%		Unknown (?)	5%
	Wayne State College	1%		Wayne State College	<1%
Workforce (Work)	7%	Workforce (Work)	3%		

SOURCE (ORIGINATED AT):	DESTINATION (RETAINED OR PERSISTED AT):	%
University of Nebraska at Omaha	University of Nebraska at Omaha	79%
	Central Community College	<1%
	In-state private (ISP)	<1%
	Metropolitan Community College	4%
	Mid-plains Community College	<1%
	Northeast Community College	<1%
	Out of state (OOS)	2%
	Peru State College	<1%
	Southeast Community College	<1%
	University of Nebraska at Kearney	1%
	University of Nebraska - Lincoln	1%
	Unknown (?)	4%
	Workforce (Work)	8%

Nebraska State Colleges – Four Year

SOURCE (ORIGINATED AT):	DESTINATION (RETAINED OR PERSISTED AT):	%	SOURCE (ORIGINATED AT):	DESTINATION (RETAINED OR PERSISTED AT):	%
Chadron State College	Chadron State College	71%	Wayne State College	Wayne State College	68%
	Central Community College	<1%		Central Community College	1%
	Metropolitan Community College	1%		Chadron State College	<1%
	Out of state (OOS)	6%		In-state private (ISP)	1%
	University of Nebraska - Lincoln	1%		Metropolitan Community College	1%
	Unknown (?)	16%		Mid-plains Community College	<1%
	Workforce (Work)	6%		Northeast Community College	2%
				Out of state (OOS)	3%
Peru State College	Peru State College	66%		Peru State College	<1%
	In-state private (ISP)	1%		Southeast Community College	1%
	Metropolitan Community College	1%		University of Nebraska at Kearney	1%
	Northeast Community College	1%		University of Nebraska - Lincoln	1%
	Out of state (OOS)	5%		University of Nebraska at Omaha	2%
	Southeast Community College	3%		Unknown (?)	9%
	University of Nebraska - Lincoln	1%	Workforce (Work)	9%	
	Unknown (?)	14%			
	Workforce (Work)	9%			

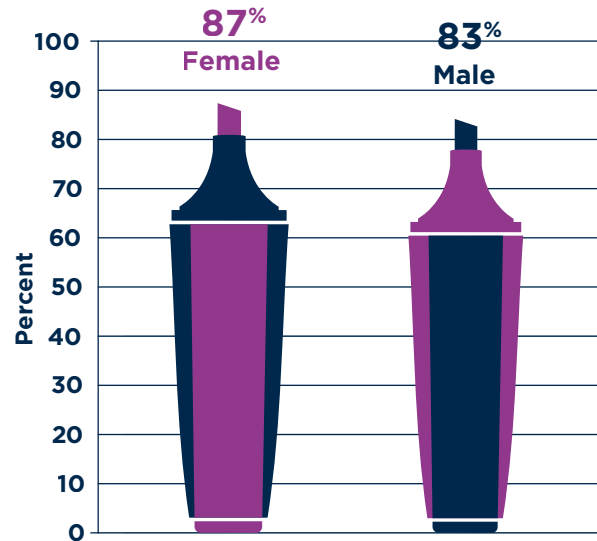
POSTSECONDARY PERSISTENCE BY RACE



COUNT	Post-secondary Persistence	Non Postsecondary Persistence
American Indian/Alaska Native	*	*
Asian	194	14
Black or African American	216	68
Decline to Identify	117	30
Hispanic	578	150
More than One	432	122
Native Hawaiian/Pacific Islander	*	*
White	5,007	763

*For data privacy protection, NSWERS masks values for small group sizes.

POSTSECONDARY PERSISTENCE BY GENDER



COUNT	Female	Male
Postsecondary Persistence	3,233	3,340
Non Postsecondary Persistence	475	684



The percentage of Nebraska public students who graduate from a postsecondary institution.

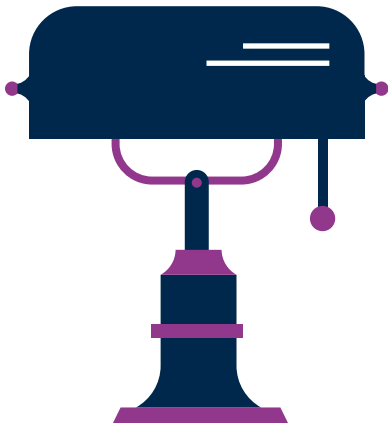


POSTSECONDARY GRADUATION

POSTSECONDARY GRADUATION

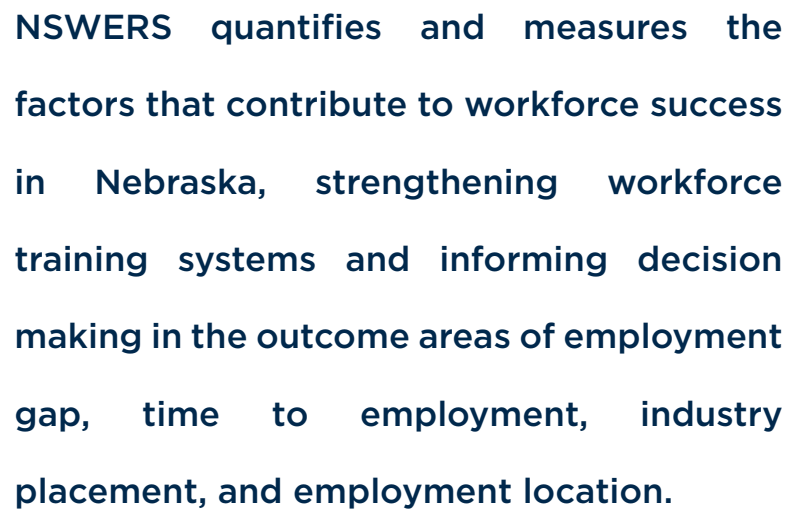
KEY MOTIVATION

With each degree earned following high school completion—a two-year degree, four-year degree, or beyond—there is an incremental increase in the employment rate for an individual. This is important because more jobs require some postsecondary education. Individuals ages 25 and up who earned a bachelor’s degree have higher employment rates (83 percent) than those who earned only a high school diploma (69 percent), as do individuals who earned an associate degree (78 percent), or completed some college (73 percent).⁹ Notably, researchers estimated 65 percent of jobs in the United States would require postsecondary education by 2020, and the projected rate was even higher for Nebraska at 71 percent.¹⁰



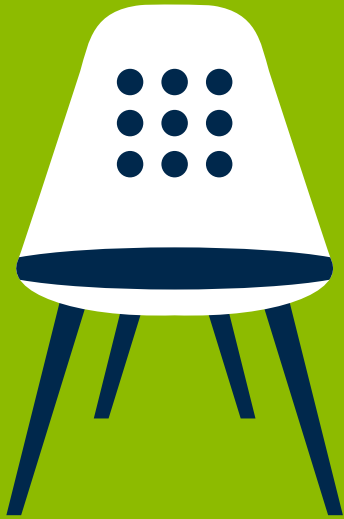
WORKFORCE OUTCOMES





NSWERS quantifies and measures the factors that contribute to workforce success in Nebraska, strengthening workforce training systems and informing decision making in the outcome areas of employment gap, time to employment, industry placement, and employment location.

EMPLOYMENT GAP



The difference between the number of open jobs and the number of graduates prepared to fill those jobs.



EMPLOYMENT GAP

KEY MOTIVATION

The demand for a well-educated workforce is increasing nationally and in Nebraska.¹¹ While Nebraska ranks among the top-five states for producing college-bound students,¹² its annual net loss of educated individuals is accelerating.¹¹ In particular, Nebraska is steadily losing people with bachelor’s degrees or more to other states.¹¹ Therefore, while educational attainment is increasing nationwide, Nebraska is facing a supply crisis concerning the state’s ability to fill the projected high-skills workforce in the future.¹¹



TIME TO EMPLOYMENT

*The amount of time it
takes for graduates to
obtain employment.*



TIME TO EMPLOYMENT

KEY MOTIVATION

Time to employment, or the amount of time it takes for graduates to obtain employment following their educational exit, is associated with a variety of outcomes. For example, finding a job after graduation is associated with better immediate and long-term mental, physical, and social health.¹³⁻¹⁹ In contrast, unemployment, underemployment (i.e., taking a job that is underpaid and/or that the graduate is overqualified for), and precarious employment (e.g., insecure temporary positions, skill-inadequate jobs) have been linked to job dissatisfaction, mental health problems, and low employee retention.¹³⁻¹⁹ Further, individuals who are not involved in employment, education, or training create substantial economic costs both nationally and for the state through lowered human capital, less tax revenue and higher borrowing, and inefficient resource usage.¹⁹⁻²¹ Thus, tracking time to employment can provide important insight into what is necessary to reduce the costs and consequences of unemployment and underemployment.



INDUSTRY PLACEMENT

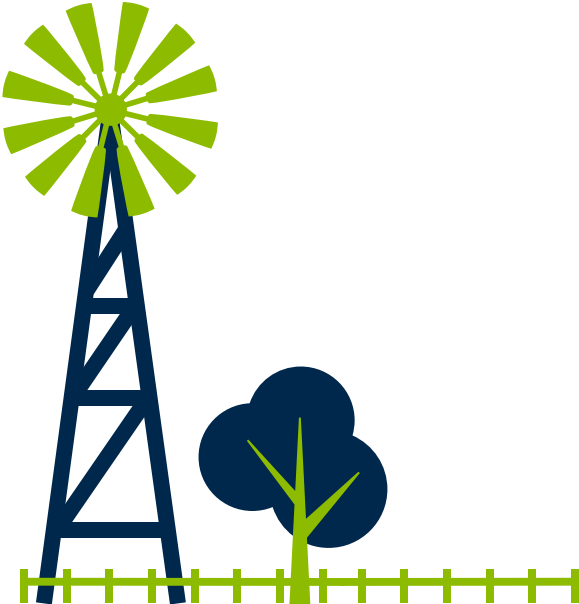


*The industries in which
employees obtain employment.*

INDUSTRY PLACEMENT

KEY MOTIVATION

Obtaining a job following college graduation influences short- and long-term earnings and employment outcomes. Of college graduates whose first job closely aligns with their educational qualifications, nearly 90 percent remain in qualification-aligned jobs five years later and experience long-term financial benefits.²² However, an estimated one in three Americans are overqualified for their job, and are therefore considered “underemployed.”²² Those who begin their careers underemployed are five times more likely to stay underemployed five years later and earn \$10k less per year than those whose qualifications match their jobs.



EMPLOYMENT LOCATION



*The location where employees
obtain employment.*

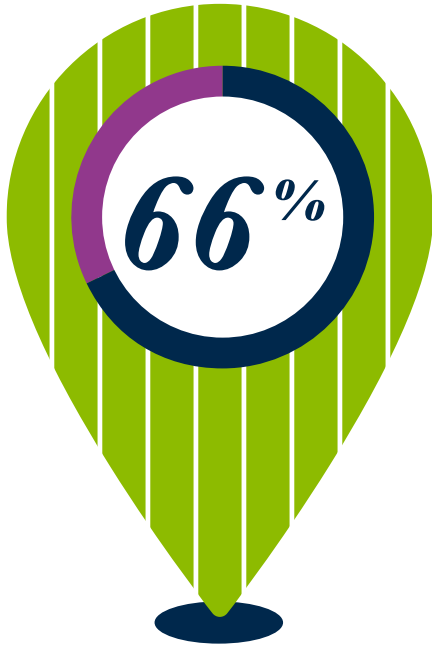
*These provisional results are based on certified NSWERS data as of November 1, 2023.
Data not provided by Central Community College. The provisional results in this report may change because of data
resubmissions by NSWERS Partners and/or Affiliates. For updated results, please contact support@nswers.org.*

EMPLOYMENT LOCATION

For the 2020 Degree-seeking Exiter with Award Cohort

Those who exited Nebraska public postsecondary with an award in 2020.

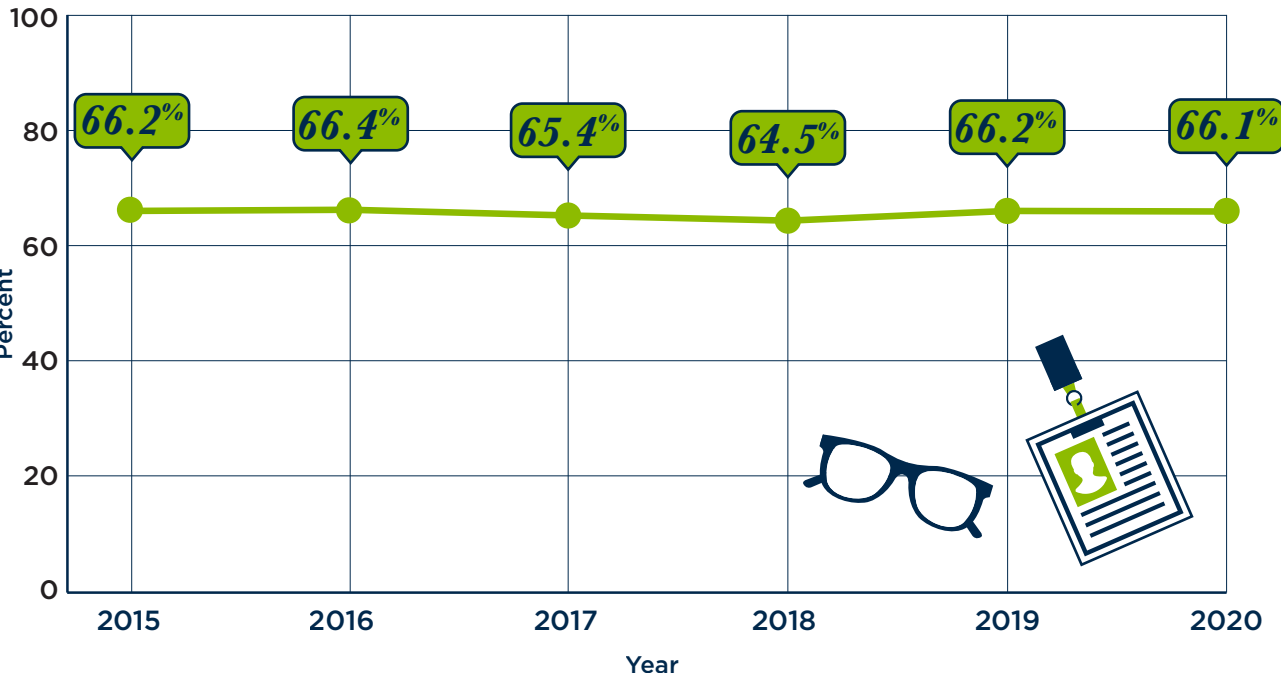
TALENT RETENTION RATE



KEY MOTIVATION

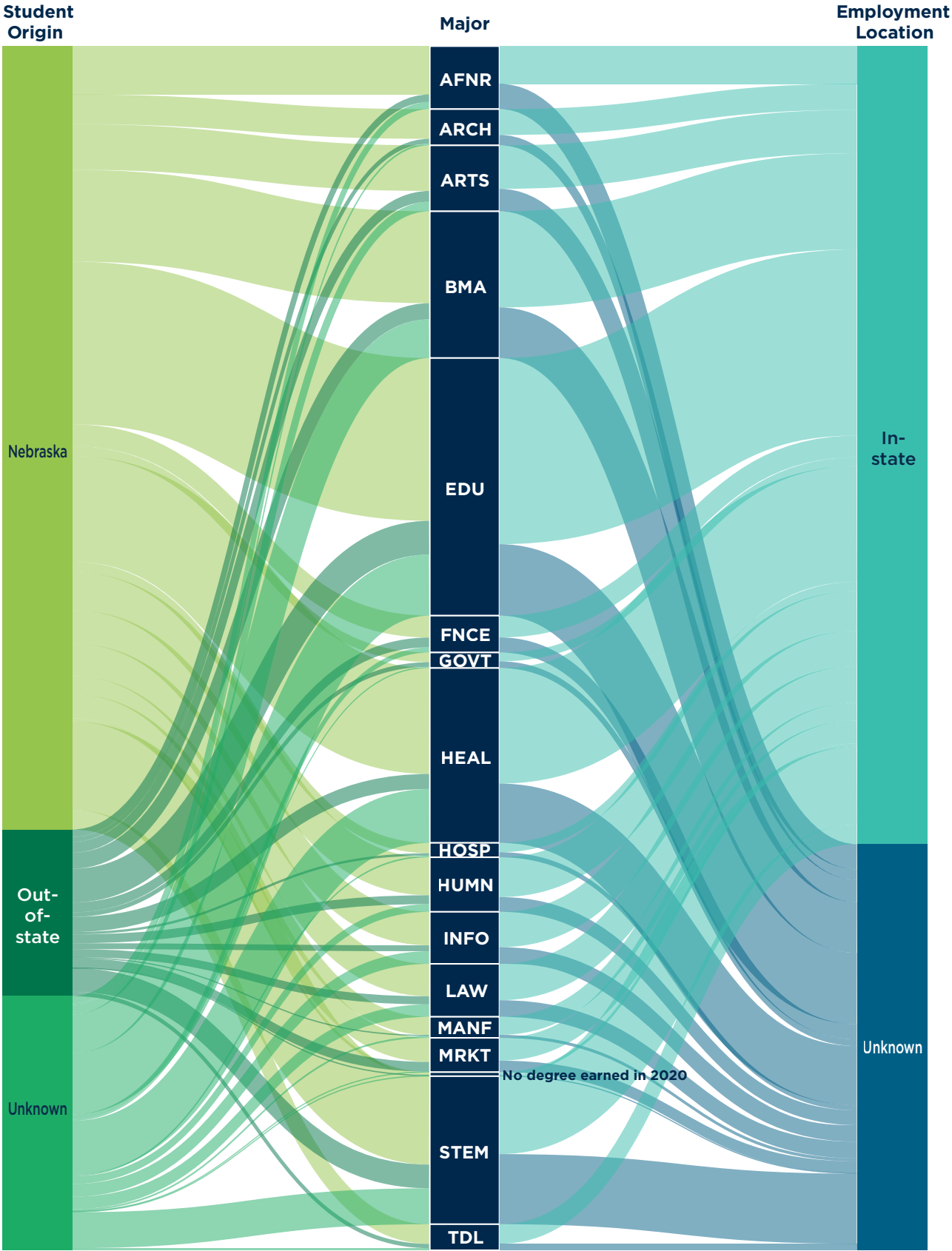
Nebraska invests in its residents, and tracking employment location can be used to understand the state's return on investment. While Americans are historically and uniquely mobile, more so than other countries,²³ the Midwest is the highest out-of-state migration region in the United States, with a 28.7 percent out-of-state migration rate.²⁴ In particular, Nebraska has consistently faced net brain drain (i.e., share of leavers who are highly educated minus the share of entrants to a state who are highly educated) since the 1970s.²³

TALENT RETENTION RATE OVER TIME



TALENT RETENTION RATE BY ORIGIN AND DESTINATION

For 2020 degree-seeking exiters with an award, this sankey chart provides the flow of students from their postsecondary major in Nebraska and categorizes them based on whether or not the student was retained in the state. The left side of the figure further categorizes students based on their pre-enrollment origin. The bands show the count of students flowing through majors. Students with unknown status are those who cannot be directly identified as graduating from either in-state or out-of-state high schools. This category includes a mixture of in- and out-of-state students when their postsecondary institution did not collect their high school location, as well as international students.



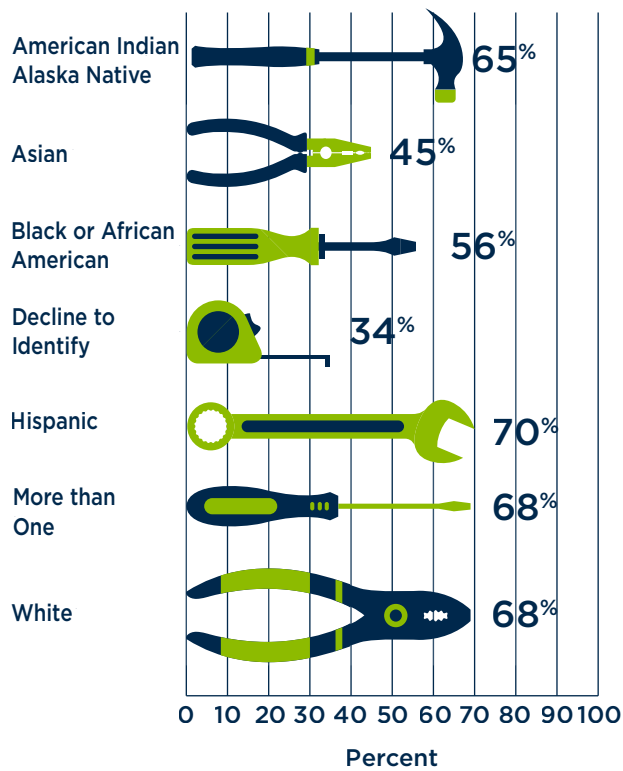
TALENT RETENTION RATE BY ORIGIN AND DESTINATION (TABLE)

STUDENT ORIGIN		DEGREE TYPE	EMPLOYMENT LOCATION	
Nebraska	420	Agriculture, Food & Natural Resources (AFNR) 547	328	In-state
Out-of-state	65			
Unknown	62		219	Unknown
Nebraska	258	Architecture & Construction (ARCH) 315	225	In-state
Out-of-state	42			
Unknown	15		90	Unknown
Nebraska	396	Arts, Audio/Video Technology & Comms (ARTS) 573	378	In-state
Out-of-state	94			
Unknown	83		195	Unknown
Nebraska	798	Business Management & Administration (BMA) 1,275	835	In-state
Out-of-state	140			
Unknown	337		440	Unknown
Nebraska	1,414	Education & Training (EDU) 2,238	1,617	In-state
Out-of-state	293			
Unknown	531		621	Unknown
Nebraska	190	Finance (FNCE) 320	189	In-state
Out-of-state	85			
Unknown	45		131	Unknown
Nebraska	84	Government & Public Administration (GOVT) 135	77	In-state
Out-of-state	40			
Unknown	11		58	Unknown
Nebraska	920	Health Science (HEAL) 1,519	1,004	In-state
Out-of-state	131			
Unknown	468		515	Unknown
Nebraska	90	Hospitality & Tourism (HOSP) 125	81	In-state
Out-of-state	21			
Unknown	14		44	Unknown

STUDENT ORIGIN		DEGREE TYPE	EMPLOYMENT LOCATION	
Nebraska	330	Human Services (HUMN) 474	346	In-state
Out-of-state	77			
Unknown	67		128	Unknown
Nebraska	291	Information Technology (INFO) 452	307	In-state
Out-of-state	51			
Unknown	110		145	Unknown
Nebraska	282	Law, Public Safety, Corrections & Security (LAW) 460	316	In-state
Out-of-state	70			
Unknown	108		144	Unknown
Nebraska	158	Manufacturing (MANF) 183	157	In-state
Out-of-state	*			
Unknown	16		26	Unknown
Nebraska	209	Marketing (MRKT) 298	198	In-state
Out-of-state	84			
Unknown	*		100	Unknown
Nebraska	27	No degree 35	28	In-state
Out-of-state	2			
Unknown	6		7	Unknown
Nebraska	768	Science, Technology, Engineering & Mathematics (STEM) 1,286	677	In-state
Out-of-state	206			
Unknown	312		609	Unknown
Nebraska	171	Transportation, Distribution & Logistics (TDL) 226	170	In-state
Out-of-state	37			
Unknown	18		56	Unknown

*For data privacy protection, NSWERS masks values for small group sizes.

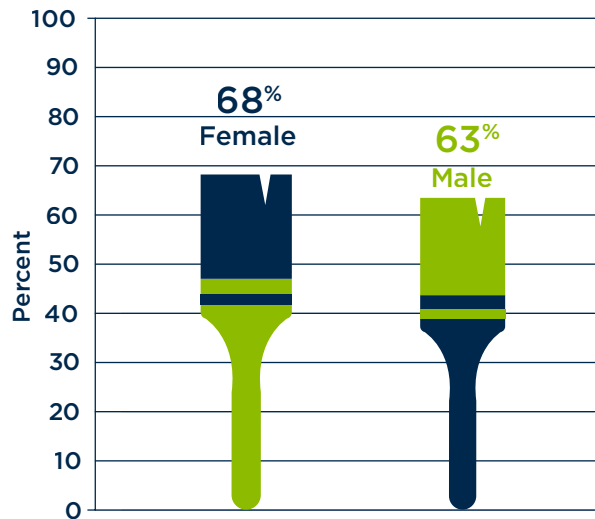
TALENT RETENTION BY RACE



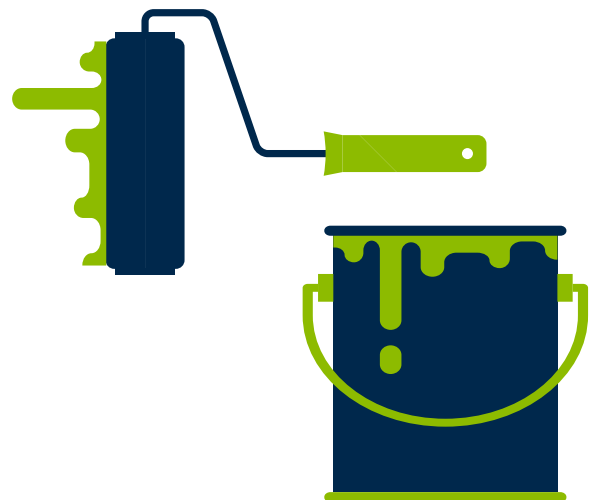
COUNT	Talent Retention	Non Talent Retention
American Indian/ Alaska Native	20	11
Asian	178	222
Black or African American	198	157
Decline to Identify	53	104
Hispanic	547	229
More than One	458	220
Native Hawaiian/ Pacific Islander	*	*
White	5,546	2,646

*For data privacy protection, NSWERS masks values for small group sizes.

TALENT RETENTION BY GENDER



COUNT	Female	Male
Talent Retention	3,989	3,040
Non Talent Retention	1,847	1,754



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NSWERS Vision

Create a data-informed decision culture that supports successful pathways of learning and earning for the people of Nebraska.

NSWERS Mission

Integrate and organize Nebraska's education and workforce data to inform decision making.

**NEBRASKA STATEWIDE WORKFORCE
& EDUCATIONAL REPORTING SYSTEM**



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