

## 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 – 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 |

|   |  |                          |                              |
|---|--|--------------------------|------------------------------|
| <b>Variables and calculations:</b>  | <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> |                          |                              |
| <b>Notes:</b>   |  |                          |                              |
| <b>PUBLIC HIGH SCHOOL GRADUATION RATE</b>   |  |                          |                              |
| <b>Data source:</b>   | U.S. Department of Education, National Center for Education Statistics, <i>Common Core of Data</i> , school year 2019-20.  |                          |                              |
| <b>Academic/cohort year:</b>  | 2019-2020  | <b>Goal(s) measured:</b> | Students 1<br>Partnerships 2 |
| <b>Variables and calculations:</b>  | $\frac{\text{[Number of students who graduate in four years with a regular high school diploma]}}{\text{[Number of students who form the adjusted cohort for the graduating class]}}$  |                          |                              |
| <b>Notes:</b>   | <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>   |                          |                              |
| <b>PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS</b> |  |                          |                              |
| <b>Data source:</b>   | ACT, <i>U.S. High School Graduating Class Trends, 2023</i>   |                          |                              |
| <b>Academic/cohort year:</b>  | Graduating class of 2023   | <b>Goal(s) measured:</b> | Students 1<br>Partnerships 2 |

|   |  |                          |                              |
|---|--|--------------------------|------------------------------|
| <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>   | <p>Age group derived from variable AGEP (age):<br/>25-49 years old = <math>\geq 25</math> and <math>\leq 49</math></p> <p>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</p> <p>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)</p> <p>[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]</p> |                          |                             |
| <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>   | <p>[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]</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 21, <i>Completing College</i>.</p>  |                          |                             |
| <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 21, <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> | <p>State and local appropriations = [State appropriations] + [Local appropriations, education district taxes, and similar support]</p> <p>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]</p> <p>State and local appropriations per FTE student = [State and local appropriations] / [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>   |                          |                   |

#### 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>  | <p>IPEDS 12-Month Enrollment Survey (2021-22)</p> <p>IPEDS Completions Survey (2021-22)</p> <p>IPEDS Finance Survey (2021-22)</p>   |                          |                                 |
| <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>                      |   |