

---

# MINUTES

## JOINT MEETING OF THE NEBRASKA DEPARTMENT OF EDUCATION AND THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION The Lincoln Marriott Cornhusker Hotel 333 South 13<sup>th</sup> Street, Arbor Room 1-2, Lincoln, Nebraska Friday, December 1, 2023, 7:30 a.m.

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

*Meeting called to order at 7:40 a.m.*

### **CALL TO ORDER AND NDE ROLL CALL**

Nebraska State Board of Education President Patti Gubbels called the meeting to order at 7:40 a.m. and asked for roll call.

*NDE roll call*

### **NDE ROLL CALL**

President Patti Gubbels called the roll.

#### **NDE Members Present**

Lisa Fricke  
Patti Gubbels  
Sherry Jones

Jacquelyn Morrison (7:45 a.m. arrival)  
Elizabeth Tegtmeier  
Commissioner Dr. Brian Maher

#### **NDE Staff Present**

Dr. Brian Maher  
Dr. Deborah Frison  
Brian Halstead  
Dr. Ryan Foor  
Bryce Wilson  
Dr. Kristin Yates  
Drew Worster

Shirley Vargas  
Allyson DenBeste  
Dr. Zainab Rida  
Laura Rife  
Lora Sypal  
Andrea Boring

*CCPE roll call*

### **CCPE ROLL CALL**

Chair Dr. Paul Von Behren called for the roll.

#### **CCPE Commissioners Present**

Tim Daniels  
Dr. Dennis Headrick  
Mary Lauritzen  
Molly O'Holleran  
Dannika Nelson

Tami Weber  
Dr. Paul Von Behren  
W. Scott Wilson  
Dr. Deborah Firsion (8:00 a.m. arrival)

---

CCPE Commission Staff Present

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

Helen Pope  
Matthew Roque  
Gary Timm

*Welcome - President Gubbels*

**WELCOME**

State Board of Education President Patti Gubbels welcomed everyone, noting the mutual interests and concerns of the NDE and CCPE. We work together to achieve similar goals with regards to meeting workforce needs, with students that are prepared and given opportunities.

*Welcome - Chair Von Behren*

**WELCOME**

Dr. Paul Von Behren, Chair of the Coordinating Commission, spoke on what the Commission does and how its work overlaps and complements the work the Nebraska Department of Education.

*Message - Commissioner Maher*

**MESSAGE**

Nebraska Commissioner of Education Dr. Brian Maher discussed how the State of Nebraska will benefit from the CCPE/NDE relationship. He touched on the statewide assessment and attainment goal.

*Message - Dr. Baumgartner*

**MESSAGE**

Dr. Baumgartner, Executive Director for the Coordinating Commission, spoke on the Commission's mission, responsibilities, and projects that it is involved with.

*Meeting adjourned at 8:34 a.m.*

**ADJORNMENT**

President Gubbels adjourned the meeting at 8:34 a.m.

---

# MINUTES

**COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION**  
**Apothecary/Ridnour Building, 5<sup>th</sup> Floor, North Loft**  
**140 North 8<sup>th</sup> Street, Lincoln, NE**  
**Friday, December 1, 2023**  
**9:30 a.m. (CT)**

*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 current copy of the 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 DECEMBER 1, 2023. THE MEETING WILL BEGIN AT 9:30 A.M. AND ADJOURN AT APPROXIMATELY 11:45 A.M.

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

DR. PAUL VON BEHREN, CHAIR

*Meeting called to order at 9:30 a.m.*

**CALL TO ORDER AND INTRODUCTIONS**

Chair Von Behren called the meeting to order at 9:30 a.m. and asked for introductions.

**Commissioners Present**

Tim Daniels  
Dr. Dennis Headrick  
Mary Lauritzen  
Dannika Nelson

Molly O'Holleran  
Tami Weber  
Dr. Paul Von Behren  
W. Scott Wilson

**Commissioners Absent**

Dr. Deborah Frison

**Commission Staff Present**

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

Helen Pope  
Matthew Roque  
Gary Timm

---

*Dr. Paul Turman, NSCS*

*Dr. Matt Hastings, NSWERS*

### **SPEAKER**

Dr. Paul Turman, Chancellor of the Nebraska State College System, introduced Dr. Matt Hastings, Executive Director at the Nebraska Statewide Workforce & Education Reporting System (NSWERS). Dr. Hastings gave a PowerPoint presentation demonstrating the data reporting system that promotes jobs, a strong economy, and a thriving community. NSWERS works with partnerships to support educational and workforce outcomes. Dr. Hastings thanked Dr. Baumgartner and the CCPE staff for being partners in the work that NSWERS does and answered Commissioners' questions.

*Minutes of September 22, 2023,  
Commission Meeting approved*

### **MINUTES OF SEPTEMBER 22, 2023, COMMISSION MEETING**

**Commissioner Wilson made a motion to approve the September 22, 2023, minutes as written. Commissioner O'Holleran seconded the motion. A roll call vote was taken. Voting aye: Daniels, Headrick, Nelson, O'Holleran, Von Behren, Weber, and Wilson. Commissioner Lauritzen abstained. The motion carried.**

*Chair's Report*

### **CHAIR'S REPORT**

Chair Von Behren stated Dr. Kathleen Fimple, Academic Programs Officer, recently was presented the Outstanding Service Award by the Midwestern Higher Education Compact (MHEC) on November 14, during the commission's Annual Commission Meeting. Dr. Fimple was nominated for her leadership on MHEC's Regional Steering Committee for the Midwestern State Authorization Reciprocity Agreements (M-SARA) since 2014.

Chair Von Behren noted that the Executive Committee will be meeting this month to discuss changes in duties due to legislation and new programs being introduced. The CCPE is anticipating the addition of one or two new staff members and some budget modifications coming in 2024.

*Executive Director's Report*

### **EXECUTIVE DIRECTOR'S REPORT**

Dr. Baumgartner introduced Kadi Lukesh, Budget Coordinator, to present the First Quarter Budget Report.

*First Quarter Budget Report - Kadi  
Lukesh*

Ms. Lukesh briefly discussed the Administrative Funds, noting during the first quarter large one-time payments. MHEC dues were paid, as well as a one-time payment to Worker's Compensation. Ms. Lukesh also reviewed the staff and Commissioner travel area of the report. Ms. Lukesh gave brief overviews of the Nebraska Opportunity Grant Program (NOG), the Community College Gap Assistance Program, the Access College Early Scholarship (ACE), the Guaranty Recovery Program, the Community College American Rescue Plan Act (ARPA) Grants, and the Community College ARPA Funds (Agency 83) - Dual Enrollment report. Ms. Lukesh answered questions from the Commissioners.

---

*ARPA update*

Dr. Baumgartner stated that all ARPA funds have been obligated at the colleges except for \$250,000 for Western Nebraska Community College.

*AETP and EETP Programs update*

Dr. Baumgartner gave an update on the implementation of LB 705. The CCPE and Nebraska Department of Education will meet regularly on the transition of the Attract Excellence to Teaching Program (AETP) and Enhancing Excellence in Teaching Program (EETP).

*Dr. Baumgartner meetings recently attended*

Other meetings Dr. Baumgartner recently attended included the Higher Education Policy Meeting on October 5, the Midwestern Higher Education Compact's annual meeting in November in St. Paul, and the Higher Learning Commission's annual meeting for state agencies the same week.

*Recent staff activities*

Staff members have been busy as well. Dr. Fimple represented Dr. Baumgartner at the Education Commission of the States winter meeting in Denver and is participating in an ECS policy academy on aligning career and technical education with work-based learning with a team from the NDE. Dr. Fimple was invited to the grand opening of Life Chiropractic College West, which received authorization at our March meeting.

J. Ritchie Morrow, our Financial Aid Officer, concluded the annual audits and has been helping our institutions and students prepare for the release of the new FAFSA. He also attended the annual meeting of the National Association of State Student Grant and Aid Programs.

Gary Timm, Chief Finance Officer, along with Dr. Baumgartner attended the Nebraska Lottery Beneficiaries meeting in November, and Mr. Timm and Matthew Roque, Capital Project Analyst, recently made campus visits to Peru State and Wayne State Colleges to familiarize Matthew with the campuses.

*Public Hearing on Matters of General Concern*

**PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

**Chair Von Behren closed the public hearing on Matters of General Concern.**

Chair Von Behren called for a break at 10:59 a.m. The meeting resumed at 11:09 a.m.

*Public Hearing on Academic Programs Committee Items*

**PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

There was no testimony on Academic Programs Committee Items.

**Chair Von Behren closed the public hearing on Academic Programs Committee Items.**

## **ACADEMIC PROGRAMS COMMITTEE**

Commissioner Headrick, Committee Chair, opened the Academic Programs Committee report and discussed the Commission's minimum performance standard for existing programs.

### **Existing Program Review**

#### **Information Items:**

#### **Central Community College**

- Drafting and Design Technology, AAS, Diploma, Certificate

#### **Metropolitan Community College**

- Civil Engineering Technology, AAS, Certificate
- Architectural Design Technology, AAS, Certificate
- Mechanical Design Technology, AAS, Certificate

#### **Northeast Community College**

- Drafting, AAS, Diploma, Certificate

#### **Southeast Community College**

- Design and Drafting Technology, AAS, Diploma, Certificate
- Land Surveying/Civil Engineering Technology, AAS
- Geographic Information Systems Technician, Certificate

#### **Chadron State College**

- Mathematics, BS, BSE

#### **Peru State College**

- Mathematics, BA/BS
- Mathematics Teaching, BA/BS

#### **Wayne State College**

- Mathematics, BA/BS

#### **University of Nebraska at Kearney**

- Software Quality Assurance, UG Certificate
- Mathematics, 6-12 Teaching Field Endorsement, BSE
- Mathematics Comprehensive, BS
- Mathematics, BS/BA

#### **University of Nebraska at Omaha**

- Management Information Systems, BS, BMS, MS
- Data Management, UG Certificate, Graduate Certificate
- Information Technology Administration, UG Certificate
- System Development, UG Certificate
- Data Analytics, Graduate Certificate
- Information Assurance, Graduate Certificate
- Project Management, Graduate Certificate
- Systems Analysis and Design, Graduate Certificate

- Information Technology, PhD
- Mathematics, BA/BS, BMS, MA/MS, MAT
- Secondary Math Specialist, Graduate Certificate

University of Nebraska-Lincoln

- Architectural Engineering, BS, MS, MAE, PhD
- Construction Engineering, BS
- Construction Management, BSCM
- Construction Engineering and Management, MS, Graduate Certificate
- Mechanical Engineering, BSME
- Mechanical Engineering and Applied Mechanics, MS, PhD
- Mathematics, BS, BA, MA, MS, MAT, MSCT, PhD
- Mathematics Education, Graduate Certificate
- Additive Manufacturing, Graduate Certificate
- Civil Engineering, BSCE, MS, PhD
- Environmental Engineering, BS, MS
- Electrical Engineering, BSEE, MS, PhD
- Telecommunications Engineering, MS
- Chemical Engineering, BSCH
- Chemical and Biomolecular Engineering, PhD
- Engineering Interdisciplinary Studies, BS
- Engineering Management, MEM, Graduate Certificate
- Engineering, PhD
- Biomedical Engineering, PhD
- Grassland Systems, BS
- Natural Resource Sciences, MS, PhD
- Fisheries and Wildlife, BSFW
- Water Science, BSWS
- Agricultural Engineering, BSAE
- Biological Systems Engineering, BSBS
- Agricultural Systems Technology, BS
- Agricultural and Biological Systems, MS
- Mechanized Systems Management, MS
- Biological Engineering, PhD

*2021-2022 Existing Program Review  
Requiring Additional Review –  
University of Nebraska-Lincoln –  
Chemical Engineering, MS*

*2021-2022 Existing Program Review  
Requiring Additional Review –  
University of Nebraska-Lincoln –  
Chemical Engineering, MS approved*

**2021-2022 Existing Program Review Requiring Additional Review  
- University of Nebraska-Lincoln – Chemical Engineering, MS**

Commissioner Headrick gave an overview of the program requiring additional review. Dr. David Jackson, Provost from the University of Nebraska, commented he has nothing specific to the MS in Chemical Engineering program to offer, but observed that in certain programs in the STEM fields the master's degree is not an employable degree path for students.

**Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve the additional review of the MS in Chemical Engineering at the University of Nebraska-Lincoln with**

---

*Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska*

an in-depth review by the Board of Regents, due July 15, 2024. A roll call vote was taken. Voting aye: Daniels, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.

**Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska**

Commissioner Headrick presented information on the reports from the two institutions holding recurrent authorization to operate in Nebraska:

- North Park Theological Seminary, Chicago, IL
- Mission University, Omaha, NE

*Report on Institutional Activities Related to Existing Programs*

**Report on Institutional Activities Related to Existing Programs**

Commissioner Headrick noted there were two reasonable and moderate extensions:

- Western Nebraska Community College - IT Technical Support, certificate
- Northeast Community College – System Administration, certificate

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

*Budget, Construction, and Financial Aid Committee*

**BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE**

Commissioner Lauritzen, Committee Chair, recognized the members of the Budget, Construction, and Financial Aid Committee. She introduced Ritchie Morrow to present the year-end ACE report.

*Commissioner Lauritzen*

*Access College Early (ACE) Scholarship 2022-23 Year-end Report*

**Access College Early (ACE) Scholarship 2022-23 Year-end Report**

Mr. Morrow presented the report stating that ACE scholarships pay tuition and mandatory fees of eligible low-income Nebraska high school students taking dual-enrollment and early-admit college courses at participating Nebraska colleges and universities. For 2022-2023, the ACE program was funded with \$1.5 million dollars appropriated by the Legislature. There were 2,635 students from 214 high schools that received 5,950 scholarships. The total awarded was \$1,082,448.97 with the average award per scholarship equaling \$182.00.

*J. Ritchie Morrow*

Mr. Morrow reviewed graphs on scholarships awarded, credit hours taken, eligibility, and gender and race/ethnicity of recipients. He spoke on college continuation rates, noting ACE students are doing very well



---

going on to college. The ACE report includes each college, the amount awarded, number of students, scholarships, and average amount of each scholarship per college. Mr. Morrow also noted the report includes the number of scholarships awarded by high school. Mr. Morrow answered questions from the Commissioners.

*BCF Committee recommendation*

Commissioner Lauritzen stated the Budget, Construction, and Financial Aid Committee recommends approval of the 2022-23 Access College Early (ACE) Scholarship Year-end Report.

*Access College Early (ACE) Scholarship 2022-23 Year-end Report approved*

**Commissioner Lauritzen, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the 2022-23 Access College Early (ACE) Scholarship Year-end Report. A roll call vote was taken. Voting aye: Daniels, Headrick, Lauritzen, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.**

*Next Commission meeting is Friday, January 26, 2024*

**FUTURE MEETINGS**

The next Commission meeting will be a virtual meeting via Zoom on Friday, January 26, 2024, at 8:30 a.m.

*Commissioner Lauritzen comments*

**COMMISSIONER COMMENTS**

Commissioner Lauritzen stated she has been on the Commission since May of 2000 and noted the progress and accomplishments made by the Commission for education since then has been amazing.

*Commissioner Nelson comments*

Commissioner Nelson noted that as a former high school teacher with college-aged children, she sees in the numbers of these reports that these are real people, and the positive changes to Nebraska families for generations to come is wonderful.

*Chair Von Behren comments*

Chair Von Behren wished everyone a very Merry Christmas.

*Chair Von Behren adjourned the meeting at 11:42 a.m.*

**ADJOURNMENT**

Chair Von Behren adjourned the meeting at 11:42 a.m.

# Quarterly Report as of December 31, 2023

## Administrative Funds (Program 640)

|                              | 2023-2024<br>Appropriations | 2023-2024<br>Current<br>Expenditures | Balance<br>Remaining | % of Budget<br>Expended<br>Time Elapsed<br>50.00% |
|------------------------------|-----------------------------|--------------------------------------|----------------------|---|
| <b>PERSONAL SERVICES</b>     |                             |                                      |                      |   |
| PSL                          | \$1,070,438                 |                                      |                      |   |
| Permanent Salaries           | \$950,050                   | \$442,360                            | \$507,690            | 46.6%   |
| Benefits                     | \$247,263                   | \$121,531                            | \$125,732            | 49.2%   |
| Subtotal                     | \$1,197,313                 | \$563,891                            | \$633,422            | 47.1%   |
| <b>OPERATING EXPENSES</b>    |                             |                                      |                      |   |
| Postage                      | \$4,216                     | \$967                                | \$3,249              | 22.9%   |
| Communication                | \$9,654                     | \$3,399                              | \$6,255              | 35.2%   |
| Data Processing              | \$65,039                    | \$31,269                             | \$33,770             | 48.1%   |
| Publication & Printing       | \$7,365                     | \$2,450                              | \$4,915              | 33.3%   |
| Awards Expense               | \$615                       | \$175                                | \$440                | 28.5%   |
| Dues & Subscriptions         | \$52,907                    | \$1,501                              | \$51,406             | 2.8%  |
| MHEC Dues                    | \$115,000                   | \$115,000                            | \$0                  | 100.0%  |
| Conference Registration Fees | \$2,511                     | \$939                                | \$1,572              | 37.4%   |
| Electricity                  | \$2,700                     | \$1,244                              | \$1,456              | 46.1%   |
| Rent Expense                 | \$60,184                    | \$26,592                             | \$33,592             | 44.2%   |
| Office Supplies              | \$2,807                     | \$818                                | \$1,989              | 29.1%   |
| Non Capitalized Equipment    | \$450                       | \$0                                  | \$450                | 0.0%  |
| Food Expenses                | \$2,000                     | \$1,112                              | \$888                | 55.6%   |
| Education Supplies           | \$500                       | \$90                                 | \$410                | 18.0%   |
| Account & Auditing Services  | \$6,260                     | \$6,260                              | \$0                  | 100.0%  |
| Purchasing Assessment        | \$120                       | \$120                                | \$0                  | 100.0%  |
| Software                     | \$1,000                     | \$876                                | \$124                | 87.6%   |
| Insurance Expense            | \$336                       | \$336                                | \$0                  | 100.0%  |
| Other                        | \$805                       | \$237                                | \$568                | 29.4%   |
| Subtotal                     | \$334,469                   | \$193,385                            | \$141,084            | 57.8%   |
| <b>STAFF TRAVEL</b>          |                             |                                      |                      |   |
| Board & Lodging              | \$6,000                     | \$5,682                              | \$318                | 94.7%   |
| Commercial Transportation    | \$2,000                     | \$1,359                              | \$641                | 68.0%   |
| Meals-Travel Status          | \$2,000                     | \$1,359                              | \$641                | 68.0%   |
| State-Owned Transportation   | \$2,000                     | \$1,763                              | \$237                | 88.2%   |
| Mileage                      | \$2,000                     | \$1,456                              | \$544                | 72.8%   |
| Other                        | \$500                       | \$258                                | \$242                | 51.6%   |
| Subtotal                     | \$14,500                    | \$11,877                             | \$2,623              | 81.9%   |
| <b>COMMISSIONER TRAVEL</b>   |                             |                                      |                      |   |
| Board & Lodging              | \$4,600                     | \$1,907                              | \$2,693              | 41.5%   |
| Meals-Travel Status          | \$1,500                     | \$937                                | \$563                | 62.5%   |
| Mileage                      | \$10,000                    | \$6,039                              | \$3,961              | 60.4%   |
| Other                        | \$500                       | \$15                                 | \$485                | 3.0%  |
| Subtotal                     | \$16,600                    | \$8,898                              | \$7,702              | 53.6%   |
| <b>TOTAL EXPENDITURES</b>    | <b>\$1,562,882</b>          | <b>\$778,051</b>                     | <b>\$784,831</b>     | <b>49.8%</b>                                      |
| General Fund                 | \$1,527,692                 | \$775,280                            | \$752,412            |   |
| Cash Fund                    | \$35,190                    | \$2,771                              | \$32,419             |   |
| <b>Total</b>                 | <b>\$1,562,882</b>          | <b>\$778,051</b>                     | <b>\$784,831</b>     | <b>49.8%</b>                                      |

**Note: The percentage of budget spent without including the MHEC dues is 45.8%.  
The MHEC dues are paid in full (\$115,000) during the first month of the fiscal year.**

# Quarterly Report as of December 31, 2023

## Nebraska Opportunity Grant Program (NOG)

|                           | <i>2023-2024<br/>Appropriations</i> | <i>2023-2024<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-------------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                     |   |                              |   |
| Other Government Aid      | \$24,448,302                        | \$9,181,636                                   | \$15,266,666                 | 37.6%   |
| <b>TOTAL EXPENDITURES</b> | <b>\$24,448,302</b>                 | <b>\$9,181,636</b>                            | <b>\$15,266,666</b>          | <b>37.6%</b>  |
| General Fund              | \$8,093,430                         | \$606,982                                     | \$7,486,448                  |   |
| Cash Fund                 | \$16,354,872                        | \$8,574,654                                   | \$7,780,218                  |   |
| <b>Total</b>              | <b>\$24,448,302</b>                 | <b>\$9,181,636</b>                            | <b>\$15,266,666</b>          | <b>37.6%</b>  |

## Community College Gap Assistance Program

|                            | <i>2023-2024<br/>Appropriations</i> | <i>2023-2024<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|----------------------------|-------------------------------------|---|------------------------------|---|
| <b>PERSONAL SERVICES</b>   |                                     |   |                              |   |
| PSL                        | \$30,612                            |   |                              |   |
| Permanent Salaries         | \$15,131                            | \$756   | \$14,375                     | 5.0%  |
| Benefits                   | \$15,579                            | \$175   | \$15,404                     | 1.1%  |
| Subtotal                   | \$30,710                            | \$931   | \$29,779                     | 3.0%  |
| <b>OPERATING EXPENSES</b>  |                                     |   |                              |   |
| Data Processing            | \$500                               | \$0   | \$500                        | 0.0%  |
| Communications             | \$550                               | \$0   | \$550                        | 0.0%  |
| Dues & Subscriptions       | \$100                               | \$0   | \$100                        | 0.0%  |
| Conference Registration    | \$150                               | \$0   | \$150                        | 0.0%  |
| Other Contractual Services | \$38,403                            | \$0   | \$38,403                     | 0.0%  |
| Subtotal                   | \$39,703                            | \$0   | \$39,703                     | 0.0%  |
| <b>STAFF TRAVEL</b>        |                                     |   |                              |   |
| Personal Vehicle Mileage   | \$200                               | \$0   | \$200                        | 0.0%  |
| Subtotal                   | \$200                               | \$0   | \$200                        |   |
| <b>GOVERNMENT AID</b>      |                                     |   |                              |   |
| Other Government Aid       | \$1,932,101                         | \$671,084                                     | \$1,261,017                  | 34.7%   |
| <b>TOTAL EXPENDITURES</b>  | <b>\$2,002,714</b>                  | <b>\$672,015</b>                              | <b>\$1,330,699</b>           | <b>33.6%</b>  |
| Cash Fund                  | \$2,002,714                         | \$672,015                                     | \$1,330,699                  |   |
| <b>Total</b>               | <b>\$2,002,714</b>                  | <b>\$672,015</b>                              | <b>\$1,330,699</b>           | <b>33.6%</b>  |

# Quarterly Report as of December 31, 2023

## Access College Early Scholarship (ACE)

|                           | <i>2023-2024<br/>Appropriations</i> | <i>2023-2024<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-------------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                     |   |                              |   |
| Other Government Aid      | \$1,566,872                         | \$225,711                                     | \$1,341,161                  | 14.4%   |
| <b>TOTAL EXPENDITURES</b> | <b>\$1,566,872</b>                  | <b>\$225,711</b>                              | <b>\$1,341,161</b>           | <b>14.4%</b>  |
| General Fund              | \$1,566,872                         | \$225,711                                     | \$1,341,161                  |   |
| <b>Total</b>              | <b>\$1,566,872</b>                  | <b>\$225,711</b>                              | <b>\$1,341,161</b>           | <b>14.4%</b>  |

## Guaranty Recovery Program

|                           | <i>2023-2024<br/>Appropriations</i> | <i>2023-2024<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-------------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                     |   |                              |   |
| Other Government Aid      | \$8,000                             | \$0   | \$8,000                      | 0.0%  |
| <b>TOTAL EXPENDITURES</b> | <b>\$8,000</b>                      | <b>\$0</b>                                    | <b>\$8,000</b>               | <b>0.0%</b>   |
| Cash Fund                 | \$8,000                             | \$0   | \$8,000                      |   |
| <b>Total</b>              | <b>\$8,000</b>                      | <b>\$0</b>                                    | <b>\$8,000</b>               | <b>0.0%</b>   |

## Community College ARPA Grants

|                           | <i>2023-2024<br/>Appropriations</i> | <i>2023-2024<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-------------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                     |   |                              |   |
| Other Government Aid      | \$51,978,974                        | \$26,581,602                                  | \$25,397,372                 | 51.1%   |
| <b>TOTAL EXPENDITURES</b> | <b>\$51,978,974</b>                 | <b>\$26,581,602</b>                           | <b>\$25,397,372</b>          | <b>51.1%</b>  |
| Federal Fund              | \$51,978,974                        | \$26,581,602                                  | \$25,397,372                 |   |
| <b>Total</b>              | <b>\$51,978,974</b>                 | <b>\$26,581,602</b>                           | <b>\$25,397,372</b>          | <b>51.1%</b>  |

## Community College ARPA Funds - Dual Enrollment (Agency 83)

|                           | <i>2023-2024<br/>Appropriations</i> | <i>2023-2024<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>50.00%</i> |
|---------------------------|-------------------------------------|---|------------------------------|---|
| <b>GOVERNMENT AID</b>     |                                     |   |                              |   |
| Other Government Aid      | \$15,000,000                        | \$5,000,000                                   | \$10,000,000                 | 33.3%   |
| <b>TOTAL EXPENDITURES</b> | <b>\$15,000,000</b>                 | <b>\$5,000,000</b>                            | <b>\$10,000,000</b>          | <b>33.3%</b>  |
| Federal Fund              | \$15,000,000                        | \$5,000,000                                   | \$10,000,000                 |   |
| <b>Total</b>              | <b>\$15,000,000</b>                 | <b>\$5,000,000</b>                            | <b>\$10,000,000</b>          | <b>33.3%</b>  |



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Peru State College (PSC)  
**Program:** Creative Marketing  
**Award:** Bachelor of Arts (BA) and Bachelor of Science (BS)

**Mode of Delivery:** On campus, with business courses also online

**Institution’s Existing Degree(s) in Same or Similar Discipline:** BA and BS in Business Administration with option in Marketing

**Proposal Received by Commission:** November 27, 2023

**Proposed Start Date:** Fall 2024

### Description

The purpose of the proposed degree program is to provide students with the knowledge and skills for creating innovative marketing solutions as part of an organizational marketing strategy. Courses would include topics such as social media theory, marketing, consumer marketing research, graphic design, and written communication. The program curriculum would consist of 36 semester credit hours comprised of 27 hours of required coursework, two elective courses from business, and one capstone course. There would be six capstone courses to choose from that range from an internship or practicum to a senior exhibition or portfolio. A minor or second major, such as graphic design, English, or journalism, would also be required. The full curriculum is on page 4.

**Consistent with Institutional Role and Mission?**     YES     NO

**Consistent with Statewide Comprehensive Plan?**     YES     NO

### REVIEW CRITERIA

#### A. Need for the Program

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

The proposal cites figures from the U.S. Bureau of Labor Statistics projecting a job surge from 2021 to 2031 for advertising, promotions, and marketing managers, with an expected rise of 10%. The annual number of openings nation-wide is projected to be 35,000, due in large part to retirement or a shift to another profession. Creative marketing is a subset of marketing and therefore difficult to parse out from all marketing in the national figures.

The proposal also cites figures from Indeed reporting 744 open positions in creative marketing in Nebraska (see Section B). The national figures suggest a need in marketing in general, but the discussion of state or local need, especially in southeast Nebraska, is limited.

**B. Demand for the Program**

|              |
|--------------|
| High-----Low |
| √            |

PSC bases anticipated demand for the program on the expected job surge coupled with a growing interest in creative marketing. The proposal states that there were 744 open positions in creative marketing in Nebraska, according to Indeed (time frame wasn't given). Potential positions included creative marketers, brand influencers, marketing directors, creative directors, and content specialists. Many of the positions offered flexible work arrangements that PSC deemed likely to be attractive to the current generation of college students.

As an example of local demand, PSC described a marketing major who switched to business finance but expressed little interest in the two focus areas currently available (product selling and small business). The proposed major would provide access to his interests, i.e., graphic design, AI, and social media.

PSC estimates that five new students would enroll in the program annually, as well as two current students adding this major to their existing plan of study. Considering some attrition, total enrollments are expected to reach 12 by years four and five. This doesn't include current students who change majors or add a second major.

The Business Administration degree program (with eight options) averaged almost 90 graduates per year between 2017 and 2022. This suggests that there would be sufficient interest for a viable creative marketing program.

**C. Avoidance of Unnecessary Duplication**

|              |
|--------------|
| High-----Low |
| √            |

There are programs in marketing or business programs with a marketing focus or emphasis at several four-year institutions in the state, including CSC, WSC, UNK, and UNL. The curriculum for the proposed program includes courses not traditionally included in a marketing program, such as journalism, computer and management information systems, art, and graphic design. The unusual curriculum sets the proposed program apart from other marketing programs in the state and would, therefore, not be a duplication of those marketing programs.

UNL's College of Journalism and Mass Communication offers a program in advertising and public relations that incorporates some of the topics of the proposed program. It requires 52 credit hours, delving more deeply into some topics by offering multiple courses as well as offering subjects not included in the proposed program, such as mass media law, ethics, and applied research. It provides three options for the capstone experience.

UNO's School of Communication offers a degree in journalism and media communication with a concentration in public relations and advertising that requires 57 credit hours, with the concentration focusing more heavily on public relations. There is no capstone experience.

The proposed program most closely resembles the UNL advertising and public relations program. Peru's curriculum appears to incorporate some of the topics of UNL courses into a single course.

As noted above, there are additional subjects covered by the UNL program. The result is that the proposed program requires considerably fewer credit hours (36 vs. 52) and could be a reasonable option for students who want a more compact major at a smaller institution.

**D. Resources: Faculty/Staff**

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

PSC states that the major would utilize existing courses taught by current faculty, all of whom have the necessary qualifications. There are available seats in all courses. Adjuncts would be hired as needed. No new support staff are listed in the budget.

**E. Resources: Physical Facilities/Equipment/Library/Information Access**

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

PSC reports that there would be no need for any upgrades or improvements to existing physical facilities. No instructional equipment would be needed. However, there are flat fees associated with two of the art courses to cover needed student supplies. The program would utilize existing library holdings.

**F. Budget**

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

| PROJECTED COSTS     |            | ANTICIPATED REVENUES          |              |
|---------------------|------------|-------------------------------|--------------|
| Faculty and Staff   |            | Reallocated Funds             |              |
| General Operating   |            | New State Funds               |              |
| Equipment           |            | New Local Funds               |              |
| Other: <sup>1</sup> | \$3,867.50 | Tuition and Fees <sup>2</sup> | \$439,908.00 |
|                     |            | Other Funding <sup>1</sup>    | \$3,867.50   |
| Five-Year TOTAL     | \$3,867.50 | Five-Year TOTAL               | \$443,775.50 |

<sup>1</sup> Fees for two art courses. One is a flat fee (\$65.50 for ART 101 and \$30 for ART 120) to replenish art supplies used during the course. The other fee (\$15) is for purchase of a required art kit that students keep at the end of the semester.

<sup>2</sup> Based on 5 students taking 30 credit hours each year with tuition of \$192 per credit hour and \$69.85 per credit hour in fees. The number of new students each year would remain at 5, but with students occasionally leaving the program, the enrollments are projected to be five in year one, nine in year two, twelve in year three, and 15 in years four and five.

**Committee Comment:** The program would require very little additional cost since all resources are in place. Past graduation rates in business administration suggest that there would be sufficient enrollment in the program. While there is a program at UNL with many similarities, that program graduated 160 students in 2021-22, suggesting not only that there is demand for the major, but also that the state might support two programs.

**Committee Recommendation:** That the Commission approve the BA and BS degrees in Creative Marketing at Peru State College.

**First Program Review:** Due June 30, 2030.

**Bachelor of Science or Bachelor of Arts: Creative Marketing (36 Credit hours)**

**Required Courses (27 Credit Hours)**

|          |                                      |
|----------|--------------------------------------|
| Art 101  | Drawing 1                            |
| Art 120  | 2-D Design Foundation                |
| Art 220  | Introduction to Graphic Design       |
| JOUR 232 | Social Media Theory & Practice       |
| JOUR 234 | Beginning Journalism                 |
| BUS 328  | Principles of Marketing              |
| BUS 329  | Integrated Marketing Communications  |
| BUS 355  | E-Marketing                          |
| CMIS 410 | Web Page Development and Programming |

**Elective Courses – select TWO (6 Credit Hours)**

|         |                                   |
|---------|-----------------------------------|
| BUS 260 | Entrepreneurship                  |
| BUS 347 | Consumer Behavior                 |
| BUS 348 | Retail Management & Merchandising |
| BUS 350 | Professional Selling              |

**Capstone Course - select ONE (3 Credit Hours)**

|          |                                |
|----------|--------------------------------|
| ART 333  | Design Studio                  |
| ART 350  | Studio Activities              |
| ART 400  | Senior Exhibition/Portfolio    |
| BUS 441  | Internship                     |
| BUS 491  | Strategic Marketing Management |
| JOUR 401 | Practicum                      |

**TOTAL: 36 Credit Hours**

Students must also complete a minor or a second major; recommended minors include Graphic Design, Art, English, Journalism, or CMIS.





## NEW INSTRUCTIONAL PROGRAM PROPOSAL

|  |   |
|--|---|
| <b>Institution:</b>  | <b>Peru State College (PSC)</b>   |
| <b>Program:</b>  | <b>Healthcare Administration</b>  |
| <b>Award:</b>  | <b>Bachelor of Applied Science (BAS)</b>                                |
| <b>Mode of Delivery:</b>   | <b>Online</b>   |
| <b>Institution’s Existing Degree(s) in Same or Similar Discipline:</b> | <b>BS in Business Administration with option in Healthcare Business</b> |
| <b>Proposal Received by Commission:</b>                                | <b>November 27, 2023</b>  |
| <b>Proposed Start Date:</b>  | <b>Fall 2024</b>  |

### Description

#### Bachelor of Applied Science:

The Bachelor of Applied Science degree requires the completion of a technical Associate of Applied Science degree or the equivalent in prior course work and prior learning through life experience. A BAS degree typically is designed to assist students in developing administrative skills in fields in which they already possess technical abilities.

#### The Program:

The purpose of the proposed program is to provide students with the knowledge and skills to navigate the specific challenges of healthcare organizations, including hospitals, outpatient clinics, and ancillary services. Typical jobs range from clinic data analyst to health information manager to clinic manager. All courses currently exist within the business program.

The curriculum would consist of 120 semester credit hours comprised of 30 hours of required coursework including a capstone course for the major, 30 credit hours of general studies, and 60 hours of electives. Up to 80 credit hours could be awarded for an existing AAS degree and up to 66 hours for credits earned at a two-year institution. Credit could also be awarded for prior learning if appropriate. The AAS degree would not be required, but those who have earned one could complete the program in one calendar year. The full curriculum is on page 4.

**Consistent with Institutional Role and Mission?**     YES     NO

**Consistent with Statewide Comprehensive Plan?**     YES     NO

## REVIEW CRITERIA

### A. Need for the Program

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

The proposal cites figures from the U.S. Bureau of Labor Statistics for Medical and Health Services Managers, projecting a 32% growth between 2020 and 2030, with a median salary of \$101,340 in 2021.

The proposal also quotes figures from the Nebraska Department of Labor, reporting 128 job openings in healthcare administration in Nebraska in spring 2022. At that time only 82 candidates had active resumes in the workforce system. In addition, according to a 2022 report from UNMC, “nearly every county” in the state reported a shortage or partial shortage of staff. The national figures suggest a need in healthcare administration, but the discussion of state or local need, especially in southeast Nebraska, is limited.

### B. Demand for the Program

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

PSC bases anticipated demand for the program on the program characteristics: ability to apply prior learning and experience, acceptance of transfer credits toward a baccalaureate degree, and the possibility of completing a BAS in one year. The proposal states that promotional opportunities and administration positions are plentiful (see Section A).

PSC estimates that seven new students would enroll in the program annually. If every student transfers in an AAS and takes 40 credits per year, each cohort would complete the program in one year and each subsequent year would host a new cohort of seven students.

There is no direct discussion of student demand for the proposed program. The Business Administration degree program (with eight options) averaged almost 90 graduates per year between 2017 and 2022. This suggests that there could be sufficient interest for a viable program, especially one offered online.

### C. Avoidance of Unnecessary Duplication

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

There are few baccalaureate programs in healthcare administration in Nebraska.

- Creighton University has a 46-credit hour BS degree in Healthcare Administration and Policy.
- UNO offers a 30-credit hour Bachelor of Multidisciplinary Studies (BMS) with a Healthcare Administration concentration.
- Nebraska Methodist College requires a 39 credit-hour core in business and 18 hours in a concentration for a BS in Healthcare Management.
- Bellevue University has a 40-credit hour BS program in Healthcare Management.

Nebraska Methodist’s and Bellevue’s programs are the only ones available online. Both are longer and cover many topics different from the proposed program. Neither builds directly on an associate degree, although some or all of an AAS might be accepted at Bellevue.

### D. Resources: Faculty/Staff

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

PSC states that the major would utilize existing courses taught by current faculty except for BUS 496. That course hasn’t been offered in several

years and the budget includes a stipend in year one for its redevelopment as well as the cost of overload faculty to teach it each year. Existing courses can accommodate additional students. PSC does not anticipate difficulty in hiring quality adjuncts, if needed, since the program is online and faculty would not need to be present on campus. No new support staff are listed in the budget.

**E. Resources: Physical Facilities/Equipment/Library/Information Access**

|  |   |   |  |  |
|--|---|---|--|--|
| High-----Low   |   |   |  |  |
| <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">√</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> |   | √ |  |  |
|  | √ |   |  |  |

PSC reports that there would be no need for any upgrades or improvements to existing physical facilities since the program is online. No new instructional equipment or library resources would be needed.

**F. Budget**

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

| PROJECTED COSTS                |                 | ANTICIPATED REVENUES          |                  |
|--------------------------------|-----------------|-------------------------------|------------------|
| Faculty and Staff <sup>1</sup> | \$26,250        | Reallocated Funds             |                  |
| General Operating              |                 | New State Funds               |                  |
| Equipment                      |                 | New Local Funds               |                  |
| Other: <sup>2</sup>            | \$1,200         | Tuition and Fees <sup>3</sup> | \$432,600        |
| <b>Five-Year TOTAL</b>         | <b>\$27,450</b> | <b>Five-Year TOTAL</b>        | <b>\$432,600</b> |

<sup>1</sup> Overload instruction (.25 FTE) for BUS 496

<sup>2</sup> Course development stipend to revamp BUS 496 in year one.

<sup>3</sup> Based on seven new students taking 40 credit hours each year with online tuition of \$309 per credit hour.

**NOTE:** PSC has submitted three proposals for BAS degrees. All would require BUS 496. If all three degrees would be approved, the cost for redevelopment and overload faculty would only apply once.

**Committee Comment:** The program would require very little additional cost since all resources, except for BUS 496, are in place. Past graduation rates in business administration suggest that there could be sufficient enrollment in the program.

There are two online programs at private institutions in Nebraska, but they require different courses and would cost considerably more than the proposed program. Bellevue University graduated 104 students in 2021-22, Creighton graduated 42, and four completed the program at Methodist. This suggests that there is demand for the major but does not necessarily reflect Nebraska circumstances since Bellevue’s program is online and Bellevue is known to serve many out-of-state students. The proposed program might also serve out-of-state students. Since the projected enrollment is seven students per year, there is a reasonable likelihood that PSC could recruit sufficient students.

**Committee Recommendation:** **That the Commission approve the BAS degree in Healthcare Administration at Peru State College.**

**First Program Review:** **Due June 30, 2030.**

**Bachelor of Applied Science: Healthcare Administration**

**BAS Required Courses (27 credit hours)**

|         |  |
|---------|--|
| BUS 233 | Medical Terminology for Healthcare Business  |
| BUS 251 | Legal Environment & Contract Law             |
| BUS 253 | Integrated Body Systems for Reimbursement    |
| BUS 330 | Healthcare Delivery Systems                  |
| BUS 333 | Healthcare Management                        |
| BUS 343 | Medical Sociology and Ethics                 |
| BUS 373 | Organizational Behavior                      |
| BUS 423 | Healthcare Law, Policy, and Compliance       |
| BUS 433 | Healthcare Classifications and Reimbursement |

**BAS Elective Courses (select one-3 credit hours)**

|         |                           |
|---------|---------------------------|
| BUS 441 | Internship                |
| BUS 496 | Organizational Leadership |

**Electives and/or Transfer Credit (60 credit hours)**

**General Studies (30 credit hours)**

**TOTAL: 120 Credit Hours**



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Peru State College (PSC)

**Program:** Leadership

**Award:** Bachelor of Applied Science (BAS)

**Mode of Delivery:** Online

**Institution’s Existing Degree(s) in Same or Similar Discipline:** BAS in Management; BS in Business Administration with an option in Management; minor in Organizational Leadership and Management; minor in Organizational Leadership and Global Issues

**Proposal Received by Commission:** November 27, 2023

**Proposed Start Date:** Fall 2024

### Description

#### Bachelor of Applied Science:

The Bachelor of Applied Science degree requires the completion of a technical Associate of Applied Science degree or the equivalent in prior course work and prior learning through life experience. A BAS degree typically is designed to assist students in developing administrative skills in fields in which they already possess technical abilities.

#### The Program:

The purpose of the proposed program is to provide students with the knowledge and skills to navigate the challenges of leadership within a variety of business positions such as talent director, human resources, or risk management. All courses currently exist within the business program. The curriculum would consist of 120 semester credit hours comprised of 30 hours of required coursework including a capstone course for the major, 30 credit hours of general studies, and 60 hours of electives. Up to 80 credit hours could be awarded for an existing AAS degree and up to 66 hours for credits earned at a two-year institution. Credit could also be awarded for prior learning if appropriate. The AAS degree would not be required, but those who have earned one could complete the program in one calendar year. The full curriculum is on page 5.

**Consistent with Institutional Role and Mission?**     YES     NO

**Consistent with Statewide Comprehensive Plan?**     YES     NO

## REVIEW CRITERIA

### A. Need for the Program

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

The proposal cites figures from the U.S. Bureau of Labor Statistics for Management Occupations, projecting an 8% growth over 10 years. With replacement jobs included, the Bureau projected an average of 1.1 million job openings per year, with a median salary of \$102,450 in 2021. The proposal also quotes figures from the Nebraska Department of Labor, reporting 6,051 job openings in management occupations in Nebraska in May 2023.

The proposal consistently uses management occupations as a reference point for analysis of need. PSC currently offers a BAS in management and a BS degree in business administration with eight options, including management (there is not a leadership option).

Depending on the context, leadership and management may not be the same, and in supplemental information provided to the Commission PSC described the genesis of the Leadership proposal. The BAS in management requires two accounting courses. The college discovered that some students avoided the program because they didn't want the accounting piece of the management program. In response, PSC developed the current proposal by removing the accounting courses (as well as one in finance and one in marketing) and replacing them with courses that focus on ethics, employment law, and leadership. The curricula for the management and leadership programs have only four courses in common.

The national and state-level figures reflect a need in management; there is no occupational category for leadership. The experience of faculty and staff with students considering the BAS in management suggest there is a need for a program in the management area but with a leadership focus.

### B. Demand for the Program

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

PSC bases anticipated demand for the program on the program characteristics: ability to apply prior learning and experience, acceptance of transfer credits toward a baccalaureate degree, and the possibility of completing a BAS in one year. The proposal states that the program would interest students already working in the field who want to advance to supervisory or management positions and would especially appeal to those who are place-bound. The program also aligns with the Strategic Leadership and Communication focus area in PSC's Master of Science in Organizational Management (MSOM). The proposal related the experiences of two MSOM students who had completed the BAS in management and stated that a degree emphasizing leadership would have helped their individual advancement.

PSC estimates that seven new students would enroll in the program annually. If every student transfers in an AAS and takes 40 credits per year, each cohort would complete the program in one year and each subsequent year would host a new cohort of seven students.

The existing Business Administration BS degree program has eight options and averaged about 70 graduates per year between 2017 and 2022. The management option enrolls and graduates more students than any of the others. And while the BS program does not specifically accommodate students with an AAS, this is an indicator of interest in the management field. The BAS

Management program averaged over 25 graduates between 2017 and 2022 and awarded 30 degrees in 2022-23. Although the discussion of student demand for the proposed program is anecdotal, the number of graduates from the existing degrees suggests that there could be sufficient interest for a viable program, especially one offered online.

**C. Avoidance of Unnecessary Duplication**

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

There are many programs in Nebraska that incorporate leadership, e.g., Educational Leadership. There is only one that is called “Leadership”— an online BS at Creighton University. Other institutions offer management programs (UNL and Bellevue University) or business administration programs with concentrations in management (CSC, WSC, UNK, UNO, Creighton, and Union College).

Only the programs at Creighton and Bellevue are available online. Both have a few courses in common with the proposed program, but most courses are different. Both are also longer—the Creighton program is 36 credit hours and Bellevue’s is 40 credits. Neither builds directly on an associate degree, although some or all of an AAS might be accepted at Bellevue.

**D. Resources: Faculty/Staff**

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

PSC states that the major would utilize existing courses taught by current faculty except for BUS 496. That course hasn’t been offered in several years, and the budget includes a stipend in year one for its redevelopment as well as the cost of overload faculty to teach it each year. Existing courses can accommodate additional students. PSC does not anticipate difficulty in hiring quality adjuncts, if needed, since the program is online and faculty would not need to be present on campus. No new support staff are listed in the budget.

**E. Resources: Physical Facilities/Equipment/Library/Information Access**

|   |
|---|
| Acceptable  |
| yes <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no |

PSC reports that there would be no need for any upgrades or improvements to existing physical facilities since the program is online. No new instructional equipment or library resources would be needed.

**F. Budget**

**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS**

As reported by PSC

| PROJECTED COSTS                |          | ANTICIPATED REVENUES          |           |
|--------------------------------|----------|-------------------------------|-----------|
| Faculty and Staff <sup>1</sup> | \$26,250 | Reallocated Funds             |           |
| General Operating              |          | New State Funds               |           |
| Equipment                      |          | New Local Funds               |           |
| Other: <sup>2</sup>            | \$1,200  | Tuition and Fees <sup>3</sup> | \$432,600 |
| Five-Year TOTAL                | \$27,450 | Five-Year TOTAL               | \$432,600 |

<sup>1</sup> Overload instruction (.25 FTE) for BUS 496

<sup>2</sup> Course development stipend to revamp BUS 496 in year one.

<sup>3</sup> Based on seven new students taking 40 credit hours each year with online tuition of \$309 per credit hour.

**NOTE:** PSC has submitted three proposals for BAS degrees. All would require BUS 496. If all three degrees would be approved, the cost for redevelopment and overload faculty would only apply once.

**Staff Comment:** The program would require very little additional cost since all resources, except for BUS 496, are in place. Past graduation rates in related programs suggest that there could be sufficient enrollment in the program.

There are two online programs at private institutions in Nebraska, but one is in management and may not provide a focus on leadership. Both are longer than the proposed program and would cost considerably more.

Nebraska institutions graduate a large number of students each year in management programs, but because there can be a distinction between leadership and management, it is not possible to determine how many might actually be comparable to the proposed program. Graduation numbers indicate a demand for a management major but do not provide a good picture of demand for a leadership program. However, the proposed program is likely to attract some out-of-state and place-bound students and is only projected to enroll seven students per year, making it possible that PSC could recruit sufficient students.

**Committee Comment:** The Committee had concerns about the name of the program and how the program is different from existing business degrees. Absent this information, the Committee decided to forward the proposal to the full Commission without a recommendation.

**Committee Recommendation:** That the Commission consider the proposal without a committee recommendation.

**First Program Review:** **Due June 30, 2030.**



**Bachelor of Applied Science: Leadership**

**BAS Required Courses (27 Credit Hours)**

BUS 251 Legal Environment and Contract Law  
BUS 353 Organization Ethics  
BUS 365 Leadership Theory and Practice  
BUS 373 Organizational Behavior  
BUS 380 Human Resources Management  
BUS 381 Employee Training and Development  
BUS 390 Project Management  
BUS 460 Employment Law  
CMIS 300 Information Systems Management

**Required Capstone Course (select 1 course—3 credits)**

BUS 441 Internship  
BUS 496 Organizational Leadership

**General Studies (30 credit hours)**

**Electives and/or Transfer Credit (60 credit hours)**

**TOTAL: 120 Credit Hours**



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Peru State College (PSC)

**Program:** Public Safety Leadership

**Award:** Bachelor of Applied Science (BAS)

**Mode of Delivery:** Online

**Institution’s Existing Degree(s) in Same or Similar Discipline:** BS in business administration with options; BA and BS in criminal justice; minor in organizational leadership and management

**Proposal Received by Commission:** November 27, 2023

**Proposed Start Date:** Fall 2024

### Description

#### Bachelor of Applied Science:

The Bachelor of Applied Science degree requires the completion of a technical Associate of Applied Science degree or the equivalent in prior course work and prior learning through life experience. A BAS degree typically is designed to assist students in developing administrative skills in fields in which they already possess technical abilities.

#### The Program:

The purpose of the proposed program is to provide students with the knowledge and skills to navigate the challenges of leadership within a variety of public safety venues, including law enforcement, military, fire, and corrections. All courses currently exist within the business and criminal justice programs (one would need to be revamped). The curriculum would consist of 120 semester credit hours comprised of 30 hours of required coursework including a capstone course for the major, 30 credit hours of general studies, and 60 hours of electives. Up to 80 credit hours could be awarded for an existing AAS degree and up to 66 hours for credits earned at a two-year institution. Credit could also be awarded for prior learning if appropriate. The AAS degree would not be required, but those who have earned one could complete the program in one calendar year. The full curriculum is on page 4.

**Consistent with Institutional Role and Mission?**     YES     NO

**Consistent with Statewide Comprehensive Plan?**     YES     NO

## REVIEW CRITERIA

### A. Need for the Program

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

The proposal cites figures from the U.S. Bureau of Labor Statistics for protective service occupations, with police and sheriff’s patrol officers, correctional officers and jailers, and firefighters claiming the top three jobs (665,380, 392,600, and 317,310 employees, respectively). First-line supervisors of police, detectives, and criminal investigators and first-line supervisors of firefighting and prevention workers earn the highest salaries in the field (\$98,760 and \$83,270, respectively).

The proposal gives an example of police officer shortage in Omaha (see Section B) but doesn’t explain how a BAS degree would alleviate the shortage.

The proposal acknowledges that protective services are a vital part of the U.S. workforce, but it doesn’t discuss if there is a shortage of baccalaureate-holding personnel, or to what degree there is a shortage, in the country, state, or region.

### B. Demand for the Program

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

PSC bases anticipated demand for the program on the program characteristics: ability to apply prior learning and experience, acceptance of transfer credits toward a baccalaureate degree, and the possibility of completing a BAS in one year. The proposal states that the program would allow individuals, especially those who have completed an AAS degree, to complete a bachelor’s degree and meet the credentials to transition to management or supervisory positions. The program also aligns with the Strategic Leadership and Communication focus area in PSC’s Master of Science in Organizational Management (MSOM).

The proposal recounts conversations with law enforcement where officers reported interest in earning a “meaningful” degree for promotion and advancement purposes. According to PSC, as of May 2023 the Omaha Police Department had 798 officers—108 short of its budgeted 906.

PSC estimates that, given the number of individuals working in the industry, seven new students would enroll in the program annually. If every student transfers in an AAS and takes 40 credits per year, each cohort would complete the program in one year and each subsequent year would host a new cohort of seven students.

The proposal would be enhanced if information was provided on the need for a baccalaureate degree in public safety leadership and requirements for job promotions within public safety.

### C. Avoidance of Unnecessary Duplication

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

There are no public safety leadership programs in Nebraska. There are several online baccalaureate public safety administration programs offered by institutions outside Nebraska, but most do not offer the ability to transfer an AAS into the program.

**D. Resources: Faculty/Staff**

|              |
|--------------|
| High-----Low |
| √            |

PSC states that the major would utilize existing courses taught by current faculty except for BUS 496. That course hasn't been offered in several years, and the budget includes a stipend in year one for its redevelopment as well as the cost of overload faculty to teach it each year. Existing courses can accommodate additional students. PSC does not anticipate difficulty in hiring quality adjuncts, if needed, since the program is online, and faculty would not need to be present on campus. No new support staff are listed in the budget.

**E. Resources: Physical Facilities/Equipment/Library/Information Access**

|              |
|--------------|
| High-----Low |
| √            |

PSC reports that there would be no need for any upgrades or improvements to existing physical facilities since the program is online. No new instructional equipment or library resources would be needed.

**F. Budget**

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

| PROJECTED COSTS                |          | ANTICIPATED REVENUES          |           |
|--------------------------------|----------|-------------------------------|-----------|
| Faculty and Staff <sup>1</sup> | \$26,250 | Reallocated Funds             |           |
| General Operating              |          | New State Funds               |           |
| Equipment                      |          | New Local Funds               |           |
| Other: <sup>2</sup>            | \$1,200  | Tuition and Fees <sup>3</sup> | \$432,600 |
| Five-Year TOTAL                | \$27,450 | Five-Year TOTAL               | \$432,600 |

<sup>1</sup> Overload instruction (.25 FTE) for BUS 496

<sup>2</sup> Course development stipend to revamp BUS 496 in year one.

<sup>3</sup> Based on seven new students taking 40 credit hours each year with online tuition of \$309 per credit hour.

**NOTE:** PSC has submitted three proposals for BAS degrees. All would require BUS 496. If all three degrees would be approved, the cost for redevelopment and overload faculty would only apply once.

**Committee Comment:** The program would require very little additional cost since all resources, except for BUS 496, are in place. Evidence of demand and need for a baccalaureate program in public safety leadership is weak, but the ability to transfer an AAS into the program and the online instruction could attract a sufficient number of students for a viable program.

**Committee Recommendation:** That the Commission approve the BAS degree in Public Safety Leadership at Peru State College.

**First Program Review:** Due June 30, 2030.

**Bachelor of Applied Science: Public Safety Leadership**

**BAS Required Courses (27 Credit Hours)**

|          |                                    |
|----------|------------------------------------|
| BUS 251  | Legal Environment and Contract Law |
| BUS 365  | Leadership Theory and Practice     |
| BUS 380  | Human Resources Management         |
| BUS 381  | Employee Training and Development  |
| BUS 390  | Project Management                 |
| BUS 460  | Employment Law                     |
| BUS 493  | Team Design & Performance          |
| CJUS 401 | Homeland Security                  |
| CJUS 410 | Juvenile Delinquency               |

**Required Capstone Course (select 1 course—3 credits)**

|         |                           |
|---------|---------------------------|
| BUS 441 | Internship                |
| BUS 496 | Organizational Leadership |

**General Studies (30 credit hours)**

**Electives and/or Transfer Credit (60 credit hours)**

**TOTAL: 120 Credit Hours**



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Southeast Community College (SCC)

**Program:** Operations and Service Management

**Award:** Associate of Applied Science (AAS)

**Mode of Delivery:** Online and in person on all campuses

**Institution's Existing Degree(s) in Same or Similar Discipline:** AAS degrees, diplomas, and certificates in business administration and in numerous career and technical education fields

**Proposal Received by Commission:** December 12, 2023

**Proposed Start Date:** August 2024

### Description

SCC currently offers programs in business administration and in a variety of technical fields. The proposed program is a specialized management degree targeting businesses that are focused on the service and operations components of a trade or industry. Subject areas include supply chain management, project management, logistics, customer service, and organizational development which are often atypical of a general business administration program. Other areas not usually addressed in a general business program are equipment maintenance management, plant service and management, production control, labor relations, cost controls, and systems analysis.

The proposed program would require 60 credit hours: 21 credit hours in an operations and service management core, 23 hours selected from career and technical programs (CTE), 15 hours of general education, and one hour of College Success. The CTE hours could be used to earn a diploma or certificate in a student's technical field of interest while completing the AAS. Two new courses would be needed. See page 4 for the curriculum and a complete listing of the CTE fields.

**Consistent with Institutional Role and Mission?**      √   YES               NO

**Consistent with Statewide Comprehensive Plan?**      √   YES               NO

### REVIEW CRITERIA

#### A. Need for the Program

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

SCC provided information from the Lightcast Q3 2023 Data Set for job openings in operations management in Nebraska. Between 2020 and 2023, there was a 27.1% increase in employer demand, increasing from 51,059 positions to 64,894. Within SCC's service area the increase was 35.5%. In addition, between January and September 2023 there were over 8,000 unique job postings for positions that include project managers, production supervisors, operations managers, and maintenance supervisors. This equates to over 900 jobs to be filled each month with over 1,600 employers competing for employees.

SCC reported that the proposed degree was discussed with the college’s Trades and Industry Workforce Leadership Teams which not only expressed support for the program but also identified specific individuals within their companies who would be good candidates for the degree, positioning them to move from shop floor to management and customer service. The Leadership Teams also noted that they had openings for service, shop, construction, and project managers, buyers, and operation managers.

The figures are for several different occupations, but all fall within the general operations and service management category and indicate a need by industry for a program that would train employees in this field.

**B. Demand for the Program**

|              |  |   |  |  |
|--------------|--|---|--|--|
| High-----Low |  |   |  |  |
|              |  | √ |  |  |

SCC anticipates they would enroll 10 new students each year of the program. Anticipated enrollment is based in part on high employer demand and limited offerings in the state (see Section C). The proposal noted that the program could appeal to students who know or discover that, while they like working in the trades, they don’t want to do so on an everyday basis. It could also attract non-traditional students who want to expand their knowledge and skills in a particular trade or industry after an injury or life change or who simply are interested in a promotion. The latter group would be especially well served by the online nature of the program.

The projections are based primarily on perceived need and theoretical student demand. The online delivery should help to attract sufficient students for a viable program.

**C. Avoidance of Unnecessary Duplication**

|              |  |  |  |  |
|--------------|--|--|--|--|
| High-----Low |  |  |  |  |
| √            |  |  |  |  |

There are no AAS programs in operations and service management in Nebraska. Metro Community College offers a certificate in operations management, but the content is not comparable to the proposed program.

**D. Resources: Faculty/Staff**

|              |  |   |  |  |
|--------------|--|---|--|--|
| High-----Low |  |   |  |  |
|              |  | √ |  |  |

SCC states that the business and CTE programs identified in the proposal have sufficient full-time faculty and a solid pool of adjunct faculty qualified to teach. Two faculty would be given release time to develop the new courses.

The Business Administration and Career and Technical Divisions would provide support staffing and administrative oversight. The budget includes salaries for additional adjuncts.

**E. Resources: Physical Facilities/Equipment**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

Courses are offered in general purpose classrooms or online, so no new facilities or equipment would be needed.

**F. Resources: Library/Information Access**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

SCC reports that virtual library and technology resources are already in place. Each campus has sufficient staff and library and information technology resources to support students and the proposed program.

**G. Budget**

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

| <b>PROJECTED COSTS</b>         |          | <b>ANTICIPATED REVENUES</b>   |           |
|--------------------------------|----------|-------------------------------|-----------|
| Faculty and Staff <sup>1</sup> | \$47,496 | State Aid/Property Tax        |           |
| General Operating              |          | New State Funds               |           |
| Equipment                      |          | New Local Funds               |           |
|                                |          | Tuition and Fees <sup>2</sup> | \$610,500 |
| Five-Year TOTAL                | \$47,496 | Five-Year TOTAL               | \$610,500 |

<sup>1</sup>Salaries for additional adjunct faculty (.5 FTE each year)

<sup>2</sup>Based on 10 students in year one and increasing by 10 students each year, taking 30 credit hours per year at \$121 per credit hour (in-state tuition and fee rate) with a 3% increase annually in tuition and fees.

**Committee Comment: The program is different from any in Nebraska and would require few new resources.**

**Committee Recommendation: That the Commission approve the Associate of Applied Science degree in Operations and Service Management at Southeast Community College**

First Program Review:

Due June 30, 2029



## Integrated Technologies, AAS

| Course Number                                 | Course Name   | Credit Hours |
|---|---|--------------|
| <b>ACFS 1015</b>                              | Success@SCC   | <b>1</b>     |
| <b>Career &amp; Technical Education Core</b>  | Select courses from the CTE programs listed below                                       | <b>23</b>    |
| <b>Operations and Service Management Core</b> | Select from the following courses (all are 3 credits):                                  | <b>21</b>    |
| BSAD 1050 or ENTR 1050                        | Introduction to Business or Introduction to Entrepreneurship                            |              |
| ACCT 1200                                     | Principles of Accounting  |              |
| BSAD 1010                                     | Microsoft Applications  |              |
| BSAD 1020                                     | Microsoft Applications and Data Analytics   |              |
| BSAD 2310                                     | Business Ethics   |              |
| OFFT 2000 or BSAD 2155                        | Employment Techniques or Career Transition and Management Strategies                    |              |
| BSAD 2300                                     | Principles of Operations and Service Management   |              |
| BSAD 2500                                     | Logistics and Distribution Management   |              |
| <b>General Education Core</b>                 | Select courses from the general education requirements for a minimum of 15 credit hours | <b>15</b>    |
| <b>Total Credit Hours</b>                     |   | <b>60</b>    |

## Career &amp; Technical Courses

|   |   |   |
|---|---|---|
| Automotive Technology                   | Auto Collision Repair   | Agriculture                               |
| Ford & General Motors Service           | Biotechnology   | Building Construction                     |
| Business                                | Computer Information Technology                                   | Concrete Construction                     |
| Health Sciences and Healthcare Services | Culinary/Hospitality/Baking & Pastry                              | Design & Drafting Technology              |
| Diesel & Diesel Ag Technology           | Early Childhood Education   | Electrical & Electromechanical Technology |
| Electronic Systems Technology           | Energy Generation Operations                                      | Geographic Information Systems Technician |
| Graphic Design Media Arts               | Heating, Ventilation, Air Conditioning & Refrigeration Technology | John Deere Construction & John Deere Tech |

|                                      |                                      |                                   |
|--------------------------------------|--------------------------------------|-----------------------------------|
| Land Surveying/GIS/Civil Engineering | Manufacturing Engineering Technology | Nondestructive Testing Technology |
| Office Professional                  | Plumbing Technology                  | Powersports Technology            |
| Precision Machining Technology       | Welding Technology                   | Truck Driver Training             |



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Southeast Community College (SCC)

**Program:** Integrated Technologies

**Award:** Associate of Applied Science (AAS)

**Mode of Delivery:** Asynchronous (online), synchronous, and in person on all campuses

**Institution’s Existing Degree(s) in Same or Similar Discipline:** AAS degrees, diplomas, and certificates in approximately 30 career and technical fields

**Proposal Received by Commission:** December 12, 2023

**Proposed Start Date:** August 2024

**Background**

SCC currently offers an AAS degree in a variety of technical fields. The degrees provide in-depth training for the specific area of study. The proposed program would allow students to create a degree with a customized career pathway focusing on two or more related technology fields of their choosing to provide a greater breadth of knowledge and expertise. In addition to meeting individual student interests, the program would provide a mechanism for the college to be responsive to the rapidly changing needs and new job positions in the workforce.

**Description**

The proposed program would require 60 credit hours: 44 hours from two or more career and technical programs (CTE), 15 hours of general education, and one hour of College Success. Students would also be encouraged to earn a diploma or certificate from one of their chosen disciplines while completing the AAS. See page 4 for a complete listing of the 30 CTE fields.

**Consistent with Institutional Role and Mission?**       √   YES     \_\_\_\_\_ NO

**Consistent with Statewide Comprehensive Plan?**       √   YES     \_\_\_\_\_ NO

**REVIEW CRITERIA**

**A. Need for the Program**

|   |   |  |  |  |
|---|---|--|--|--|
| High-----Low  |   |  |  |  |
| <table style="width: 100%; height: 20px;"> <tr> <td style="width: 25%; text-align: center;">√</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | √ |  |  |  |
| √   |   |  |  |  |

Because the proposed program is interdisciplinary, there is no source, such as labor statistics or employer surveys, for evaluating need. Consequently, SCC provided information from the Lightcast Q3 2023 Data Set for programs that a student might create within Integrated Technologies.

- Fire alarm and sprinkler technician—there were 593 job postings in Nebraska from 2019 to 2022. The national average for job postings in this area is nine per month. There were 12 per month in Nebraska. There are no fire alarm and sprinkler technician programs in the state.

- Medical equipment technician—there were 156 job postings from 2020 to 2023 for this highly specialized field. Skills needed include equipment repair, plumbing, HVAC, electronics, and infection control. There are no medical equipment technician programs in Nebraska.

The examples indicate a potential need for a flexible, interdisciplinary program.

**B. Demand for the Program**

|              |  |   |  |  |
|--------------|--|---|--|--|
| High-----Low |  |   |  |  |
|              |  | √ |  |  |

SCC anticipates they would enroll 10 students in the first year, adding 10 more students each subsequent year. increasing to an enrollment of 20 by year five. Anticipated enrollment is based in part on the emerging demands of the future workforce as it integrates technical knowledge and skills from automation, artificial intelligence, data analytics, and virtual reality with current and developing industries. The proposal states that the program would expand SCC’s ability to partner with its communities’ business and industry sectors by providing innovative and adaptive curricula to meet their needs.

In addition, the program would allow the college to train students for jobs where there is no program in the state (see Section A). As an online program, it could also attract working adults who wish to upgrade their skills while continuing to be employed.

The projections are speculative, but the ability to customize a program will likely attract sufficient students for a viable program.

**C. Avoidance of Unnecessary Duplication**

|              |  |  |  |  |
|--------------|--|--|--|--|
| High-----Low |  |  |  |  |
| √            |  |  |  |  |

There are no interdisciplinary technology AAS programs of this type in Nebraska. The proposal notes that there are comparable programs in New York, West Virginia, and Kentucky.

**D. Resources: Faculty/Staff**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

SCC states that the CTE programs identified in the proposal have sufficient full-time faculty and a solid pool of adjunct faculty qualified to teach. The Agriculture, Welding, and Transportation Division would house the program and provide support staff and administrative oversight assisted by the Construction, Manufacturing, Electronics, and Technology Division.

**E. Resources: Physical Facilities/Equipment**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

Since all courses are in place, no new facilities or equipment would be needed.

**F. Resources: Library/Information Access**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

SCC reports that virtual library and technology resources are already in place. Each campus has sufficient staff and library and information technology resources to support students and the proposed program.

**G. Budget**

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

| PROJECTED COSTS   |  | ANTICIPATED REVENUES   |           |
|-------------------|--|------------------------|-----------|
| Faculty and Staff |  | State Aid/Property Tax |           |
| General Operating |  | New State Funds        |           |
| Equipment         |  | New Local Funds        |           |
|                   |  | Tuition and Fees*      | \$610,500 |
| Five-Year TOTAL   |  | Five-Year TOTAL        | \$610,500 |

\*Based on 10 students in year one and increasing by 10 students each year, taking 30 credit hours per year at \$121 per credit hour (in-state tuition and fee rate) with a 3% increase annually in tuition and fees.

**Committee Comment:** The program is innovative and would require no new resources. It has the potential to reach students and industries not currently served in the state.

**Committee Recommendation:** That the Commission approve the Associate of Applied Science degree in Integrated Technologies at Southeast Community College

First Program Review:

Due June 30, 2029

**Integrated Technologies, AAS**

| <b>Course Number</b>                 | <b>Course Name</b>  | <b>Credit Hours</b> |
|--------------------------------------|---|---------------------|
| ACFS 1015                            | Success@SCC   | 1                   |
| Career & Technical Education Courses | Select courses from two or more of the CTE programs listed below for a minimum of 44 credit hours | 44                  |
| General Education Requirements       | Select courses from the general education requirements for a minimum of 15 credit hours           | 15                  |
| <b>Total Credit Hours</b>            |   | <b>60</b>           |

**Career & Technical Courses**

|   |   |   |
|---|---|---|
| Automotive Technology                   | Auto Collision Repair   | Agriculture                               |
| Ford & General Motors Service           | Biotechnology   | Building Construction                     |
| Business                                | Computer Information Technology                                   | Concrete Construction                     |
| Health Sciences and Healthcare Services | Culinary/Hospitality/Baking & Pastry                              | Design & Drafting Technology              |
| Diesel & Diesel Ag Technology           | Early Childhood Education   | Electrical & Electromechanical Technology |
| Electronic Systems Technology           | Energy Generation Operations                                      | Geographic Information Systems Technician |
| Graphic Design Media Arts               | Heating, Ventilation, Air Conditioning & Refrigeration Technology | John Deere Construction & John Deere Tech |
| Land Surveying/GIS/Civil Engineering    | Manufacturing Engineering Technology                              | Nondestructive Testing Technology         |
| Office Professional                     | Plumbing Technology   | Powersports Technology                    |
| Precision Machining Technology          | Welding Technology  | Truck Driver Training                     |

**Art History—BAH (Bachelor of Art History)  
University of Nebraska at Omaha  
Follow-up Report**

**Background:**

(Averages are for five years unless otherwise noted)

| Year                             | Average # of graduates*      | Average SCH/FTE** | Average SCH      | CCPE Action/Notes   |
|----------------------------------|------------------------------|-------------------|------------------|---|
| 1997<br>(1 <sup>st</sup> review) | BAAH (BA in Art History) 5.4 | 434 (all Art)     | 6,080 (all Art)  | Continue  |
| 2004<br>(2 <sup>nd</sup> review) | BAAH 2.0<br>BFA 0.4          | 392 (all Art)     | 5,318 (all Art)  | Defer decision, with a report   |
| 2007<br>(report)                 | BAAH/BFA 4.0                 | 390               | 5,949            | Continue, with report   |
| 2009<br>(report)                 | BAH 4.4                      | 407 (all Art)     | 6,392 (all Art)  | Continue  |
| 2011<br>(3 <sup>rd</sup> review) | BA 5.8                       | 410 (all Art)     | 6,752 (all Art)  | Continue  |
| 2018<br>(4 <sup>th</sup> review) | BAH 6.6                      | 334 (all Art)     | 11,508 (all Art) | Program is developing strategies to increase enrollment and graduates; Continue with report                             |
| 2020<br>(report)                 | BAH 5.8                      | No report         | No report        | Enrollments, SCH, and majors have increased. Continue the program with a report on number of majors and degrees awarded |
| 2023<br>(report)                 | BA in Art History 4.4        | No report         | No report        |   |

\*CCPE minimum performance standard is 7 for baccalaureate programs

\*\*CCPE minimum performance standard is 300

**Summary of UNO's 2023 Report**

- The program has increased its number of majors by 86% since 2018-19 (from 15 to 27 in 2021-22) and the number of graduates is expected to grow accordingly.
- While the average number of graduates was lower than in the previous report, there were eight graduates in 2020-21 and six expected in 2022-23.
- Following the program review in 2017-18, the School of the Arts developed and began to implement a plan to enhance enrollments and degrees. Some of the results of that plan include:
  - Faculty created a new focus area within the major called Arts Management. The curriculum is designed for students interested in gallery and museum jobs and positions in non-profit arts organizations. It was first listed in the college catalog in fall 2022 so no data is yet available.
  - To attract double majors from minors and programs across campus that require art history, the requirements for the major were reduced from 72-74 credit hours to 54-56 hours and include options for the capstone experience.
  - Professional connections within the university (e.g., the Samuel Bak Museum) and the community will make art history a destination program.
- Program graduates receive internships, are employed, and accepted into graduate school.
- New marketing materials have been developed to promote the Arts management focus. Art and History tours for high schools and student art organizations will be a part of the marketing.
- To promote retention, the program will regularly host events, including internship panels, field trips, and symposia.
- The Board of Regents approved continuation of the program on June 22, 2023.

**Committee Comment:** The Commission expressed concern in 2020 about an apparent decline in the number of degrees awarded: 11 in 2015-16, followed by six, seven, two, and three (in 2019-20). However, in 2020-21 eight degrees were awarded, with two in 2021-22, and six anticipated in 2022-23. The number of majors has increased significantly, and there has not been time to evaluate the impact of the new Arts Management option.

**Committee Recommendation:** That the Commission continue the Art History program at UNO.

[The next regular program review is due June 30, 2025.]



**University of Nebraska Medical Center (UNMC)  
Center for Intelligent Health Care  
Follow-up Report**

**Background**

- On September 10, 2020, the Coordinating Commission approved the creation of a new organizational unit at UNMC: the Center for Intelligent Health Care.
- Its goal was to create healthcare solutions that intelligently support clinicians to become more efficient and effective, thus improving the health care of patients.
- The goal was to be accomplished by linking innovative scientists in clinical medicine and clinical informatics with leaders in health information technology and artificial intelligence.
- The Academic Programs Committee commented that over half of the anticipated revenue depended on grants, contracts, and royalties. They were concerned that these would not fully materialize, leaving the center with inadequate resources.
- Consequently, the approval from the Commission included an interim report on program funding.

**Summary of UNMC's 2023 Report**

- The budget for the proposed center had been created in 2019. The rise of COVID in 2020 had a major impact on the assumptions used to create the original business model. Business partners turned away from the planned digital health initiative and focused their attention and resources on COVID. As a result, center revenues dropped significantly, but so did expenses.
- While maintaining its mission to "intelligently simplify healthcare", the center pivoted focus, expanding to include the development of infrastructure to promote Artificial Intelligence (AI) research (among other initiatives).
- The center also became involved in Fast Care Interoperability Resources (FHIR), a set of rules and specifications for exchanging electronic health care data. Specifically, two faculty developed a new FHIR domain to facilitate exchange of cardiovascular data (CardX, approved in September 2022).
- Everything developed in FHIR is open source, so there are few barriers to adoption. The CDC, FDA, major medical vendors, and major healthcare societies are all actively involved.
- UNMC states that the center is still very well positioned to promote digital health solutions that have a major impact on patients and faculty. The center continues to have internal discussions regarding the future of the center and its path to success.

**Committee Comment:** As a result of COVID, the center made a major shift in its business plan. That plan is still evolving, but estimated revenues increased significantly in 2023 and projected revenues follow that trend.

Once a new organizational unit is approved, the Commission has not routinely required additional reporting or review, although that is within its statutory authority.

**Committee Recommendation:** That the Commission accept the report on the Center for Intelligent Health Care from UNMC.

**TABLE 2: PROJECTED AND ACTUAL REVENUE**  
**UNMC Center for Intelligent Health Care**

|               | (FY2020)  |           | (FY2021)  |           | (FY2022)    |           | (FY2023)    |           | (FY2024)    |           | (FY2025)    |             | (FY2026)    |
|---------------|-----------|-----------|-----------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-------------|-------------|
|               | Year 1    | Year 2    | Year 1    | Year 2    | Year 3      | Year 4    | Year 5      | Year 6    | Year 7      | Year 8    | Year 9      | Year 10     | Year 11     |
|               | Projected | Actual    | Projected | Actual    | Projected   | Actual    | Projected   | Estimated | Projected   | Estimated | Projected   | Projected   | Projected   |
| DDIF Admin1   | \$500,000 | \$500,000 | \$500,000 | \$500,000 | \$0         | \$0       | \$0         | \$0       | \$0         | \$0       | \$0         | \$0         | \$0         |
| Philanthropy2 | \$0       | 0         | \$0       | 281523    | \$500,000   | 120000    | \$2,000,000 | 408400    | \$2,000,000 | \$345,000 | \$600,000   | \$600,000   | \$700,000   |
| Grants3       | \$0       | 0         | \$0       | 0         | \$200,000   | 0         | \$500,000   | 26370     | \$750,000   | \$106,000 | \$400,000   | \$400,000   | \$400,000   |
| Contracts4    | \$100,000 | 0         | \$250,000 | 4280      | \$500,000   | 3000      | \$2,250,000 | 10000     | \$3,000,000 | \$60,000  | \$100,000   | \$100,000   | \$120,000   |
| Royalties5    | \$0       | 0         | \$0       | 0         | \$0         | 0         | \$250,000   | 0         | \$500,000   | \$0       | \$0         | \$0         | \$50,000    |
| Total Revenue | \$600,000 | \$500,000 | \$750,000 | \$216,512 | \$1,200,000 | \$199,320 | \$5,000,000 | \$444,770 | \$6,250,000 | \$511,000 | \$1,100,000 | \$1,100,000 | \$1,270,000 |

1 The College of Medicine (COM) will provide these funds. Funding originates from the Nebraska Medicine Academic Program Funding Agreement and the COM Department of Cellular and Integrative Physiology. (DDIF = Deans Development Investment Funds.)

2 The UNMC Capital Campaign Initiative will be harnessed to provide philanthropic funding to support the Center.

3 The Center will take 18-24 months to gain extramural research funding.

4 The Center will build products that have commercial value either through consultation or contracts.

5 This anticipates royalties will be produced through product development and partnerships with industry.

## Information Items

### Reasonable and Moderate Extensions

CCC - Medical Assisting, Diploma  
CCC – Phlebotomy, Certificate  
CCC - Addiction Studies, Diploma  
CCC - Behavior Technician, Certificate  
CCC - Retail Pharmacy, Certificate  
CCC - Sterile Compounding, Certificate  
SCC – Diesel Technology -Truck, Certificate, Diploma  
SCC – Diesel Ag Equipment, Certificate, Diploma  
SCC – Electronic Systems Technician, Certificate, Diploma  
SCC – Robotics & Automation, Certificate  
SCC - Fundamentals of Agriculture, Certificate  
SCC - Early Childhood Education, Certificate  
SCC - Web Design & Development, Certificate  
SCC - Paramedic, Diploma

### Discontinued Programs

UNMC - Medical Family Therapy, Graduate Certificate (Jointly administered by UNL and UNMC, will continue to be offered at UNL)

### Name Changes

UNL – Space, Cyber and Telecommunications Law, Master of Laws (LL.M.)  
to *LL.M. in Space, Cyber and National Security Law*

UNMC – Department of Pathology and Microbiology to the *Department of Pathology, Microbiology, and Immunology*

### Withdrawal of Application for a Recurrent Authorization to Operate

Eduvision, Inc. dba Arizona College - Arizona College of Nursing

**Coordinating Commission for Postsecondary Education**  
 Capital Construction Project Evaluation Form

**Institution/Campus:** University of Nebraska Medical Center  
**Project Name:** Saddle Creek Campus (SCC) Administrative Facility within the CORE Building  
**Date of Governing Board Approval:** May 5, 2022  
**Date Complete Proposal Received:** November 3, 2023  
**Date of Commission Evaluation:** January 26, 2024

**Committee Recommendation**

**University of Nebraska Medical Center  
 Fall Semester Enrollment by Campus\***

|               | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| On-campus HC  | 2,136.0   | 2,185.0   | 2,202.0   | 2,214.0   | 2,268.0   | 2,204.0   |
| Off-campus HC | 7.0       | 0.0       | 0.0       | 0.0       | 0.0       | 0.0       |
| Online HC     | 377.0     | 424.0     | 454.0     | 599.0     | 667.0     | 719.0     |
| Campus FTE    | 2,669.3   | 2,792.9   | 2,687.2   | 2,710.4   | 2,855.8   | 2,744.3   |

\* Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Student HC may be duplicated at a campus or center if a student takes more than one type of delivery-site course (on-campus, off-campus, or online). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

**Project Description:** The proposed project is the combination of two previously stand-alone projects: a new Administrative Facility located on the corner of Saddle Creek Road and Farnam Street that would use LB384 funding and a research facility that would use lease income funding for the construction. The combined project will contain 180,870 gsf, with the Administrative Facility



occupying 39,461 gsf with an estimated cost of \$18,000,000 and the research space occupying the remaining 141,409 gsf with an estimated cost of \$86,999,000.

The Administrative Facility project was originally planned to be a stand-alone building to replace an aging and inadequate facility which would be demolished. Because of existing needs and to meet the future goals of UNMC, a second project was proposed to be built in coordination with the Administrative Facility. Rather than having two separate buildings, UNMC is proposing to

build a six-story building with the administrative functions housed on the first two floors and research space housed on the upper four floors. Initially, only two of the four research floors will be built-out with the other two containing shell space. These four research floors will be available commercially for tenants to lease. Having ample research space on campus will continue to further the strategic goals of UNMC into the future. Once completed, this overall building will be called the Campus Operations & Research Excellence (CORE) facility. The remainder of this evaluation will focus on the Administrative Facility portion of the building.

The Administrative Facility project is the cornerstone for the new Saddle Creek Campus expansion. The new facility will serve to further integrate leaders across campus as they continue their pursuit of a shared vision. The facility seeks to empower UNMC with long-term sustainable workforce solutions as well as public and private development opportunities through partnership with their facilities team and the utilization of lease space. The UNMC administrative functions that serve the Medical Center are partially housed in the Administration Center building (ADC), slated for demolition, and are planned for consolidation into the new Administrative Facility. These administrative support functions within UNMC are critical to its core mission and are inclusive of HR, Legal, Finance, and other vital Business functions. The project is a direct reflection of the UNMC and Nebraska Medicine (NM) mission to deliver state-of-the-art healthcare, education, and research to the community and nation.



The Administrative Facility project will provide UNMC with optimal work environments reflective of newly established hybrid working models and office standards while creating built-in opportunities for flexibility and growth that will be required to serve the Medical Center for the next 30 years.

The objectives of the Administrative Facility are to facilitate:

- **Consolidation and Collaboration.** The Administrative Facility will consolidate all administrative office functions into a single location where synergy and collaboration between groups can occur to enhance and facilitate communication for those serving the Medical Center. Transparent and consistent standards across UNMC and NM will also be enabled.
- **Change Focused on Improvement.** The Administrative Facility seeks to support a unique workforce and mobility profile which is ever evolving; ensuring the workplace environment is in support of the evolving workplace model enabling successful recruitment, retention, and a positive and productive, diverse workforce. The Administrative Facility will be designed to UNMC and NM Design Guidelines, along with Office Standards, providing a combination of offices, open office/workstations, collaboration areas, private huddle rooms, and conference areas.
- **Flexibility for Change.** The Administrative Facility will facilitate change in office configuration and work strategies over time as the needs of the Medical Center evolve. Having all the space together will enable change and empower consistency over time and will reduce long term change costs.
- **Recruitment and Retention.** All workplace studies and surveys with UNMC staff, indicate office workspace is an important tool to recruit and retain staff. The Administrative Facility will aid in attracting and keeping staff.

The University estimates the total project cost, including site preparation, and new construction of only the Administrative Facility space to be \$18,000,000 (\$456/gsf) for design, construction, and equipment costs. The project will be funded from state designated LB384 funds and matching tuition and fees. The O&M funding for this new facility will be transferred from the old facility.

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

Yes

No

*Comments:* Page 1-7 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for

programs, services, and facilities as well as for avoiding unnecessary duplication."

- With this project, UNMC will provide a modern physical environment that supports the role and mission of the institution, effectively accommodates space needs, and provides for future growth and consolidation of other business units into this space.

Page 1-8 of the Commission's Comprehensive Statewide Plan for Postsecondary Education states: "Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state."

- UNMC is the only public academic health sciences center in Nebraska and, as such, its role within the University of Nebraska system is to educate health professionals for the future and generate the research needed to improve the health and quality of life of Nebraskans.

Page 6-2 of the Commission's Comprehensive Statewide Plan for Postsecondary Education states: "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."

- A key component of providing premier educational programs is to strategically determine when and where investments in bricks-and-mortar facilities will best meet Nebraska's needs for health professions education and innovative research, thereby fostering high-quality clinical care and outreach to underserved populations.

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

Yes

No

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

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

Yes

No

*Comments:* The proposed new building will house UNMC administrative offices, with the current building being demolished after project completion. No academic degree programs will be housed in this facility.

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

High . . . . . Low

*Comments:* The project supports the following Campus Facility Development Plan goals:

- The UNMC Capital Facilities Plan for 2016-2021 recommends the current building (ADC) housing the existing office functions be demolished as they are at or past their end of service life for the current use.
- The Campus Master Plan identifies the need for new, multi-use and complementary programs on the Saddle Creek Campus. The Administrative Facility project will be an initial catalyst project within the Saddle Creek Campus to stimulate growth.

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

High . . . . . Low

*Comments:* The existing ADC building is slated for demolition because the building is outdated, built in 1950,



and inefficient, as it was originally designed as a children's hospital. The existing building has poor retrofitting ability and massive infrastructure deferred costs. Replacing the existing building with new space defers significant facility renewal required to bring the space up to standard. The cost to replace the current space has been calculated to be just over \$26,000,000.

#### Physical Deficiencies:

The existing building condition has been extended well past useful life and marked for demolition due to:

- Aging infrastructure serving the buildings requiring frequent investment to maintain mediocre performance
- A significant amount of deferred maintenance
- Aging building systems that frequently do not work and are expensive to operate and maintain
- Building envelope (doors/window/roof/wall systems) is in very poor condition or failing
- Inefficient floor plans with varying structural grids, obstructing the ability for creating efficient and flexible floor plans

#### Functional Deficiencies:

The current spaces used by the program are both fragmented and outdated, which has resulted in the following deficiencies in the operation of programs:

- Size of floor plan is small and in some cases irregular
- Size of individual offices vary and do not align with UNMC standards
- Inconsistent sizing of spaces between UNMC and NM
- Office amenities from contemporary office settings are missing
- Adequate conferencing and huddle rooms are

missing

- Inadequate centralized collaboration spaces to facilitate interdisciplinary coordination
- Expansion space inadequate to support growth in staff

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



*Comments:* The proposed project will meet functional needs identified for the UNMC Administrative staff, providing core functions to support the organization. The project allows for future growth and flexibility and provides the basis to support an evolving workforce and working model.

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



*Comments:* The UNMC administrative functions currently occupy approximately 31,000 gsf. These departments are critical to its core mission and are inclusive of HR, Legal, Finance and other vital Business functions. Each of these functions utilize the office space, general use facilities, and building support functions.

University of Nebraska System guidelines were applied including recently adopted office space standards for UNMC. In addition, industry standards for conferencing, collaboration space, work, and support space, and building amenities were utilized to establish key individual rooms.

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

High . . . . . Low

*Comments:* The new Administrative Facility programming efforts were conducted over multiple months, in a comprehensive and multidisciplinary manner, including the UNMC Facilities team, UNMC leadership stakeholders, Nebraska Medicine leadership stakeholders, and a leading industry consultant, HOK. The programming efforts included detailed workforce analyses, interviews and sessions with key leaders, benchmarking exercises, and the development of multiple workforce models, space and configuration scenarios. The scenarios were gauged against the core values to determine the most appropriate, long-term, and sustainable solution.

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

High . . . . . Low

*Comments:* UNMC anticipates approximately 70 employees will occupy the new Administrative Facility, with future projections anticipating at least an additional 10% growth in staff, with the likelihood of additional opportunity for consolidation of other spaces and added staff. This growth in personnel will be in direct response to and focus on the development of next-generation employees, adapt practices to take advantage of the mobile and diverse work force, acknowledge wide-ranging thought and support of a diverse workforce, invest in areas that affect performance, health and well-being, leverage the workplace as a tool for talent acquisition, and ensure affordability by optimizing efficiency of space use.

The enrollment numbers and projected growth were developed, in detail, from each Director and Manager

within each of the core functioning departments. Each projected department developed anticipated growth between the current state until the project opens and then 5 years beyond. The occupancy numbers and counts were confirmed by both HR and the facilities planning team.

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

High . . . . . Low

*Comments:* UNMC has estimated no increase in O&M costs related to this project. Existing O&M funding will be transferred to this facility from the facility that will be demolished.

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

High . . . . . Low

*Comments:* UNMC considered the following alternatives to building a new Administrative Facility:

- Off Campus in Community in Leased Space. This would involve the same program for the project but to find a location in either an existing building or a build-to-suit scenario. This would achieve only a portion of the project objectives at higher long-term costs and create inefficiencies due to the distance from the Medical Center.
- Renovation of Existing Space: This would involve renovating the existing space, which would not allow project objectives nor ideal work environments to be met, future flexibility and growth potential would be severely limited and major deferred maintenance costs would be incurred.
- Conventional Delivery. The option of a conventional delivery where UNMC designed, built,

and operated the facility was considered at substantially higher costs, to meet the project objectives, than through participating in this larger development.

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

High . . . . . Low

*Comments:* The core values developed during the programming efforts have been applied to this new Administrative Facility and seek to embody 1) the most efficient and effective space use, 2) transparent and consistent standards across UNMC and NM supportive of unique workforce and mobility profiles, not replicating old standards or workforce models, 3) change focused on improvement, and 4) integrated flexibility.

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

High . . . . . Low

*Comments: Construction Costs –* The University estimate to design, construct, and equip a new Administrative Facility is \$18,000,000 (\$456/gsf). Commission staff’s estimate of the total project cost is \$17,775,200 (\$450/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past university construction projects. The University’s estimate is \$224,800 (1.25%) more than Commission staff’s estimate with the variance due to the special construction methods required of this project. State tax dollars will only be used to construct this portion of the overall project. Although not the focus of this evaluation, a cost analysis was completed for the upper four floors of this building. The University estimate to design, construct, and equip the new research floors is \$86,999,000 (\$615/gsf). Commission staff’s estimate of the total project cost is \$86,628,400 (\$613/gsf) using *R.S. Means Square Foot Costs* modified to account for local

conditions and costs from past university construction projects.

**Operating and Maintenance Costs** - The University is estimating no increase in facility operating and maintenance (O&M) costs. The existing O&M funds will be transferred to this new facility.

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

*Comments:* State designated LB384 funds will be used to provide \$18,000,000 million in funding for this proposal.

High . . . . . Low

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

*Comments:* The UNMC administrative functions that serve the Medical Center are to be relocated to the new Administrative Facility, with the existing administration building being demolished. The remainder of the building located on the upper four floors, would include corporate office spaces for Nebraska Medicine, retail space, and shelled office spaces.

This building is intended to generate and drive economic efficiencies, allow for future growth and flexibility, and encompass opportunities for collaboration and partnerships.

Yes                      No  
                     

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

- *Comments:* The administrative departments to be housed in this new facility are currently co-located in the existing administrative facility. Keeping these departments together has been a top goal as different options for renovation or new construction were considered. Lacking an option that allowed these departments to remain together, new construction is being proposed. An advantage of

High . . . . . Low

this approach is the opportunity to build additional shell space to accommodate the future consolidation of other administrative units into the same building.

**COMMISSION ACTION AND COMMENTS:**

Approve      Disapprove



*Action:* Pursuant to the Neb. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska Medical Center’s proposal to construct an Administrative Facility as part of the overall CORE building as outlined in the governing board’s program statement approved on May 5, 2022, along with supplemental information provided.

*Comments:* The purpose of this project is to build a new Administrative Facility Building on the Saddle Creek Campus directly west of the UNMC main campus. This will house the University of Nebraska Medical Center departments of HR, Legal, Finance and other vital Business functions. This project, along with the CORE research floors above it, are a cornerstone for the new Saddle Creek Campus expansion.

Proposed Project from the Northeast:



Proposed Floor Plan – Level 2





Proposed Project Axonometric Profile:

**Level 6**

-wet lab

**Level 5**

-shell  
-future lab

**Level 4**

-shell  
-future lab

**Level 3**

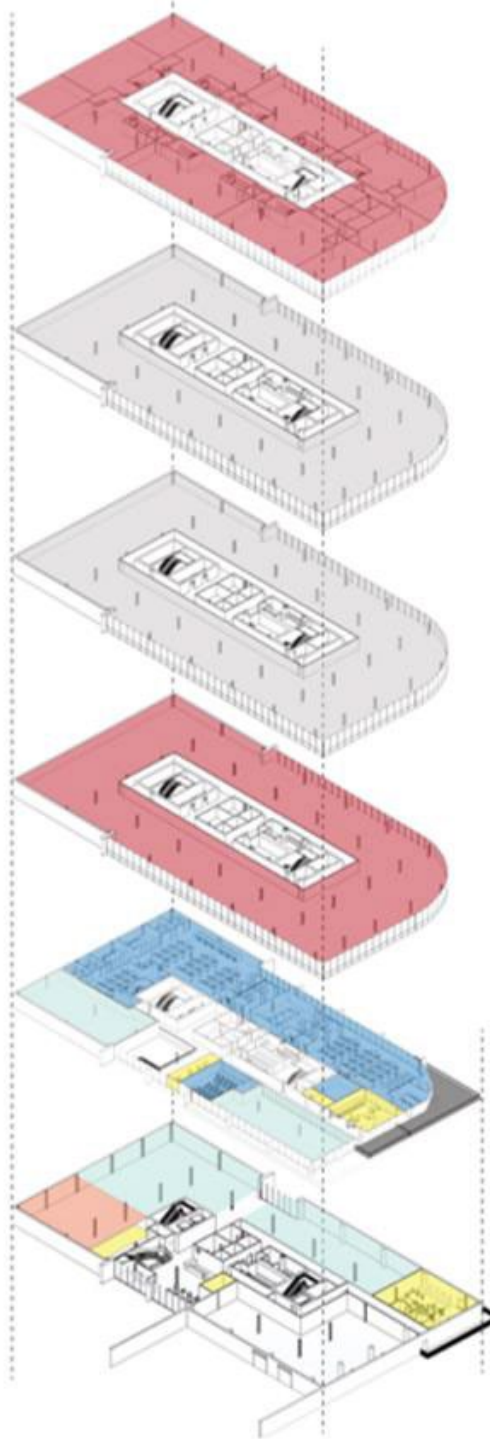
- lab

**Level 2**

-Admin Off.  
-amenity  
-patios  
-shell

**Level 1**

-amenity  
-retail  
-shell  
-support





## **Facility Operating and Maintenance Costs Inflationary Adjustment** *January 1, 2024 through December 31, 2025*

**Background:** The Commission reviews, approves or disapproves, and monitors capital construction projects submitted by public postsecondary education institutions. Included are new capital structures, or any proposed addition, renovation, or acquisition of a capital structure that would be financed with tax funds above a minimum threshold.

**Legislation:** LB 440, signed by the Governor on May 22, 2009, revised the minimum capital expenditure threshold as follows: 1) a total project cost for construction or acquisition with at least \$2,000,000 in tax funds, or 2) for facility operations and maintenance (O&M) costs, a project that is likely, as determined by the institution, to result in an incremental increase of at least \$85,000 in tax funds in any one fiscal year within a period of ten years from the date of substantial completion or acquisition of the project. The \$2,000,000 threshold for tax funds used for construction or acquisition costs does not include an inflationary adjustment. The facility O&M costs threshold requires the Commission to review and make adjustments for inflation biennially.

**Statutory language:** Neb. Rev. Stat. § 85-1402 defines the threshold for facility operations and maintenance (O&M) costs as a base amount of eighty-five thousand dollars (\$85,000) for any one fiscal year. The base amount for the facility's operations and maintenance costs shall be subject to any inflationary or market adjustments made by the commission pursuant to this subdivision. The commission shall adjust the base amount on a biennial basis beginning January 1, 2010. The adjustments shall be based on percentage changes in a construction cost index and any other published index relevant to operations and utilities costs, both as selected by the commission in cooperation with the public institutions. The index or indices shall reflect inflationary or market trends for the applicable operations and maintenance or construction costs.

**Methodology:** LB 440's \$85,000 facility O&M costs threshold took effect in August 2009. The Commission has used the Commonfund Institute's annual *Higher Education Price Index* (HEPI) to measure facility O&M costs inflation. Sub-indices within HEPI that are relevant to facility O&M costs include: personnel compensation, supplies & materials costs, and utilities costs. The 2009 HEPI data has served as the starting point to measure inflationary increases for purposes of LB 440. Over the past 14 years the weighted facilities O&M cost index increased 31.28% to \$111,585 (see attached table).

**Review Process:** Commission staff submitted its methodology and recommendation to representatives of the University of Nebraska, Nebraska State Colleges, and Nebraska Community Colleges on December 15, 2023, requesting comments or recommended modifications. Institutions have not indicated any objections or suggested revisions to the Commission's methodology or recommendation to date.

**Committee Recommendation:** It is recommended that the facility O&M costs threshold for review increase to an incremental increase in tax funds of \$112,000/year for the biennial period of January 1, 2024 through December 31, 2025.



## 2023 Measuring Accomplishments – Changes Made and Important Notes

### Report Changes:

- Added a Key Takeaways summary.
- Attainment goal (2021): Data for 2020 credential attainment was skipped because the U.S. Census Bureau noted substantial data collection issues.

### National Comparisons:

- N/A

### Peer Comparisons:

- Undergraduate Fall Enrollment by Race/Ethnicity (2021): Changed “Nonresident Alien” to “U.S. Nonresident.” IPEDS changed the category name.

### Non-Comparative Measures:

- Percentage of public high school graduates going directly to college by race/ethnicity, gender, and income (2021-2022): 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)
  - The CEP provides an alternative approach for offering school meals in low-income areas. From the NDE website, “The CEP allows schools that predominantly serve low-income children to offer free, nutritious school meals to all students through the National School Lunch and School Breakfast Programs. The CEP uses information from other programs, including the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance Program for Needy Families (TANF) instead of traditional paper applications.”
- Nebraska’s WIOA measure of postsecondary participation by GED completers (2021): Cohort definition changed slightly from prior years as the federal definition should only include those at a high school grade equivalency. No middle school grade equivalency levels are included.
- Remedial student course taking and success (credential seeking cohort, 2016), persistence/attainment outcomes by end of year two (credential seeking cohort, 2020) and by end of year six (credential seeking cohort, 2016): All six community colleges participated in this collection.

### Data Dictionary:

- N/A



# 2023 Measuring Accomplishments

January 17, 2024



**NEBRASKA'S**  
COORDINATING COMMISSION  
FOR POSTSECONDARY EDUCATION



## COMMISSIONERS

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

**Timothy Daniels, Vice Chair**  
*Omaha, Member-at-Large*

**Dr. Deborah Frison**  
*Omaha, District 2*

**Dr. Dennis Headrick**  
*Lincoln, District 1*

**Mary Lauritzen**  
*West Point, Member-at-Large*

**Dannika Nelson**  
*Oakland, Member-at-Large*

**Molly O'Holleran**  
*North Platte, District 6*

**Tami Weber**  
*Columbus, District 5*

**W. Scott Wilson**  
*Plattsmouth, Member-at-Large*

## STAFF

**Dr. Michael Baumgartner**  
*Executive Director*

**Dr. Kathleen Fimple**  
*Academic Programs Officer*

**Jill Heese**  
*Research Director*

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

**J. Ritchie Morrow**  
*Financial Aid Officer*

**Helen Pope**  
*Executive Assistant*

**Matthew Roque**  
*Capital Project &  
Financial Analyst*

**Gary Timm**  
*Chief Finance &  
Administrative Officer*

**Joe Velasquez**  
*Database Manager*

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

The Commission's reports are available online at [ccpe.nebraska.gov/reports](https://ccpe.nebraska.gov/reports)

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

# Key Takeaways – 2023 Measuring Accomplishments

Chapter 1 of the *Comprehensive Statewide Plan for Postsecondary Education* identifies several statewide goals related to meeting the needs of students, meeting the needs of the state, meeting needs by building exemplary institutions, and meeting educational needs through partnerships and collaboration. These goals are critical to the achievement of the *Plan's* vision for postsecondary education in Nebraska. *Measuring Accomplishments* is produced annually to measure progress made towards achieving these goals.

- Nebraska has historically outranked national attainment statistics; however, this lead has been slipping and large attainment gaps remain.

|          | 2012-2016     |              | 2017-2021     |              |
|----------|---------------|--------------|---------------|--------------|
|          | Associate's + | Bachelor's + | Associate's + | Bachelor's + |
| Nebraska | 44.0%         | 32.4%        | 47.1%         | 35.1%        |
| National | 40.7%         | 31.8%        | 44.3%         | 35.1%        |

- Nebraska currently ranks in the middle of the nation for public high school graduation rates (2019-2020 = 87.5%, rank 22). Nebraska was last ranked in the top 10 in 2016-2017 (89.1%, rank 9).
- Preparation for college and college continuation rates have also declined since pre-pandemic levels, though Nebraska ranks higher nationally with these metrics.

|         | Met All 4 ACT Benchmarks |                    | College Continuation |           |
|---------|--------------------------|--------------------|----------------------|-----------|
|         | 2019                     | 2023               | Fall 2018            | Fall 2020 |
| Percent | 22%                      | 19%                | 61.7%                | 59.2%     |
| Rank    | 5 out of 17 states       | 3 out of 15 states | 14                   | 11        |

- While graduation rates vary by cohort definition, Nebraska consistently ranks low for four-year bachelor's completion rates at the state's public four-year institutions (38.0%, rank 39). Six-year completion rates for Nebraska's public two-year (43.8%) and four-year institutions (69.6%) are generally ranked in the middle of the nation (rank 21 and 24, respectively). As shown below, graduation rate rankings differ by institution.

|      | 150% Graduation Rate |                   | Four-Year Graduation Rate | Graduation Status at Six Years |                          | Median Federal Loan Debt |
|------|----------------------|-------------------|---------------------------|--------------------------------|--------------------------|--------------------------|
|      | Total                | Low-Income (Pell) |                           | First-Time Full-Time           | Non-First-Time Full-Time |                          |
| NCTA | ♦                    | ●                 | -                         | ♦                              | ♦                        | -                        |
| UNK  | ♦                    | ●                 | ♦                         | ●                              | ♦                        | ●                        |
| UNL  | ♦                    | ♦                 | ♦                         | ♦                              | ♦                        | ♦                        |
| UNMC | -                    | -                 | -                         | -                              | ●                        | ●                        |
| UNO  | ♦                    | ●                 | ♦                         | ●                              | ♦                        | ●                        |
| CSC  | ♦                    | ●                 | ♦                         | ♦                              | ♦                        | ●                        |
| PSC  | ♦                    | ♦                 | ♦                         | ♦                              | ♦                        | ♦                        |
| WSC  | ●                    | ●                 | ●                         | ●                              | ●                        | ●                        |
| CCC  | ●                    | ●                 | -                         | ●                              | ●                        | ●                        |
| MCC  | ●                    | ♦                 | -                         | ♦                              | ♦                        | ●                        |
| MPCC | ●                    | ●                 | -                         | ●                              | ♦                        | ♦                        |
| NECC | ●                    | ●                 | -                         | ●                              | ●                        | ♦                        |
| SCC  | ♦                    | ♦                 | -                         | ●                              | ●                        | ♦                        |
| WNCC | ♦                    | ♦                 | -                         | ♦                              | ●                        | ●                        |

Note. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (♦). IPEDS graduation cohort years vary by measure; see data dictionary.

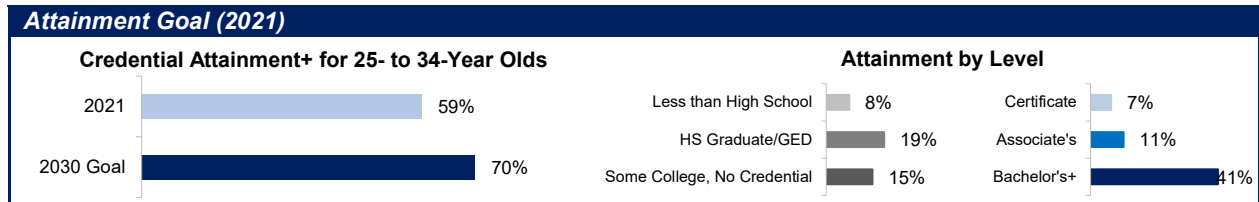
- Funding and affordability remain areas of concern. Nebraska currently ranks 31st nationally for state need-based grant aid per FTE student. Furthermore, the percentage of family income needed to pay for full-time enrollment at public institutions ranges from 12% for families with median incomes at two-year publics to 47% for families with low incomes at four-year publics. Nevertheless, Nebraska institutions rank relatively well compared to their respective peer groups for median federal loan debt.



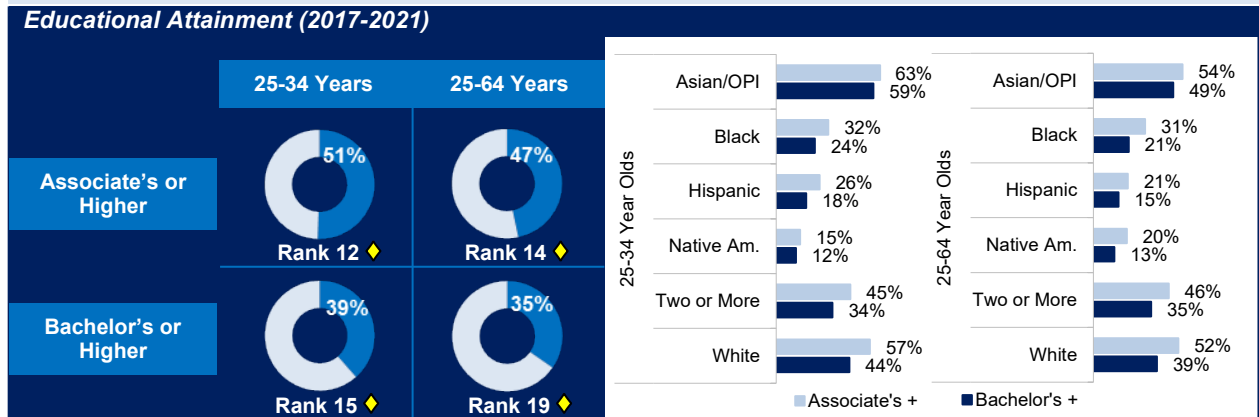
This page left blank intentionally.

# 2023 Measuring Accomplishments

Nebraska is committed to measuring its progress toward achieving the 70% attainment goal for 25- to 34-year-olds and other major statewide goals through national comparisons and institutional peer comparisons.



## National Comparisons



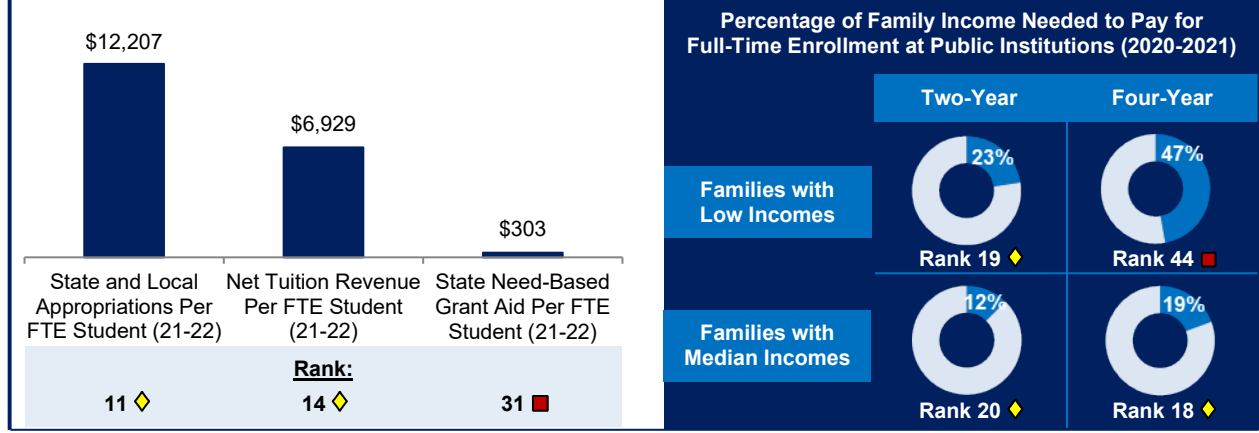
### High School Graduation Rate, Preparation for College, and College Enrollment

|   | Nebraska | Rank |
|---|----------|------|
| Public High School Graduation Rate (2019-2020)  | 88%      | 22   |
| Percentage of ACT-Tested High School Graduates Who Met or Exceeded All Four College Readiness Benchmarks (2023) | 19%      | 3    |
| Percentage of High School Graduates Going Directly to College (Fall 2020)                                       | 59%      | 11   |
| Percentage of Population 25-49 Years Without an Associate's Degree or Higher Enrolled in College (2017-2021)    | 4%       | 30   |

### College Completion Rates

|   | Nebraska | Rank |
|---|----------|------|
| Four-Year Completion Rate for First-Time, Full-Time Baccalaureate-Seeking Students at Public Four-Year Institutions Who Completed a Bachelor's Degree at their First Campus (2016 Cohort) | 38%      | 39   |
| Six-Year Completion Rate for First-Time Students Who Started at Public Four-Year Institutions and Completed a Credential Anywhere (2016 Cohort)   | 70%      | 24   |
| Six-Year Completion Rate for First-Time Students Who Started at Public Two-Year Institutions and Completed a Credential Anywhere (2016 Cohort)  | 44%      | 21   |

### Funding and Affordability



*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska will rank among the ten best states in national comparisons. For national comparisons, ranking in the top 10 is noted by a green circle (●), ranking 11 to 25 is noted by a yellow diamond (◆), and ranking 26 to 50 is noted by a red square (■). Data sources: Lumina Foundation (credential attainment for 25- to 34-year-olds, attainment by level); U.S. Census Bureau (educational attainment, percent of population without an associate's degree enrolled in college); U.S. Department of Education (public high school graduation rate); ACT (college readiness benchmarks); Western Interstate Commission for Higher Education (high school graduates going directly to college); Integrated Postsecondary Education Data System (four-year completion rate); National Student Clearinghouse (six-year completion rates); State Higher Education Executive Officers Association (state and local appropriations per FTE student, net tuition revenue per FTE student); National Association of State Student Grant and Aid Programs (state need-based grant aid per FTE student); Midwestern Higher Education Compact (family income needed to pay net price for full-time enrollment). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Nebraska College of Technical Agriculture

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID          | Institution  | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|-------------|--|-----------|-------------------------------|-------------------|
| <b>NCTA</b> | <b>Nebraska College of Technical Agriculture</b>         | <b>NE</b> | <b>282</b>                    | <b>35%</b>        |
| ILCC        | Iowa Lakes Community College                             | IA        | 1,803                         | 22%               |
| LATC        | Lake Area Technical College                              | SD        | 2,190                         | 30%               |
| MTC         | Mitchell Technical College                               | SD        | 1,193                         | 31%               |
| MSC         | Morrisville State College                                | NY        | 1,957                         | 56%               |
| NCTC        | Northland Community and Technical College                | MN        | 2,716                         | 24%               |
| OSAT        | Ohio State University Agricultural Technical Institute   | OH        | 490                           | 24%               |
| SOCC        | South Central College                                    | MN        | 2,511                         | 35%               |
| STCM        | State Technical College of Missouri                      | MO        | 1,855                         | 31%               |
| SUNY        | SUNY College of Agriculture and Technology at Cobleskill | NY        | 1,820                         | 42%               |
| VTC         | Vermont Technical College                                | VT        | 1,449                         | 28%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID          | Asian/Pacific Islander | Black     | Hispanic  | Native American | U.S. Nonresident | Two or More Races | White      |
|-------------|------------------------|-----------|-----------|-----------------|------------------|-------------------|------------|
| <b>NCTA</b> | <b>0%</b>              | <b>0%</b> | <b>4%</b> | <b>0%</b>       | <b>0%</b>        | <b>2%</b>         | <b>94%</b> |
| ILCC        | 2%                     | 4%        | 6%        | 0%              | 4%               | 0%                | 83%        |
| LATC        | 1%                     | 1%        | 2%        | 2%              | 0%               | 0%                | 93%        |
| MTC         | 1%                     | 0%        | 4%        | 3%              | 0%               | 2%                | 90%        |
| MSC         | 1%                     | 24%       | 8%        | 0%              | 2%               | 3%                | 62%        |
| NCTC        | 2%                     | 6%        | 5%        | 2%              | 0%               | 4%                | 82%        |
| OSAT        | 0%                     | 1%        | 3%        | 0%              | 0%               | 3%                | 94%        |
| SOCC        | 1%                     | 10%       | 12%       | 0%              | 2%               | 3%                | 71%        |
| STCM        | 0%                     | 2%        | 2%        | 1%              | 0%               | 2%                | 93%        |
| SUNY        | 2%                     | 11%       | 12%       | 0%              | 1%               | 3%                | 70%        |
| VTC         | 2%                     | 2%        | 3%        | 0%              | 3%               | 5%                | 84%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2019 Cohort)

| ID          | Asian/Pacific Islander | Black     | Hispanic   | Native American | Two or More Races | White      | Total        | Low-Income (Pell) |
|-------------|------------------------|-----------|------------|-----------------|-------------------|------------|--------------|-------------------|
| <b>NCTA</b> | <b>NA</b>              | <b>NA</b> | <b>40%</b> | <b>0%</b>       | <b>0%</b>         | <b>45%</b> | <b>◆ 43%</b> | <b>● 66%</b>      |
| ILCC        | 0%                     | 6%        | 17%        | 29%             | 0%                | 41%        | 37%          | 35%               |
| LATC        | 25%                    | 33%       | 40%        | 61%             | 0%                | 71%        | 70%          | 65%               |
| MTC         | 89%                    | 0%        | 64%        | 47%             | 67%               | 72%        | 71%          | 63%               |
| MSC         | 29%                    | 21%       | 15%        | 50%             | 19%               | 41%        | 33%          | 26%               |
| NCTC        | 67%                    | 11%       | 23%        | 33%             | 7%                | 49%        | 40%          | 30%               |
| OSAT        | NA                     | 0%        | 40%        | 100%            | 17%               | 52%        | 50%          | 41%               |
| SOCC        | 25%                    | 22%       | 18%        | 0%              | 20%               | 29%        | 26%          | 22%               |
| STCM        | 67%                    | 25%       | 83%        | 100%            | 83%               | 77%        | 77%          | 68%               |
| SUNY        | 43%                    | 31%       | 29%        | 25%             | 32%               | 51%        | 43%          | 39%               |
| VTC         | 100%                   | 67%       | 67%        | 100%            | 38%               | 54%        | 54%          | 51%               |

### Graduation Status at Six Years (2014-2015 Cohort)

|             | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|-------------|----------------------|----------------------|--------------------------|--------------------------|
| <b>NCTA</b> | <b>◆ 50%</b>         | <b>NA</b>            | <b>◆ 60%</b>             | <b>NA</b>                |
| ILCC        | 49%                  | 19%                  | 55%                      | 42%                      |
| LATC        | 76%                  | 61%                  | 78%                      | 41%                      |
| MTC         | 71%                  | 26%                  | 76%                      | 57%                      |
| MSC         | 41%                  | 36%                  | 56%                      | 39%                      |
| NCTC        | 53%                  | 27%                  | 59%                      | 39%                      |
| OSAT        | 51%                  | 0%                   | 48%                      | 38%                      |
| SOCC        | 31%                  | 23%                  | 46%                      | 37%                      |
| STCM        | 75%                  | 40%                  | 81%                      | 73%                      |
| SUNY        | 45%                  | 50%                  | 64%                      | 35%                      |
| VTC         | 67%                  | 50%                  | 81%                      | 63%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID          | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|-------------|--|--|--|-----------------|---|--|---------------------|--|---|
|             |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>NCTA</b> | <b>\$16,715</b>  | <b>\$2,802</b>                                   | <b>\$21,822</b>                            | <b>\$83,438</b> | <b>\$13,217</b>   | <b>\$10,597</b>  | <b>\$11,614</b>     | <b>38%</b>                                     | <b>-</b>  |
| ILCC        | \$16,872   | \$4,249  | \$24,914                                   | \$92,515        | \$11,789  | \$10,338   | \$10,971            | 21%  | \$12,000  |
| LATC        | \$5,096  | \$5,561  | \$11,525                                   | \$26,388        | \$12,735  | \$10,663   | \$11,275            | 65%  | \$12,000  |
| MTC         | \$3,890  | \$2,368  | \$13,791                                   | \$32,325        | \$12,101  | \$10,087   | \$11,563            | 46%  | \$12,000  |
| MSC         | \$18,493   | \$4,692  | \$32,034                                   | \$109,175       | \$16,070  | \$12,264   | \$14,061            | 66%  | \$18,742  |
| NCTC        | \$8,275  | \$3,771  | \$17,136                                   | \$35,584        | \$13,100  | \$11,097   | \$12,156            | 29%  | \$12,000  |
| OSAT        | \$7,915  | \$7,040  | \$26,148                                   | \$69,680        | \$17,782  | \$13,812   | \$13,668            | 45%  | -   |
| SOCC        | \$8,214  | \$4,366  | \$19,108                                   | \$69,024        | \$10,514  | \$9,684  | \$9,706             | 28%  | \$12,000  |
| STCM        | \$2,874  | \$6,521  | \$15,266                                   | \$42,335        | \$7,364   | \$10,339   | \$10,603            | 48%  | \$10,986  |
| SUNY        | \$16,962   | \$4,673  | \$32,397                                   | \$108,473       | \$17,602  | \$11,426   | \$14,296            | 52%  | \$16,023  |
| VTC         | \$6,771  | \$17,506   | \$32,768                                   | \$63,544        | \$19,426  | \$13,931   | \$15,670            | 50%  | \$15,000  |

Note. Median federal loan debt data for NCTA includes information for UNL and NCTA graduates combined. Therefore, the available information is not representative of the debt incurred by NCTA's graduates and is not included in this report. Additionally, median federal loan debt data is not included for Ohio State University Agricultural Technical Institute (OSAT) as the data reported includes information for four Ohio State University institutions/campuses combined. Therefore, the available information is not representative of the debt incurred by OSAT's graduates and is not included in this report.

Note. It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](https://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: University of Nebraska at Kearney

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution                              | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|--|-----------|-------------------------------|-------------------|
| <b>UNK</b> | <b>University of Nebraska at Kearney</b> | <b>NE</b> | <b>4,427</b>                  | <b>35%</b>        |
| EIU        | Eastern Illinois University              | IL        | 6,903                         | 31%               |
| ESU        | Emporia State University                 | KS        | 2,948                         | 33%               |
| MSUM       | Minnesota State University Moorhead      | MN        | 4,026                         | 28%               |
| NWMS       | Northwest Missouri State University      | MO        | 5,306                         | 28%               |
| PSU        | Pittsburg State University               | KS        | 4,560                         | 30%               |
| SUP        | Shippensburg University of Pennsylvania  | PA        | 4,900                         | 30%               |
| UCM        | University of Central Missouri           | MO        | 7,577                         | 27%               |
| WCU        | Western Carolina University              | NC        | 10,145                        | 33%               |
| WIU        | Western Illinois University              | IL        | 5,394                         | 44%               |
| WSU        | Winona State University                  | MN        | 5,748                         | 25%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black     | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|-----------|------------|-----------------|------------------|-------------------|------------|
| <b>UNK</b> | <b>1%</b>              | <b>3%</b> | <b>14%</b> | <b>0%</b>       | <b>6%</b>        | <b>3%</b>         | <b>74%</b> |
| EIU        | 4%                     | 15%       | 17%        | 0%              | 2%               | 2%                | 60%        |
| ESU        | 1%                     | 4%        | 8%         | 0%              | 4%               | 12%               | 70%        |
| MSUM       | 2%                     | 5%        | 4%         | 1%              | 4%               | 4%                | 81%        |
| NWMS       | 1%                     | 4%        | 4%         | 0%              | 2%               | 3%                | 85%        |
| PSU        | 2%                     | 5%        | 5%         | 5%              | 2%               | 1%                | 81%        |
| SUP        | 2%                     | 14%       | 7%         | 0%              | 1%               | 5%                | 72%        |
| UCM        | 1%                     | 8%        | 6%         | 0%              | 1%               | 5%                | 79%        |
| WCU        | 1%                     | 6%        | 8%         | 1%              | 2%               | 3%                | 78%        |
| WIU        | 1%                     | 21%       | 13%        | 0%              | 2%               | 3%                | 60%        |
| WSU        | 3%                     | 3%        | 4%         | 0%              | 2%               | 4%                | 83%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2016 Cohort)

| ID         | Asian/Pacific Islander | Black      | Hispanic   | Native American | Two or More Races | White      | Total      | Low-Income (Pell) |
|------------|------------------------|------------|------------|-----------------|-------------------|------------|------------|-------------------|
| <b>UNK</b> | <b>80%</b>             | <b>22%</b> | <b>47%</b> | <b>0%</b>       | <b>22%</b>        | <b>57%</b> | <b>54%</b> | <b>54%</b>        |
| EIU        | 88%                    | 43%        | 44%        | 50%             | 43%               | 64%        | 55%        | 47%               |
| ESU        | 33%                    | 35%        | 39%        | 100%            | 35%               | 56%        | 52%        | 42%               |
| MSUM       | 43%                    | 40%        | 43%        | 0%              | 40%               | 57%        | 55%        | 47%               |
| NWMS       | 71%                    | 27%        | 35%        | 50%             | 27%               | 56%        | 54%        | 41%               |
| PSU        | 25%                    | 27%        | 40%        | 44%             | 27%               | 59%        | 56%        | 43%               |
| SUP        | 45%                    | 24%        | 41%        | 0%              | 24%               | 57%        | 50%        | 37%               |
| UCM        | 58%                    | 39%        | 37%        | 50%             | 39%               | 56%        | 53%        | 45%               |
| WCU        | 59%                    | 47%        | 58%        | 44%             | 47%               | 63%        | 61%        | 55%               |
| WIU        | 70%                    | 30%        | 42%        | NA              | 30%               | 62%        | 47%        | 39%               |
| WSU        | 48%                    | 33%        | 55%        | 25%             | 33%               | 63%        | 60%        | 50%               |

### Four-Year Graduation Rates (2016 Cohort) and Graduation Status at Six Years (2014-2015 Cohort)

| ID         | Four-Year Graduation Rate | Graduation Status at Six Years |                      |                          |                          |
|------------|---------------------------|--------------------------------|----------------------|--------------------------|--------------------------|
|            |                           | First-Time Full-Time           | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| <b>UNK</b> | <b>30%</b>                | <b>58%</b>                     | <b>43%</b>           | <b>52%</b>               | <b>30%</b>               |
| EIU        | 35%                       | 49%                            | 0%                   | 72%                      | 46%                      |
| ESU        | 35%                       | 46%                            | 28%                  | 61%                      | 33%                      |
| MSUM       | 39%                       | 54%                            | 22%                  | 64%                      | 61%                      |
| NWMS       | 40%                       | 52%                            | 9%                   | 61%                      | 41%                      |
| PSU        | 36%                       | 53%                            | 17%                  | 65%                      | 35%                      |
| SUP        | 38%                       | 51%                            | 63%                  | 63%                      | 51%                      |
| UCM        | 39%                       | 50%                            | 10%                  | 66%                      | 51%                      |
| WCU        | 43%                       | 63%                            | 21%                  | 70%                      | 60%                      |
| WIU        | 28%                       | 46%                            | 16%                  | 68%                      | 46%                      |
| WSU        | 43%                       | 61%                            | 33%                  | 70%                      | 72%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID         | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|------------|--|--|--|-----------------|---|--|---------------------|--|---|
|            |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>UNK</b> | <b>\$9,532</b>   | <b>\$6,540</b>                                   | <b>\$18,534</b>                            | <b>\$66,879</b> | <b>\$16,564</b>   | <b>\$14,677</b>  | <b>\$14,929</b>     | <b>41%</b>                                     | <b>● \$19,500</b>                                       |
| EIU        | \$6,711  | \$4,423  | \$15,435                                   | \$50,825        | \$13,380  | \$9,498  | \$7,854             | 38%  | \$21,500  |
| ESU        | \$6,550  | \$6,648  | \$15,688                                   | \$42,668        | \$14,854  | \$10,908   | \$11,563            | 61%  | \$19,500  |
| MSUM       | \$6,644  | \$6,461  | \$17,236                                   | \$57,045        | \$17,939  | \$13,000   | \$13,444            | 53%  | \$20,000  |
| NWMS       | \$4,313  | \$7,246  | \$13,165                                   | \$41,857        | \$14,197  | \$10,949   | \$10,824            | 52%  | \$21,500  |
| PSU        | \$6,249  | \$5,612  | \$15,769                                   | \$51,139        | \$16,725  | \$13,659   | \$14,622            | 50%  | \$18,969  |
| SUP        | \$5,778  | \$8,580  | \$23,769                                   | \$105,198       | \$21,462  | \$17,461   | \$19,059            | 62%  | \$25,000  |
| UCM        | \$5,958  | \$7,434  | \$17,164                                   | \$45,870        | \$15,117  | \$11,376   | \$12,256            | 44%  | \$21,000  |
| WCU        | \$11,617   | \$3,988  | \$16,870                                   | \$60,920        | \$13,022  | \$9,032  | \$11,543            | 49%  | \$21,868  |
| WIU        | \$7,721  | \$6,291  | \$33,805                                   | \$101,007       | \$11,213  | \$10,174   | \$8,991             | 56%  | \$25,251  |
| WSU        | \$6,197  | \$6,280  | \$16,934                                   | \$61,894        | \$18,187  | \$12,051   | \$12,522            | 53%  | \$21,500  |

**Research and Development Expenditures (National Science Foundation, 2021)**

| ID         | Extramural Funds     | Institutional Funds | All Sources        | Federal Sources (Not Including Medical Science Research) |
|------------|----------------------|---------------------|--------------------|--|
| <b>UNK</b> | <b>● \$2,120,000</b> | <b>\$1,081,000</b>  | <b>\$3,201,000</b> | <b>● \$1,109,000</b>                                     |
| PSU        | \$2,730,000          | \$0                 | \$2,730,000        | \$752,000  |
| WCU        | \$2,192,000          | \$655,000           | \$2,847,000        | \$1,010,000  |
| WIU        | \$3,446,000          | \$86,000            | \$3,532,000        | \$3,163,000  |

Note. Institutions not listed were not participants in the National Science Foundation's Higher Education Research and Development Survey.

Note. It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates); National Science Foundation (research and development expenditures). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [cpe.nebraska.gov/files/DataDictionary.pdf](https://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: University of Nebraska-Lincoln

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution  | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|--|-----------|-------------------------------|-------------------|
| <b>UNL</b> | <b>University of Nebraska-Lincoln</b>                          | <b>NE</b> | <b>19,552</b>                 | <b>22%</b>        |
| CSUF       | Colorado State University-Fort Collins                         | CO        | 24,954                        | 21%               |
| ISU        | Iowa State University  | IA        | 25,808                        | 19%               |
| LSUA       | Louisiana State University & Agricultural & Mechanical College | LA        | 29,273                        | 25%               |
| UTK        | The University of Tennessee-Knoxville                          | TN        | 25,067                        | 22%               |
| UI         | University of Iowa   | IA        | 21,608                        | 19%               |
| KU         | University of Kansas   | KS        | 19,158                        | 19%               |
| UKY        | University of Kentucky   | KY        | 21,900                        | 21%               |
| UMC        | University of Missouri-Columbia                                | MO        | 23,696                        | 21%               |
| UON        | University of Oklahoma-Norman Campus                           | OK        | 21,152                        | 24%               |
| WASH       | Washington State University                                    | WA        | 24,278                        | 27%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black     | Hispanic  | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|-----------|-----------|-----------------|------------------|-------------------|------------|
| <b>UNL</b> | <b>4%</b>              | <b>3%</b> | <b>8%</b> | <b>0%</b>       | <b>5%</b>        | <b>3%</b>         | <b>77%</b> |
| CSUF       | 3%                     | 2%        | 15%       | 1%              | 3%               | 5%                | 71%        |
| ISU        | 4%                     | 3%        | 7%        | 0%              | 4%               | 3%                | 79%        |
| LSUA       | 5%                     | 16%       | 8%        | 1%              | 2%               | 2%                | 67%        |
| UTK        | 4%                     | 5%        | 6%        | 0%              | 1%               | 5%                | 80%        |
| UI         | 5%                     | 3%        | 9%        | 0%              | 3%               | 4%                | 76%        |
| KU         | 6%                     | 4%        | 9%        | 0%              | 5%               | 5%                | 70%        |
| UKY        | 4%                     | 7%        | 6%        | 0%              | 2%               | 4%                | 77%        |
| UMC        | 3%                     | 6%        | 5%        | 0%              | 1%               | 5%                | 79%        |
| UON        | 7%                     | 5%        | 13%       | 3%              | 3%               | 10%               | 59%        |
| WASH       | 7%                     | 3%        | 16%       | 1%              | 4%               | 7%                | 62%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2016 Cohort)

| ID         | Asian/Pacific Islander | Black      | Hispanic   | Native American | Two or More Races | White      | Total        | Low-Income (Pell) |
|------------|------------------------|------------|------------|-----------------|-------------------|------------|--------------|-------------------|
| <b>UNL</b> | <b>63%</b>             | <b>45%</b> | <b>54%</b> | <b>60%</b>      | <b>45%</b>        | <b>67%</b> | <b>◆ 65%</b> | <b>◆ 52%</b>      |
| CSUF       | 65%                    | 61%        | 62%        | 30%             | 61%               | 68%        | 67%          | 59%               |
| ISU        | 71%                    | 60%        | 63%        | 56%             | 60%               | 76%        | 74%          | 64%               |
| LSUA       | 74%                    | 58%        | 67%        | 61%             | 58%               | 72%        | 70%          | 57%               |
| UTK        | 84%                    | 61%        | 65%        | 55%             | 61%               | 74%        | 73%          | 60%               |
| UI         | 72%                    | 59%        | 65%        | 45%             | 59%               | 75%        | 74%          | 62%               |
| KU         | 75%                    | 48%        | 61%        | 36%             | 48%               | 69%        | 67%          | 52%               |
| UKY        | 73%                    | 52%        | 63%        | 50%             | 52%               | 71%        | 69%          | 55%               |
| UMC        | 74%                    | 65%        | 67%        | 69%             | 65%               | 77%        | 75%          | 63%               |
| UON        | 81%                    | 66%        | 73%        | 63%             | 66%               | 78%        | 76%          | 68%               |
| WASH       | 63%                    | 49%        | 54%        | 47%             | 49%               | 66%        | 62%          | 53%               |

### Four-Year Graduation Rates (2016 Cohort) and Graduation Status at Six Years (2014-2015 Cohort)

| ID         | Four-Year Graduation Rate | Graduation Status at Six Years |                      |                          |                          |
|------------|---------------------------|--------------------------------|----------------------|--------------------------|--------------------------|
|            |                           | First-Time Full-Time           | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| <b>UNL</b> | <b>◆ 46%</b>              | <b>◆ 67%</b>                   | <b>◆ 34%</b>         | <b>◆ 69%</b>             | <b>◆ 48%</b>             |
| CSUF       | 47%                       | 70%                            | 43%                  | 77%                      | 50%                      |
| ISU        | 52%                       | 74%                            | 30%                  | 71%                      | 46%                      |
| LSUA       | 44%                       | 69%                            | 17%                  | 67%                      | 35%                      |
| UTK        | 54%                       | 71%                            | 24%                  | 66%                      | 47%                      |
| UI         | 55%                       | 72%                            | 60%                  | 70%                      | 55%                      |
| KU         | 53%                       | 63%                            | 42%                  | 68%                      | 55%                      |
| UKY        | 52%                       | 66%                            | 42%                  | 62%                      | 34%                      |
| UMC        | 55%                       | 73%                            | 53%                  | 71%                      | 55%                      |
| UON        | 53%                       | 71%                            | 51%                  | 63%                      | 42%                      |
| WASH       | 41%                       | 58%                            | 29%                  | 73%                      | 55%                      |



| <b>Funding and Affordability (2021-2022), Unless Otherwise Noted</b> |  |  |  |                  |   |  |                     |  |   |
|--|--|--|--|------------------|---|--|---------------------|--|---|
| ID   | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                  | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|  |  |  | Per FTE Student                            | Per Award        |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>UNL</b>   | <b>\$13,121</b>  | <b>\$10,602</b>                                  | <b>\$33,907</b>                            | <b>\$129,283</b> | <b>\$16,805</b>   | <b>\$11,585</b>  | <b>\$11,812</b>     | <b>35%</b>                                     | <b>◆ \$21,000</b>                                       |
| CSUF   | \$70   | \$15,851   | \$41,225                                   | \$150,127        | \$16,926  | \$10,653   | \$10,727            | 34%  | \$20,000  |
| ISU  | \$8,148  | \$11,820   | \$34,405                                   | \$122,078        | \$15,310  | \$7,532  | \$9,230             | 48%  | \$22,869  |
| LSUA   | \$7,424  | \$11,920   | \$28,530                                   | \$130,328        | \$21,296  | \$13,629   | \$16,365            | 28%  | \$20,500  |
| UTK  | \$12,465   | \$12,147   | \$36,397                                   | \$142,952        | \$21,880  | \$10,518   | \$14,847            | 33%  | \$20,500  |
| UI   | \$8,320  | \$15,721   | \$49,597                                   | \$150,284        | \$19,587  | \$13,749   | \$15,525            | 41%  | \$22,500  |
| KU   | \$10,805   | \$12,941   | \$47,610                                   | \$166,707        | \$18,950  | \$13,722   | \$14,285            | 38%  | \$21,000  |
| UKY  | \$10,399   | \$12,811   | \$62,297                                   | \$218,779        | \$18,693  | \$10,597   | \$11,156            | 36%  | \$22,500  |
| UMC  | \$8,041  | \$10,763   | \$33,974                                   | \$102,737        | \$19,889  | \$15,519   | \$15,601            | 34%  | \$20,500  |
| UON  | \$4,527  | \$14,350   | \$31,436                                   | \$108,205        | \$22,601  | \$15,242   | \$17,059            | 33%  | \$20,654  |
| WASH   | \$9,371  | \$10,674   | \$32,077                                   | \$108,759        | \$17,911  | \$8,032  | \$9,464             | 32%  | \$19,500  |

| <b>Research and Development Expenditures (National Science Foundation, 2021)</b> |                      |                      |                      |  |
|--|----------------------|----------------------|----------------------|--|
| ID   | Extramural Funds     | Institutional Funds  | All Sources          | Federal Sources (Not Including Medical Science Research) |
| <b>UNL</b>   | <b>\$195,533,000</b> | <b>\$111,550,000</b> | <b>\$307,083,000</b> | <b>◆ \$100,350,000</b>                                   |
| CSUF   | \$370,587,000        | \$76,610,000         | \$447,197,000        | \$286,519,000  |
| ISU  | \$237,431,000        | \$122,844,000        | \$360,275,000        | \$162,862,000  |
| LSUA   | \$198,249,000        | \$98,424,000         | \$296,673,000        | \$102,944,000  |
| UTK  | \$164,740,000        | \$151,533,000        | \$316,273,000        | \$130,893,000  |
| UI   | \$333,297,000        | \$220,579,000        | \$553,876,000        | \$152,911,000  |
| KU   | \$273,277,000        | \$112,360,000        | \$385,637,000        | \$103,662,000  |
| UKY  | \$301,753,000        | \$127,488,000        | \$429,241,000        | \$168,443,000  |
| UMC  | \$231,748,000        | \$157,031,000        | \$388,779,000        | \$119,169,000  |
| UON  | \$264,034,000        | \$116,014,000        | \$380,048,000        | \$146,849,000  |
| WASH   | \$250,844,000        | \$106,804,000        | \$357,648,000        | \$142,804,000  |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates); National Science Foundation (research and development expenditures). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: University of Nebraska Medical Center

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID          | Institution                                  | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|-------------|--|-----------|-------------------------------|-------------------|
| <b>UNMC</b> | <b>University of Nebraska Medical Center</b> | <b>NE</b> | <b>936</b>                    | <b>22%</b>        |
| MUSC        | Medical University of South Carolina         | SC        | 334                           | 13%               |
| OSU         | Ohio State University-Main Campus            | OH        | 47,106                        | 20%               |
| UTK         | The University of Tennessee-Knoxville        | TN        | 25,067                        | 22%               |
| UA          | University of Arizona                        | AZ        | 37,434                        | 28%               |
| UCON        | University of Connecticut                    | CT        | 18,567                        | 24%               |
| UI          | University of Iowa                           | IA        | 21,608                        | 19%               |
| KU          | University of Kansas                         | KS        | 19,158                        | 19%               |
| UKY         | University of Kentucky                       | KY        | 21,900                        | 21%               |
| UU          | University of Utah                           | UT        | 25,826                        | 21%               |
| VCU         | Virginia Commonwealth University             | VA        | 21,394                        | 30%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID          | Asian/Pacific Islander | Black     | Hispanic  | Native American | U.S. Nonresident | Two or More Races | White      |
|-------------|------------------------|-----------|-----------|-----------------|------------------|-------------------|------------|
| <b>UNMC</b> | <b>3%</b>              | <b>3%</b> | <b>8%</b> | <b>0%</b>       | <b>1%</b>        | <b>4%</b>         | <b>81%</b> |
| MUSC        | 2%                     | 12%       | 6%        | 0%              | 0%               | 5%                | 75%        |
| OSU         | 9%                     | 8%        | 5%        | 0%              | 7%               | 4%                | 66%        |
| UTK         | 4%                     | 5%        | 6%        | 0%              | 1%               | 5%                | 80%        |
| UA          | 5%                     | 4%        | 29%       | 1%              | 5%               | 5%                | 51%        |
| UCON        | 13%                    | 7%        | 15%       | 0%              | 9%               | 4%                | 53%        |
| UI          | 5%                     | 3%        | 9%        | 0%              | 3%               | 4%                | 76%        |
| KU          | 6%                     | 4%        | 9%        | 0%              | 5%               | 5%                | 70%        |
| UKY         | 4%                     | 7%        | 6%        | 0%              | 2%               | 4%                | 77%        |
| UU          | 7%                     | 1%        | 14%       | 0%              | 7%               | 6%                | 65%        |
| VCU         | 15%                    | 21%       | 11%       | 0%              | 2%               | 8%                | 42%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2016 Cohort)

| ID          | Asian/Pacific Islander | Black     | Hispanic  | Native American | Two or More Races | White     | Total     | Low-Income (Pell) |
|-------------|------------------------|-----------|-----------|-----------------|-------------------|-----------|-----------|-------------------|
| <b>UNMC</b> | <b>NA</b>              | <b>NA</b> | <b>NA</b> | <b>NA</b>       | <b>NA</b>         | <b>NA</b> | <b>NA</b> | <b>NA</b>         |
| MUSC        | NA                     | NA        | NA        | NA              | NA                | NA        | NA        | NA                |
| OSU         | 92%                    | 76%       | 85%       | 100%            | 76%               | 89%       | 88%       | 81%               |
| UTK         | 84%                    | 61%       | 65%       | 55%             | 61%               | 74%       | 73%       | 60%               |
| UA          | 75%                    | 56%       | 63%       | 45%             | 56%               | 70%       | 68%       | 60%               |
| UCON        | 83%                    | 75%       | 75%       | 50%             | 75%               | 87%       | 83%       | 74%               |
| UI          | 72%                    | 59%       | 65%       | 45%             | 59%               | 75%       | 74%       | 62%               |
| KU          | 75%                    | 48%       | 61%       | 36%             | 48%               | 69%       | 67%       | 52%               |
| UKY         | 73%                    | 52%       | 63%       | 50%             | 52%               | 71%       | 69%       | 55%               |
| UU          | 66%                    | 62%       | 56%       | 44%             | 62%               | 66%       | 65%       | 54%               |
| VCU         | 75%                    | 63%       | 59%       | 60%             | 63%               | 64%       | 65%       | 61%               |

### Four-Year Graduation Rates (2016 Cohort) and Graduation Status at Six Years (2014-2015 Cohort)

| ID          | Four-Year Graduation Rate | Graduation Status at Six Years |                      |                          |                          |
|-------------|---------------------------|--------------------------------|----------------------|--------------------------|--------------------------|
|             |                           | First-Time Full-Time           | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| <b>UNMC</b> | <b>NA</b>                 | <b>NA</b>                      | <b>NA</b>            | <b>94%</b>               | <b>90%</b>               |
| MUSC        | NA                        | NA                             | NA                   | 96%                      | 100%                     |
| OSU         | 69%                       | 87%                            | 58%                  | 73%                      | 48%                      |
| UTK         | 54%                       | 71%                            | 24%                  | 66%                      | 47%                      |
| UA          | 54%                       | 65%                            | 33%                  | 68%                      | 51%                      |
| UCON        | 74%                       | 83%                            | 64%                  | 82%                      | 61%                      |
| UI          | 55%                       | 72%                            | 60%                  | 70%                      | 55%                      |
| KU          | 53%                       | 63%                            | 42%                  | 68%                      | 55%                      |
| UKY         | 52%                       | 66%                            | 42%                  | 62%                      | 34%                      |
| UU          | 35%                       | 66%                            | 34%                  | 72%                      | 57%                      |
| VCU         | 44%                       | 66%                            | 7%                   | 69%                      | 69%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID          | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                  | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|-------------|--|--|--|------------------|---|--|---------------------|--|---|
|             |  |  | Per FTE Student                            | Per Award        |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>UNMC</b> | <b>\$48,394</b>  | <b>\$20,431</b>                                  | <b>\$142,010</b>                           | <b>\$406,300</b> | <b>NA</b>   | <b>NA</b>  | <b>NA</b>           | <b>49%</b>                                     | <b>● \$15,000</b>                                       |
| MUSC        | -  | -  | -  | -                | -   | -  | -                   | 64%  | \$15,000  |
| OSU         | -  | -  | -  | -                | -   | -  | -                   | 31%  | \$19,976  |
| UTK         | -  | -  | -  | -                | -   | -  | -                   | 33%  | \$20,500  |
| UA          | -  | -  | -  | -                | -   | -  | -                   | 29%  | \$19,620  |
| UCON        | -  | -  | -  | -                | -   | -  | -                   | 36%  | \$21,500  |
| UI          | -  | -  | -  | -                | -   | -  | -                   | 41%  | \$22,500  |
| KU          | -  | -  | -  | -                | -   | -  | -                   | 38%  | \$21,000  |
| UKY         | -  | -  | -  | -                | -   | -  | -                   | 36%  | \$22,500  |
| UU          | -  | -  | -  | -                | -   | -  | -                   | 24%  | \$19,000  |
| VCU         | -  | -  | -  | -                | -   | -  | -                   | 44%  | \$21,500  |

Note. UNMC is fundamentally different from most of its peers because it is limited to health occupation degrees and does not enroll first-time undergraduate students. As a result, most measures are not appropriate for comparison.

**Research and Development Expenditures (National Institutes of Health, 2022)**

| ID          | Total Health Sciences School Research |
|-------------|---------------------------------------|
| <b>UNMC</b> | <b>◆ \$96,228,069</b>                 |
| MUSC        | \$114,475,742                         |
| OSU         | \$184,693,143                         |
| UTK         | \$59,502,500                          |
| UA          | \$136,890,014                         |
| UCON        | \$69,523,667                          |
| UI          | \$159,550,587                         |
| KU          | \$82,580,844                          |
| UKY         | \$136,036,507                         |
| UU          | \$200,913,693                         |
| VCU         | \$88,410,866                          |

Note. It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates); Blue Ridge Institute for Medical Research (research and development expenditures). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](https://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: University of Nebraska at Omaha

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution                                | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|--|-----------|-------------------------------|-------------------|
| <b>UNO</b> | <b>University of Nebraska at Omaha</b>     | <b>NE</b> | <b>12,197</b>                 | <b>31%</b>        |
| CSU        | Cleveland State University                 | OH        | 10,481                        | 38%               |
| EMU        | Eastern Michigan University                | MI        | 12,730                        | 37%               |
| NKU        | Northern Kentucky University               | KY        | 10,814                        | 26%               |
| UTC        | The University of Tennessee-Chattanooga    | TN        | 10,016                        | 33%               |
| UCO        | University of Central Oklahoma             | OK        | 11,771                        | 35%               |
| UCCS       | University of Colorado, Colorado Springs   | CO        | 10,002                        | 28%               |
| UMSL       | University of Missouri-St Louis            | MO        | 12,347                        | 18%               |
| UNCG       | University of North Carolina at Greensboro | NC        | 15,178                        | 48%               |
| UNF        | University of North Florida                | FL        | 14,167                        | 30%               |
| WSU        | Wichita State University                   | KS        | 12,078                        | 30%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black     | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|-----------|------------|-----------------|------------------|-------------------|------------|
| <b>UNO</b> | <b>5%</b>              | <b>7%</b> | <b>16%</b> | <b>0%</b>       | <b>4%</b>        | <b>5%</b>         | <b>63%</b> |
| CSU        | 4%                     | 16%       | 8%         | 0%              | 4%               | 4%                | 63%        |
| EMU        | 4%                     | 18%       | 9%         | 0%              | 2%               | 4%                | 63%        |
| NKU        | 2%                     | 6%        | 4%         | 0%              | 3%               | 3%                | 82%        |
| UTC        | 3%                     | 10%       | 6%         | 0%              | 1%               | 3%                | 77%        |
| UCO        | 5%                     | 9%        | 14%        | 4%              | 3%               | 11%               | 54%        |
| UCCS       | 4%                     | 5%        | 21%        | 0%              | 1%               | 8%                | 61%        |
| UMSL       | 6%                     | 13%       | 4%         | 0%              | 2%               | 2%                | 73%        |
| UNCG       | 6%                     | 31%       | 15%        | 0%              | 1%               | 5%                | 42%        |
| UNF        | 6%                     | 10%       | 15%        | 0%              | 2%               | 5%                | 61%        |
| WSU        | 6%                     | 6%        | 13%        | 1%              | 14%              | 5%                | 55%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2016 Cohort)

| ID         | Asian/Pacific Islander | Black      | Hispanic   | Native American | Two or More Races | White      | Total        | Low-Income (Pell) |
|------------|------------------------|------------|------------|-----------------|-------------------|------------|--------------|-------------------|
| <b>UNO</b> | <b>63%</b>             | <b>33%</b> | <b>43%</b> | <b>25%</b>      | <b>33%</b>        | <b>51%</b> | <b>◆ 49%</b> | <b>● 43%</b>      |
| CSU        | 56%                    | 25%        | 41%        | 0%              | 25%               | 55%        | 49%          | 41%               |
| EMU        | 62%                    | 33%        | 37%        | 33%             | 33%               | 52%        | 45%          | 39%               |
| NKU        | 57%                    | 41%        | 39%        | 0%              | 41%               | 51%        | 50%          | 36%               |
| UTC        | 58%                    | 46%        | 46%        | 33%             | 46%               | 53%        | 52%          | 43%               |
| UCO        | 43%                    | 23%        | 31%        | 33%             | 23%               | 42%        | 35%          | 31%               |
| UCCS       | 46%                    | 35%        | 35%        | 40%             | 35%               | 46%        | 43%          | 34%               |
| UMSL       | 61%                    | 34%        | 50%        | 50%             | 34%               | 55%        | 52%          | 40%               |
| UNCG       | 63%                    | 60%        | 59%        | 67%             | 60%               | 57%        | 58%          | 55%               |
| UNF        | 87%                    | 70%        | 67%        | 33%             | 70%               | 67%        | 68%          | 67%               |
| WSU        | 66%                    | 46%        | 53%        | 50%             | 46%               | 54%        | 52%          | 51%               |

### Four-Year Graduation Rates (2016 Cohort) and Graduation Status at Six Years (2014-2015 Cohort)

| ID         | Four-Year Graduation Rate | Graduation Status at Six Years |                      |                          |                          |
|------------|---------------------------|--------------------------------|----------------------|--------------------------|--------------------------|
|            |                           | First-Time Full-Time           | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| <b>UNO</b> | <b>◆ 25%</b>              | <b>● 49%</b>                   | <b>◆ 16%</b>         | <b>◆ 56%</b>             | <b>◆ 36%</b>             |
| CSU        | 31%                       | 47%                            | 24%                  | 61%                      | 45%                      |
| EMU        | 22%                       | 47%                            | 20%                  | 62%                      | 46%                      |
| NKU        | 34%                       | 46%                            | 7%                   | 56%                      | 49%                      |
| UTC        | 36%                       | 50%                            | 17%                  | 59%                      | 46%                      |
| UCO        | 14%                       | 34%                            | 16%                  | 56%                      | 31%                      |
| UCCS       | 25%                       | 44%                            | 29%                  | 55%                      | 43%                      |
| UMSL       | 31%                       | 56%                            | 24%                  | 64%                      | 41%                      |
| UNCG       | 38%                       | 59%                            | 17%                  | 60%                      | 47%                      |
| UNF        | 48%                       | 65%                            | 36%                  | 71%                      | 51%                      |
| WSU        | 31%                       | 48%                            | 14%                  | 57%                      | 36%                      |

| <b>Funding and Affordability (2021-2022), Unless Otherwise Noted</b> |  |  |  |                 |   |  |                     |  |   |
|--|--|--|--|-----------------|---|--|---------------------|--|---|
| ID   | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|  |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>UNO</b>   | <b>\$6,139</b>   | <b>\$7,881</b>                                   | <b>\$17,947</b>                            | <b>\$67,173</b> | <b>\$12,973</b>   | <b>\$10,031</b>  | <b>\$10,528</b>     | <b>32%</b>                                     | <b>● \$19,000</b>                                       |
| CSU  | \$5,842  | \$11,072   | \$21,278                                   | \$71,285        | \$15,719  | \$13,480   | \$14,540            | 49%  | \$21,797  |
| EMU  | \$6,043  | \$11,475   | \$18,342                                   | \$55,478        | \$15,826  | \$13,457   | \$13,435            | 46%  | \$25,000  |
| NKU  | \$4,022  | \$10,010   | \$19,321                                   | \$67,735        | \$7,259   | \$466  | \$2,082             | 38%  | \$23,000  |
| UTC  | \$5,779  | \$6,054  | \$19,333                                   | \$80,639        | \$14,417  | \$9,416  | \$10,749            | 41%  | \$19,500  |
| UCO  | \$4,721  | \$7,910  | \$18,842                                   | \$69,742        | \$18,055  | \$14,971   | \$15,583            | 34%  | \$21,000  |
| UCCS   | \$0  | \$9,307  | \$19,278                                   | \$72,013        | \$16,990  | \$14,128   | \$12,915            | 35%  | \$20,000  |
| UMSL   | \$6,633  | \$9,028  | \$24,268                                   | \$67,527        | \$13,211  | \$7,311  | \$9,685             | 27%  | \$20,000  |
| UNCG   | \$9,956  | \$6,017  | \$20,464                                   | \$72,828        | \$10,979  | \$7,491  | \$8,714             | 52%  | \$22,858  |
| UNF  | \$8,390  | \$5,103  | \$18,561                                   | \$60,097        | \$11,338  | \$5,890  | \$6,414             | 25%  | \$15,531  |
| WSU  | \$7,099  | \$9,042  | \$36,712                                   | \$115,399       | \$13,553  | \$9,648  | \$10,609            | 41%  | \$20,500  |

| <b>Research and Development Expenditures (National Science Foundation, 2021)</b> |                       |                     |                     |  |
|--|-----------------------|---------------------|---------------------|--|
| ID   | Extramural Funds      | Institutional Funds | All Sources         | Federal Sources (Not Including Medical Science Research) |
| <b>UNO</b>   | <b>● \$15,881,000</b> | <b>\$3,125,000</b>  | <b>\$19,006,000</b> | <b>● \$8,172,000</b>                                     |
| CSU  | \$55,060,000          | \$16,391,000        | \$71,451,000        | \$46,187,000   |
| EMU  | \$2,615,000           | \$4,618,000         | \$7,233,000         | \$1,164,000  |
| NKU  | \$2,629,000           | \$774,000           | \$3,403,000         | \$1,112,000  |
| UTC  | \$5,896,000           | \$5,296,000         | \$11,192,000        | \$4,507,000  |
| UCO  | \$2,236,000           | \$3,761,000         | \$5,997,000         | \$1,454,000  |
| UCCS   | \$5,000,000           | \$338,000           | \$5,338,000         | \$3,942,000  |
| UMSL   | \$9,083,000           | \$5,549,000         | \$14,632,000        | \$3,715,000  |
| UNCG   | \$26,191,000          | \$10,842,000        | \$37,033,000        | \$22,751,000   |
| UNF  | \$8,698,000           | \$7,084,000         | \$15,782,000        | \$7,267,000  |
| WSU  | \$171,549,000         | \$20,493,000        | \$192,042,000       | \$73,490,000   |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates); National Science Foundation (research and development expenditures). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Chadron State College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution                            | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|--|-----------|-------------------------------|-------------------|
| <b>CSC</b> | <b>Chadron State College</b>           | <b>NE</b> | <b>1,800</b>                  | <b>32%</b>        |
| BHSU       | Black Hills State University           | SD        | 3,346                         | 20%               |
| EOU        | Eastern Oregon University              | OR        | 2,540                         | 38%               |
| MSU        | Minot State University                 | ND        | 2,576                         | 23%               |
| NSU        | Northern State University              | SD        | 2,867                         | 13%               |
| NWMS       | Northwest Missouri State University    | MO        | 5,306                         | 28%               |
| NWOS       | Northwestern Oklahoma State University | OK        | 1,590                         | 40%               |
| PSC        | Peru State College                     | NE        | 1,763                         | 34%               |
| TSU        | Truman State University                | MO        | 3,890                         | 16%               |
| WSU        | Wayne State College                    | NE        | 3,766                         | 28%               |
| WCU        | Western Colorado University            | CO        | 3,241                         | 14%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black     | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|-----------|------------|-----------------|------------------|-------------------|------------|
| <b>CSC</b> | <b>1%</b>              | <b>4%</b> | <b>11%</b> | <b>1%</b>       | <b>1%</b>        | <b>3%</b>         | <b>79%</b> |
| BHSU       | 1%                     | 1%        | 4%         | 2%              | 2%               | 4%                | 87%        |
| EOU        | 4%                     | 2%        | 15%        | 2%              | 1%               | 4%                | 71%        |
| MSU        | 1%                     | 3%        | 8%         | 2%              | 10%              | 6%                | 69%        |
| NSU        | 2%                     | 2%        | 4%         | 2%              | 2%               | 3%                | 86%        |
| NWMS       | 1%                     | 4%        | 4%         | 0%              | 2%               | 3%                | 85%        |
| NWOS       | 0%                     | 6%        | 13%        | 9%              | 3%               | 2%                | 67%        |
| PSC        | 2%                     | 11%       | 6%         | 2%              | 1%               | 2%                | 76%        |
| TSU        | 2%                     | 3%        | 4%         | 0%              | 7%               | 4%                | 80%        |
| WSU        | 1%                     | 2%        | 12%        | 1%              | 3%               | 3%                | 78%        |
| WCU        | 2%                     | 5%        | 26%        | 1%              | 0%               | 4%                | 61%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2016 Cohort)

| ID         | Asian/Pacific Islander | Black      | Hispanic   | Native American | Two or More Races | White      | Total        | Low-Income (Pell) |
|------------|------------------------|------------|------------|-----------------|-------------------|------------|--------------|-------------------|
| <b>CSC</b> | <b>33%</b>             | <b>22%</b> | <b>30%</b> | <b>0%</b>       | <b>27%</b>        | <b>49%</b> | <b>◆ 44%</b> | <b>● 36%</b>      |
| BHSU       | 20%                    | 11%        | 27%        | 15%             | 39%               | 49%        | 44%          | 36%               |
| EOU        | 38%                    | 14%        | 36%        | 43%             | 31%               | 41%        | 38%          | 34%               |
| MSU        | 29%                    | 21%        | 29%        | 0%              | 33%               | 45%        | 45%          | 27%               |
| NSU        | 60%                    | 17%        | 47%        | 11%             | 27%               | 56%        | 51%          | 47%               |
| NWMS       | 71%                    | 27%        | 35%        | 50%             | 46%               | 56%        | 54%          | 41%               |
| NWOS       | 0%                     | 21%        | 29%        | 11%             | 33%               | 37%        | 27%          | 33%               |
| PSC        | 50%                    | 15%        | 7%         | 0%              | 13%               | 44%        | 34%          | 29%               |
| TSU        | 76%                    | 62%        | 76%        | 89%             | 53%               | 73%        | 71%          | 59%               |
| WSU        | 60%                    | 30%        | 27%        | 100%            | 33%               | 55%        | 51%          | 41%               |
| WCU        | 50%                    | 24%        | 39%        | 50%             | 47%               | 50%        | 47%          | 32%               |

### Four-Year Graduation Rates (2016 Cohort) and Graduation Status at Six Years (2014-2015 Cohort)

| ID         | Four-Year Graduation Rate | Graduation Status at Six Years |                      |                          |                          |
|------------|---------------------------|--------------------------------|----------------------|--------------------------|--------------------------|
|            |                           | First-Time Full-Time           | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| <b>CSC</b> | <b>◆ 32%</b>              | <b>◆ 41%</b>                   | <b>◆ 0%</b>          | <b>◆ 42%</b>             | <b>◆ 31%</b>             |
| BHSU       | 26%                       | 37%                            | 8%                   | 47%                      | 26%                      |
| EOU        | 29%                       | 27%                            | 13%                  | 53%                      | 42%                      |
| MSU        | 27%                       | 52%                            | 18%                  | 58%                      | 39%                      |
| NSU        | 40%                       | 44%                            | 11%                  | 56%                      | 26%                      |
| NWMS       | 40%                       | 52%                            | 9%                   | 61%                      | 41%                      |
| NWOS       | 18%                       | 23%                            | 6%                   | 54%                      | 35%                      |
| PSC        | 20%                       | 36%                            | 10%                  | 39%                      | 22%                      |
| TSU        | 59%                       | 74%                            | 33%                  | 64%                      | 31%                      |
| WSU        | 35%                       | 52%                            | 40%                  | 60%                      | 33%                      |
| WCU        | 32%                       | 50%                            | 9%                   | 65%                      | 31%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID         | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|------------|--|--|--|-----------------|---|--|---------------------|--|---|
|            |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>CSC</b> | <b>\$10,088</b>  | <b>\$5,062</b>                                   | <b>\$17,140</b>                            | <b>\$67,425</b> | <b>\$15,727</b>   | <b>\$12,290</b>  | <b>\$13,573</b>     | <b>46%</b>                                     | <b>● \$18,875</b>                                       |
| BHSU       | \$4,144  | \$6,535  | \$17,012                                   | \$72,032        | \$16,782  | \$13,375   | \$14,864            | 36%  | \$26,000  |
| EOU        | \$10,073   | \$8,637  | \$22,587                                   | \$63,615        | \$15,234  | \$10,940   | \$12,716            | 42%  | \$20,500  |
| MSU        | \$8,281  | \$6,602  | \$18,342                                   | \$67,568        | \$12,360  | \$9,130  | \$7,543             | 39%  | \$19,609  |
| NSU        | \$8,826  | \$5,375  | \$20,421                                   | \$103,687       | \$17,264  | \$13,927   | \$14,632            | 27%  | \$22,320  |
| NWMS       | \$4,313  | \$7,246  | \$13,165                                   | \$41,857        | \$14,197  | \$10,949   | \$10,824            | 52%  | \$21,500  |
| NWOS       | \$4,895  | \$6,078  | \$18,642                                   | \$71,812        | \$10,448  | \$6,836  | \$6,879             | 44%  | \$17,355  |
| PSC        | \$6,658  | \$4,076  | \$15,756                                   | \$71,326        | \$12,618  | \$12,119   | \$11,637            | 58%  | \$21,875  |
| TSU        | \$9,327  | \$5,205  | \$17,571                                   | \$54,565        | \$13,993  | \$8,899  | \$8,210             | 33%  | \$21,000  |
| WSU        | \$6,686  | \$5,057  | \$14,303                                   | \$60,484        | \$14,271  | \$11,091   | \$11,070            | 43%  | \$19,000  |
| WCU        | \$0  | \$9,399  | \$20,429                                   | \$100,274       | \$16,672  | \$11,035   | \$10,521            | 30%  | \$20,250  |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska’s individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](https://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Peru State College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution                            | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|--|-----------|-------------------------------|-------------------|
| <b>PSC</b> | <b>Peru State College</b>              | <b>NE</b> | <b>1,763</b>                  | <b>34%</b>        |
| BHSU       | Black Hills State University           | SD        | 3,346                         | 20%               |
| CSC        | Chadron State College                  | NE        | 1,800                         | 32%               |
| CU         | Concord University                     | WV        | 1,387                         | 45%               |
| EOU        | Eastern Oregon University              | OR        | 2,540                         | 38%               |
| FSU        | Fairmont State University              | WV        | 3,273                         | 35%               |
| MSU        | Minot State University                 | ND        | 2,576                         | 23%               |
| NWOS       | Northwestern Oklahoma State University | OK        | 1,590                         | 40%               |
| VCSU       | Valley City State University           | ND        | 1,523                         | 18%               |
| WSU        | Wayne State College                    | NE        | 3,766                         | 28%               |
| WLU        | West Liberty University                | WV        | 2,087                         | 31%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black      | Hispanic  | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|------------|-----------|-----------------|------------------|-------------------|------------|
| <b>PSC</b> | <b>2%</b>              | <b>11%</b> | <b>6%</b> | <b>2%</b>       | <b>1%</b>        | <b>2%</b>         | <b>76%</b> |
| BHSU       | 1%                     | 1%         | 4%        | 2%              | 2%               | 4%                | 87%        |
| CSC        | 1%                     | 4%         | 11%       | 1%              | 1%               | 3%                | 79%        |
| CU         | 1%                     | 9%         | 1%        | 0%              | 5%               | 4%                | 80%        |
| EOU        | 4%                     | 2%         | 15%       | 2%              | 1%               | 4%                | 71%        |
| FSU        | 1%                     | 4%         | 2%        | 0%              | 2%               | 3%                | 89%        |
| MSU        | 1%                     | 3%         | 8%        | 2%              | 10%              | 6%                | 69%        |
| NWOS       | 0%                     | 6%         | 13%       | 9%              | 3%               | 2%                | 67%        |
| VCSU       | 2%                     | 3%         | 5%        | 1%              | 1%               | 3%                | 85%        |
| WSU        | 1%                     | 2%         | 12%       | 1%              | 3%               | 3%                | 78%        |
| WLU        | 1%                     | 4%         | 0%        | 0%              | 1%               | 7%                | 86%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2016 Cohort)

| ID         | Asian/Pacific Islander | Black      | Hispanic  | Native American | Two or More Races | White      | Total        | Low-Income (Pell) |
|------------|------------------------|------------|-----------|-----------------|-------------------|------------|--------------|-------------------|
| <b>PSC</b> | <b>50%</b>             | <b>15%</b> | <b>7%</b> | <b>0%</b>       | <b>13%</b>        | <b>44%</b> | <b>◆ 34%</b> | <b>◆ 29%</b>      |
| BHSU       | 20%                    | 11%        | 27%       | 15%             | 39%               | 49%        | 44%          | 36%               |
| CSC        | 33%                    | 22%        | 30%       | 0%              | 27%               | 49%        | 44%          | 36%               |
| CU         | 0%                     | 10%        | 25%       | 50%             | 33%               | 43%        | 40%          | 35%               |
| EOU        | 38%                    | 14%        | 36%       | 43%             | 31%               | 41%        | 38%          | 34%               |
| FSU        | 71%                    | 17%        | NA        | 33%             | 49%               | 49%        | 46%          | 36%               |
| MSU        | 29%                    | 21%        | 29%       | 0%              | 33%               | 45%        | 45%          | 27%               |
| NWOS       | 0%                     | 21%        | 29%       | 11%             | 33%               | 37%        | 27%          | 33%               |
| VCSU       | 0%                     | 22%        | 50%       | 0%              | 33%               | 51%        | 47%          | 26%               |
| WSU        | 60%                    | 30%        | 27%       | 100%            | 33%               | 55%        | 51%          | 41%               |
| WLU        | 50%                    | 50%        | 100%      | NA              | 24%               | 71%        | 61%          | 51%               |

### Four-Year Graduation Rates (2016 Cohort) and Graduation Status at Six Years (2014-2015 Cohort)

| ID         | Four-Year Graduation Rate | Graduation Status at Six Years |                      |                          |                          |
|------------|---------------------------|--------------------------------|----------------------|--------------------------|--------------------------|
|            |                           | First-Time Full-Time           | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| <b>PSC</b> | <b>◆ 20%</b>              | <b>◆ 36%</b>                   | <b>◆ 10%</b>         | <b>◆ 39%</b>             | <b>◆ 22%</b>             |
| BHSU       | 26%                       | 37%                            | 8%                   | 47%                      | 26%                      |
| CSC        | 32%                       | 41%                            | 0%                   | 42%                      | 31%                      |
| CU         | 30%                       | 36%                            | 7%                   | 54%                      | 25%                      |
| EOU        | 29%                       | 27%                            | 13%                  | 53%                      | 42%                      |
| FSU        | 41%                       | 44%                            | 30%                  | 56%                      | 53%                      |
| MSU        | 27%                       | 52%                            | 18%                  | 58%                      | 39%                      |
| NWOS       | 18%                       | 23%                            | 6%                   | 54%                      | 35%                      |
| VCSU       | 28%                       | 45%                            | 32%                  | 53%                      | 44%                      |
| WSU        | 35%                       | 52%                            | 40%                  | 60%                      | 33%                      |
| WLU        | 37%                       | 55%                            | 0%                   | 24%                      | 33%                      |



**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID         | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|------------|--|--|--|-----------------|---|--|---------------------|--|---|
|            |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>PSC</b> | <b>\$6,658</b>   | <b>\$4,076</b>                                   | <b>\$15,756</b>                            | <b>\$71,326</b> | <b>\$12,618</b>   | <b>\$12,119</b>  | <b>\$11,637</b>     | <b>58%</b>                                     | <b>◆ \$21,875</b>                                       |
| BHSU       | \$4,144  | \$6,535  | \$17,012                                   | \$72,032        | \$16,782  | \$13,375   | \$14,864            | 36%  | \$26,000  |
| CSC        | \$10,088   | \$5,062  | \$17,140                                   | \$67,425        | \$15,727  | \$12,290   | \$13,573            | 46%  | \$18,875  |
| CU         | \$5,823  | \$3,776  | \$13,391                                   | \$54,628        | \$8,464   | \$7,447  | \$8,846             | 52%  | \$18,900  |
| EOU        | \$10,073   | \$8,637  | \$22,587                                   | \$63,615        | \$15,234  | \$10,940   | \$12,716            | 42%  | \$20,500  |
| FSU        | \$5,706  | \$4,262  | \$15,699                                   | \$59,580        | \$10,794  | \$8,336  | \$8,386             | 48%  | \$21,000  |
| MSU        | \$8,281  | \$6,602  | \$18,342                                   | \$67,568        | \$12,360  | \$9,130  | \$7,543             | 39%  | \$19,609  |
| NWOS       | \$4,895  | \$6,078  | \$18,642                                   | \$71,812        | \$10,448  | \$6,836  | \$6,879             | 44%  | \$17,355  |
| VCSU       | \$8,566  | \$6,158  | \$19,179                                   | \$55,322        | \$12,164  | \$7,331  | \$8,181             | 36%  | \$20,369  |
| WSU        | \$6,686  | \$5,057  | \$14,303                                   | \$60,484        | \$14,271  | \$11,091   | \$11,070            | 43%  | \$19,000  |
| WLU        | \$4,040  | \$6,894  | \$12,389                                   | \$48,105        | \$13,788  | \$11,920   | \$15,533            | 51%  | \$23,250  |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska’s individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](https://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Wayne State College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution                            | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|--|-----------|-------------------------------|-------------------|
| <b>WSC</b> | <b>Wayne State College</b>             | <b>NE</b> | <b>3,766</b>                  | <b>28%</b>        |
| BHSU       | Black Hills State University           | SD        | 3,346                         | 20%               |
| CSC        | Chadron State College                  | NE        | 1,800                         | 32%               |
| ESU        | Emporia State University               | KS        | 2,948                         | 33%               |
| MSU        | Minot State University                 | ND        | 2,576                         | 23%               |
| NSU        | Northern State University              | SD        | 2,867                         | 13%               |
| NWMS       | Northwest Missouri State University    | MO        | 5,306                         | 28%               |
| NWOS       | Northwestern Oklahoma State University | OK        | 1,590                         | 40%               |
| PSC        | Peru State College                     | NE        | 1,763                         | 34%               |
| SMSU       | Southwest Minnesota State University   | MN        | 6,556                         | 10%               |
| UWRF       | University of Wisconsin-River Falls    | WI        | 4,988                         | 22%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black     | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|-----------|------------|-----------------|------------------|-------------------|------------|
| <b>WSC</b> | <b>1%</b>              | <b>2%</b> | <b>12%</b> | <b>1%</b>       | <b>3%</b>        | <b>3%</b>         | <b>78%</b> |
| BHSU       | 1%                     | 1%        | 4%         | 2%              | 2%               | 4%                | 87%        |
| CSC        | 1%                     | 4%        | 11%        | 1%              | 1%               | 3%                | 79%        |
| ESU        | 1%                     | 4%        | 8%         | 0%              | 4%               | 12%               | 70%        |
| MSU        | 1%                     | 3%        | 8%         | 2%              | 10%              | 6%                | 69%        |
| NSU        | 2%                     | 2%        | 4%         | 2%              | 2%               | 3%                | 86%        |
| NWMS       | 1%                     | 4%        | 4%         | 0%              | 2%               | 3%                | 85%        |
| NWOS       | 0%                     | 6%        | 13%        | 9%              | 3%               | 2%                | 67%        |
| PSC        | 2%                     | 11%       | 6%         | 2%              | 1%               | 2%                | 76%        |
| SMSU       | 2%                     | 3%        | 5%         | 0%              | 2%               | 3%                | 83%        |
| UWRF       | 3%                     | 1%        | 4%         | 0%              | 1%               | 3%                | 88%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2016 Cohort)

| ID         | Asian/Pacific Islander | Black      | Hispanic   | Native American | Two or More Races | White      | Total      | Low-Income (Pell) |
|------------|------------------------|------------|------------|-----------------|-------------------|------------|------------|-------------------|
| <b>WSC</b> | <b>60%</b>             | <b>30%</b> | <b>27%</b> | <b>100%</b>     | <b>33%</b>        | <b>55%</b> | <b>51%</b> | <b>41%</b>        |
| BHSU       | 20%                    | 11%        | 27%        | 15%             | 39%               | 49%        | 44%        | 36%               |
| CSC        | 33%                    | 22%        | 30%        | 0%              | 27%               | 49%        | 44%        | 36%               |
| ESU        | 33%                    | 35%        | 39%        | 100%            | 41%               | 56%        | 52%        | 42%               |
| MSU        | 29%                    | 21%        | 29%        | 0%              | 33%               | 45%        | 45%        | 27%               |
| NSU        | 60%                    | 17%        | 47%        | 11%             | 27%               | 56%        | 51%        | 47%               |
| NWMS       | 71%                    | 27%        | 35%        | 50%             | 46%               | 56%        | 54%        | 41%               |
| NWOS       | 0%                     | 21%        | 29%        | 11%             | 33%               | 37%        | 27%        | 33%               |
| PSC        | 50%                    | 15%        | 7%         | 0%              | 13%               | 44%        | 34%        | 29%               |
| SMSU       | 22%                    | 14%        | 18%        | 50%             | 40%               | 51%        | 41%        | 33%               |
| UWRF       | 41%                    | 26%        | 48%        | 100%            | 41%               | 61%        | 59%        | 53%               |

### Four-Year Graduation Rates (2016 Cohort) and Graduation Status at Six Years (2014-2015 Cohort)

| ID         | Four-Year Graduation Rate | Graduation Status at Six Years |                      |                          |                          |
|------------|---------------------------|--------------------------------|----------------------|--------------------------|--------------------------|
|            |                           | First-Time Full-Time           | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| <b>WSC</b> | <b>35%</b>                | <b>52%</b>                     | <b>40%</b>           | <b>60%</b>               | <b>33%</b>               |
| BHSU       | 26%                       | 37%                            | 8%                   | 47%                      | 26%                      |
| CSC        | 32%                       | 41%                            | 0%                   | 42%                      | 31%                      |
| ESU        | 35%                       | 46%                            | 28%                  | 61%                      | 33%                      |
| MSU        | 27%                       | 52%                            | 18%                  | 58%                      | 39%                      |
| NSU        | 40%                       | 44%                            | 11%                  | 56%                      | 26%                      |
| NWMS       | 40%                       | 52%                            | 9%                   | 61%                      | 41%                      |
| NWOS       | 18%                       | 23%                            | 6%                   | 54%                      | 35%                      |
| PSC        | 20%                       | 36%                            | 10%                  | 39%                      | 22%                      |
| SMSU       | 27%                       | 47%                            | 17%                  | 55%                      | 54%                      |
| UWRF       | 41%                       | 58%                            | 20%                  | 65%                      | 61%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID         | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|------------|--|--|--|-----------------|---|--|---------------------|--|---|
|            |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>WSC</b> | <b>\$6,686</b>   | <b>\$5,057</b>                                   | <b>\$14,303</b>                            | <b>\$60,484</b> | <b>\$14,271</b>   | <b>\$11,091</b>  | <b>\$11,070</b>     | <b>43%</b>                                     | <b>● \$19,000</b>                                       |
| BHSU       | \$4,144  | \$6,535  | \$17,012                                   | \$72,032        | \$16,782  | \$13,375   | \$14,864            | 36%  | \$26,000  |
| CSC        | \$10,088   | \$5,062  | \$17,140                                   | \$67,425        | \$15,727  | \$12,290   | \$13,573            | 46%  | \$18,875  |
| ESU        | \$6,550  | \$6,648  | \$15,688                                   | \$42,668        | \$14,854  | \$10,908   | \$11,563            | 61%  | \$19,500  |
| MSU        | \$8,281  | \$6,602  | \$18,342                                   | \$67,568        | \$12,360  | \$9,130  | \$7,543             | 39%  | \$19,609  |
| NSU        | \$8,826  | \$5,375  | \$20,421                                   | \$103,687       | \$17,264  | \$13,927   | \$14,632            | 27%  | \$22,320  |
| NWMS       | \$4,313  | \$7,246  | \$13,165                                   | \$41,857        | \$14,197  | \$10,949   | \$10,824            | 52%  | \$21,500  |
| NWOS       | \$4,895  | \$6,078  | \$18,642                                   | \$71,812        | \$10,448  | \$6,836  | \$6,879             | 44%  | \$17,355  |
| PSC        | \$6,658  | \$4,076  | \$15,756                                   | \$71,326        | \$12,618  | \$12,119   | \$11,637            | 58%  | \$21,875  |
| SMSU       | \$6,324  | \$3,968  | \$14,363                                   | \$75,875        | \$15,004  | \$9,370  | \$11,354            | 15%  | \$20,500  |
| UWRF       | \$4,158  | \$6,034  | \$16,515                                   | \$62,075        | \$13,427  | \$8,881  | \$9,906             | 49%  | \$20,500  |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska’s individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](https://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Central Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution                        | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|------------------------------------|-----------|-------------------------------|-------------------|
| <b>CCC</b> | <b>Central Community College</b>   | <b>NE</b> | <b>6,309</b>                  | <b>21%</b>        |
| BHC        | Black Hawk College                 | IL        | 3,736                         | 27%               |
| CCCC       | Central Carolina Community College | NC        | 4,871                         | 28%               |
| EAC        | Eastern Arizona College            | AZ        | 4,583                         | 19%               |
| HCC        | Hutchinson Community College       | KS        | 5,114                         | 24%               |
| IHCC       | Indian Hills Community College     | IA        | 3,385                         | 26%               |
| ICCC       | Iowa Central Community College     | IA        | 5,009                         | 30%               |
| JC         | Jackson College                    | MI        | 4,103                         | 36%               |
| LCCC       | Laramie County Community College   | WY        | 3,883                         | 23%               |
| PJC        | Paris Junior College               | TX        | 4,365                         | 26%               |
| SC         | Shasta College                     | CA        | 7,075                         | 36%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black     | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|-----------|------------|-----------------|------------------|-------------------|------------|
| <b>CCC</b> | <b>1%</b>              | <b>3%</b> | <b>26%</b> | <b>1%</b>       | <b>0%</b>        | <b>0%</b>         | <b>69%</b> |
| BHC        | 3%                     | 11%       | 15%        | 0%              | 0%               | 3%                | 66%        |
| CCCC       | 1%                     | 16%       | 24%        | 1%              | 0%               | 3%                | 55%        |
| EAC        | 1%                     | 2%        | 22%        | 6%              | 1%               | 1%                | 68%        |
| HCC        | 1%                     | 5%        | 13%        | 1%              | 1%               | 4%                | 74%        |
| IHCC       | 2%                     | 5%        | 8%         | 0%              | 3%               | 4%                | 78%        |
| ICCC       | 2%                     | 8%        | 11%        | 1%              | 2%               | 6%                | 70%        |
| JC         | 1%                     | 9%        | 6%         | 0%              | 0%               | 4%                | 79%        |
| LCCC       | 2%                     | 2%        | 18%        | 1%              | 1%               | 5%                | 72%        |
| PJC        | 1%                     | 10%       | 22%        | 1%              | 0%               | 3%                | 62%        |
| SC         | 5%                     | 2%        | 19%        | 2%              | 0%               | 8%                | 65%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2019 Cohort)

| ID         | Asian/Pacific Islander | Black      | Hispanic   | Native American | Two or More Races | White      | Total      | Low-Income (Pell) |
|------------|------------------------|------------|------------|-----------------|-------------------|------------|------------|-------------------|
| <b>CCC</b> | <b>30%</b>             | <b>19%</b> | <b>37%</b> | <b>0%</b>       | <b>NA</b>         | <b>47%</b> | <b>43%</b> | <b>43%</b>        |
| BHC        | 50%                    | 23%        | 25%        | NA              | 33%               | 42%        | 38%        | 31%               |
| CCCC       | 83%                    | 25%        | 34%        | 20%             | 28%               | 35%        | 33%        | 32%               |
| EAC        | 33%                    | 46%        | 56%        | 42%             | 54%               | 48%        | 49%        | 14%               |
| HCC        | 67%                    | 42%        | 37%        | 40%             | 38%               | 50%        | 46%        | 43%               |
| IHCC       | 9%                     | 36%        | 31%        | 0%              | 41%               | 36%        | 36%        | 34%               |
| ICCC       | 42%                    | 20%        | 28%        | 22%             | 39%               | 43%        | 37%        | 31%               |
| JC         | 62%                    | 3%         | 10%        | 0%              | 10%               | 22%        | 16%        | 11%               |
| LCCC       | 50%                    | 63%        | 26%        | 40%             | 13%               | 28%        | 28%        | 25%               |
| PJC        | 67%                    | 28%        | 34%        | 30%             | 29%               | 37%        | 35%        | 32%               |
| SC         | 33%                    | 30%        | 22%        | 33%             | 37%               | 33%        | 31%        | 27%               |

### Graduation Status at Six Years (2014-2015 Cohort)

|            | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|------------|----------------------|----------------------|--------------------------|--------------------------|
| <b>CCC</b> | <b>47%</b>           | <b>28%</b>           | <b>67%</b>               | <b>52%</b>               |
| BHC        | 29%                  | 14%                  | 31%                      | 9%                       |
| CCCC       | 39%                  | 24%                  | 42%                      | 24%                      |
| EAC        | 44%                  | 12%                  | 60%                      | 41%                      |
| HCC        | 42%                  | 13%                  | 47%                      | 28%                      |
| IHCC       | 40%                  | 24%                  | 65%                      | 38%                      |
| ICCC       | 35%                  | 16%                  | 58%                      | 42%                      |
| JC         | 21%                  | 5%                   | 25%                      | 8%                       |
| LCCC       | 41%                  | 13%                  | 33%                      | 26%                      |
| PJC        | 34%                  | 27%                  | 30%                      | 11%                      |
| SC         | 32%                  | 17%                  | 34%                      | 10%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID         | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|------------|--|--|--|-----------------|---|--|---------------------|--|---|
|            |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>CCC</b> | <b>\$15,205</b>  | <b>\$1,948</b>                                   | <b>\$24,052</b>                            | <b>\$29,235</b> | <b>\$7,740</b>  | <b>\$4,997</b>   | <b>\$5,245</b>      | <b>12%</b>                                     | <b>● \$7,992</b>  |
| BHC        | \$16,259   | \$2,499  | \$20,269                                   | \$57,875        | \$5,123   | \$4,416  | \$5,153             | 8%   | \$8,375   |
| CCCC       | \$8,578  | \$1,134  | \$14,434                                   | \$50,893        | \$6,311   | \$4,428  | \$4,793             | 0%   | Privacy Suppressed                                      |
| EAC        | \$10,998   | \$1,282  | \$15,365                                   | \$53,756        | \$8,594   | \$5,577  | \$6,312             | 0%   | Privacy Suppressed                                      |
| HCC        | \$8,473  | \$2,326  | \$13,588                                   | \$30,137        | \$6,491   | \$4,496  | \$4,531             | 14%  | \$9,773   |
| IHCC       | \$9,829  | \$3,953  | \$18,962                                   | \$62,009        | \$7,142   | \$6,012  | \$5,130             | 26%  | \$10,500  |
| ICCC       | \$8,290  | \$4,472  | \$14,825                                   | \$47,219        | \$7,984   | \$8,238  | \$8,649             | 40%  | \$11,000  |
| JC         | \$8,003  | \$3,672  | \$19,273                                   | \$72,566        | \$9,773   | \$10,419   | \$11,709            | 20%  | \$13,875  |
| LCCC       | \$16,547   | \$4,672  | \$27,221                                   | \$84,318        | \$7,227   | \$5,753  | \$5,679             | 17%  | \$11,000  |
| PJC        | \$4,374  | \$2,223  | \$9,593                                    | \$13,086        | \$6,669   | \$6,358  | \$5,823             | 2%   | \$5,342   |
| SC         | \$10,045   | \$578  | \$15,846                                   | \$45,617        | \$8,323   | \$4,183  | \$5,969             | 4%   | \$14,250  |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [cpe.nebraska.gov/files/DataDictionary.pdf](https://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Metropolitan Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution                           | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|---------------------------------------|-----------|-------------------------------|-------------------|
| <b>MCC</b> | <b>Metropolitan Community College</b> | <b>NE</b> | <b>13,709</b>                 | <b>20%</b>        |
| CCAC       | Community College of Allegheny County | PA        | 11,977                        | 28%               |
| DMCC       | Des Moines Area Community College     | IA        | 20,536                        | 17%               |
| ERIE       | Erie Community College                | NY        | 8,140                         | 37%               |
| GTC        | Greenville Technical College          | SC        | 9,756                         | 35%               |
| GTCC       | Guilford Technical Community College  | NC        | 9,960                         | 42%               |
| JJC        | Joliet Junior College                 | IL        | 11,551                        | 21%               |
| MESA       | Mesa Community College                | AZ        | 16,494                        | 21%               |
| SJCC       | San Jacinto Community College         | TX        | 31,577                        | 29%               |
| TCC        | Tulsa Community College               | OK        | 14,428                        | 34%               |
| WTCC       | Wake Technical Community College      | NC        | 21,299                        | 28%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black      | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|------------|------------|-----------------|------------------|-------------------|------------|
| <b>MCC</b> | <b>3%</b>              | <b>10%</b> | <b>18%</b> | <b>1%</b>       | <b>0%</b>        | <b>5%</b>         | <b>63%</b> |
| CCAC       | 4%                     | 16%        | 4%         | 0%              | 0%               | 5%                | 71%        |
| DMCC       | 5%                     | 6%         | 9%         | 0%              | 0%               | 3%                | 77%        |
| ERIE       | 6%                     | 17%        | 8%         | 1%              | 1%               | 4%                | 63%        |
| GTC        | 3%                     | 18%        | 13%        | 0%              | 1%               | 4%                | 61%        |
| GTCC       | 6%                     | 34%        | 13%        | 1%              | 1%               | 3%                | 43%        |
| JJC        | 3%                     | 8%         | 30%        | 0%              | 0%               | 4%                | 55%        |
| MESA       | 4%                     | 5%         | 33%        | 3%              | 1%               | 5%                | 48%        |
| SJCC       | 5%                     | 9%         | 65%        | 0%              | 1%               | 2%                | 18%        |
| TCC        | 4%                     | 8%         | 12%        | 7%              | 2%               | 13%               | 54%        |
| WTCC       | 6%                     | 23%        | 15%        | 0%              | 2%               | 3%                | 51%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2019 Cohort)

| ID         | Asian/Pacific Islander | Black     | Hispanic   | Native American | Two or More Races | White      | Total      | Low-Income (Pell) |
|------------|------------------------|-----------|------------|-----------------|-------------------|------------|------------|-------------------|
| <b>MCC</b> | <b>6%</b>              | <b>6%</b> | <b>21%</b> | <b>NA</b>       | <b>13%</b>        | <b>32%</b> | <b>25%</b> | <b>20%</b>        |
| CCAC       | 24%                    | 10%       | 23%        | 29%             | 12%               | 21%        | 19%        | 16%               |
| DMCC       | 28%                    | 20%       | 30%        | 33%             | 22%               | 36%        | 34%        | 26%               |
| ERIE       | 30%                    | 13%       | 18%        | 11%             | 18%               | 29%        | 24%        | 22%               |
| GTC        | 32%                    | 10%       | 20%        | 25%             | 12%               | 20%        | 17%        | 13%               |
| GTCC       | 36%                    | 18%       | 32%        | 0%              | 13%               | 36%        | 28%        | 24%               |
| JJC        | 10%                    | 6%        | 13%        | 0%              | 13%               | 24%        | 18%        | 15%               |
| MESA       | 15%                    | 9%        | 10%        | 9%              | 6%                | 15%        | 13%        | 13%               |
| SJCC       | 28%                    | 30%       | 33%        | 33%             | 34%               | 31%        | 32%        | 32%               |
| TCC        | 36%                    | 12%       | 20%        | 25%             | 21%               | 25%        | 24%        | 20%               |
| WTCC       | 30%                    | 16%       | 31%        | 38%             | 23%               | 36%        | 31%        | 29%               |

### Graduation Status at Six Years (2014-2015 Cohort)

|            | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|------------|----------------------|----------------------|--------------------------|--------------------------|
| <b>MCC</b> | <b>20%</b>           | <b>8%</b>            | <b>15%</b>               | <b>7%</b>                |
| CCAC       | 26%                  | 17%                  | 24%                      | 17%                      |
| DMCC       | 35%                  | 14%                  | 49%                      | 12%                      |
| ERIE       | 30%                  | 14%                  | 41%                      | 21%                      |
| GTC        | 24%                  | 12%                  | 29%                      | 15%                      |
| GTCC       | 27%                  | 18%                  | 27%                      | 21%                      |
| JJC        | 25%                  | 11%                  | 28%                      | 9%                       |
| MESA       | 19%                  | 28%                  | 28%                      | 23%                      |
| SJCC       | 40%                  | 22%                  | 40%                      | 18%                      |
| TCC        | 24%                  | 12%                  | 26%                      | 22%                      |
| WTCC       | 35%                  | 21%                  | 35%                      | 28%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID         | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|------------|--|--|--|-----------------|---|--|---------------------|--|---|
|            |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>MCC</b> | <b>\$10,505</b>  | <b>\$1,869</b>                                   | <b>\$16,976</b>                            | <b>\$74,340</b> | <b>\$4,786</b>  | <b>\$3,578</b>   | <b>\$3,818</b>      | <b>9%</b>                                      | <b>● \$8,217</b>  |
| CCAC       | \$7,887  | \$3,635  | \$14,482                                   | \$47,494        | \$8,139   | \$7,207  | \$8,256             | 14%  | \$12,680  |
| DMCC       | \$5,773  | \$2,779  | \$11,448                                   | \$40,146        | \$9,292   | \$8,071  | \$8,831             | 17%  | \$11,000  |
| ERIE       | \$7,815  | \$4,421  | \$18,835                                   | \$67,761        | \$5,867   | \$3,545  | \$5,353             | 24%  | \$9,250   |
| GTC        | \$4,672  | \$2,838  | \$14,366                                   | \$51,251        | \$6,792   | \$6,410  | \$6,819             | 14%  | \$15,392  |
| GTCC       | \$7,943  | \$929  | \$13,710                                   | \$36,044        | \$13,292  | \$11,469   | \$12,275            | 26%  | \$14,901  |
| JJC        | \$8,251  | \$3,263  | \$20,944                                   | \$64,250        | \$4,440   | \$2,593  | \$1,875             | 5%   | \$9,711   |
| MESA       | \$8,650  | \$1,959  | \$14,171                                   | \$42,817        | \$12,360  | \$11,062   | \$11,758            | 9%   | \$7,473   |
| SJCC       | \$12,873   | \$3,032  | \$19,421                                   | \$35,173        | \$11,077  | \$9,721  | \$8,955             | 2%   | \$9,500   |
| TCC        | \$7,994  | \$961  | \$12,314                                   | \$41,206        | \$4,471   | \$2,978  | \$3,756             | 17%  | \$12,223  |
| WTCC       | \$7,459  | \$1,877  | \$13,092                                   | \$23,577        | \$3,914   | \$1,175  | \$2,271             | 18%  | \$12,000  |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [cpe.nebraska.gov/files/DataDictionary.pdf](https://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Mid-Plains Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID          | Institution                         | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|-------------|-------------------------------------|-----------|-------------------------------|-------------------|
| <b>MPCC</b> | <b>Mid-Plains Community College</b> | <b>NE</b> | <b>2,101</b>                  | <b>19%</b>        |
| CARL        | Carl Sandburg College               | IL        | 1,687                         | 46%               |
| CLOU        | Cloud County Community College      | KS        | 1,531                         | 23%               |
| COA         | College of the Albemarle            | NC        | 2,355                         | 20%               |
| FVCC        | Flathead Valley Community College   | MT        | 2,015                         | 19%               |
| HIGH        | Highland Community College          | KS        | 2,640                         | 20%               |
| ILCC        | Iowa Lakes Community College        | IA        | 1,803                         | 22%               |
| LMC         | Lake Michigan College               | MI        | 2,729                         | 37%               |
| SECC        | Southeastern Community College      | IA        | 2,321                         | 29%               |
| SMC         | Southwestern Michigan College       | MI        | 1,756                         | 38%               |
| WNCC        | Western Nebraska Community College  | NE        | 1,306                         | 27%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID          | Asian/Pacific Islander | Black     | Hispanic  | Native American | U.S. Nonresident | Two or More Races | White      |
|-------------|------------------------|-----------|-----------|-----------------|------------------|-------------------|------------|
| <b>MPCC</b> | <b>1%</b>              | <b>2%</b> | <b>9%</b> | <b>0%</b>       | <b>2%</b>        | <b>2%</b>         | <b>84%</b> |
| CARL        | 1%                     | 7%        | 9%        | 0%              | 0%               | 4%                | 79%        |
| CLOU        | 1%                     | 4%        | 8%        | 0%              | 4%               | 4%                | 78%        |
| COA         | 1%                     | 13%       | 5%        | 1%              | 3%               | 5%                | 72%        |
| FVCC        | 2%                     | 1%        | 3%        | 2%              | 1%               | 2%                | 89%        |
| HIGH        | 2%                     | 12%       | 5%        | 2%              | 0%               | 7%                | 72%        |
| ILCC        | 2%                     | 4%        | 6%        | 0%              | 4%               | 0%                | 83%        |
| LMC         | 2%                     | 15%       | 11%       | 1%              | 0%               | 4%                | 67%        |
| SECC        | 4%                     | 16%       | 12%       | 6%              | 9%               | 3%                | 51%        |
| SMC         | 2%                     | 12%       | 5%        | 1%              | 0%               | 5%                | 75%        |
| WNCC        | 2%                     | 2%        | 18%       | 1%              | 5%               | 0%                | 73%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2019 Cohort)

| ID          | Asian/Pacific Islander | Black     | Hispanic   | Native American | Two or More Races | White      | Total      | Low-Income (Pell) |
|-------------|------------------------|-----------|------------|-----------------|-------------------|------------|------------|-------------------|
| <b>MPCC</b> | <b>50%</b>             | <b>8%</b> | <b>43%</b> | <b>0%</b>       | <b>90%</b>        | <b>44%</b> | <b>45%</b> | <b>38%</b>        |
| CARL        | 0%                     | 33%       | 30%        | NA              | 40%               | 46%        | 43%        | 37%               |
| CLOU        | 0%                     | 35%       | 32%        | 50%             | 17%               | 56%        | 43%        | 43%               |
| COA         | NA                     | 29%       | 0%         | 0%              | 30%               | 50%        | 42%        | 37%               |
| FVCC        | 0%                     | 33%       | 33%        | 11%             | 33%               | 30%        | 32%        | 31%               |
| HIGH        | 14%                    | 42%       | 26%        | 30%             | 22%               | 40%        | 38%        | 28%               |
| ILCC        | 0%                     | 6%        | 17%        | 29%             | 0%                | 41%        | 37%        | 35%               |
| LMC         | 67%                    | 8%        | 19%        | NA              | 0%                | 25%        | 21%        | 15%               |
| SECC        | 45%                    | 25%       | 29%        | 57%             | 40%               | 58%        | 39%        | 47%               |
| SMC         | 50%                    | 14%       | 28%        | 13%             | 19%               | 38%        | 32%        | 25%               |
| WNCC        | 0%                     | 13%       | 23%        | 29%             | NA                | 37%        | 34%        | 26%               |

### Graduation Status at Six Years (2014-2015 Cohort)

|             | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|-------------|----------------------|----------------------|--------------------------|--------------------------|
| <b>MPCC</b> | <b>43%</b>           | <b>17%</b>           | <b>43%</b>               | <b>42%</b>               |
| CARL        | 36%                  | 17%                  | 75%                      | 62%                      |
| CLOU        | 40%                  | 49%                  | 51%                      | 53%                      |
| COA         | 33%                  | 16%                  | 35%                      | 21%                      |
| FVCC        | 32%                  | 24%                  | 46%                      | 24%                      |
| HIGH        | 33%                  | 20%                  | 36%                      | 21%                      |
| ILCC        | 49%                  | 19%                  | 55%                      | 42%                      |
| LMC         | 26%                  | 14%                  | 25%                      | 19%                      |
| SECC        | 45%                  | 17%                  | 79%                      | 47%                      |
| SMC         | 32%                  | 16%                  | 35%                      | 31%                      |
| WNCC        | 34%                  | 10%                  | 56%                      | 35%                      |



**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID          | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|-------------|--|--|--|-----------------|---|--|---------------------|--|---|
|             |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>MPCC</b> | <b>\$15,520</b>  | <b>\$2,180</b>                                   | <b>\$17,638</b>                            | <b>\$55,349</b> | <b>\$5,517</b>  | <b>\$1,875</b>   | <b>\$2,833</b>      | <b>16%</b>                                     | <b>◆ \$9,995</b>  |
| CARL        | \$11,449   | \$4,258  | \$23,419                                   | \$34,835        | \$3,094   | \$309  | \$1,664             | 8%   | \$4,909   |
| CLOU        | \$7,834  | \$2,978  | \$14,798                                   | \$34,649        | \$11,016  | \$8,267  | \$9,549             | 13%  | \$8,000   |
| COA         | \$10,956   | \$1,071  | \$16,087                                   | \$44,897        | \$3,993   | \$1,373  | \$2,266             | 0%   | Privacy Suppressed                                      |
| FVCC        | \$13,848   | \$4,816  | \$19,990                                   | \$80,280        | \$11,144  | \$9,420  | \$9,182             | 13%  | \$10,500  |
| HIGH        | \$3,805  | \$2,221  | \$11,327                                   | \$29,134        | \$9,373   | \$6,848  | \$7,985             | 30%  | \$8,277   |
| ILCC        | \$16,872   | \$4,249  | \$24,914                                   | \$92,515        | \$11,789  | \$10,338   | \$10,971            | 21%  | \$12,000  |
| LMC         | \$18,932   | \$4,136  | \$21,378                                   | \$88,806        | \$9,567   | \$6,417  | \$9,116             | 18%  | \$9,000   |
| SECC        | \$8,987  | \$3,583  | \$21,255                                   | \$49,156        | \$9,935   | \$8,170  | \$9,077             | 26%  | \$12,000  |
| SMC         | \$11,488   | \$4,356  | \$18,799                                   | \$80,177        | \$9,094   | \$6,653  | \$8,602             | 18%  | \$10,959  |
| WNCC        | \$23,753   | \$1,875  | \$32,707                                   | \$129,252       | \$5,863   | \$3,782  | \$4,101             | 13%  | \$9,000   |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [cpe.nebraska.gov/files/DataDictionary.pdf](https://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Northeast Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID          | Institution                         | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|-------------|-------------------------------------|-----------|-------------------------------|-------------------|
| <b>NECC</b> | <b>Northeast Community College</b>  | <b>NE</b> | <b>5,345</b>                  | <b>18%</b>        |
| CC          | Casper College                      | WY        | 3,405                         | 23%               |
| CCC         | Central Community College           | NE        | 6,309                         | 21%               |
| CROW        | Crowder College                     | MO        | 3,989                         | 35%               |
| EAC         | Eastern Arizona College             | AZ        | 4,583                         | 19%               |
| GC          | Grayson College                     | TX        | 4,410                         | 31%               |
| HCC         | Hutchinson Community College        | KS        | 5,114                         | 24%               |
| IVCC        | Illinois Valley Community College   | IL        | 2,470                         | 28%               |
| LBCC        | Linn-Benton Community College       | OR        | 4,190                         | 27%               |
| SFCC        | State Fair Community College        | MO        | 3,785                         | 36%               |
| WITC        | Western Iowa Tech Community College | IA        | 5,451                         | 25%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID          | Asian/Pacific Islander | Black     | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|-------------|------------------------|-----------|------------|-----------------|------------------|-------------------|------------|
| <b>NECC</b> | <b>1%</b>              | <b>1%</b> | <b>11%</b> | <b>1%</b>       | <b>1%</b>        | <b>2%</b>         | <b>83%</b> |
| CC          | 1%                     | 1%        | 9%         | 1%              | 2%               | 2%                | 83%        |
| CCC         | 1%                     | 3%        | 26%        | 1%              | 0%               | 0%                | 69%        |
| CROW        | 3%                     | 2%        | 11%        | 1%              | 1%               | 5%                | 76%        |
| EAC         | 1%                     | 2%        | 22%        | 6%              | 1%               | 1%                | 68%        |
| GC          | 2%                     | 10%       | 15%        | 4%              | 1%               | 0%                | 68%        |
| HCC         | 1%                     | 5%        | 13%        | 1%              | 1%               | 4%                | 74%        |
| IVCC        | 1%                     | 2%        | 18%        | 0%              | 0%               | 2%                | 76%        |
| LBCC        | 4%                     | 1%        | 15%        | 1%              | 1%               | 6%                | 71%        |
| SFCC        | 1%                     | 4%        | 8%         | 1%              | 0%               | 4%                | 82%        |
| WITC        | 3%                     | 4%        | 21%        | 1%              | 4%               | 3%                | 64%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2019 Cohort)

| ID          | Asian/Pacific Islander | Black      | Hispanic   | Native American | Two or More Races | White      | Total      | Low-Income (Pell) |
|-------------|------------------------|------------|------------|-----------------|-------------------|------------|------------|-------------------|
| <b>NECC</b> | <b>80%</b>             | <b>22%</b> | <b>33%</b> | <b>25%</b>      | <b>42%</b>        | <b>56%</b> | <b>51%</b> | <b>46%</b>        |
| CC          | 40%                    | 11%        | 32%        | 44%             | 17%               | 43%        | 42%        | 41%               |
| CCC         | 30%                    | 19%        | 37%        | 0%              | NA                | 47%        | 43%        | 43%               |
| CROW        | 33%                    | 67%        | 35%        | 22%             | 24%               | 42%        | 40%        | 36%               |
| EAC         | 33%                    | 46%        | 56%        | 42%             | 54%               | 48%        | 49%        | 14%               |
| GC          | 40%                    | 21%        | 39%        | 21%             | 16%               | 23%        | 24%        | 23%               |
| HCC         | 67%                    | 42%        | 37%        | 40%             | 38%               | 50%        | 46%        | 43%               |
| IVCC        | 75%                    | 67%        | 42%        | 0%              | 8%                | 42%        | 42%        | 37%               |
| LBCC        | 8%                     | 19%        | 21%        | 17%             | 25%               | 23%        | 22%        | 22%               |
| SFCC        | 0%                     | 18%        | 15%        | 13%             | 47%               | 39%        | 35%        | 31%               |
| WITC        | 41%                    | 26%        | 44%        | 33%             | 29%               | 46%        | 42%        | 45%               |

### Graduation Status at Six Years (2014-2015 Cohort)

|             | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|-------------|----------------------|----------------------|--------------------------|--------------------------|
| <b>NECC</b> | <b>57%</b>           | <b>21%</b>           | <b>51%</b>               | <b>39%</b>               |
| CC          | 42%                  | 16%                  | 50%                      | 48%                      |
| CCC         | 47%                  | 28%                  | 67%                      | 52%                      |
| CROW        | 36%                  | 9%                   | 41%                      | 26%                      |
| EAC         | 44%                  | 12%                  | 60%                      | 41%                      |
| GC          | 31%                  | 23%                  | 34%                      | 35%                      |
| HCC         | 42%                  | 13%                  | 47%                      | 28%                      |
| IVCC        | 39%                  | 33%                  | 34%                      | 22%                      |
| LBCC        | 22%                  | 13%                  | 25%                      | 8%                       |
| SFCC        | 36%                  | 12%                  | 40%                      | 25%                      |
| WITC        | 43%                  | 30%                  | 60%                      | 44%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID          | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|-------------|--|--|--|-----------------|---|--|---------------------|--|---|
|             |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>NECC</b> | <b>\$13,926</b>  | <b>\$2,103</b>                                   | <b>\$19,896</b>                            | <b>\$57,949</b> | <b>\$10,170</b>   | <b>\$6,048</b>   | <b>\$7,083</b>      | <b>16%</b>                                     | <b>◆ \$11,000</b>                                       |
| CC          | \$14,735   | \$3,098  | \$23,640                                   | \$73,595        | \$8,451   | \$7,270  | \$8,261             | 12%  | \$9,534   |
| CCC         | \$15,205   | \$1,948  | \$24,052                                   | \$29,235        | \$7,740   | \$4,997  | \$5,245             | 12%  | \$7,992   |
| CROW        | \$4,076  | \$3,730  | \$14,364                                   | \$34,146        | \$5,830   | \$5,607  | \$5,891             | 10%  | \$9,000   |
| EAC         | \$10,998   | \$1,282  | \$15,365                                   | \$53,756        | \$8,594   | \$5,577  | \$6,312             | 0%   | Privacy Suppressed                                      |
| GC          | \$12,186   | \$2,070  | \$16,299                                   | \$26,217        | \$5,472   | \$1,045  | \$463               | 11%  | \$12,250  |
| HCC         | \$8,473  | \$2,326  | \$13,588                                   | \$30,137        | \$6,491   | \$4,496  | \$4,531             | 14%  | \$9,773   |
| IVCC        | \$16,697   | \$3,361  | \$13,494                                   | \$21,334        | \$5,969   | \$4,158  | \$4,880             | 3%   | \$8,233   |
| LBCC        | \$6,403  | \$4,841  | \$21,414                                   | \$76,257        | \$11,564  | \$9,598  | \$10,750            | 34%  | \$11,961  |
| SFCC        | \$4,373  | \$4,001  | \$15,542                                   | \$46,203        | \$6,675   | \$6,394  | \$6,487             | 13%  | \$10,500  |
| WITC        | \$8,175  | \$3,738  | \$17,495                                   | \$32,242        | \$7,458   | \$7,984  | \$6,873             | 38%  | \$11,000  |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska’s individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [cpe.nebraska.gov/files/DataDictionary.pdf](https://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Southeast Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID         | Institution                               | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|------------|---|-----------|-------------------------------|-------------------|
| <b>SCC</b> | <b>Southeast Community College</b>        | <b>NE</b> | <b>9,416</b>                  | <b>23%</b>        |
| CFCC       | Cape Fear Community College               | NC        | 13,059                        | 20%               |
| COCH       | Cochise County Community College District | AZ        | 3,473                         | 41%               |
| CLC        | College of Lake County                    | IL        | 12,117                        | 22%               |
| DMCC       | Des Moines Area Community College         | IA        | 20,536                        | 17%               |
| ECC        | Elgin Community College                   | IL        | 8,050                         | 24%               |
| GTCC       | Guilford Technical Community College      | NC        | 9,960                         | 42%               |
| HIND       | Hinds Community College                   | MS        | 10,802                        | 39%               |
| JJC        | Joliet Junior College                     | IL        | 11,551                        | 21%               |
| KCC        | Kirkwood Community College                | IA        | 12,604                        | 26%               |
| MATC       | Madison Area Technical College            | WI        | 12,087                        | 21%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID         | Asian/Pacific Islander | Black     | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|------------|------------------------|-----------|------------|-----------------|------------------|-------------------|------------|
| <b>SCC</b> | <b>4%</b>              | <b>4%</b> | <b>10%</b> | <b>1%</b>       | <b>0%</b>        | <b>4%</b>         | <b>77%</b> |
| CFCC       | 2%                     | 13%       | 11%        | 1%              | 0%               | 2%                | 71%        |
| COCH       | 2%                     | 5%        | 48%        | 1%              | 2%               | 4%                | 39%        |
| CLC        | 6%                     | 7%        | 46%        | 0%              | 2%               | 3%                | 36%        |
| DMCC       | 5%                     | 6%        | 9%         | 0%              | 0%               | 3%                | 77%        |
| ECC        | 8%                     | 4%        | 42%        | 1%              | 1%               | 4%                | 41%        |
| GTCC       | 6%                     | 34%       | 13%        | 1%              | 1%               | 3%                | 43%        |
| HIND       | 1%                     | 56%       | 2%         | 0%              | 0%               | 3%                | 38%        |
| JJC        | 3%                     | 8%        | 30%        | 0%              | 0%               | 4%                | 55%        |
| KCC        | 2%                     | 11%       | 6%         | 0%              | 2%               | 4%                | 75%        |
| MATC       | 5%                     | 8%        | 14%        | 0%              | 1%               | 5%                | 67%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2019 Cohort)

| ID         | Asian/Pacific Islander | Black     | Hispanic   | Native American | Two or More Races | White      | Total      | Low-Income (Pell) |
|------------|------------------------|-----------|------------|-----------------|-------------------|------------|------------|-------------------|
| <b>SCC</b> | <b>24%</b>             | <b>9%</b> | <b>22%</b> | <b>0%</b>       | <b>5%</b>         | <b>35%</b> | <b>31%</b> | <b>23%</b>        |
| CFCC       | 50%                    | 13%       | 30%        | 0%              | 14%               | 32%        | 30%        | 31%               |
| COCH       | 0%                     | 17%       | 25%        | 0%              | 40%               | 26%        | 25%        | 14%               |
| CLC        | 36%                    | 11%       | 32%        | 100%            | 32%               | 38%        | 34%        | 35%               |
| DMCC       | 28%                    | 20%       | 30%        | 33%             | 22%               | 36%        | 34%        | 26%               |
| ECC        | 40%                    | 33%       | 37%        | 50%             | 41%               | 38%        | 37%        | 37%               |
| GTCC       | 36%                    | 18%       | 32%        | 0%              | 13%               | 36%        | 28%        | 24%               |
| HIND       | 13%                    | 29%       | 40%        | 40%             | 31%               | 34%        | 32%        | 31%               |
| JJC        | 10%                    | 6%        | 13%        | 0%              | 13%               | 24%        | 18%        | 15%               |
| KCC        | 24%                    | 17%       | 31%        | 22%             | 25%               | 38%        | 36%        | 30%               |
| MATC       | 9%                     | 9%        | 25%        | 0%              | 11%               | 25%        | 23%        | 23%               |

### Graduation Status at Six Years (2014-2015 Cohort)

|            | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|------------|----------------------|----------------------|--------------------------|--------------------------|
| <b>SCC</b> | <b>37%</b>           | <b>17%</b>           | <b>36%</b>               | <b>18%</b>               |
| CFCC       | 33%                  | 22%                  | 50%                      | 34%                      |
| COCH       | 20%                  | 23%                  | 27%                      | 26%                      |
| CLC        | 39%                  | 23%                  | 31%                      | 26%                      |
| DMCC       | 35%                  | 14%                  | 49%                      | 12%                      |
| ECC        | 45%                  | 21%                  | 38%                      | 13%                      |
| GTCC       | 27%                  | 18%                  | 27%                      | 21%                      |
| HIND       | 28%                  | 15%                  | 26%                      | 14%                      |
| JJC        | 25%                  | 11%                  | 28%                      | 9%                       |
| KCC        | 35%                  | 23%                  | 35%                      | 23%                      |
| MATC       | 41%                  | 43%                  | 40%                      | 36%                      |

**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID         | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                 | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|------------|--|--|--|-----------------|---|--|---------------------|--|---|
|            |  |  | Per FTE Student                            | Per Award       |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>SCC</b> | <b>\$13,187</b>  | <b>\$2,555</b>                                   | <b>\$19,602</b>                            | <b>\$84,274</b> | <b>\$8,330</b>  | <b>\$5,636</b>   | <b>\$5,365</b>      | <b>40%</b>                                     | <b>◆ \$11,000</b>                                       |
| CFCC       | \$7,533  | \$1,581  | \$12,232                                   | \$33,828        | \$8,145   | \$6,831  | \$7,226             | 9%   | \$9,500   |
| COCH       | \$5,508  | \$1,038  | \$6,089                                    | \$20,668        | \$7,759   | \$6,396  | \$6,847             | 6%   | \$6,750   |
| CLC        | \$17,412   | \$3,215  | \$20,752                                   | \$45,517        | \$5,169   | \$5,017  | \$5,134             | 2%   | \$8,735   |
| DMCC       | \$5,773  | \$2,779  | \$11,448                                   | \$40,146        | \$9,292   | \$8,071  | \$8,831             | 17%  | \$11,000  |
| ECC        | \$11,671   | \$3,145  | \$22,279                                   | \$56,308        | \$3,968   | \$3,649  | \$3,659             | 3%   | \$7,390   |
| GTCC       | \$7,943  | \$929  | \$13,710                                   | \$36,044        | \$13,292  | \$11,469   | \$12,275            | 26%  | \$14,901  |
| HIND       | \$6,131  | \$1,289  | \$13,185                                   | \$26,199        | \$4,107   | \$3,334  | \$3,463             | 26%  | \$9,371   |
| JJC        | \$8,251  | \$3,263  | \$20,944                                   | \$64,250        | \$4,440   | \$2,593  | \$1,875             | 5%   | \$9,711   |
| KCC        | \$9,945  | \$2,950  | \$18,935                                   | \$64,248        | \$8,413   | \$6,510  | \$7,652             | 26%  | \$12,000  |
| MATC       | \$22,594   | \$4,754  | \$31,163                                   | \$63,551        | \$11,588  | \$8,985  | \$11,267            | 20%  | \$14,060  |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska's individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](https://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Western Nebraska Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2021)

| ID          | Institution                               | State     | Fall Undergraduate Enrollment | Low-Income (Pell) |
|-------------|---|-----------|-------------------------------|-------------------|
| <b>WNCC</b> | <b>Western Nebraska Community College</b> | <b>NE</b> | <b>1,306</b>                  | <b>27%</b>        |
| CWC         | Central Wyoming College                   | WY        | 1,770                         | 19%               |
| COFF        | Coffeyville Community College             | KS        | 1,402                         | 33%               |
| DC3         | Dodge City Community College              | KS        | 1,731                         | 27%               |
| FVCC        | Flathead Valley Community College         | MT        | 2,015                         | 19%               |
| MPCC        | Mid-Plains Community College              | NE        | 2,101                         | 19%               |
| RCC         | Rockingham Community College              | NC        | 1,867                         | 31%               |
| SHAW        | Shawnee Community College                 | IL        | 1,054                         | 37%               |
| SECC        | Southeastern Community College            | IA        | 2,321                         | 29%               |
| SIC         | Southeastern Illinois College             | IL        | 1,239                         | 26%               |
| SURR        | Surry Community College                   | NC        | 2,849                         | 29%               |

### Undergraduate Fall Enrollment by Race/Ethnicity (2021)

| ID          | Asian/Pacific Islander | Black     | Hispanic   | Native American | U.S. Nonresident | Two or More Races | White      |
|-------------|------------------------|-----------|------------|-----------------|------------------|-------------------|------------|
| <b>WNCC</b> | <b>2%</b>              | <b>2%</b> | <b>18%</b> | <b>1%</b>       | <b>5%</b>        | <b>0%</b>         | <b>73%</b> |
| CWC         | 1%                     | 1%        | 17%        | 9%              | 1%               | 4%                | 67%        |
| COFF        | 0%                     | 17%       | 8%         | 4%              | 4%               | 8%                | 58%        |
| DC3         | 1%                     | 8%        | 44%        | 1%              | 3%               | 2%                | 41%        |
| FVCC        | 2%                     | 1%        | 3%         | 2%              | 1%               | 2%                | 89%        |
| MPCC        | 1%                     | 2%        | 9%         | 0%              | 2%               | 2%                | 84%        |
| RCC         | 1%                     | 18%       | 9%         | 0%              | 1%               | 3%                | 67%        |
| SHAW        | 0%                     | 15%       | 5%         | 1%              | 0%               | 0%                | 78%        |
| SECC        | 4%                     | 16%       | 12%        | 6%              | 9%               | 3%                | 51%        |
| SIC         | 0%                     | 3%        | 2%         | 0%              | 0%               | 3%                | 92%        |
| SURR        | 1%                     | 2%        | 20%        | 1%              | 0%               | 2%                | 74%        |

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2019 Cohort)

| ID          | Asian/Pacific Islander | Black      | Hispanic   | Native American | Two or More Races | White      | Total        | Low-Income (Pell) |
|-------------|------------------------|------------|------------|-----------------|-------------------|------------|--------------|-------------------|
| <b>WNCC</b> | <b>0%</b>              | <b>13%</b> | <b>23%</b> | <b>29%</b>      | <b>NA</b>         | <b>37%</b> | <b>◆ 34%</b> | <b>◆ 26%</b>      |
| CWC         | 0%                     | 25%        | 34%        | 17%             | 14%               | 43%        | 38%          | 37%               |
| COFF        | 100%                   | 31%        | 37%        | 43%             | 45%               | 40%        | 39%          | 38%               |
| DC3         | 50%                    | 17%        | 29%        | 0%              | 8%                | 37%        | 28%          | 26%               |
| FVCC        | 0%                     | 33%        | 33%        | 11%             | 33%               | 30%        | 32%          | 31%               |
| MPCC        | 50%                    | 8%         | 43%        | 0%              | 90%               | 44%        | 45%          | 38%               |
| RCC         | NA                     | 15%        | 30%        | 0%              | 20%               | 23%        | 23%          | 19%               |
| SHAW        | 0%                     | 46%        | 40%        | 75%             | NA                | 52%        | 50%          | 48%               |
| SECC        | 45%                    | 25%        | 29%        | 57%             | 40%               | 58%        | 39%          | 47%               |
| SIC         | 100%                   | 6%         | 14%        | 33%             | 25%               | 47%        | 42%          | 34%               |
| SURR        | NA                     | 33%        | 17%        | 33%             | 33%               | 30%        | 28%          | 26%               |

### Graduation Status at Six Years (2014-2015 Cohort)

|             | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|-------------|----------------------|----------------------|--------------------------|--------------------------|
| <b>WNCC</b> | <b>◆ 34%</b>         | <b>◆ 10%</b>         | <b>● 56%</b>             | <b>◆ 35%</b>             |
| CWC         | 35%                  | 9%                   | 53%                      | 13%                      |
| COFF        | 39%                  | 48%                  | 40%                      | 46%                      |
| DC3         | 39%                  | 20%                  | 34%                      | 10%                      |
| FVCC        | 32%                  | 24%                  | 46%                      | 24%                      |
| MPCC        | 43%                  | 17%                  | 43%                      | 42%                      |
| RCC         | 39%                  | 25%                  | 44%                      | 36%                      |
| SHAW        | 39%                  | 34%                  | 61%                      | 39%                      |
| SECC        | 45%                  | 17%                  | 79%                      | 47%                      |
| SIC         | 45%                  | 29%                  | 44%                      | 14%                      |
| SURR        | 34%                  | 16%                  | 37%                      | 24%                      |

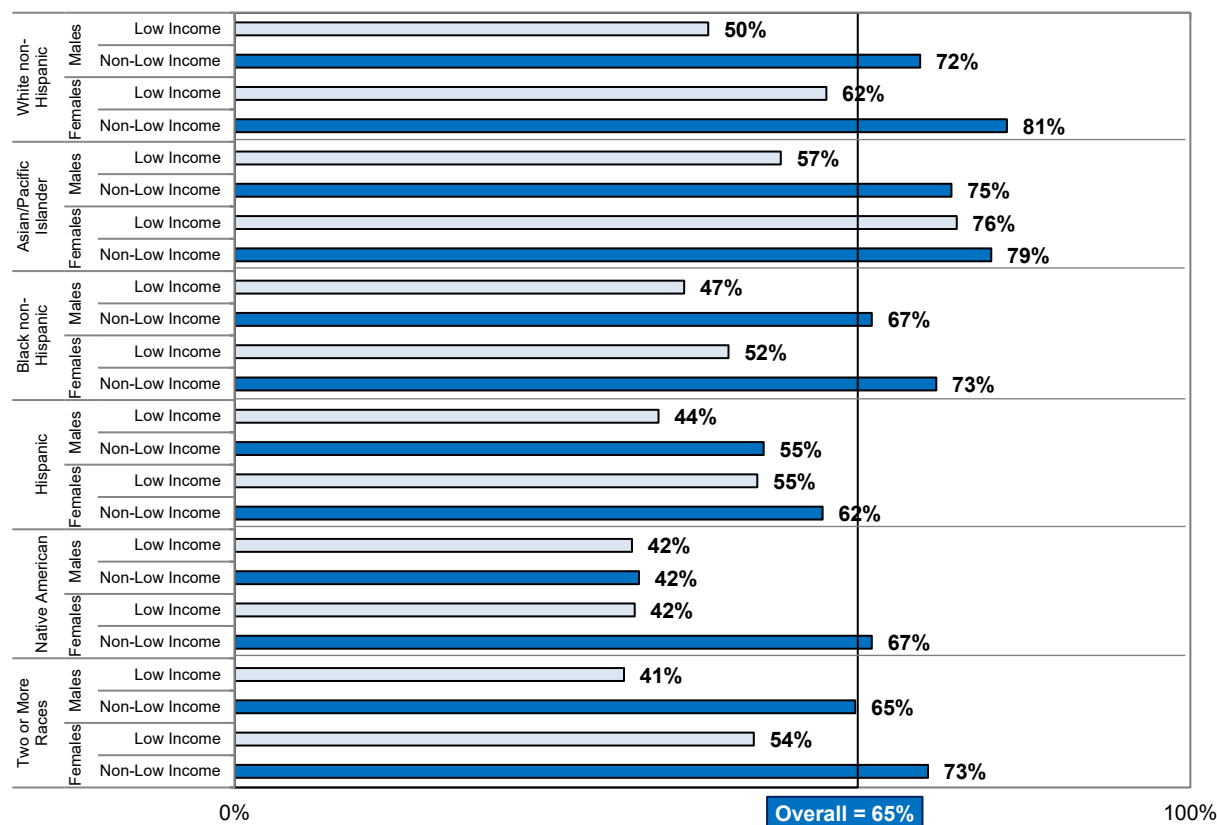
**Funding and Affordability (2021-2022), Unless Otherwise Noted**

| ID          | State and Local Appropriations Per FTE Student (2020-2021) | Net Tuition and Fees Per FTE Student (2020-2021) | Education and General Spending (2020-2021) |                  | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) |                     | % of Undergrads with Federal Loans (2020-2021) | Median Federal Loan Debt of Graduates (FY2020 & FY2021) |
|-------------|--|--|--|------------------|---|--|---------------------|--|---|
|             |  |  | Per FTE Student                            | Per Award        |   | \$0 - \$30,000   | \$30,001 - \$48,000 |  |   |
| <b>WNCC</b> | <b>\$23,753</b>  | <b>\$1,875</b>                                   | <b>\$32,707</b>                            | <b>\$129,252</b> | <b>\$5,863</b>  | <b>\$3,782</b>   | <b>\$4,101</b>      | <b>13%</b>                                     | <b>● \$9,000</b>  |
| CWC         | \$14,351   | \$4,109  | \$27,761                                   | \$85,913         | \$5,494   | \$6,645  | \$7,158             | 11%  | \$8,361   |
| COFF        | \$9,891  | \$4,398  | \$15,405                                   | \$47,452         | \$6,924   | \$2,861  | \$3,739             | 20%  | \$8,103   |
| DC3         | \$15,387   | \$4,920  | \$25,062                                   | \$87,796         | \$4,498   | \$3,850  | \$4,179             | 8%   | \$8,800   |
| FVCC        | \$13,848   | \$4,816  | \$19,990                                   | \$80,280         | \$11,144  | \$9,420  | \$9,182             | 13%  | \$10,500  |
| MPCC        | \$15,520   | \$2,180  | \$17,638                                   | \$55,349         | \$5,517   | \$1,875  | \$2,833             | 16%  | \$9,995   |
| RCC         | \$13,166   | \$1,489  | \$19,911                                   | \$39,496         | \$3,788   | \$910  | \$1,743             | 0%   | Privacy Suppressed                                      |
| SHAW        | \$15,433   | \$2,140  | \$20,139                                   | \$35,590         | \$6,074   | \$3,234  | \$5,194             | 0%   | Privacy Suppressed                                      |
| SECC        | \$8,987  | \$3,583  | \$21,255                                   | \$49,156         | \$9,935   | \$8,170  | \$9,077             | 26%  | \$12,000  |
| SIC         | \$12,926   | \$1,230  | \$15,750                                   | \$30,765         | \$8,611   | \$5,677  | \$6,022             | 0%   | Privacy Suppressed                                      |
| SURR        | \$9,498  | \$1,036  | \$12,141                                   | \$34,938         | \$8,281   | \$5,629  | \$5,049             | 0%   | Privacy Suppressed                                      |

*Note.* It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska’s individual public institutions will rank among the five best institutions in peer comparisons. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [cpe.nebraska.gov/files/DataDictionary.pdf](https://cpe.nebraska.gov/files/DataDictionary.pdf).

## Non-Comparative Measures

### Public High School Graduates Going Directly to College (2021-2022)



### Nebraska's WIOA Measure of Postsecondary Participation by GED Completers (2021)

|   | Number of GED Completers in Cohort | Number Entering Postsecondary within One Year of Exiting Program | % Entering Postsecondary within One Year of Exiting Program |
|---|------------------------------------|--|---|
| <b>Nebraska Department of Education</b> | <b>109</b>                         | <b>41</b>  | <b>38%</b>  |

### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2016)

| Cohort       | % of Cohort with Developmental Need in Subject |            |            | % Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject |            |
|--------------|--|------------|------------|--|------------|
|              | Math   | English    | Reading    | Math   | English    |
| <b>5,939</b> | <b>33%</b>                                     | <b>26%</b> | <b>16%</b> | <b>55%</b>   | <b>63%</b> |

Note. Includes data for all community colleges.

### Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2020)

| Cohort       | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|--------------|-------------|---------------|------------------|---|
| <b>4,957</b> | <b>33%</b>  | <b>14%</b>    | <b>40%</b>       | <b>87%</b>                                  |

Note. Includes data for all community colleges.

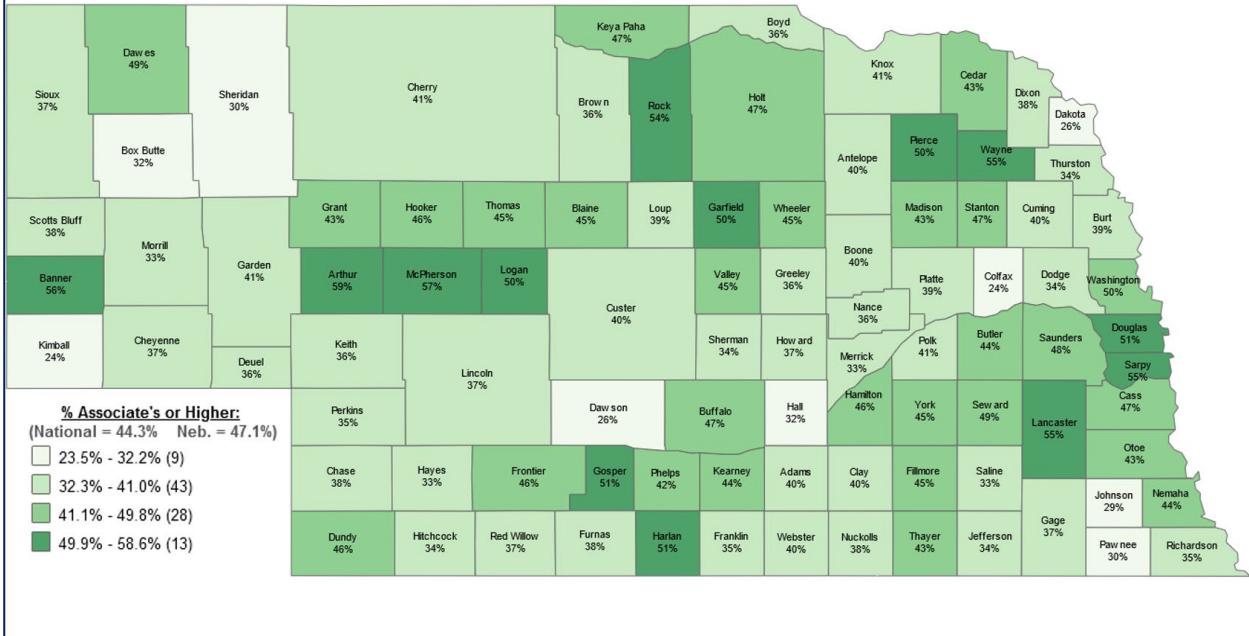
### Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2016)

| Cohort       | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|--------------|-------------|---------------|------------------|---|
| <b>5,939</b> | <b>46%</b>  | <b>24%</b>    | <b>3%</b>        | <b>73%</b>                                  |

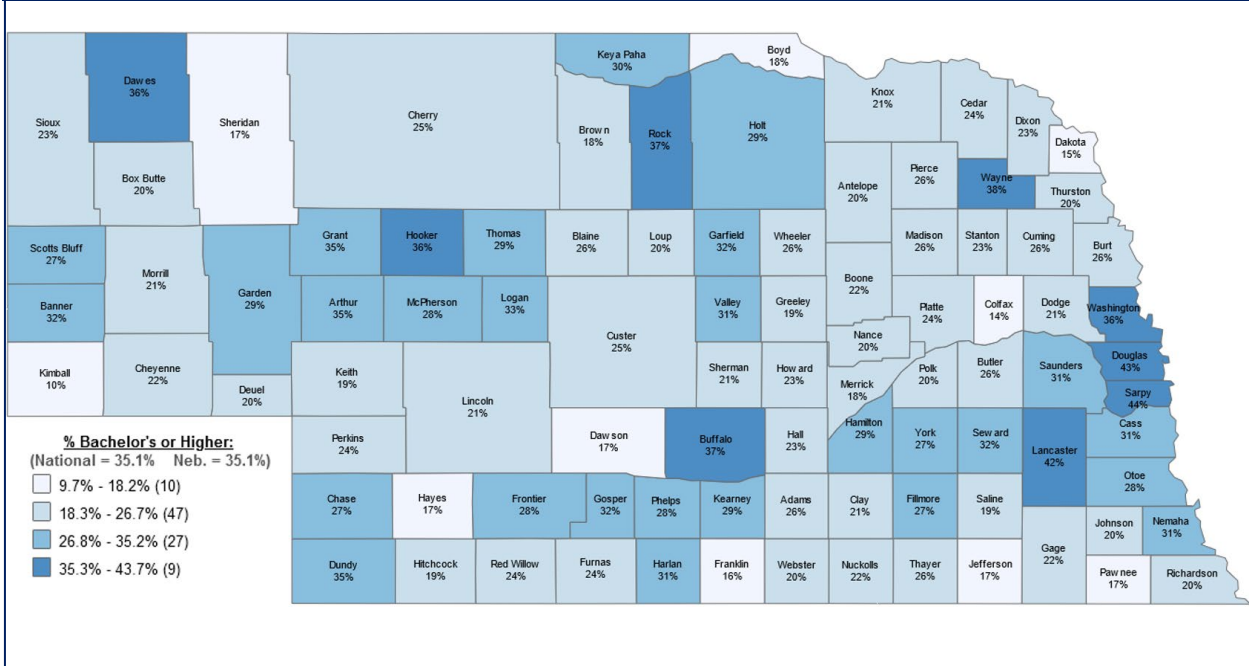
Note. Includes data for all community colleges.



**Percent of Population Age 25 to 64 with an Associate's Degree or Higher by County (2017-2021)**



**Percent of Population Age 25 to 64 with a Bachelor's Degree or Higher by County (2017-2021)**



Data sources: Nebraska's Coordinating Commission for Postsecondary Education (public high school graduates going directly to college); Nebraska Department of Education (adult basic education and continuing into postsecondary education); Voluntary Framework of Accountability (remedial student course taking and success, persistence/attainment by end of year two, persistence/attainment by end of year six); U.S. Census Bureau (educational attainment by county). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](https://ccpe.nebraska.gov/files/DataDictionary.pdf).

## 2023 Measuring Accomplishments – Data Dictionary

| ATTAINMENT GOAL                    |  |                          |                                   |
|------------------------------------|--|--------------------------|-----------------------------------|
| <b>Data source:</b>                | Attainment data from the U.S. Census Bureau, American Community Survey (1-year PUMS file). Sources for computing certificates and certifications include: Adult Education and Training Survey (ATES), Census Bureau’s Survey of Income and Program Participation (SIPP), Integrated Postsecondary Education Data System (IPEDS), Current Population Survey (CPS), and National Education and Attainment Surveys (NEAS). Data prepared by the Lumina Foundation, presented in <i>A Stronger Nation</i> .  |                          |                                   |
| <b>Academic/cohort year:</b>       | 2021   | <b>Goal(s) measured:</b> | Attainment of 25- to 34-year-olds |
| <b>Variables and calculations:</b> | Attainment categories:<br>Less than high school = [Less than 9th grade] + [9th-12th grade, no diploma]<br>HS graduate/GED = [High school graduate (includes GED)]<br>Some college, no credential = [Some college, no credential]<br>Certificate = [Certificate] + [Certification]<br>Associate’s = [Associate degree]<br>Bachelor’s plus = [Bachelor’s degree] + [Graduate or professional degree]   |                          |                                   |
| <b>Notes:</b>                      | <ul style="list-style-type: none"> <li>• The American Community Survey (ACS) does not include attainment data for short-term credentials (high-value certificates or certifications). Estimates of short-term credentials were produced by the Center on Education and the Workforce at Georgetown University. Short-term credential estimates were then subtracted from the ACS category “some college, no degree.”</li> <li>• The percentage of short-term credential earners aged 25 to 34 is assumed to be the same percentage as those aged 25 to 64.</li> <li>• More information on Lumina’s methods can be found at: <a href="https://www.luminafoundation.org/stronger-nation/report#/progress&amp;modal=methods">https://www.luminafoundation.org/stronger-nation/report#/progress&amp;modal=methods</a></li> <li>• See page 123 of the <i>2023 Progress Report</i>.</li> </ul> |                          |                                   |

### National Comparisons

| EDUCATIONAL ATTAINMENT BY RACE/ETHNICITY AND AGE |  |                          |            |
|--|--|--------------------------|------------|
| <b>Data source:</b>                              | U.S. Census Bureau, American Community Survey (for race/ethnicity: 5-year PUMS file for race/ethnicity; for national rankings: 5-year estimates, Table B15001) |                          |            |
| <b>Academic/cohort year:</b>                     | 2017-2021  | <b>Goal(s) measured:</b> | State 1, 2 |

|  |  |                                 |                                      |
|--|--|---------------------------------|--------------------------------------|
| <p><b>Variables and calculations:</b></p>  | <p>Race/ethnicity derived from variables RAC1P (recoded detailed race code) and HISP (recoded detailed Hispanic origin):</p> <p>Asian/Other Pacific Islander = Asian alone, Native Hawaiian and other Pacific Islander alone, and Not Spanish/Hispanic/Latino;</p> <p>Black = Black or African American alone and not Spanish/Hispanic/Latino;</p> <p>Hispanic = Mexican, Puerto Rican, Cuban, Dominican, Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, Other Central American, Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, Uruguayan, Venezuelan, Other South American, Spaniard, Other Spanish/Hispanic/Latino</p> <p>Native American = American Indian alone, Alaska Native alone, American Indian and Alaska Native tribes specified, American Indian or Alaska Native (not specified and no other races), and Not Spanish/Hispanic/Latino;</p> <p>Two or More Races = Two or more races and Not Spanish/Hispanic/Latino;</p> <p>White = White alone and not Spanish/Hispanic/Latino;</p> <p>Age group derived from variable AGE (age):</p> <p>25-34 years old = <math>\geq 25</math> and <math>\leq 34</math>;</p> <p>25-64 years old = <math>\geq 25</math> and <math>\leq 64</math></p> <p>Educational attainment derived from variable SCHL (educational attainment):</p> <p>Associate's plus = [Associate's degree] + [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree];</p> <p>Bachelor's plus = [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree]</p> <p>Educational attainment = [Number of (<u>race/ethnic group</u>) aged (<u>age group</u>) who have completed (<u>education level</u>)] / [Number of (<u>race/ethnic group</u>) aged (<u>age group</u>)]</p> |                                 |                                      |
| <p><b>Notes:</b></p>   |  |                                 |                                      |
| <p><b>PUBLIC HIGH SCHOOL GRADUATION RATE</b></p>   |  |                                 |                                      |
| <p><b>Data source:</b></p>   | <p>U.S. Department of Education, National Center for Education Statistics, <i>Common Core of Data</i>, school year 2019-20.</p>  |                                 |                                      |
| <p><b>Academic/cohort year:</b></p>  | <p>2019-2020</p>   | <p><b>Goal(s) measured:</b></p> | <p>Students 1<br/>Partnerships 2</p> |
| <p><b>Variables and calculations:</b></p>  | <p>[Number of students who graduate in four years with a regular high school diploma] / [Number of students who form the adjusted cohort for the graduating class]</p>   |                                 |                                      |
| <p><b>Notes:</b></p>   | <ul style="list-style-type: none"> <li>• Four-year regulatory adjusted cohort.</li> <li>• See page 25 of the <i>2023 Progress Report</i>.</li> </ul>   |                                 |                                      |
| <p><b>PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS</b></p> |  |                                 |                                      |
| <p><b>Data source:</b></p>   | <p>ACT, <i>U.S. High School Graduating Class Trends, 2023</i></p>  |                                 |                                      |
| <p><b>Academic/cohort year:</b></p>  | <p>Graduating class of 2023</p>  | <p><b>Goal(s) measured:</b></p> | <p>Students 1<br/>Partnerships 2</p> |

|   |  |                          |                              |
|---|--|--------------------------|------------------------------|
| <b>Variables and calculations:</b>  | <p>Estimated percent of high school graduates tested = [Number of students in the graduating class who took the ACT] / [Estimated number of students in the graduating class]</p> <p>Benchmark score = the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher, or a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing courses.</p> <p>Percentage who met or exceeded college readiness benchmarks:<br/> English = [Number of students in the graduating class who received a score of 18 or higher] / [Number of students in the graduating class who took the ACT];<br/> Reading = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT];<br/> Mathematics = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT];<br/> Science = [Number of students in the graduating class who received a score of 23 or higher] / [Number of students in the graduating class who took the ACT]<br/> All four = [Number of students in the graduating class who met or exceeded all four benchmarks] / [Number of students in the graduating class who took the ACT]</p> |                          |                              |
| <b>Notes:</b>   | <ul style="list-style-type: none"> <li>States are only ranked if their estimated percent tested is 90% or higher. Fifteen states met this threshold.</li> <li>See page 34 of the <i>2023 Progress Report</i> for data on the 2022 graduating class. Data for the 2023 graduating class will be included in the <i>2024 Progress Report</i>.</li> </ul>   |                          |                              |
| <b>PERCENTAGE OF HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE</b>                                    |  |                          |                              |
| <b>Data source:</b>   | <p>First-time freshmen data from IPEDS Fall Enrollment Survey.<br/> High school graduate data (estimate) from the Western Interstate Commission for Higher Education (WICHE), <i>Knocking at the College Door: Projections of High School Graduates, 2020</i>.<br/> Data prepared by the National Center for Higher Education Management Systems (NCHEMS), October 2023.</p>   |                          |                              |
| <b>Academic/cohort year:</b>  | Fall 2020  | <b>Goal(s) measured:</b> | Students 1<br>Partnerships 2 |
| <b>Variables and calculations:</b>  | <p>[Number of first-time degree or certificate-seeking undergraduate students with Nebraska residency when first admitted who graduated from high school in the past 12 months] / [Estimated number of Nebraska high school graduates]</p>   |                          |                              |
| <b>Notes:</b>   |  |                          |                              |
| <b>PERCENTAGE OF POPULATION 25-49 YEARS WITHOUT AN ASSOCIATE'S DEGREE OR HIGHER ENROLLED IN COLLEGE</b> |  |                          |                              |
| <b>Data source:</b>   | U.S. Census Bureau, American Community Survey 5-Year PUMS file   |                          |                              |
| <b>Academic/cohort year:</b>  | 2017-2021  | <b>Goal(s) measured:</b> | Students 1, 2<br>State 2     |

|  |  |                          |                             |
|--|--|--------------------------|-----------------------------|
| <b>Variables and calculations:</b>   | Age group derived from variable AGEP (age):<br>25-49 years old = $\geq 25$ and $\leq 49$   |                          |                             |
|  | Educational attainment derived from variable SCHL (educational attainment):<br>Without an associate's degree or higher = No schooling completed, Nursery school or preschool, Kindergarten, Grades 1-11, 12th grade - no diploma, Regular high school diploma, GED or alternative credential, Some college but less than one year, One or more years of college credit-no degree |                          |                             |
|  | Enrollment in college derived from variable SCH (school enrollment in last three months):<br>Enrolled in college = Yes (public school or public college, or Yes (private school, private college, or home school)  |                          |                             |
|  | [Number of persons age 25-49 years without an associate's degree or higher that were enrolled in college] / [Number of persons age 25-49 years without an associate's degree or higher]  |                          |                             |
| <b>Notes:</b>  |  |                          |                             |
| <b>FOUR-YEAR COMPLETION RATE FOR FIRST-TIME, FULL-TIME BACCALAUREATE-SEEKING STUDENTS AT PUBLIC FOUR-YEAR INSTITUTIONS WHO COMPLETED A BACHELOR'S DEGREE AT THEIR FIRST CAMPUS</b> |  |                          |                             |
| <b>Data source:</b>  | IPEDS Graduation Rate Survey (2022-23)   |                          |                             |
| <b>Academic/cohort year:</b>   | 2016 cohort - completed bachelor's degree by end of 2019-2020 academic year  | <b>Goal(s) measured:</b> | Students 1, 2, 3<br>State 1 |
| <b>Variables and calculations:</b>   | [Bachelor's or equiv subcohort (4-yr institution) Completers of bachelor's or equiv degrees in 4 years or less] / [Bachelor's or equiv subcohort (4-yr institution) adjusted cohort (revised cohort minus exclusions)]   |                          |                             |
| <b>Notes:</b>  |  |                          |                             |
| <b>SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC FOUR-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE</b>   |  |                          |                             |
| <b>Data source:</b>  | Causey, J., Lee, S., Ryu, M., Scheetz, A., & Shapiro, D. (Nov 2022), <i>Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates</i> . (Signature Report 21), Herndon, VA: National Student Clearinghouse Research Center.   |                          |                             |
| <b>Academic/cohort year:</b>   | 2016 cohort - received any postsecondary credential by June 30, 2022   | <b>Goal(s) measured:</b> | Students 1, 2, 3            |
| <b>Variables and calculations:</b>   | [Number received any postsecondary credential by June 30, 2022] / [Number of first-time degree-seeking students (enrolled at least one term with an intensity of half-time or higher) who began their postsecondary studies in the fall of 2016 at a public four-year institution]   |                          |                             |
|  | Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see the Methodological Notes of the NSC's Signature Report 21, <i>Completing College</i> .  |                          |                             |
| <b>Notes:</b>  | <ul style="list-style-type: none"> <li>• States were only ranked if they had <math>\geq 90\%</math> coverage in the entering cohort year.</li> <li>• 46 states were ranked for this measure.</li> <li>• See page 113 of the 2023 <i>Progress Report</i>.</li> </ul>  |                          |                             |
| <b>SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC TWO-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE</b>  |  |                          |                             |
| <b>Data source:</b>  | Causey, J., Lee, S., Ryu, M., Scheetz, A., & Shapiro, D. (Nov 2022), <i>Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates</i> . (Signature Report 21), Herndon, VA: National Student Clearinghouse Research Center.   |                          |                             |

|   |   |                          |                              |
|---|---|--------------------------|------------------------------|
| <b>Academic/cohort year:</b>                          | 2016 cohort - received any postsecondary credential by June 30, 2022  | <b>Goal(s) measured:</b> | Students 1, 2, 3             |
| <b>Variables and calculations:</b>                    | <p>[Number received any postsecondary credential by June 30, 2022] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 10, 2017, or enrolled three-quarter-time for at least one term before December 31, 2017, or enrolled at least half-time for any two terms before December 31, 2017) who began their postsecondary studies in the fall of 2016 at a public two-year institution]</p> <p>Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see the Methodological Notes of the NSC's Signature Report 20, <i>Completing College</i>.</p> |                          |                              |
| <b>Notes:</b>   | <ul style="list-style-type: none"> <li>• States were only ranked if they had ≥ 90% coverage in the entering cohort year.</li> <li>• 43 states were ranked for this measure.</li> <li>• See page 113 of the 2023 <i>Progress Report</i>.</li> </ul>  |                          |                              |
| <b>STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT</b> |   |                          |                              |
| <b>Data source:</b>                                   | State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2022</i>  |                          |                              |
| <b>Academic/cohort year:</b>                          | 2021-2022 academic year   | <b>Goal(s) measured:</b> | Students 2<br>Institutions 2 |
| <b>Variables and calculations:</b>                    | <p>Cost of living index = COLI</p> <p>Enrollment mix index = EMI</p> <p>Education appropriations are a measure of state and local support available for public higher education operating expenses and student financial aid, excluding appropriations for research, hospitals, and medical education. Education appropriations include federal stimulus funding.</p> <p>Net FTE enrollment excludes medical students.</p> <p>State and local appropriations per FTE student = ([Education appropriations] / [Net FTE enrollment]) / [COLI * EMI]</p>   |                          |                              |
| <b>Notes:</b>   | <ul style="list-style-type: none"> <li>• Further information about COLI and EMI calculations is available at <a href="https://shef.sheeo.org/data-definitions/">https://shef.sheeo.org/data-definitions/</a></li> <li>• Net FTE enrollment is calculated by SHEEO using credit and contact hours submitted via the SHEF survey.</li> </ul>  |                          |                              |
| <b>NET TUITION REVENUE PER FTE STUDENT</b>            |   |                          |                              |
| <b>Data source:</b>                                   | State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2022</i>  |                          |                              |
| <b>Academic/cohort year:</b>                          | 2021-2022 academic year   | <b>Goal(s) measured:</b> | Students 2<br>Institutions 2 |
| <b>Variables and calculations:</b>                    | <p>Cost of living index = COLI</p> <p>Enrollment mix index = EMI</p> <p>Education appropriations are a measure of state and local support available for public higher education operating expenses and student financial aid, excluding appropriations for research, hospitals, and medical education. Education appropriations include federal stimulus funding.</p> <p>Net FTE enrollment excludes medical students.</p> <p>Net tuition revenue per FTE student = ([Net tuition revenue] / [Net FTE enrollment]) / [COLI * EMI]</p>   |                          |                              |

|  |   |                          |                              |
|--|---|--------------------------|------------------------------|
| <b>Notes:</b>  | <ul style="list-style-type: none"> <li>Further information about COLI and EMI calculations is available at <a href="https://shef.sheeo.org/data-definitions/">https://shef.sheeo.org/data-definitions/</a></li> <li>Net FTE enrollment is calculated by SHEEO using credit and contact hours submitted via the SHEF survey.</li> </ul>  |                          |                              |
| <b>STATE NEED-BASED GRANT AID PER FTE STUDENT</b>  |   |                          |                              |
| <b>Data source:</b>  | FTE data from IPEDS Fall Enrollment Survey.<br>Data prepared by the National Association of State Student Grant and Aid Programs (NASSGAP), presented in the <i>53rd Annual Survey Report on State-Sponsored Student Financial Aid, 2021-2022 Academic Year</i> (Table 12).   |                          |                              |
| <b>Academic/cohort year:</b>   | 2021-2022 academic year   | <b>Goal(s) measured:</b> | Students 2<br>Institutions 2 |
| <b>Variables and calculations:</b>   | [Estimated need-based undergraduate grant dollars] / [Undergraduate FTE]  |                          |                              |
| <b>Notes:</b>  | • Undergraduate FTE is calculated by NASSGAP using IPEDS fall enrollment data.  |                          |                              |
| <b>PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS: LOW-INCOME FAMILIES</b> |   |                          |                              |
| <b>Data source:</b>  | Net price data from IPEDS Student Financial Aid Survey.<br>Family poverty data from the 2021 Health and Human Services poverty guidelines.<br>Data prepared by the Midwestern Higher Education Compact (MHEC).  |                          |                              |
| <b>Academic/cohort year:</b>   | 2020-2021 academic year (net price)   | <b>Goal(s) measured:</b> | Students 2                   |
|  | 2021 (federal poverty level)  |                          |                              |
| <b>Variables and calculations:</b>   | <p>Federal poverty level for a family of four = \$26,500 for the 48 contiguous states; Alaska = \$33,130; Hawaii = \$30,480.</p> <p>Average net price, income \$0-\$30,000, public 2-year = differs by state. Nebraska = \$5,995; median = \$6,652.</p> <p>Average net price, income \$0-\$30,000, public 4-year = differs by state. Nebraska = \$12,492; median = \$10,459.</p> <p>Public two-year institutions = [Average of SFA2021. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2020-21 public 2-yr] / [Federal poverty level for a family of four, in the past 12 months]</p> <p>Public four-year institutions = [Average of SFA2021. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2020-21 public 4-yr] / [Federal poverty level for a family of four, in the past 12 months]</p> |                          |                              |
| <b>Notes:</b>  |   |                          |                              |
| <b>PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO-AND FOUR-YEAR INSTITUTIONS: MEDIAN FAMILY INCOME</b> |   |                          |                              |
| <b>Data source:</b>  | Net price data from IPEDS Student Financial Aid Survey.<br>Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file.<br>Data prepared by the Midwestern Higher Education Compact (MHEC).  |                          |                              |
| <b>Academic/cohort year:</b>   | 2020-2021 academic year (net price)   | <b>Goal(s) measured:</b> | Students 2                   |
|  | 2021 (family income)  |                          |                              |

|                                    |   |
|------------------------------------|---|
| <b>Variables and calculations:</b> | Median family income = differs by state. Nebraska = \$90,968; range = \$58,709 - \$119,086; median = \$83,489.  |
|                                    | Average net price for median family with child income, public 2-year = differs by state. Nebraska = \$11,280; median = \$11,021.  |
|                                    | Average net price for median family with child income, public 4-year = differs by state. Nebraska = \$17,626; median = \$17,503.  |
|                                    | Public two-year institutions = [Average of SFA2021. Average net price, income \$30,001 - \$48,000 OR income \$48,001-\$75,000 OR income \$75,001 - \$110,000 OR income over \$110,000, for students receiving Title IV Federal financial aid, 2020-21 public 2-yr] / [Median family income with child in the past 12 months]  |
|                                    | Public four-year institutions = [Average of SFA2021. Average net price, income \$30,001 - \$48,000 OR income \$48,001-\$75,000 OR income \$75,001 - \$110,000 OR income over \$110,000, for students receiving Title IV Federal financial aid, 2020-21 public 4-yr] / [Median family income with child in the past 12 months] |
| <b>Notes:</b>                      |   |

## Peer Comparisons

| ENROLLMENT PERCENTAGES BY RACE/ETHNICITY AND LOW-INCOME STATUS (PELL)                        |   |                          |  |
|--|---|--------------------------|--|
| <b>Data source:</b>  | IPEDS Fall Enrollment Survey (2021-22) and Student Financial Aid Survey (2022-23)   |                          |  |
| <b>Academic/cohort year:</b>   | Fall 2021 (enrollment by race/ethnicity)<br><br>Undergraduate students enrolled in fall 2021 who received Pell grant at any time during 2021-2022 academic year (low-income status)   | <b>Goal(s) measured:</b> | Students 1, 2<br>State 1<br>Institutions 1 |
| <b>Variables and calculations:</b>   | Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]<br><br>Percent of undergraduate students awarded Pell grants = [Number of undergraduate students awarded Pell grants] / [Total number of undergraduates, financial aid cohort] |                          |  |
| <b>Notes:</b>  |   |                          |  |
| GRADUATION RATES – 150 PERCENT OF NORMAL TIME BY RACE/ETHNICITY AND LOW-INCOME STATUS (PELL) |   |                          |  |
| <b>Data source:</b>  | IPEDS Graduation Rates Survey (2022-23)   |                          |  |
| <b>Academic/cohort year:</b>   | 2016 cohort completed by end of 2021-2022 academic year;<br><br>2019 cohort completed by end of 2021-2022 academic year   | <b>Goal(s) measured:</b> | Students 1, 2, 3<br>Institutions 1         |



|  |  |  |  |
|--|--|--|--|
| <b>Variables and calculations:</b>   | Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]   |  |  |
|  | Adjusted cohort = [Revised cohort] - [Exclusions]  |  |  |
|  | 4-year institutions: [4-year institutions, Completers within 150% of normal time] / [4-year institutions, Adjusted cohort]   |  |  |
| 2-year institutions: [Degree or certificate-seeking students (2-yr institution), Completers within 150% of normal time total] / [Degree or certificate-seeking students (2-yr institution), Adjusted cohort] |  |  |  |
| <b>Notes:</b>  | <ul style="list-style-type: none"> <li>• Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.</li> </ul> |  |  |

#### FOUR-YEAR GRADUATION RATES

|                                    |   |                          |                                    |
|------------------------------------|---|--------------------------|------------------------------------|
| <b>Data source:</b>                | IPEDS Graduation Rates Survey (2022-23)   |                          |                                    |
| <b>Academic/cohort year:</b>       | 2016 cohort - completed by end of 2019-2020 academic year   | <b>Goal(s) measured:</b> | Students 1, 2, 3<br>Institutions 1 |
| <b>Variables and calculations:</b> | [Bachelor's or equiv subcohort (4-yr institution) Completers of bachelor's or equiv degrees in 4 years or less] / [Bachelor's or equiv subcohort (4-yr institution) adjusted cohort (revised cohort minus exclusions)]  |                          |                                    |
| <b>Notes:</b>                      | <ul style="list-style-type: none"> <li>• Four-year graduation rates are only shown for four-year campuses.</li> <li>• Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.</li> </ul> |                          |                                    |

#### GRADUATION STATUS AT SIX YEARS

|                                    |   |                          |                                    |
|------------------------------------|---|--------------------------|------------------------------------|
| <b>Data source:</b>                | IPEDS Outcome Measures Survey (2022-23)   |                          |                                    |
| <b>Academic/cohort year:</b>       | 2014-2015 cohort: status at six years (August 31, 2020)   | <b>Goal(s) measured:</b> | Students 1, 2, 3<br>Institutions 1 |
| <b>Variables and calculations:</b> | Percent of completers within six years = [Number of adjusted cohort receiving an award at 6 years] / [Adjusted cohort at 6 years]   |                          |                                    |
| <b>Notes:</b>                      | <ul style="list-style-type: none"> <li>• Graduation and enrollment status information are only reported for degree/certificate-seeking students.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation and enrollment status information is not available for first-time students.</li> </ul> |                          |                                    |

#### STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT

|                                    |  |                          |                   |
|------------------------------------|--|--------------------------|-------------------|
| <b>Data source:</b>                | IPEDS 12-Month Enrollment Survey (2021-22)<br>IPEDS Finance Survey (2021-22)   |                          |                   |
| <b>Academic/cohort year:</b>       | 2020-2021 academic year  | <b>Goal(s) measured:</b> | Institutions 1, 2 |
| <b>Variables and calculations:</b> | State and local appropriations = [State appropriations] + [Local appropriations, education district taxes, and similar support]<br><br>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]<br><br>State and local appropriations per FTE student = [State and local appropriations] / [FTE] |                          |                   |
| <b>Notes:</b>                      | <ul style="list-style-type: none"> <li>• Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.</li> </ul>  |                          |                   |

#### NET TUITION AND FEES PER FTE STUDENT

|                     |  |  |  |
|---------------------|--|--|--|
| <b>Data source:</b> | IPEDS 12-Month Enrollment Survey (2021-22)<br>IPEDS Finance Survey (2021-22) |  |  |
|---------------------|--|--|--|

|  |   |                          |                                 |
|--|---|--------------------------|---------------------------------|
| <b>Academic/cohort year:</b>   | 2020-2021 academic year   | <b>Goal(s) measured:</b> | Students 2<br>Institutions 1, 2 |
| <b>Variables and calculations:</b>   | <p>Net tuition and fees = [Tuition and fees, after deducting discounts and allowances]</p> <p>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]</p> <p>Net tuition and fees per FTE student = [Net tuition and fees] / [FTE]</p>   |                          |                                 |
| <b>Notes:</b>  | <ul style="list-style-type: none"> <li>Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.</li> </ul>   |                          |                                 |
| <b>EDUCATION AND GENERAL SPENDING PER FTE STUDENT AND PER AWARD</b>  |   |                          |                                 |
| <b>Data source:</b>  | IPEDS 12-Month Enrollment Survey (2021-22)<br>IPEDS Completions Survey (2021-22)<br>IPEDS Finance Survey (2021-22)  |                          |                                 |
| <b>Academic/cohort year:</b>   | 2020-2021 academic year   | <b>Goal(s) measured:</b> | Institutions 1, 2               |
| <b>Variables and calculations:</b>   | <p>Education and general spending = [Instruction] + [Research] + [Public service] + [Academic support] + [Student services] + [Institutional support] + [Net scholarships and fellowship expenses]</p> <p><i>Note. O&amp;M is already included in these totals</i></p> <p>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]</p> <p>Awards = All degrees and certificates classified as first major.</p> <p>Education and general spending per FTE student = [Education and general spending] / [FTE]</p> <p>Education and general spending per award = [Education and general spending] / [Awards]</p> |                          |                                 |
| <b>Notes:</b>  | <ul style="list-style-type: none"> <li>Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.</li> </ul>   |                          |                                 |
| <b>AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING GRANT OR SCHOLARSHIP AID</b>                                   |   |                          |                                 |
| <b>Data source:</b>  | IPEDS Student Financial Aid Survey (2022-23)  |                          |                                 |
| <b>Academic/cohort year:</b>   | 2021-2022 academic year   | <b>Goal(s) measured:</b> | Students 2<br>Institutions 1, 2 |
| <b>Variables and calculations:</b>   | [Average net price-students awarded grant or scholarship aid]   |                          |                                 |
| <b>Notes:</b>  | <ul style="list-style-type: none"> <li>Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded grant or scholarship aid from federal, state, or local governments, or the institution.</li> <li>The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available.</li> </ul>  |                          |                                 |
| <b>AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING FEDERAL FINANCIAL AID FROM THE TWO LOWEST INCOME QUINTILES</b> |   |                          |                                 |
| <b>Data source:</b>  | IPEDS Student Financial Aid Survey (2022-23)  |                          |                                 |
| <b>Academic/cohort year:</b>   | 2021-2022 academic year   | <b>Goal(s) measured:</b> | Students 2<br>Institutions 1, 2 |
| <b>Variables and calculations:</b>   | <p>Lowest quintile = [Average net price (income 0-30,000)-students awarded Title IV Federal financial aid]</p> <p>Second lowest quintile = [Average net price (income 30,001-48,000)-students awarded Title IV Federal financial aid]</p>   |                          |                                 |

|   |  |                          |                                 |
|---|--|--------------------------|---------------------------------|
| <b>Notes:</b>   | <ul style="list-style-type: none"> <li>• Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded Title IV federal student aid. Title IV federal student aid includes federal grants or federal student loans.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available.</li> </ul>  |                          |                                 |
| <b>PERCENT OF UNDERGRADUATES WITH FEDERAL LOANS AND MEDIAN FEDERAL LOAN DEBT OF GRADUATES</b> |  |                          |                                 |
| <b>Data source:</b>   | U.S. Department of Education, College Scorecard Data   |                          |                                 |
| <b>Academic/cohort year:</b>  | 2020-2021 academic year (percent with loans)<br>NSLDS FY2020 and FY2021 pooled cohorts (federal loan debt)   | <b>Goal(s) measured:</b> | Students 2<br>Institutions 1, 2 |
| <b>Variables and calculations:</b>  | Percent of undergraduates with federal loans = [PCTFLOAN]<br>Median federal loan debt of graduates = [GRAD_DEBT_MDN]   |                          |                                 |
| <b>Notes:</b>   | <ul style="list-style-type: none"> <li>• For more information, see the College Scorecard's <i>Data Documentation</i>, available at: <a href="https://collegescorecard.ed.gov/assets/InstitutionDataDocumentation.pdf">https://collegescorecard.ed.gov/assets/InstitutionDataDocumentation.pdf</a></li> </ul>   |                          |                                 |
| <b>RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL SCIENCE FOUNDATION)</b>                    |  |                          |                                 |
| <b>Data source:</b>   | National Science Foundation (NSF), Higher Education Research and Development Survey (HERD)   |                          |                                 |
| <b>Academic/cohort year:</b>  | 2021 fiscal year   | <b>Goal(s) measured:</b> | State 3                         |
| <b>Variables and calculations:</b>  | Extramural funds = [Federal (01.a)] + [State and local governments (01.b)] + [Business (01.c)] + [Nonprofit organizations (01.d)] + [All other funding sources (01.f)]<br>Institutional funds = (01.e.4)<br>All sources = (01.g) = [Federal] + [State and local governments] + [Business] + [Nonprofit organizations] + [Institutional funds] + [All other funding sources]<br>Federally funded research = (01.a)<br>Federally funded health sciences research = (09D03)<br>Federal sources (not including health sciences research) = [Federally funded research] - [Federally funded health sciences research] |                          |                                 |
| <b>Notes:</b>   | <ul style="list-style-type: none"> <li>• NSF research and development expenditures are only shown for the University of Nebraska at Kearney, the University of Nebraska-Lincoln, and the University of Nebraska at Omaha.</li> <li>• The University of Nebraska-Lincoln's extramural funds are not ranked because health sciences are included in extramural funds.</li> <li>• Data for The University of Tennessee-Knoxville includes The University of Tennessee-Knoxville and The University of Tennessee-Knoxville, Institute of Agriculture.</li> </ul>   |                          |                                 |
| <b>RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL INSTITUTES OF HEALTH)</b>                  |  |                          |                                 |
| <b>Data source:</b>   | Data from the National Institutes of Health.<br>Data prepared by Blue Ridge Institute for Medical Research.  |                          |                                 |
| <b>Academic/cohort year:</b>  | 2022   | <b>Goal(s) measured:</b> | State 3<br>Institutions 1, 3    |
| <b>Variables and calculations:</b>  | Total health sciences research = [Schools of dentistry/oral hygiene] + [Schools of medicine] + [Schools of nursing] + [Schools of pharmacy] + [Schools of public health] + [Hospitals]   |                          |                                 |

|               |   |
|---------------|---|
| <b>Notes:</b> | <ul style="list-style-type: none"> <li>• NIH research and development expenditures are only shown for the University of Nebraska Medical Center.</li> <li>• Data for the University of Connecticut includes the University of Connecticut Sch of Med/DNT and the University of Connecticut Storrs. Data for the University of Kansas includes the University of Kansas Lawrence and the University of Kansas Medical Center. Data for The University of Tennessee-Knoxville includes University of Tennessee-Knoxville and University of Tennessee Health Sci Ctr.</li> </ul> |
|---------------|---|

## Non-Comparative Measures

### PERCENTAGE OF PUBLIC HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE BY RACE/ETHNICITY, GENDER, AND INCOME

|                                    |   |                          |                              |
|------------------------------------|---|--------------------------|------------------------------|
| <b>Data source:</b>                | High school graduate data from the Nebraska Department of Education (NDE).<br>College enrollment data from the National Student Clearinghouse (NSC).<br>Data prepared by Nebraska's Coordinating Commission for Postsecondary Education, presented via the <i>College Continuation Rate Dashboard</i> .   |                          |                              |
| <b>Academic/cohort year:</b>       | 2021-2022   | <b>Goal(s) measured:</b> | Students 1<br>Partnerships 2 |
| <b>Variables and calculations:</b> | <p>Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]</p> <p>Low-income students = students who are approved to receive free or reduced-price school lunches<br/>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).</p> <p>Non-low-income students = students who are not approved to receive free or reduced-price school lunches</p> <p>College continuation rate = [Number of (race/ethnicity) (gender) (income status) on time public high school graduates who continued on to college] / [Number of (race/ethnicity) (gender) (income status) on time public high school graduates]</p> |                          |                              |
| <b>Notes:</b>                      | <ul style="list-style-type: none"> <li>• Data is only available for students who graduated on time (in four years or less) from Nebraska's public schools.</li> <li>• Only graduates who continue onto college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree.</li> <li>• Results are filtered for students who continued on to college between June 1, 2022, and May 31, 2023.</li> <li>• See page 57 of the <i>2023 Progress Report</i> for data on the 2020-2021 graduating class. Data for the 2021-2022 graduating class will be included in the <i>2024 Progress Report</i>.</li> </ul>  |                          |                              |

### NEBRASKA'S WIOA MEASURE OF POSTSECONDARY PARTICIPATION BY GED COMPLETERS

|                              |   |                          |  |
|------------------------------|---|--------------------------|--|
| <b>Data source:</b>          | Adult education data from the Nebraska Department of Education (NDE).<br>College enrollment data from the National Student Clearinghouse (NSC).<br>Data prepared by the Nebraska Department of Education, Adult Education, for the Workforce Innovation and Opportunity Act (WIOA) performance measures on exit-based indicators (reported via the National Reporting System Table 5, program year 2023). |                          |  |
| <b>Academic/cohort year:</b> | 2021 (exited program between January 1, 2021-December 31, 2021)   | <b>Goal(s) measured:</b> | Students 1, 3<br>State 1, 2, 4<br>Partnerships 1 |

|   |   |                          |                                    |
|---|---|--------------------------|------------------------------------|
| <b>Variables and calculations:</b>  | Cohort includes students that: <ul style="list-style-type: none"> <li>Entered the program without their GED; <b>and</b></li> <li>Tested into the NRS, National Reporting System, educational functioning levels of ABE level 5 or ABE level 6 (high school grade equivalency) either when they entered or while attending the program; <b>and</b></li> <li>Earned at least 12 instructional hours in the program; <b>and</b></li> <li>Exited the program between the dates of January 1, 2021 - December 31, 2021; <b>and</b></li> <li>Earned their GED within a year of exiting the program.</li> </ul><br>$\frac{\text{[Number of students in the cohort that entered postsecondary within a year of exiting the program]}}{\text{[Number of students in the cohort]}}$   |                          |                                    |
| <b>Notes:</b>   | <ul style="list-style-type: none"> <li>Only those who continue on to college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree.</li> <li>Results are filtered for those who continued on to college by December 31, 2022.</li> </ul>  |                          |                                    |
| <b>REMEDIAL STUDENT COURSE TAKING AND SUCCESS (CREDENTIAL SEEKING COHORT)</b>         |   |                          |                                    |
| <b>Data source:</b>   | Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2023)</i>   |                          |                                    |
| <b>Academic/cohort year:</b>  | 6-year cohort<br><br>Outcomes are for students who first entered college in fall 2016 (or the summer before). Progress is shown through the end of their first six years.   | <b>Goal(s) measured:</b> | Students 1, 2, 3<br>Institutions 1 |
| <b>Variables and calculations:</b>  | Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 semester credit hours (or the equivalent) by the end of year two.<br><br>$\text{Percent of cohort with developmental need in subject} = \frac{\text{[Number of students in the credential seeking cohort with a developmental need in (subject)]}}{\text{[Number of students in the credential seeking cohort]}}$<br><br>$\text{Percent who needed developmental education who progressed to successfully complete a college-level course in the subject} = \frac{\text{[Number of students in the credential seeking cohort with a developmental need in (subject) that completed developmental education in (subject) and progressed to successfully complete a college-level course in (subject) by the end of year six]}}{\text{[Number of students in the credential seeking cohort]}}$ |                          |                                    |
| <b>Notes:</b>   | <ul style="list-style-type: none"> <li>Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.</li> <li>Data for percent who needed developmental education in reading who progressed to successfully complete a college-level course in reading is not available through the VFA.</li> </ul>  |                          |                                    |
| <b>PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR TWO (CREDENTIAL SEEKING COHORT)</b> |   |                          |                                    |
| <b>Data source:</b>   | Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2023)</i>   |                          |                                    |
| <b>Academic/cohort year:</b>  | 2-year cohort<br><br>Outcomes are for students who first entered college in fall 2020 (or the summer before). Progress is shown through the end of their first two years.   | <b>Goal(s) measured:</b> | Students 1, 2, 3<br>Institutions 1 |

|                                    |  |
|------------------------------------|--|
| <b>Variables and calculations:</b> | <p>Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 semester credit hours (or the equivalent) by the end of year two.</p> <p>Percent completed = [Number of students in the credential seeking cohort who completed a certificate or degree by the end of year two] / [Number of students in the credential seeking cohort]</p> <p>Percent transferred = [Number of students in the credential seeking cohort who transferred to another institution by the end of year two] / [Number of students in the credential seeking cohort]</p> <p>Percent still enrolled = [Number of students in the credential seeking cohort who did not transfer but were still enrolled at the reporting institution at any time during their second academic year] / [Number of students in the credential seeking cohort]</p> <p>Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled]</p> |
| <b>Notes:</b>                      | <ul style="list-style-type: none"> <li>• Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.</li> <li>• Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.</li> <li>• Credentials are earned at the reporting college.</li> </ul>  |

**PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR SIX (CREDENTIAL SEEKING COHORT)**

|                                    |   |                          |                                    |
|------------------------------------|---|--------------------------|------------------------------------|
| <b>Data source:</b>                | Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2023)</i>   |                          |                                    |
| <b>Academic/cohort year:</b>       | 6-year cohort<br><br>Outcomes are for students who first entered college in fall 2016 (or the summer before). Progress is shown through the end of their first six years.   | <b>Goal(s) measured:</b> | Students 1, 2, 3<br>Institutions 1 |
| <b>Variables and calculations:</b> | <p>Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 semester credit hours (or the equivalent) by the end of year two.</p> <p>Percent completed = [Number of students in the credential seeking cohort who completed a certificate or degree by the end of year six] / [Number of students in the credential seeking cohort]</p> <p>Percent transferred = [Number of students in the credential seeking cohort who transferred to another institution by the end of year six] / [Number of students in the credential seeking cohort]</p> <p>Percent still enrolled = [Number of students in the credential seeking cohort who did not transfer but were still enrolled at the reporting institution at any time during their sixth academic year] / [Number of students in the credential seeking cohort]</p> <p>Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled]</p> |                          |                                    |
| <b>Notes:</b>                      | <ul style="list-style-type: none"> <li>• Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.</li> <li>• Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.</li> <li>• Credentials are earned at the reporting college.</li> </ul>   |                          |                                    |

**EDUCATIONAL ATTAINMENT BY COUNTY**

|                              |  |                          |         |
|------------------------------|--|--------------------------|---------|
| <b>Data source:</b>          | U.S. Census Bureau, American Community Survey 5-year estimates, Table B15001 |                          |         |
| <b>Academic/cohort year:</b> | 2017-2021  | <b>Goal(s) measured:</b> | State 1 |

|                                    |   |
|------------------------------------|---|
| <b>Variables and calculations:</b> | <p>25 to 64 years = [25 to 34 years] + [35 to 44 years] + [45 to 64 years]</p> <p>Associate's degree or higher = [Associate's degree] + [Bachelor's degree] + [Graduate or professional degree]</p> <p>Bachelor's degree or higher = [Bachelor's degree] + [Graduate or professional degree]</p> <p>Educational attainment = [Number of people 25 years or older who have completed (education level) in (county)] / [Number of people 25 years or older in (county)]</p> |
| <b>Notes:</b>                      |   |





## **Nebraska's Coordinating Commission for Postsecondary Education**

P.O. Box 95005, Lincoln, NE 68509-5005 • 140 N. 8th St., Suite 300, Lincoln, NE 68508  
Phone: (402) 471-2847

The Commission's reports are available online at [ccpe.nebraska.gov/reports](http://ccpe.nebraska.gov/reports)

Promoting high quality, ready access, and efficient use of resources in Nebraska higher education.