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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION September 26, 2019 UNO Barbara Weitz Community Engagement Center, Room 230 6001 Dodge Street Omaha Nebraska

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.

*Public notice of meeting*

<p style="text-align: center;"><b>NOTICE OF MEETING</b></p> <p>NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON SEPTEMBER 26, 2019. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 1:30 P.M.</p> <p>AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8<sup>TH</sup> STREET, SUITE 300, LINCOLN, NEBRASKA.</p> <p style="text-align: right;">DR. DEBORAH FRISON, CHAIR</p>
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*Meeting called to order at 8:30 a.m.*

### **CALL TO ORDER AND INTRODUCTIONS**

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

#### **Commissioners Present**

Colleen Adam	Charles Garman
Gwenn Aspen	Dr. Ron Hunter
Dr. John Bernthal	Dwayne Probyn
Timothy Daniels	Dr. Paul Von Behren
Dr. Deborah Frison	W. Scott Wilson

#### **Commissioners Absent**

Mary Lauritzen

#### **Commission Staff Present**

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Gary Timm
Jill Heese	Mike Wemhoff

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*David Drozd, University of Nebraska at Omaha*

### **PRESENTATION**

David Drozd, Research Coordinator, from the Center for Public Affairs Research (CPAR) at the University of Nebraska at Omaha, gave a PowerPoint presentation on Nebraska State and Local Population Trends. He stated the data that they provide is collected from an annual ongoing American Community Survey (ACS) and the Decennial Census. CPAR is the lead agency for the Nebraska State Data Center and has access to and the ability to organize and interpret Census data and provide distribution of the data locally and nationally. He discussed major population change related items in Nebraska throughout history from 1900 to 2018. Mr. Drozd noted that the 2020 Census is coming up, answered Commissioners questions, and recommended visiting their website at [www.unomaha.edu/cpar](http://www.unomaha.edu/cpar).

*Dr. Sacha Kopp, University of Nebraska at Omaha*

### **WELCOME**

Dr. Sacha Kopp, Senior Vice Chancellor for Academics and Student Affairs, University of Nebraska at Omaha, welcomed the Commissioners and staff to the UNO campus and the Barbara Weitz Community Engagement Center. The center is a partnership with the community aligned with their mission where numerous community organizations come together to work with faculty and students on various projects. He expressed his appreciation for the Commission's continued commitment to curriculum involvement in the state.

*Minutes of July 25, 2019, approved*

### **MINUTES OF JULY 25, 2019, COMMISSION MEETING**

**Commissioner Wilson moved that the July 25, 2019, minutes be approved. Commissioner Probyn seconded the motion. A roll call vote was taken. Commissioners Adam, Aspen, and Von Behren abstained. The remaining five Commissioners present voted yes. The motion carried.**

*Oath of Office for Commissioners Daniels and Garman*

### **COMMISSIONER OATH OF OFFICE**

The Secretary of State's office requires newly appointed Commissioners to take and sign an oath of office. Timothy Daniels and Charles Garman, both of Omaha, Nebraska, were sworn in as new Commissioners by Chair Frison.

*Chair Frison reported restructure of 2019-2020 Committee Roster*

### **CHAIR'S REPORT**

Chair Frison reported that with the appointment of two new Commissioners, she has restructured the 2019-2020 Committee Roster. Commissioner Garman will serve on the Budget, Construction, and Financial Aid Committee, and Commissioner Daniels will serve on the Planning and Consumer Information Committee. The new roster was distributed to the Commissioners.

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*Chair Frison reported on meeting with Governor Ricketts*

Chair Frison reported that she, Commissioner Wilson, and Dr. Baumgartner had a successful meeting with Governor Ricketts on August 15 and details of that meeting will be in the executive director's report.

*Chair Frison and Commissioner Wilson discussed executive director's evaluation*

Chair Frison thanked the Commissioners for completing the executive director's evaluation/appraisal with 100 percent participation. Commissioner Wilson stated that he met with Dr. Baumgartner and reviewed the appraisal with him. He stated that Dr. Baumgartner is very knowledgeable and shows tremendous leadership. At their meeting, he shared all Commissioners' comments and Dr. Baumgartner discussed staff goals and accomplishments and shared the employee handbook. The executive director evaluation will be done every two years. Dr. Baumgartner commented that he appreciated the Commissioners' comments and having the evaluation information.

*Dr. Baumgartner comments*

*Out-of-service area applications authorized*

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

Dr. Baumgartner reported the following out-of-service area applications have been authorized:

1. Offered by Central Community College  
Telecommunications from CCC to Deshler High School, Deshler, NE
  - Math 1600 Calculus I (5 cr.)  
Fall 2019
2. Offered by Central Community College  
Interactive two-way video from Humphrey High School to Elgin High School, Elgin, NE
  - English 1010 English Composition (3 cr.)  
Fall 2019
3. Offered by Central Community College  
Interactive two-way video from Humphrey High School to Madison High School, Madison, NE
  - English 1010 English Composition (3 cr.)  
Fall 2019
4. Offered by Central Community College  
Interactive two-way video from Humphrey High School to Pope John High School, Elgin, NE
  - English 1010 English Composition (3 cr.)  
Fall 2019
5. Offered by Mid-Plains Community College  
Distance Learning from Arcadia High School, Arcadia, NE to Sumner/Eddyville
  - OFFT 2500 Medical Terminology (3 cr.)  
Academic year, 2019-2020

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*Out-of-service area authorizations  
continued*

6. Offered by Mid-Plains Community College  
On-site at Arcadia High School, Arcadia, NE
  - BIOS 1100 Basic Anatomy & Physiology (3 cr.)  
Academic year, 2019-2020
7. Offered by Mid-Plains Community College  
Distance Learning from Arcadia High School, Arcadia, NE  
to Sumner/Eddyville
  - OFFT 2500 Medical Terminology (3 cr.)  
Academic year, 2019-2020
8. Offered by Mid-Plains Community College  
Distance Learning from MPCC North Platte campus to Pleasanton  
High School, Pleasanton, NE
  - Math 1150 College Algebra (3 cr.)  
Fall 2019
9. Offered by University of Nebraska at Omaha  
On-site at McCook High School, McCook, NE
  - English 1010 Introduction to Genre Studies: Prose (3 cr.)  
Fall 2019
  - English 1020 Introduction to Genre Studies: Poetry, Drama  
& Film (3 cr.)  
Spring 2020
10. Offered by University of Nebraska at Omaha  
On-site at Lincoln East High School, Lincoln, NE
  - English 1010 Introduction to Genre Studies: Prose (3 cr.)  
Fall 2019
  - English 1020 Introduction to Genre Studies: Poetry, Drama  
& Film (3 cr.)  
Spring 2020
11. Offered by University of Nebraska at Omaha  
On-site at Waverly High School, Waverly, NE
  - Computer Science 1200 Computer Science Principles (3 cr.)  
Academic year 2019-2020
12. Offered by University of Nebraska at Omaha  
On-site at Crete High School, Crete, NE
  - Spanish 2120 Intermediate Spanish II (3 cr.)  
Academic year 2019-2020

*Dr. Baumgartner reported on meetings  
he attended in July, August, and  
September*

Dr. Baumgartner commented that it has been a busy two months since the last Commission meeting. He along with Commissioners Lauritzen and Bernthal represented the CCPE at meetings in July, August, and

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*Dr. Baumgartner's report continued*

September with the dual enrollment working group along with two members of the State Board of Education.

At the July meeting, they had a presentation from Jennifer Dounay Zinth comparing Nebraska dual enrollment policies with 12 model state-level policies identified by the Education Commission of the States (ECS). Three priority areas were identified: access, qualified instructors, and transfer credit. At the August meeting they heard from a panel of Nebraska higher education leaders and high school counselors on the challenges they face. From that meeting several broad areas were identified: informing teachers, students, parents, and counselors about opportunities; getting teachers Higher Learning Commission qualified; providing equitable access; and tracking postsecondary success of dual enrollment students.

At the September meeting, the working group members asked the ECS staff to gather conversations about goals, priority areas, and policy levers and make them into action steps that can be prioritized and written into a set of recommendations. The final meeting will be held in late October.

On August 15, Dr. Baumgartner along with Chair Frison, and past-chair Wilson, met with Governor Ricketts and Cheryl Wolff, his education policy advisor, going through the executive summary of the Progress Report to discuss Commission programs, particularly financial aid, gaps in college preparation, participation, and completion. They also discussed the value of a state completion goal and being data and results driven. They talked about Commission vacancies and as a result, Dr. Baumgartner stated we are pleased to welcome new Commissioners Daniels and Garmen.

Dr. Baumgartner noted that the CCPE will soon be receiving ECS assistance on the Connecting Education and Work project. The project is funded by Strada and will provide us with a Nebraska-specific report from a vast survey conducted over several years by Gallup that captures residents' perceptions of higher education and its role in meeting their career needs.

*Dr. Baumgartner reported SHEEO representatives met with CCPE staff*

On September 13, Rob Anderson, president of SHEEO, and Christina Whitfield, Sr. VP, spent the entire day with the Commission staff, meeting as a group and also individually to learn what we do and how SHEEO can be of assistance. The visit was part of a capacity building process SHEEO has undertaken with over forty member states. They were complimentary of the wide range of responsibilities for a small staff of ten.

*Dr. Baumgartner discussed recent meetings attended by staff members*

Jill Heese, Research Coordinator, made a well-received presentation on our dashboards at UNO's Data User's Conference with over 300 people in attendance.

J. Ritchie Morrow, Financial Aid Officer, is currently performing annual audits at the colleges across the state. He is auditing the Nebraska Opportunity Grant, the Access College Early Scholarship, and Community College Gap Assistance Program.

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Dr. Kathleen Fimple, Academic Programs Officer, participated in the annual SHEEO State Policy Conference in August, the National Council of SARA meeting two weeks ago, and has a Multi-state Collaborative on Military Credit meeting coming up.

Dr. Baumgartner noted he participated in the first meeting convened by the Nebraska Children and Families Foundation on their Annie E. Casey SIPBRA (Social Impact Partnerships and Results Act) planning grant to improve outcomes for “disconnected youth,” and the group will be meeting again in early October.

*Public Hearing on Matters of General Concern*

**PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

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

*Public Hearing on Academic Programs Committee Items*

**PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

Dr. David Jackson, Interim Vice President and Provost at the University of Nebraska, came forward to state that there were representatives from UNL, UNMC, and UNK to answer questions and discuss items on the agenda.

*Dr. David Jackson, University of Nebraska*

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

*Commissioner Hunter – Academic Programs Committee items*

**ACADEMIC PROGRAMS COMMITTEE**

Commissioner Hunter, new Committee Chair, announced that Commissioners Adam, Lauritzen, Von Behren, and Bernthal join him on the new 2019-2020 Academic Programs Committee. They recently met via conference call to discuss items on the agenda.

*University of Nebraska-Lincoln*

**University of Nebraska-Lincoln – Proposal for a New Instructional Program – Financial Communications, Graduate Certificate**

*Dr. Fimple presented the proposal*

Dr. Fimple presented the proposal, noting this 12-credit hour program combines aspects from two different fields: six credit hours from the College of Journalism and Mass Communication and six credit hours from the College of Business. A poll of graduate students indicated that this program would be beneficial. Dr. Fimple stated this program would be offered online and attract working professionals in the region. Dr. Jackson along with Joseph Weber, Associate Professor, College of Journalism and Mass Communications, and Tammy Beck, Associate Dean, College of Business, spoke briefly on the program proposal and answered Commissioners’ questions.

*Dr. Jackson, Joseph Weber, and Tammy Beck, University of Nebraska-Lincoln*

Commissioner Hunter stated the Committee recommendation is to approve the Graduate Certificate in Financial Communications at the University of Nebraska-Lincoln.

*APC Committee recommendation*

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*University of Nebraska-Lincoln New Instructional Program – Financial Communications – Graduate Certificate approved*

**Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln’s New Instructional Program - Financial Communications - Graduate Certificate. A roll call vote was taken. All ten Commissioners present voted yes. The motion was adopted.**

*Peru State College*

*Dr. Fimple presented the proposal*

**Peru State College – Proposal for a New Instructional Program – Interdisciplinary Studies, BA/BS**

Dr. Fimple presented the proposal, stating that this program would provide students the chance to design their own individual program of study to meet their career goals. The program has potential to increase enrollment at Peru State College as employers in the area noted these skills were in high demand. Faculty, facilities, and equipment are in place, and the program would be available online and on campus. Tim Borchers, Vice President for Academic Affairs at Peru State College, added that this program would be attractive to new students, help retain undergraduate students, and meet local workforce needs.

*Tim Borchers, Peru State College*

*APC Committee recommendation*

Commissioner Hunter stated the Committee recommendation is to approve the BA and BS degrees in Interdisciplinary Studies at Peru State College.

*Peru State College New Instructional Program – Interdisciplinary Studies, BA/BS approved*

**Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve Peru State College’s Proposal for a New Instructional Program – Interdisciplinary Studies, BA/BS. A roll call vote was taken. All ten Commissioners present voted yes. The motion was adopted.**

*University of Nebraska at Omaha*

*Dr. Fimple presented the proposal*

**University of Nebraska at Omaha – Proposal for a New Instructional Program – Data Science, MS**

Dr. Fimple presented the proposal, reporting that this program would be offered by the Colleges of Arts and Sciences, Business Administration, and Information Science and Technology. It would create an interdisciplinary approach to the study of data science for working professionals preparing for leadership roles. Dr. Fimple noted the current shift in research methods and the need for a different set of skills. Dr. Dustin White, Assistant Economics Professor, and Andrew Swift, Associate Mathematics Professor, from UNO discussed the proposal and answered questions from the Commissioners.

*Dr. Dustin White, University of Nebraska at Omaha*

*APC Committee recommendation*

Commissioner Hunter stated the Committee recommendation is to approve the MS in Data Science at the University of Nebraska at Omaha.

*University of Nebraska at Omaha – New Instructional Program – Data Science, MS approved*

**Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha’s Proposal for a New Instructional Program – Data Science, MS. A roll call vote was taken. All ten Commissioners present voted yes. The motion was adopted.**

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University of Nebraska Medical Center

Dr. Fimple presented the proposal

Dr. Jackson, University of Nebraska and  
Dr. Merry Lindsey, UNMC

APC Committee recommendation

University of Nebraska Medical Center  
– New Organizational Unit – Center for  
Heart and Vascular Research approved

University of Nebraska-Lincoln

Commissioner Hunter and Dr. Fimple  
presented the in-depth review

Christopher Mark, University of  
Nebraska-Lincoln

APC Committee recommendation

University of Nebraska-Lincoln – In-  
Depth Review for an Existing Program  
– Music, PhD approved

**University of Nebraska Medical Center – Proposal for a New Organizational Unit – Center for Heart and Vascular Research**

Dr. Fimple presented the proposal, noting the purpose of the proposed center is to organize research efforts into one center that would enhance research and pull expertise together at UNMC. Dr. Jackson and Dr. Merry Lindsey, Chair, Department of Cellular and Integrative Physiology, spoke briefly on grant funding, stakeholders involved, and using existing faculty at the center.

Commissioner Hunter stated the Committee recommendation is to approve the Center for Heart and Vascular Research at the University of Nebraska Medical Center.

**Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center’s Proposal for a New Organizational Unit – Center for Heart and Vascular Research. A roll call vote was taken. All ten Commissioners present voted yes. The motion was adopted.**

**University of Nebraska-Lincoln In-Depth Review for an Existing Program – Music, PhD**

Commissioner Hunter presented the in-depth review for three programs that do not meet the Commission’s performance standards and commented that each program would be voted upon individually. Dr. Fimple stated UNL offers a Doctor of Musical Arts degree that focuses on the performance and creation of music. The PhD is designed to prepare students to hold faculty positions and educate future teachers. UNL presented a four-point action plan that includes increasing teaching assistantships, improving the environment by prioritizing a new School of Music building, giving faculty load credit during the dissertation phase, and increasing international recruiting. Christopher Marks, Associate Dean at the Hixson-Lied College of Fine and Performing Arts at UNL, came forward to answer Commissioners’ questions. Dr. Jackson brought up the state statute that requires a specific follow-up procedure for review of programs not meeting CCPE performance standards. He suggested going with a three-year review.

Commissioner Hunter stated the Committee recommendation is to continue the PhD Music program at the University of Nebraska-Lincoln, with the next regular program review due June 30, 2025.

**Commissioner Bernthal made a motion to approve the University of Nebraska-Lincoln In-Depth Review for an Existing Program – Music, PhD, with UNL providing a progress report in three years, rather than the seven-year review. Commissioner Adam seconded the motion. A roll call vote was taken. All ten Commissioners present voted yes. The motion carried.**



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University of Nebraska at Kearney  
Dr. Fimple presented the in-depth review

Tim Farrell, University of Nebraska at Kearney

**University of Nebraska at Kearney In-Depth Review for an Existing Program – Music Comprehensive: Music Business, BM, and Musical Theatre Comprehensive, BM**

Dr. Fimple presented the in-depth review noting that UNK offers several degrees in music, with the ones under review failing to meet CCPE performance standards. The UNK review summary focused on music as a whole with an action plan to increase enrollments by increasing recruiting efforts. Tim Farrell, Professor at the Department of Music, Theatre, and Dance at UNK, spoke briefly on the music program noting they believe in the programs and are producing excellent students and teachers in the state of Nebraska.

Chair Frison suggested that if, over the regular seven-year review period, the Commission has a reason to request a monitoring report from an institution regarding one of the continued programs, statute tells us that we can request a monitoring report, but that we continue with the Committee recommendation with the seven-year time frame for these programs.

APC Committee recommendation

Commissioner Hunter stated the Committee recommendation is to continue the BM programs in Music Comprehensive: Music Business and Musical Theatre Comprehensive at the University of Nebraska at Kearney, with the next program review due June 30, 2025.

University of Nebraska at Kearney – In-Depth Review for Existing Programs – Music Comprehensive: Music Business, BM, and Music Theatre Comprehensive, BM approved

**Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Kearney’s In-Depth Review for Existing Programs – Music Comprehensive: Music Business, BM, and Music Theatre Comprehensive, BM. A roll call vote was taken. All ten Commissioners present voted yes. The motion carried.**

University of Nebraska at Kearney  
Dr. Fimple presented the in-depth review

**University of Nebraska at Kearney In-Depth Review for an Existing Program – Theatre, BA**

Dr. Fimple presented the in-depth review stating that this program most recently shows that the number of graduates were up and if UNK can maintain this level, the program will meet the CCPE performance standards.

APC Committee recommendation

Commissioner Hunter stated the Committee recommendation is to continue the BA in Theatre at the University of Nebraska at Kearney with the next program review due June 30, 2025.

University of Nebraska at Kearney – In-Depth Review for an Existing Program – Theatre, BA approved

**Commissioner Hunter, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Kearney’s In-Depth Review for an Existing Program – Theatre, BA. A roll call vote was taken. All ten Commissioners present voted yes. The motion carried.**

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2018-2019 Existing Program Review

Annual Reports for Institutions Holding Recurrent Authorizations to Operate in Nebraska

Commissioner Probyn discussed discontinuation of UNL - Electronics Engineering BS

Dr. Mark Riley, University of Nebraska-Lincoln

Discontinued Program

Discontinued Center

Name Changes

### **2018-2019 Existing Program Review**

Dr. Fimple and Commissioner Hunter presented the Existing Program Review for 2018-2019 noting this shows the minimum performance standards and the review policy for low performing programs.

### **Annual Reports for Institutions Holding Recurrent Authorizations to Operate in Nebraska**

Dr. Fimple presented the report, stating the authorizations for Andrews University and Crown College met the Commission's approval to operate until a renewal of the authorization is requested. She noted that Andrews University works in conjunction with Union College and Crown College works in conjunction with Christ Community Church in Omaha.

### **Report on Discontinued Programs, Discontinued Center, Name Changes, and Reasonable and Moderate Extensions**

Commissioner Probyn asked why the UNL – Electronics Engineering BS was being discontinued. Dr. Fimple reported the information from the University indicated the degree and curriculum were outdated and the three students still in the program were moved to the Department of Electronics and Computer Engineering. Dr. Mark Riley, University of Nebraska-Lincoln, Associate Dean for Research, College of Engineering, and Dr. Jackson discussed Commissioner Probyn's question noting moving the students will allow them to be trained in computer software and hardware.

#### **Discontinued Programs**

1. UNL - Electronics Engineering, Bachelor of Science
2. WNCC - Auto Body Technology, Diploma
3. UNMC - Pre-Medical Science Certificate
4. UNMC - Medical Physics Residency Program Certificate

#### **Discontinued Center**

1. UNO - Center for Urban Sustainability

#### **Name Changes**

1. UNL - Bachelor of Science in Environmental Restoration Science change to Environmental Science in the College of Agricultural Sciences and Natural Resources.
2. UNL - Department of Civil Engineering to Department of Civil and Environmental Engineering in the College of Engineering
3. UNL - PhD in Psychological Studies in Education to the PhD in Educational Psychology.
4. WNCC - AAS Auto Body Technology to AAS Collision Repair and Refinish Technology

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*Reasonable and Moderate Extensions*

Reasonable and Moderate Extensions

1. WNCC - Non-Structural Collision Repair, Certificate
2. WNCC - Automotive Paint and Refinish, Certificate
3. WNCC - Structural Collision Repair, Certificate
4. WNCC - Powertrain and Chassis Repair, Certificate
5. WNCC - Drivetrain and Under Hood Repair, Certificate
6. WNCC - Paramedic Certificate
7. UNL - Social Justice and Diversity Education Graduate Certificate
8. UNO - Economic Education Graduate Certificate

Chair Frison called for a break at 11:40 a.m. The meeting resumed at 11:50 a.m.

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

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

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

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

*Commissioner Adam – Budget,  
Construction & Financial Aid  
Committee*

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

Commissioner Adam, new Committee Chair, reported that Commissioners Hunter, Probyn and Von Behren recently met via conference call to discuss the items on the agenda. She introduced Mike Wemhoff, Facilities Officer, to present the capital construction project.

*University of Nebraska-Lincoln/ City  
Campus*

**University of Nebraska-Lincoln / City Campus – Scott Engineering  
Center Renovation and Link Replacement**

*Mr. Wemhoff presented the project  
proposal*

Mr. Wemhoff presented the project proposal, reporting that the majority of the funding for this project is coming from LB 957 passed in 2016, which allowed for close to \$250 million in state appropriations and matching institutional funds to pay for long-term renovation and replacement work for the state colleges and the University. With the completion of this particular project, the Commission will be through all of the projects involved with LB 957. UNL is proposing to replace and renovate a portion of the College of Engineering complex, which includes Nebraska Hall, the Scott Engineering Center/Link, and Othmer Hall on the UNL City Campus. Mr. Wemhoff described the updates that would be done to each of those aging facilities to enhance efficiencies, fire and life safety features, and accessibility. The modernization of the spaces would also improve the quality of existing academic and research space and increase the effectiveness and function for programs and departments in those buildings. Funding for this project would be \$70.0 million from the bond issue and the remainder from private donations. Dr. Mark Riley, Associate Dean, College of Engineering, discussed research dollars, growth of enrollment, and need for space in the College of Engineering, and answered questions from the Commissioners.

*Dr. Riley comments*

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*BCF Committee recommendation*

Commissioner Adam stated the Budget, Construction, and Financial Aid Committee recommendation is to approve the University of Nebraska-Lincoln's proposal to utilize State appropriations to renovate and add to the Scott Engineering Center and to complete fire and safety and accessibility work to Nebraska Hall as outlined in the architectural program statement, along with supplemental information provided.

*University of Nebraska-Lincoln / City Campus – Scott Engineering Center Renovation and Link Replacement approved*

**Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid Committee moved to approve the University of Nebraska-Lincoln / City Campus – Scott Engineering Center Renovation and Link Replacement. A roll call vote was taken. All ten Commissioners present voted yes. The motion carried.**

*Community College Gap Assistance Program 2018-2019*

*Mr. Timm presented the report*

**Community College Gap Assistance Program 2018-2019**

Gary Timm, Chief Finance and Administrative Officer, presented the Community College Gap Assistance Program report, noting this program was established in 2015 and designed to provide financial aid to low-income community college students enrolled in credit or non-credit programs that do not qualify for federal Pell grants. The for-credit option was added in September 2019 with the passage of LB 180. Mr. Timm pointed out that the Nebraska Community College Student Performance and Occupational Education Grant Committee oversees the program. The committee is made up of representatives from Nebraska's Department of Education, Department of Economic Development, Department of Labor, and three of the six community colleges, as well as the CCPE. Mr. Timm noted a new table in the report that indicates continued increase in both applications and participants in the program. He reviewed graphs in the report and also noted that for 2018-19 the completion rate was at 83 percent. The report also lists all of the programs of study at each of the community colleges.

*Public Hearing on Planning and Consumer Information Committee Items*

**PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS**

There was no testimony on Planning and Consumer Information Items.

**Chair Frison closed the public hearing on Planning and Consumer Information Committee Items.**

*Commissioner Probyn - Planning and Consumer Information Committee*

**PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner Probyn, new Committee Chair, announced that Commissioners Aspen, Lauritzen, and Wilson join him on the new 2019-2020 Planning and Consumer Information Committee. They recently met via conference call to discuss items on the agenda. Commissioner Probyn introduced Ms. Heese to present the *2019 Factual Look at Higher Education in Nebraska – Enrollment* report.

*2019 Factual Look at Higher Education in Nebraska: Enrollment*

*Ms. Heese presented the report*

**2019 Factual Look at Higher Education in Nebraska: Enrollment**

Ms. Heese presented a PowerPoint presentation on the Enrollment section of the *2019 Factual Look at Higher Education in Nebraska*. The report is primarily an online publication used by legislative staff, institutional

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*Factual Look report continued*

researchers, and Commission staff looking at 10-year trends from fall 2008 through fall 2018. Ms. Heese stated fall enrollment was down 0.7 percent over the last year and up 3.0 percent over the 10-year period. Ms. Heese provided graphs and discussed enrollment for students by sector, student level, full-time/part-time classification, gender, race/ethnicity, age, and distance education status. The full report can be found on the CCPE website at <https://ccpe.nebraska.gov/factual-look-higher-education-nebraska-2019>.

*Chair Adam left the meeting at 1:04 p.m.*

## **EXECUTIVE COMMITTEE**

*2020 CCPE Meeting Calendar*

### **2020 CCPE Meeting Calendar**

*Chair Frison and Dr. Baumgartner discussed the 2020 CCPE Meeting Calendar*

Chair Frison stated the Executive Committee recently met to discuss the CCPE Meeting Calendar for 2020. Dr. Baumgartner added that the Commission hopes to have the June meeting at Doane University or Southeast Community College – Beatrice Campus, and the meeting in September at UNL East Campus or at the Health Sciences Building. Those locations are to be determined.

*2020 CCPE Meeting Calendar approved*

**Chair Frison, on behalf of the Executive Committee, moved to approve the 2020 CCPE Meeting Calendar. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.**

*Approval of 2019-2020 Salary of the Executive Director*

### **Approval of 2019-2020 Salary of the Executive Director**

*Commissioners go into closed session to discuss the executive salary*

**Chair Frison, made a motion to enter into closed session as authorized by the Nebraska Revised Statutes, Section 84-1410, for the protection of the public interest and to prevent needless injury to the reputation of Dr. Michael Baumgartner, who has not requested a public hearing, for the purpose of discussing the executive director's salary. Commissioner Wilson seconded the motion. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.**

*Closed session begins at 1:09 p.m.*

Chair Frison stated that the Commission is going into closed session to discuss the proposed salary of the executive director recommended by the Executive Committee. Chair Frison requested that staff and guests leave the room.

*Closed session ends at 1:25 p.m.*

The Commission entered into closed session at 1:09 p.m.

**The Commission ended the closed session at 1:25 p.m. Commissioner Wilson made a motion to come out of closed session. Commissioner Aspen seconded the motion. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.**

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Chair Frison stated that formal action must be taken in open session on the executive director salary recommendations. Commissioner Wilson stated the Commission's appreciation for Dr. Baumgartner's contributions to the CCPE and the Executive Committee recommends a 2.7 percent salary increase for 2019-2020 retroactive to July 1, 2019.

*2019-2020 executive director salary increase approved*

**Commissioner Probyn made a motion to approve the proposed 2.7 percent salary increase for 2019-2020 for Executive Director Baumgartner, with the increase being retroactive from July 1, 2019. Commissioner Wilson seconded the motion. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.**

*Next Commission meeting is December 12, 2019*

**FUTURE MEETINGS**

The next Commission meeting will be Thursday, December 12, 2019, at the Apothecary Building, 5<sup>th</sup> Floor North Loft, Lincoln, Nebraska.

*Commissioner Probyn comments*

**COMMISSIONER COMMENTS**

Commissioner Probyn presented an article of interest from the September 11, 2019, Suburban Newspapers, Inc. titled *Colleges and Careers*. The article will be available at the CCPE office.

*Meeting adjourned at 1:32 p.m.*

**ADJOURNMENT**

Chair Frison adjourned the meeting at 1:32 p.m.

# Quarterly Report as of September 30, 2019

## Administrative Funds (Program 640)

	2019-2020 Appropriations	2019-2020 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 25.00%
<b>PERSONAL SERVICES</b>				
PSL	\$934,633			
Permanent Salaries	\$838,147	\$197,371	\$640,776	23.5%
Benefits	\$229,442	\$60,886	\$168,556	26.5%
Subtotal	\$1,067,589	\$258,257	\$809,332	24.2%
<b>OPERATING EXPENSES</b>				
Postage	\$3,007	\$307	\$2,700	10.2%
Communication	\$14,767	\$2,196	\$12,571	14.9%
Freight	\$200	\$0	\$200	0.0%
Data Processing	\$61,000	\$11,501	\$49,499	18.9%
Publication & Printing	\$11,353	\$1,353	\$10,000	11.9%
Awards Expense	\$348	\$148	\$200	42.5%
Dues & Subscriptions	\$29,414	\$4,037	\$25,377	13.7%
MHEC Dues	\$115,000	\$115,000	\$0	100.0%
Conference Registration Fees	\$1,000	\$0	\$1,000	0.0%
Electricity	\$2,726	\$746	\$1,980	27.4%
Rent Expense	\$51,264	\$12,122	\$39,142	23.6%
Office Supplies	\$2,488	\$767	\$1,721	30.8%
Food Expenses	\$3,500	\$0	\$3,500	0.0%
Education Supplies	\$1,000	\$0	\$1,000	0.0%
Account & Auditing Services	\$8,420	\$8,420	\$0	100.0%
Purchasing Assessment	\$216	\$216	\$0	100.0%
HRMS Assessment	\$743	\$0	\$743	0.0%
Insurance Expense	\$200	\$0	\$200	0.0%
Other	\$824	\$73	\$751	8.9%
Subtotal	\$307,470	\$156,886	\$150,584	51.0%
<b>STAFF TRAVEL</b>				
Board & Lodging	\$2,500	\$1,297	\$1,203	51.9%
Commercial Transportation	\$2,000	\$406	\$1,594	20.3%
State-Owned Transportation	\$2,300	\$422	\$1,878	18.3%
Mileage	\$1,000	\$611	\$389	61.1%
Other	\$178	\$168	\$10	94.4%
Subtotal	\$7,978	\$2,904	\$5,074	36.4%
<b>COMMISSIONER TRAVEL</b>				
Board & Lodging	\$4,000	\$109	\$3,891	2.7%
Commercial Transportation	\$0	\$0	\$0	0.00%
Mileage	\$7,500	\$694	\$6,806	9.3%
Other	\$450	\$0	\$450	0.0%
Subtotal	\$11,950	\$803	\$11,147	6.7%
<b>TOTAL EXPENDITURES</b>	<b>\$1,394,987</b>	<b>\$418,850</b>	<b>\$976,137</b>	<b>30.0%</b>
General Fund	\$1,353,964	\$417,742	\$936,222	
Cash Fund	\$35,000	\$1,108	\$33,892	
Federal Fund	\$6,023	\$0	\$6,023	
<b>Total</b>	<b>\$1,394,987</b>	<b>\$418,850</b>	<b>\$976,137</b>	<b>30.0%</b>

**Note: The percentage of budget spent without including the MHEC dues is 23.7%.  
The MHEC dues are paid in full (\$115,000) during the first month of the fiscal year.**

# Quarterly Report as of September 30, 2019

## Nebraska Opportunity Grant Program (NOG)

	<i>2019-2020 Appropriations</i>	<i>2019-2020 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 25.00%</i>
<b>GOVERNMENT AID</b>				
Other Government Aid	\$18,992,414	\$2,824,001	\$16,168,413	14.9%
<b>TOTAL EXPENDITURES</b>	\$18,992,414	\$2,824,001	\$16,168,413	14.9%
General Fund	\$6,637,542	\$44,112	\$6,593,430	
Cash Fund	\$12,354,872	\$2,779,889	\$9,574,983	
<b>Total</b>	\$18,992,414	\$2,824,001	\$16,168,413	14.9%

## Community College Gap Assistance Program

	<i>2019-2020 Appropriations</i>	<i>2019-2020 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 25.00%</i>
<b>PERSONAL SERVICES</b>				
PSL	\$26,945			
Permanent Salaries	\$26,945	\$2,709	\$24,236	10.1%
Benefits	\$4,125	\$445	\$3,680	10.8%
Subtotal	\$31,070	\$3,154	\$27,916	10.2%
<b>OPERATING EXPENSES</b>				
Data Processing	\$500	\$0	\$500	0.0%
Communications	\$800	\$0	\$800	0.0%
Dues & Subscriptions	\$100	\$0	\$100	0.0%
Conference Registration	\$150	\$0	\$150	0.0%
Subtotal	\$1,550	\$0	\$1,550	0.0%
<b>STAFF TRAVEL</b>				
Personal Vehicle Mileage	\$200	\$0	\$200	0.0%
Contractual Service-Travel	\$43,200	\$0	\$43,200	0.0%
<b>GOVERNMENT AID</b>				
Other Government Aid	\$1,685,672	\$294,500	\$1,391,172	17.5%
<b>TOTAL EXPENDITURES</b>	\$1,761,492	\$297,654	\$1,463,838	16.9%
Cash Fund	\$1,761,492	\$297,654	\$1,463,838	
<b>Total</b>	\$1,761,492	\$297,654	\$1,463,838	16.9%

## Access College Early Scholarship (ACE)

	<i>2019-2020 Appropriations</i>	<i>2019-2020 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 25.00%</i>
<b>GOVERNMENT AID</b>				
Other Government Aid	\$1,100,000	\$0	\$1,100,000	0.0%
<b>TOTAL EXPENDITURES</b>	\$1,100,000	\$0	\$1,100,000	0.0%
General Fund	\$1,100,000	\$0	\$1,100,000	
<b>Total</b>	\$1,100,000	\$0	\$1,100,000	0.0%





## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Southeast Community College (SCC)  
**Program:** Health Sciences  
**Award:** Associate of Science (AS)  
**Institution's Existing Degree(s) in Same or Similar Discipline:** Academic Transfer AS  
**Proposal Received by Commission:** October 29, 2019  
**Proposed Start Date:** August 2020

### Background

SCC currently offers an AA and an AS degree in its Academic Transfer program. Students intending to transfer to a four-year institution select from a set courses that will meet general education requirements at a four-year institution followed by courses broadly lying within their area of interest, e.g., math/science or social sciences.

### Description

The purpose of the proposed program is to provide a more focused pathway to a four-year institution for students interested in health sciences. Both the Academic Transfer AS and the proposed Health Sciences AS require 60 semester credit hours. The distribution of credit hours for the Health Sciences AS, however, would put greater emphasis on natural science and allow the college to provide more targeted and effective advising. The program would also provide an academic home for entering students who intend to complete an associate degree in a health field but who have not selected a specific field of study. The program would be offered on the Lincoln, Beatrice, and Milford campuses.

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

The proposal states that Health Care and Social Assistance is the second largest industry in SCC's service area and ranks first in the projected number of jobs to be added between 2018 and 2028 (over 5,750 jobs; 18% growth in employment).

Similarly, a 15% growth rate (3,411 new jobs) is projected for Health Care Practitioners and Technical Occupations and Healthcare Support Occupations. (All data is from EMSI—Labor Market Analytics.)

There is also a need for the program at the college. A student must be admitted to a program to qualify for federal financial aid. If a student is uncertain about which healthcare program he or she wants to enroll in, rather than simply enrolling in courses as they explore options, the proposed degree would provide them with a program (without a designated healthcare major) and allow them to be awarded financial aid. They would also have the opportunity to engage more deeply with other students preparing for health-related professions.

The need for health care providers is well known. The proposed degree program would give students interested in the health sciences a better preparation than the more generic Academic Transfer AS degree.

**B. Demand for the Program**

High-----Low				
√				

Since the program is designed to better serve students intending to transfer to a health program at a four-year institution, SCC compiled the number of graduates who did just that. According to the National Student Clearinghouse, over the last 10 years 367 students graduated from health science programs, 186 from arts and sciences, and 62 from other divisions and subsequently enrolled in a health-related major at a four-year institution.

SCC also evaluated the students initially enrolling in “pre-health” programs, taking general studies courses to meet requirements without enrolling in the Academic Transfer AS. Tracking started in 2015. By fall and winter 2016 there were approximately 650 students who fell into this category. This is an indicator separate from the National Student Clearinghouse data. That is, some of these students would have also been counted in the 367 who graduated from health sciences and transferred to a four-year institution.

SCC estimates that 20 students would enroll in the program in the first year, 40 in the second, 50 in year three, 65 in year four, and 75 in year five. Using the figures from the National Student Clearinghouse, the average number of graduates per year continuing into health programs is 61.5. Not all of these graduates would have enrolled in the proposed program, but it is likely that many would have. Add to this students who did not enroll in a transfer program and the initial enrollment estimates are quite reasonable. The five-year projections could be high, but are certainly attainable.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
	√			

All community colleges in Nebraska have academic transfer AS programs. These programs have a specified number of general education courses and a number of elective courses, similar to the academic transfer program at SCC. The proposed program is different in that there is a prescribed curriculum, heavy in the sciences, with fewer electives. There is no program with this structure in Nebraska.

**D. Resources: Faculty/Staff**

High-----Low				
		√		

Since SCC currently offers an AS degree in Academic Transfer, the existing courses and faculty would be used for the proposed program. The instructional cost in the budget reflects the estimated cost for adjunct faculty if projected enrollments are met. The Health Sciences division already has an academic advisor who would advise students interested in the proposed program.

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

High-----Low				
		√		

No new facilities or equipment would be needed. The budget includes funds for educational supplies, listed under General Operating.

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

Acceptable				
yes	√		no	

The proposal states that library and technology resources are already in place supporting the existing Academic Transfer AS program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff <sup>1</sup>	\$383,282	Reallocated Funds	
General Operating	\$187,500	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees <sup>2</sup>	\$787,530
Five-Year TOTAL	\$570,782	Five-Year TOTAL	\$787,530

<sup>1</sup> Based on adjunct faculty for three additional health courses and six additional general education courses per year.

<sup>2</sup> Based on 20 students in year one increasing to 75 students in year five taking 30 credit hours per year at \$102 per credit hour for year one, increasing to \$106 for year five.

**Committee Recommendation: Approve the AS degree program in Health Sciences at SCC.**

First Program Review: Due June 30, 2026.



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** University of Nebraska Medical Center (UNMC)

**Program:** Occupational Safety and Health

**Award:** Graduate Certificate

**Institution's Existing Degree(s) in Same or Similar Discipline:** Master of Public Health with an emphasis in environmental and occupational health; PhD in Environmental Health, Occupational Health, and Toxicology

**Proposal Received by Commission:** October 29, 2019

**Proposed Start Date:** When approved by the Coordinating Commission

### Description

The proposed program is designed for graduate students, public health professionals, and health care providers seeking training in occupational health and safety. Content in the 12-semester-credit-hour program would include physical and psychosocial hazards in occupational environments, environmental and risk assessment, and control measure application and monitoring. There would be two required courses and two elective courses students would select from a list of ten. All courses are currently offered in the College of Public Health.

The coursework for the certificate could be applied to the requirements for the Master of Public Health with an emphasis in environmental and occupational health or the PhD in Environmental Health, Occupational Health, and Toxicology. The coursework would meet all or part of the requirements for three specific certifications available to people working in different aspects of occupational health and safety.

- All students would qualify for the OSHA 30-hour General Industry card (an outreach and voluntary program provided by the U.S. Department of Labor).
- The certificate would meet the coursework requirement (one of three requirements) to sit for the Certificate in Industrial Hygiene exam.
- One of the elective courses meets the training requirement for the Certified Occupational Hearing Conservationist credential.

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

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

**REVIEW CRITERIA**

**A. Need for the Program**

High-----Low
√

UNMC reports that as of 2018 there were fewer than 50 Certified Industrial Hygienists and Certified Safety Professionals in Nebraska, serving approximately one million workers. Consequently, many health and safety programs are operated by personnel who lack formal training. This may contribute to Nebraska having higher rates of fatal work-related injuries and nonfatal injuries and illness than the national rate (data from 2009 to 2014). Two letters of support verified this need.

- The Occupational Health Surveillance Program (of the Nebraska Department of Health and Human Services) cited 35 occupational fatalities in the state in 2017 with 23.3 illness per 10,000 workers. These are considered underestimates. The letter also referenced a special need in agriculture, calling it “one of the most hazardous sectors.”
- Valmont Industries noted a need for refresher courses as well as initial training. The Corporate Director of Health and Safety also volunteered his time to assist with the program and an opportunity for internships.

The proposal also cited the U.S. Department of Labor short-term projections for Nebraska that show a 2.7% increase in occupational health and safety specialists and a 6.7% increase in occupational health and safety technicians between 2018 and 2020. Long-term projections are 9.6% and 13.3%, respectively, for the period 2016 to 2026.

The Commission staff consulted the Nebraska Department of Labor website that showed the projected short-term growth for occupational health and safety specialists translates to 24 positions while the long-term growth is the equivalent of 77 jobs. The average entry level wage was \$44,978. Staff did not evaluate figures for occupational health and safety technicians because technicians do not require a degree of any kind and therefore wouldn’t be comparable to positions sought or held by the graduates of the proposed program.

The small number of Certified Industrial Hygienists and Certified Safety Professionals in Nebraska suggests a need for the program. The Department of Labor figures are likely underestimates since many people provide this service to their company without having the training and/or the title. It is not known how many in this category would avail themselves of the opportunity presented by the proposed certificate.

**B. Demand for the Program**

High-----Low
?

UNMC estimates that five to ten students would be admitted each semester in the first year with 10 to 15 students enrolled at any given time once the program is established. However, the budget uses these numbers for tuition calculations: three students would enroll in the first year, five in years two and three, and ten in years four and five. The university did not explain the method for determining these figures, making it difficult to evaluate the demand by students or employers for the program.

**C. Avoidance of Unnecessary Duplication**

High-----Low
√

There are no graduate level certificates in occupational safety and health in Nebraska. Some of the community colleges offer courses in safety

within the context of specific occupational programs. The proposal notes that the only program similar to the proposed certificate is a graduate certificate in Agricultural Health and Safety offered by the University of Iowa. The Iowa certificate obviously has a much narrower scope.

**D. Resources: Faculty/Staff**

High-----Low				
	√			

The program would be administratively housed in the Department of Environmental, Agricultural, and Occupational Health. UNMC reports that all of the courses are currently offered so no new faculty would be needed. The small amount of faculty time included in the budget represents faculty time spent on recruitment, advising, and program administration.

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

Acceptable				
yes	√		no	

UNMC asserts that the facilities in the College of Public Health and other colleges within the Medical Center are sufficient to support the proposed program.

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

Acceptable				
yes	√		no	

The proposal stated that current resources within the McGoogan Library would be accessible to all students.

**G. Budget**

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff <sup>1</sup>	\$91,161	Reallocated Funds	
General Operating	\$12,500	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees <sup>2</sup>	\$128,948
Library			
Five-Year TOTAL	\$103,661	Five-Year TOTAL	\$128,948

<sup>1</sup> Since courses are already being offered, faculty cost is calculated based on the proportion of students in the certificate program (estimated at 0.1 FTE faculty and 0.05 FTE student services time).

<sup>2</sup> Based on a tuition rate of \$580 and fees of \$71.25 per credit hour with students taking 12 credit hours per year (three students in year one, five in years two and three, and ten in years four and five)

**Committee Recommendation: Approve the Occupational Safety and Health Graduate Certificate at UNMC.**

First Regular Program Review: Due June 30, 2020

**Art History—BA  
University of Nebraska at Kearney  
In-Depth Review**

**Background:**

- The degrees reported in 1997 are:  
BA, BFA, BAE, MAE
- The degrees reported in 2018 are:  
BA—Art History  
BA—Studio Art  
BAE—Art K-12  
BFA—Studio Art Comprehensive  
BFA—Visual Communication Design  
MAE—Art Education
- Only degrees related to the one under review are listed below

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1997 (1 <sup>st</sup> review)	BA 1.0 (Art and Art History)	462	7,355	Postpone, with a report on breakdown of majors within the BA and BFA (each has 2 majors)
2000 (report)	Not reported	Not reported	Not reported	In-depth review of BA with “Art History option”
2001 (in-depth review)	Not reported	Not reported	Not reported	Accept report; concerns about the Art History “option” should be addressed in next program review
2004 (2 <sup>nd</sup> review)	BA (Art) 1.6	445	7,244	Approved by the executive director
2011 (3 <sup>rd</sup> review)	BA 3.0 (Art and Art History)	405	6,134	Approved by the executive director
2018 (4 <sup>th</sup> review)	BA (Art History) 1.2	364	5,186	University conducting in-depth review; Continue, with report on review
2019 (in-depth review)	BA (Art History) 1.0	Not reported	Not reported	

\*CCPE minimum performance standard is 7 for baccalaureate programs

\*\*CCPE minimum performance standard is 300 for the program (includes all course levels)

**Summary of UNK’s 2019 In-Depth Review**

- The program has been on campus since the 1960s. It has one on-campus faculty member and four faculty that teach online courses.
- Art history courses are required in the other undergraduate art programs.
- The number of majors has averaged four students over the past six years. [Note: the average for the most recent five years is 2.8.]
- There have been five students admitted to the program for fall 2019 and four who are in the process of applying.
- To obtain access to a broader pool of faculty, the program began offering online courses in 2014. Credit hours taken in online courses rose from 21% in 2014 to 84% in 2018. Most courses (90%) are now online and the program will be advertised as available entirely online in the 2019-20 catalog.
- Three enrollment goals have been established:
  - Enroll three of the students who are completing applications
  - Increase first-time enrollment by 50% in fall 2020 and fall 2021
  - Recruit one “deciding student” each year as a major or one current student to declare art

history as a second major.

- The enrollment goals, if met, would result in eight majors in fall 2020.
- Recruitment efforts will focus on a variety of marketing strategies, heavily relying on digital marketing which has proven successful as well as cost efficient. Print materials will also be developed and the department will continue to host its recruitment day in fall and spring. Collaborative possibilities will be investigated, especially with the department of history.
- On June 28, 2019, the Board of Regents approved continuing the BA in art history.

**Committee Comment:** The number of graduates has been consistently low and the number of majors has fluctuated from one to four over the five years from fall 2014 to fall 2018. The preliminary enrollments for fall 2019 are encouraging and the conversion to a completely online program could improve enrollments.

**Committee Recommendation:** Continue the BA in Art History at UNK with a report on the Board of Regents' monitoring, including enrollments, majors, and number of graduates due November 1, 2022.

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



**Art History—MA  
University of Nebraska—Lincoln  
In-Depth Review**

**Background:**

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
2008 (new program)				Approve, with the condition that the next regular program review include information on enrollments, student progress toward degree, degrees awarded, and societal need for the program.
2011 (1 <sup>st</sup> review)	Only BA degrees reported			
2018 (2 <sup>nd</sup> review)	3.2	1,528	4,096	UNL was conducting an in-depth review. Submit review to CCPE by 6-1-19
2019 (in-depth review)	Not reported	Not reported	Not reported	

\*CCPE minimum performance standard is 5 for master's programs

\*\*CCPE minimum performance standard is 300 for the program (includes all course levels)

**Summary of UNL's 2019 In-Depth Review**

- The first students were admitted in 2009.
- This is the only art history graduate program in Nebraska, Wyoming, North Dakota, and South Dakota.
- The School of Art, Art History & Design is an accredited member of the National Association of Schools of Art and Design (NASAD).
- NASAD requires all programs to include art history.
- Art history courses can satisfy general education requirements.
- The program is efficient with a small number of faculty offering courses to a large number of students.
- Program graduates are successful. About 75% are employed or pursuing a doctoral program. However, the overall number of opportunities for employment and placement in doctoral programs is limited.
- A two-fold action plan has been developed:
  - To attract new applicants to the program, replace a retiring faculty member with one specializing in contemporary and modern art.
  - Improve promotion and recruitment with the aid of the Office of Graduate Studies. For example, advertise the program in the College Art Association listing of art history graduate programs.
- In submitting the in-depth review, the Hixson Lied College of Fine and Performing Arts requested that “the CCPE interdisciplinary threshold for degrees awarded of three be applied in this case.”
- On June 28, 2019, the Board of Regents approved continuing the MA in art history at UNL.

**Staff Comment:** Since program inception the number of graduates has consistently averaged about three per year. Of UNL's 10 peer institutions, five do not offer a graduate degree in art history. Four of those who do, average just under three graduates per year. The fifth, University of Kansas, averaged 8.4 graduates between 2014 and 2018. UNL's production is in line with four of its peers. The program has identified strategies for increasing the number of students.

The Commission's review process for low-producing programs is designed for interdisciplinary baccalaureate programs. The minimum performance standard for a program with an identified curriculum is two, but the program must be interdisciplinary and have no more than two courses of its own (see below, second bullet).

***Committee Recommendation:* Continue the MA in Art History at UNL with a report on the Board of Regents' monitoring, including enrollments and number of graduates due November 1, 2022.**

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

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

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

- The program is an individualized, custom-designed program for a single student. The program has no specified curriculum and no designated participating departments, but can have a specified school or college. Student credit hours are attributed to the departments offering the courses the student selects.

This definition includes these current programs: Interdisciplinary Studies (CSC, WSC, UNO), Individualized Program of Studies (UNL), and University Studies (UNL).

OR

- The program has an identified curriculum focused on a specific area of study, draws courses from two or more departments, and has two or less courses of its own (i.e., courses identified solely with the program and not cross-listed in another discipline). Student credit hours are attributed to the participating departments offering the courses in the curriculum, with the exception of the one or two courses specific to the program. The program averages at least two graduates per year.

For example, a European Studies program offers a BA and graduates an average of 2.4 students per year. It has an identified curriculum that includes relevant courses in the social sciences, arts, and languages. The program itself only offers a capstone seminar.

**English with a Literature Emphasis—MA  
University of Nebraska at Kearney  
In-Depth Review**

**Background:**

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1997 (1 <sup>st</sup> review)	MAE (English) 5.4	638	14,634	Continue
2004 (2 <sup>nd</sup> review)	MA (English) 4.0	497	10,755	Continue
2011 (3 <sup>rd</sup> review)	MA (English) 5.4	455	10,759	Approved by the executive director
2018 (4 <sup>th</sup> review)	MA (English Literature) 1.6	461	8,447	University conducting in-depth review; Continue, with report on review
2019 (in-depth review)	MA (English-Literature emphasis) 1.4	Not reported	Not reported	

\*CCPE minimum performance standard is 5 for master's programs

\*\*CCPE minimum performance standard is 300 for the program (includes all course levels)

**Summary of UNK's 2019 In-Depth Review**

- The program has proven vital to the university's mission, attracting a variety of professionals.
- The department recently made several changes following a slow decrease in graduate enrollments.
  - Increased the number of graduate courses offered during the summer.
  - Created four new graduate courses for the new emphasis in writing.
  - Trained five additional faculty members in online teaching.
- The changes resulted in an immediate increase in course enrollments and in the MA program. Fall 2017 classes, usually capped at 22, were raised to 30. The number of students enrolled in the MA program increased from 5 in 2014 to 23 in fall 2018.
- In fall 2016 the MA with writing emphasis was offered online. Enrollment increased significantly. The literature emphasis will be offered online starting in fall 2019. Anticipated enrollment by fall 2021 is 17 students.
- UNK will continue to advertise the program, emphasizing the ability to complete the degree in a timely fashion and upon completion to teach dual enrollment courses.
- On June 28, 2019, the Board of Regents approved continuing the MA in English–Literature emphasis.

**Committee Comment:** The four new courses that were previously added were all for the writing emphasis. The improvements evidenced in the enrollments in English with writing emphasis when it went online bode well for the English with literature emphasis. The online program may help Nebraska teachers obtain the graduate coursework they need to teach dual credit courses under the new HLC requirements.

**Committee Recommendation:** Continue the MA in English—Literature emphasis at UNK with a report on the Board of Regents' monitoring, including enrollments, majors, and number of graduates due November 1, 2022.

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

**Modern Languages—PhD  
University of Nebraska—Lincoln  
In-Depth Review**

**Background:**

All SCH data is from the program “Modern Languages and Literatures”

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1997 (1 <sup>st</sup> review)	2.8	460	22,884	Continue
2004 (2 <sup>nd</sup> review)	2.8	494	19,305	Approved by the Executive Director
2011 (3 <sup>rd</sup> review)	3.4	562	20,466	Approved by the Executive Director
2018 (4 <sup>th</sup> review)	2.4	Not reported due to absence of undergraduate courses	No report	UNL was conducting an in-depth review; continue with report on review
2019 (in-depth review)	2.4	No report	No report	

\*CCPE minimum performance standard is 3 for doctoral programs

\*\*CCPE minimum performance standard is 300 for the program (includes all course levels)

**Summary of UNL’s 2019 In-Depth Review**

- Four students completed the PhD in 2017-18.
- One student graduated in December 2018 and three were estimated for spring 2019. Those figures would bring the average to 2.6.
- Maintaining three graduates for each of the next two years would raise the average to three. There are currently 19 students enrolled. If each takes six years to graduate, the average per year would be three and the five-year average would meet the productivity standard.
- The program plans to improve recruiting by enhanced program promotion including improved visibility of the website and use of flyers and other means to increase contact with other colleges and universities.
- The department is also considering changing the name to MA/PhD in Languages and Cultural Studies (with a focus in French, German, or Spanish). This would highlight the aspects of the program that make it distinctive and enhance recruitment both inside and outside the university.
- On June 28, 2019, the Board of Regents approved continuing the PhD in modern languages at UNL.

**Committee Comment:** The program was very close to the minimum performance standard of three graduates in its first two reviews and exceeded it in its third review. The number of graduates in 2017-18 exceeded the performance standards. The projection for number of graduates in 2018-19 would also exceed the standard; the program has identified strategies for reaching and maintaining that point.

**Committee Recommendation: Continue the PhD in Modern Languages at UNL.**

The next regular program review is due June 30, 2025, and shall include the status of the monitoring by the Board of Regents.

**Natural Resource and Environmental Economics—BS  
University of Nebraska—Lincoln  
In-Depth Review**

**Background:**

2011 SCH data is from the Agricultural Economics Department; 2018 data is for the program only and is calculated using Instructional FTE

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
2011 (1 <sup>st</sup> review)	3.0	784	4,229	Approved by the Executive Director
2018 (2 <sup>nd</sup> review)	4.4	17.2	85	UNL was conducting an in-depth review; continue with report on review
2019 (in-depth review)	No report	No report	No report	

\*CCPE minimum performance standard is 7 for baccalaureate programs

\*\*CCPE minimum performance standard is 300 for the program (includes all course levels)

**Summary of UNL's 2019 In-Depth Review**

- A three-point action plan has been developed to increase number of majors and graduates.
- The first action is to assess the curriculum.
  - Evaluate currency of courses and needs of students
  - Determine ways to strengthen the interdisciplinary nature of the curriculum
  - Reconsider purpose and usage of the subject prefix
- The second action is recruitment strategy.
  - Conduct a competitor analysis
  - Using the analysis, determine what a successful major looks like in five years, including number of students
  - Work with various university entities to strengthen relationships and identify strategies to increase enrollment, possibly redesigning the website and developing recruitment videos
  - Build relationship with Explore Center (the academic advising home primarily for students who are undecided on a major or transitioning between majors) and students who are undecided
- Action three is student retention.
  - Develop a retention strategy based on the successful model used by CASNR
  - Explore ways to increase interaction between faculty and students, possibly establishing a Natural Resource-Environmental Economics club
  - Explore developing a scholarship program
- On June 28, 2019, the Board of Regents approved continuing the BS in natural resource and environmental economics at UNL.

**Committee Comment:** The SCH and SCH/FTE in 2018 are for the natural resource and environmental economics program only. The program utilizes faculty from several departments but the number reported is only for courses with the natural resource and environmental economics prefix (a relatively small number). Consequently, the SCH and SCH/FTE are quite low.

The number of graduates increased from the first review to the second. UNL has created a detailed action plan to increase even further the number of majors and graduates.

**Committee Recommendation:** Continue the BS in Natural Resource and Environmental Economics at UNL with a report on the Board of Regents' monitoring, including enrollments, majors, and number of graduates due November 1, 2022.

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

**Geography—MA and PhD  
University of Nebraska—Lincoln  
Review of Board of Regents Monitoring Report**

**Background:**

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1996 (1 <sup>st</sup> review)	MA 4.2 PhD 1.4	864	11,152	Number of MA and PhD graduates expected to increase; Continue
2003 (2 <sup>nd</sup> review)	MA 7.6 PhD 3.2	751	12,465	Continue (thresholds met)
2010 (3 <sup>rd</sup> review)	MA 4.4 PhD 3.4	865	11,798	Approved by the Executive Director (PhD and SCH/FTE thresholds met)
2017 (4 <sup>th</sup> review)	MA 2.4 PhD 1.8	848	10,575	UNL was conducting an in-depth review; continue with report on review due 9-30-18
2018 (in-depth review)	No data reported	No data reported	No data reported	Continue with a report on the internal evaluation scheduled for completion in May 2019 (due 9-30-19)
2019 (monitoring report)	MA 1.8 PhD 1.8	No data reported	No data reported	

\*CCPE minimum performance standard is five for master's programs and three for doctoral programs

\*\*CCPE minimum performance standard is 300 for the program (includes all course levels)

**Summary of UNL's 2018 In-Depth Review**

- A major reason for the low number of degrees granted in the graduate programs is that the number of geography faculty has declined to 3.75 permanently budgeted FTE.
- During the 2015-16 academic year the College of Arts and Sciences undertook a review of the geography program, including the discipline itself, other Big 10 institutions, and demand for graduates. Results of the review included:
  - There is a strong student demand.
  - The faculty and graduates are successful.
  - The field is growing dramatically and the U.S. Department of Labor projects a widening gap between the number of graduates with geographic and geospatial skills and the increased demand for them.
  - The College should rebuild the geography program.
- The first step in rebuilding will be to increase the number of faculty.
- The second step will be an improved recruitment plan.
- A goal was established of tripling the program in size and having the number of degrees awarded above threshold in five years. The program will report to the university administration in May 2019 on progress toward the goals.
- On August 3, 2018, the Board of Regents approved continuing the MA and PhD programs in geography.

**Summary of the 2019 Board of Regents Monitoring Report**

- The number of majors in the master's program averaged 10.6 and the doctoral program averaged 8.0 (for 2014 – 2019).
- A proposal is under review to merge the Geography program with Anthropology and Global Studies into the School of Global Integrative Studies.

- Two new faculty members have been hired, scheduled to begin in August 2019.
- UNL is the only institution in Nebraska offering the PhD in Geography.
- With the merger of faculty from three programs the School will have the ability to support a larger and more collaborative graduate student population.
- The School will continue to offer the graduate certificate in Geographic Information Science (GIS), a field in high demand.
- On August 16, 2019, the Board of Regents approved continuing the MA and PhD programs in geography and forwarding the monitoring report to the CCPE.

**Committee Comment:** The program met or was very close to the minimum performance standards until the 2017 program review. The number of GIS graduate certificates is not reported by UNL, but the number of those awards would contribute to the productivity of the program.

UNL appears to be following its plan identified in 2018. The first step was to increase the number of faculty. The program's website listed four faculty, three lecturers, and an interim director in fall 2018. One year later there were nine faculty listed and four affiliated faculty from other programs. UNL has also designed a plan that is under review to create a new School of Global Integrative Studies that would include geography. The proposal for the new school is on the agenda for the December 5, 2019, Board of Regents meeting. If approved by the Regents, the proposal for the new school would be forwarded to the Coordinating Commission for consideration at a future meeting.

**Committee Recommendation:** Accept the monitoring report for the MA and PhD in Geography at UNL.

The next regular program review is due June 30, 2024, and shall include the status of the monitoring by the Board of Regents.

**Philosophy—BA**  
**University of Nebraska at Kearney**  
**Review of Board of Regents Monitoring Report**

**Background:**

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
2004				Program was approved with expectation of meeting threshold for number of graduates (see p. 2)
2007 (report)	2.7 (3 yr avg)	416	No data reported	8 graduates, 21 majors; Continue
2009 (report)	5.3 (3 yr avg)	No data reported	No data reported	8 additional grads and 7 expected; philosophy added to gen ed; Continue
2011 (1 <sup>st</sup> review)	5.5 (4 yr avg)	402	1,157	Approved by the executive director
2018 (2 <sup>nd</sup> review)	2.8	500.6	1,365	University conducting in-depth review; Continue, with report on results of review due 9-30-19 and report on enrollments and number of graduates due 6-30-21
2019 (monitoring report)	1.6	No data reported	No data reported	

\*CCPE minimum performance standard is 7 graduates for a baccalaureate program

\*\*CCPE minimum performance standard is 300 SCH/FTE

**Summary of UNK's 2018 In-Depth Review**

- There were 46 graduates in the first ten years of the program (2005-2015), an average of 4.6 per year. In the last five years the average was approximately three (CCPE note: 2.8 according to IPEDS).
- Students aren't exposed to philosophy in high school and so don't usually select it initially as a major. The number of majors could be increased by strategizing new ways to expose students to the discipline early in their academic careers.
- Increasing collaboration across disciplines would result in enrollment-building partnerships.
- Sharing results of national exams with students and parents has proven successful in increasing enrollments elsewhere. A new series of webpages and links is under construction for the philosophy program to achieve this goal.
- The program has a sustained gift for scholarships. To attract students early in their college career, \$10,000 to \$15,000 will be set aside for incoming honors freshmen.
- Visits to high schools and home schools will be conducted to expose students to the philosophy program before they enter UNK.
- Students with minors in philosophy will be encouraged to upgrade to a second major. Undecided students will be recruited.
- Utilizing the above strategies, the following goals are set for 2020:
  - Increase first-time enrollment in the philosophy program by 50%.
  - Recruit five deciding first-time students.
  - Recruit four first-time students to add philosophy as a second major.
  - Graduate an average of seven students per year.
- After one year, the program will assess success and report on progress to the UNK administration, Board of Regents, and the Coordinating Commission.
- On August 3, 2018, the Board of Regents approved continuing the program.



**Summary of the 2019 Board of Regents Monitoring Report**

- Increased collaboration:
  - UNK has proposed a program that would allow students intending to enter law school at UNL to complete a philosophy degree by taking appropriate law courses during their first year of law school.
  - A new general studies capstone course for honors students has been proposed with the chemistry department entitled “Ways of Knowing.”
  - Other departments have been approached about adding philosophy courses as electives or requirements, but there has been no interest to date.
- The website was completely overhauled and includes testimonials from alumni.
- \$2,000 scholarships were offered to five honors students from the introductory philosophy class if they would declare a philosophy major. One accepted. In a separate scholarship competition, four students were offered similar scholarships. One accepted.
- One incoming freshman has declared a philosophy major and two undecided students have expressed interest. Three majors are expected to graduate in the 2019-20 school year.
- High school visits were problematic because the only opportunities allowed were pre-scheduled visits that the University had arranged; the department already attends these.
- The program has not reached the goals set forth in 2018 but it will continue to pursue the determined strategies as well as others. It may take several years to significantly increase the number of majors and graduates. However, eliminating the degree would not save the University money since there is no additional cost to offering the major. Courses are needed for the minor and three of the four faculty are funded through the same endowment that provides scholarships.
- On August 16, 2019, the Board of Regents approved continuing the BA in philosophy and forwarding the monitoring report to the CCPE.

**Committee Comment:** UNL and UNO both offer baccalaureate degrees in philosophy, each averaging eight to nine graduates per year. The Commission recognized this and identified expectations for the UNK program in the original approval (see below). The program has never met the expectations, including number of degrees awarded. The strategies outlined in the 2018 in-depth review to remedy this situation were thorough, although they have not yielded results. UNK has pledged to continue to pursue the strategies and to consider additional options for promoting the program.

**Committee Recommendation:** Forward to the full Commission without a recommendation the Regents’ monitoring report for the BA in Philosophy at UNK.

**Reminder: The initial 2018 in-depth review asked for a report on enrollments and number of graduates due June 30, 2021.**

[The next regular program review is due June 30, 2024.]

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**Comment from original approval in 2004:**

*Approve the application with the expectation that external scholarship funds will attract students to major in philosophy, resulting in reasonable enrollments and productivity. It is also expected that any new degree program in philosophy will not be allowed to become a low producing program with student credit hours per FTE faculty below threshold or with only minimal numbers of degrees awarded. Status reports from UNK regarding societal need and student demand, as well as productivity measures, are due September 30, 2007 and September 30, 2009.*

**2018-2019 EXISTING PROGRAM REVIEW**  
*(Item in bold is under Commission Minimum Performance Standards)*

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	Program	5 yr Average (2013-2018)							
		SCH	SCH/FTE	Associate		Diploma	Certificate	Total Awards	Justification if under threshold
MCC	Health	5,804	558	AAS	14.8			14.8	
CCC	Medical Assisting	587	343	AAS	9.8		9.2	19.0	
SCC	Medical Assisting	2,992	771			24.4		24.4	
CCC	Paramedicine	193	357	AAS	2.2		8.6	10.8	
NECC	Paramedic	268	<b>165</b>	AAS	<b>5.0</b>			5.0	<b>Need</b>
MPCC	Emergency Medical Services	1,637	293	AAS	6.4	19.0		25.4	
SCC	Paramedic	1,268	377	AAS	<b>9.0</b>			<b>9.0</b>	<b>Demand</b>
WNCC	Emergency Medical Services	78	436	AAS	<b>.4</b>			<b>.4</b>	<b>New</b>
CCC	Pharmacy Technician	0	0	AAS	<b>0.0</b>	<b>0.0</b>		<b>0.0</b>	<b>New</b>
SCC	Pharmacy Technician	378	341			<b>9.4</b>		<b>9.4</b>	<b>Need</b>
MCC	Professional Health Studies	7,635	471	AAS	17.2		22.0	39.2	
SCC	Surgical Technology	1,178	<b>224</b>	AAS	22.6			22.6	<b>Other: Accreditation limits student to instructor ratios</b>
WNCC	Surgical Technology	237*	<b>177*</b>	AAS	<b>5.0*</b>			<b>5.0</b>	<b>New</b>
CCC	Nursing	4,384	<b>243</b>	ADN	71.8	40.6		112.4	<b>Other: Required faculty to student ratio</b>
MCC	Nursing	4,140	364	AS	64.8		55.0	119.8	

\*2-year average

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	Program	5 yr Average (2013-2018)							
		SCH	SCH/FTE	Associate		Diploma	Certificate	Total Awards	Justification if under Minimum Standards
MPCC	Nursing	1,385	444	ADN	25.8	22.2		48.0	
NECC	Nursing	2,322	192	ADN	34.2	35.6		69.8	Need; Other: Accreditor requirements
SCC	Nursing	2,247	441	ADN	53.2			53.2	
	Nursing	4,082	438			88.8		88.8	
WNCC	Nursing	844	541	ADN	20.0			20.0	
	Nursing	557	408			24.8		24.8	

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2013-2018)								
		SCH	SCH/FTE#	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNK	Health Sciences Applied Health Sciences	347	359	BS	4.2					Other: Program being restructured
	Radiography Comprehensive <sup>1</sup>			BS	8.0					
	Respiratory Therapy Comprehensive <sup>1</sup>			BS	2.2					
	Health Science			BS	0.0					
UNK	Long-Term Care Management	0	0			MS	0.0			New

# For the University, this is SCH/Instructional FTE. At UNMC, many programs draw on faculty from several departments, so SCH & SCH/FTE are not reported

<sup>1</sup> No longer free-standing; part of Applied Health Sciences

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation											
Institution	Program	5 yr Average (2013-2018)									
		SCH	SCH/ FTE#	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard	
UNO	Neuroscience <sup>2</sup>	367		BS	29.0						
UNMC	Biostatistics					Cert	0.0				
UNMC	Epidemiology <sup>3</sup>							PhD	3.3		
UNMC	Medical Imaging & Therapeutic Services	2,314	610	BS	31.8						
	Cardiovascular Interventional Technology						Cert	0.0			
	Computed Tomography						Cert	0.0			
	Diagnostic Medical Sonography						Cert	4.8			
	Magnetic Resonance Imaging						Cert	2.2			
	Radiation Therapy						Cert	2.0			
UNMC	Emergency Preparedness					MS Cert	2.4 2.4			<b>Need</b>	
UNMC	Health Promotion & Disease Prevention Research							PhD	2.2	<b>Demand</b>	
UNMC	Genetic Counseling					MGC	0.0			<b>New</b>	
UNMC	Health Administration					MHA	0.0			<b>New</b>	
UNMC	Health Professions Teaching & Technology <sup>4</sup>					MS Cert	3.0 1.0			<b>New New</b>	
UNMC	Health Services Research, Administration & Policy							PhD	3.4		
UNMC	Infectious Disease Epidemiology					Cert	1.4				
UNMC	Maternal & Child Health					Cert	0.4				
UNMC	Medical Nutrition					MMN Cert	2.0 6.2			<b>New</b>	
UNMC	Medical Science					MS	11.0	PhD	10.6		

<sup>2</sup> Program does not have any dedicated faculty lines

<sup>3</sup> 3 year average

<sup>4</sup> One year figures

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2013-2018)								
		SCH	SCH/ FTE#	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNMC	Public Health					MPH Cert	46.6 10.8			

PROGRAMS DISCONTINUED by the INSTITUTIONS			
Institution	Program	Degree(s)	Comments
UNMC	Community Orientated Primary Care	Grad Certificate	Discontinued after 2018 academic year
UNMC	Pre-Medical Science	Certificate	No students admitted since 2013
UNMC	Radiation Oncology Physics	Grad Certificate	
UNMC	Health Policy	Grad Certificate	Discontinued after 2018 academic year
UNK	Medical Technology Comprehensive	BS	No longer offered

**2018-2019 Programs Requiring Additional Review**  
*(Item in bold is under Commission Minimum Performance Standard)*

Five Year Average (2013-2018)										
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/ FTE#	Need (selected summarized comments from institutional reviews	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNMC	Biostatistics	PhD	<b>0.0</b>				University is conducting an in- depth review	Continue	Continue with an in-depth review, due 7-15-20	

# For the University, this is SCH/Instructional FTE. At UNMC, many programs draw on faculty from several departments, so SCH & SCH/FTE are not reported.

## Commission Minimum Performance Standards

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

### Justification Key

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



## INFORMATION ITEMS

### A. Discontinued Programs

1. CCC – Police Services, Diploma
2. UNMC – Community Orientated Primary Care, Grad Certificate
3. UNMC – Pre-Medical Science, Certificate
4. UNMC – Radiation Oncology Physics, Grad Certificate
5. UNMC – Health Policy, Grad Certificate
6. UNK – Medical Technology Comprehensive, BS

### B. Reasonable and Moderate Extensions

1. CCC – Criminal Justice, Diploma
2. MCC – Analog Photography
3. MCC – Digital Photography



**Institution/Campus:** Northeast Community College / Norfolk Campus  
**Project Name:** Ag & Water Center of Excellence (Phase 1) - Vet. Tech. & Farm Operation/Large Animal Project  
**Date of Governing Board Approval:** August 8, 2019  
**Date Complete Proposal Received:** November 12, 2019  
**Date of Commission Evaluation:** December 12, 2019

**Northeast Community College – Main Campus  
 Fall Semester Enrollment by Campus\***

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
On-campus HC	N/A	N/A	2,807.0	2,600.0	2,815.0	2,543.0
Off-campus HC	N/A	N/A	3,140.0	3,427.0	3,435.0	2,120.0
Online HC	N/A	N/A	1,235.0	1,304.0	1,242.0	1,453.0
Campus FTE	2,906.6	2,805.0	2,742.4	2,744.8	2,776.1	2,626.8

\* Source: Supplemental enrollment by campus forms. Includes full-time, part-time, and non-credit headcount (HC) enrollment. Full-time equivalent (FTE) enrollment based on 15 semester credit hours for undergraduate students and 450 semester contact hours for non-credit courses.

**Project Description:** Northeast Community College is proposing to construct a new 35,856 gross square foot (gsf) Veterinary Technology Building and a 14,750 gsf Farm Operations and Large Animal Building on the existing 500 acre working farm adjacent to the Norfolk campus. The buildings would be located near the existing Pohlman Agriculture Complex on the southeast section of the farm. A site plan showing the proposed site is included on the following page.

The existing Veterinary Technology program is currently located in two facilities. Faculty offices, one classroom, and a pathology class laboratory are currently located in 2,599 square feet of space in the Agriculture and Allied Health Building on the main campus originally constructed in 1992. The Veterinary Clinic is located on the farm in a building originally constructed in 1920 as part of the working farm for the Norfolk Regional Center. The two facilities are nearly a mile apart. The clinic space includes reception, class laboratories, radiology, surgery, kennel, and support spaces using about 6,615 square feet of space. The existing Farm Operations and Large Animal spaces are also located in this original 1920 farm building that comprise about 13,041 square feet of space for office, locker room, mechanics shop, and large animal holding and lab space.

A new Veterinary Technology Building would consolidate the entire program into a single facility and allow for the expansion of enrollment to meet industry demand. Increases in space would provide student collaboration space, additional classroom space, exam rooms, separate kennel space for exotic animals and rodents/ferrets, and ancillary spaces that are currently not available such as post-op/recovery/ICU space, overnight rooms for students, indoor exercise

area, etc.

A new Farm Operations and Large Animal Building would provide similar types of spaces to the existing structure in a facility with appropriate interior height that would better meet the needs of both the farm operations and agricultural programs that would demonstrate modern farming operations.

Vacated space in the Agriculture and Allied Health Building would be repurposed to accommodate growing allied health programs. The existing Veterinary Clinic, Farm Operations, and Large Animal Building would be demolished to allow for expansion of crop operations.

The college is estimating a total project cost of \$23,399,212 (\$463/gsf). The proposed sources of funds would include capital improvement property tax levy funds from the Capital Improvement Fund of up to \$14.0 million and private donations of at least \$9.4 million. The college is estimating an increase in annual facility operating and maintenance (O&M) costs of \$322,257 (\$6.38/gsf/year) with General Operating Funds as the source of funding.



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 for Postsecondary Education* 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." This project would replace obsolete existing facilities to meet the needs of the students at NECC's Norfolk Campus.

Page 7-7 of the *Plan* outlining community colleges' role and mission states: "Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer program." Space associated with this project would affect several program offerings at NECC related to agriculture and veterinary technology.

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.

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

Yes

No

*Comments:* The proposed project would support the following Northeast Community College academic programs last approved for continuation by the Commission's Executive Director and reported to the Commission as follows:

- Agriculture – Associate of Arts (AA) and Associate of Science (AS) degrees on March 12, 2015;
- Agriculture: Mechanized – Associate of Applied

- Science (AAS) degree on March 12, 2015;
- Agribusiness – AAS degree on March 12, 2015;
- Agronomy – AAS degree on March 12, 2015;
- Animal Science – AAS degree on March 12, 2015;
- Diversified Agriculture – AAS degree on March 12, 2015;
- Dairy Certification – Diploma on March 12, 2015;
- Veterinary Technology – AAS degree on March 12, 2015; and
- Academic Transfer (including Pre-professional Veterinary) – AA and AS degrees on January 23, 2014.

The Commission reviews all existing academic programs on a seven-year review cycle.

The Commission approved a Precision Agriculture AAS degree as a new program on June 25, 2015.

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

High . . . . . Low

*Comments:* The NECC Board of Governors approved the *2017 Northeast Community College Master Site and Facilities Plan (MSFP)* on March 9, 2017. Section 2 – Analysis, Observations and Recommendations, page 31 outlines the building condition summary that identifies the Veterinary Clinic/Farm Operations building being in poor condition with the lowest score on the Norfolk Campus. Page 35 of the *Plan* recommends demolition of the Vet Clinic/Farm Operations building when the Ag and Water Center for Excellence is constructed.

Section 3 – Master Plan Project Summaries of the *Plan* discusses individual project improvements and recommendations for implementation. Page 79 discusses the Ag and Water Center for Excellence stating that the MSFP supports the planning efforts previously completed in the *2015 Ag and Water Center for Excellence Plan* along with the planning budget. Individual new building

needs and preliminary costs were identified for the following projects:

- Veterinary Technology
- Large Animal Building
- Precision and Mechanized Agriculture
- Farm Office and Storage Building
- Agriculture Classroom Building
- Greenhouse
- Innovation and Demonstration Center
- Pohlman Ag Complex Expansion
- Farm Operations

The 2015 *Ag and Water Center for Excellence Plan* estimated the overall total project costs for these new buildings at about \$40.4 million.

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



*Comments:* The existing 1920-era farm building used by Farm Operations, Veterinary Technology, and several other agriculture academic programs is in poor condition. A Building Condition Report Card completed for the 2017 *Master Site and Facilities Plan* indicated that this building had a rating of 39.05 out of a possible 100 points from an evaluation of the condition of the structural, exterior enclosure, interior construction, mechanical, electrical, accessibility, and code compliance systems. This ranked as the lowest score of any NECC building. Specific issues identified include the deteriorated concrete structure observed and inadequate/outdated electrical and HVAC systems.

Office, classroom, and class laboratory space used by the Veterinary Technology program in the Agriculture and Allied Health Building are in generally good/fair condition.

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

High . . . . . Low

*Comments:* This project would address several functional deficiencies with the various programs and activities as follows:

- Veterinary Technology – Adjacency between surgery and radiography within the Veterinary Clinic are challenging in that one must pass through laboratory and support spaces without corridors. The pathology lab is currently located in the Agriculture and Allied Health Building on the main campus, which is very inefficient to transport specimens back and forth to the clinic.
- Existing animal lab space limitations allow only one large animal to have a procedure demonstrated at a time. NECC stated that the American Veterinary Medicine Association requires a maximum of eight students per live animal lab; therefore, it is difficult to schedule one small space for three sections of each animal lab.
- Animal Science labs are held in both the Veterinary Tech lab and at the Pohlman Agriculture Complex arena when available. Transporting animals between the two facilities is inefficient and can be stressful for the animals.
- The existing feed storage and feedlot configuration limits ability to do feed studies and nutritional activities on the farm, which should be implemented as hands-on learning activities.
- Farm Operations lacks adequate shop space to work on machinery and farm projects with both size and height limitations. This requires working on machinery outside and significantly limits farm experience class labs for students.
- The existing facility lacks a fire suppression system.

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

High . . . . . Low

*Comments:* Proposed space allocations for office space is within allocations recommended by *University of Nebraska Space and Land Guidelines*.

Classroom Utilization – The Veterinary Technology program scheduled one classroom an average of 31 hours per week during the 2019 fall semester. This compares to nationally recognized standards of 30 hours per week for classroom scheduling as being considered capacity utilization. The proposed new Veterinary Technology facility would include three classrooms to allow for expansion of both Veterinary Technology and other agriculture programs. The adjacent Pohlman Agricultural Complex also has two dedicated classrooms that are scheduled an average of 24.5 hours per week during the 2019 fall semester for agriculture courses.

Class Lab Utilization – The Veterinary Technology and other agriculture programs scheduled three class laboratories an average of nearly 20 hours per week during the 2019 fall semester. This compares to nationally recognized standards of 20 hours per week for class laboratory scheduling as being considered capacity utilization. The proposed new facility would provide a similar number of class laboratories.

**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:* Proposed space allocations were also based upon the size and scope of programmatic needs as confirmed by meetings with users and the college steering committee, consultation with the NECC’s facilities design standards and utilization study recommendations, and evaluation of precedent facilities at other institutions. This includes sizing unique spaces

such as large animal veterinary lab, dissection lab, animal holding/chute space, etc.

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

High . . . . . Low

*Comments:* As part of the most recent master facility planning process, NECC completed a *Utilization and Space Needs Analysis Study* in October 2016. This study was completed with the assistance of a nationally recognized space-planning firm. The study indicated a slight surplus of 12,686 assignable square feet (asf) on the Norfolk Campus in the Fall 2015. The study projected a ten percent increase in enrollment through 2025, which would then generate a 46,404-asf space deficit on campus. The Student Center addition currently under construction and this proposed project would address a significant portion of this potential shortfall.

Enrollment trends for the specific programs that would be utilizing facilities in this project have been consistently strong. Headcount enrollment in the Veterinary Technology program was 79 in fall 2013 and 80 in fall 2018. The Veterinary Technology program would like to increase enrollment in a new facility to meet industry demand. Combined headcounts in the remaining agricultural programs that utilize the farm operations as a working laboratory were 226 in fall 2013 and 252 in fall 2018.

**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:* The college has sufficient funds for any minor remodeling needed to repurpose spaces being vacated in the Agriculture and Allied Health Building as part of this proposed project.



The new construction would require increased facility operating and maintenance (O&M) costs for the college that would be drawn from general operating funds. The college has budget capacity given existing levy limits.

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

High . . . . . Low

*Comments:* The college has not outlined other alternatives to the proposed new Veterinary Technology Building and Large Animal Handling and Farm Operations Building. The college considers the proposed project as the only reasonable alternative rather than maintaining the existing obsolete facilities.

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

High . . . . . Low

*Comments:* The proposed project would not create significant cost efficiencies through collocation of functions and staff. However, the proposed project would significantly expand and improve space for academic programs and enhance the ability of these programs to serve students.

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

High . . . . . Low

*Comments: Construction Costs* - The college estimate to construct and equip veterinary technology and farm operations/large animal space is \$23,399,212 (\$463/gsf). Commission staff's estimate of the total project cost is \$22,321,800 (\$442/gsf) for construction of green college laboratory and warehouse space per *R.S. Means Square Foot Costs* modified to account for local conditions. The college's estimate is \$1,077,412 (4.8%) higher than Commission staff's estimate for the project, which is within an acceptable range for projecting future

construction bidding conditions. The primary difference between these estimates is in construction costs.

**Operating and Maintenance Costs** - The college is estimating an incremental increase in facility operating and maintenance (O&M) costs for the new construction of \$322,257 per year (\$6.38/gsf/year). Commission staff's estimate to provide facility O&M for the new space is \$304,700 per year (\$6.03/gsf/year). The college's estimate is \$17,557 (6%) more than Commission staff's estimate. The primary difference between these estimates is in utilities, custodial, and grounds maintenance costs for new space. Estimates account for savings from demolition of existing Veterinary Technology and farm operation facilities.

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

High . . . . . Low

*Comments:* The proposed use of capital improvement property tax levy funds and private donations to construct academic and academic support space is appropriate.

Beginning in FY 2014, community colleges were allowed to collect a maximum capital improvement levy limit of 2.0¢ per \$100 property valuation for the Capital Improvement Fund (CIF). However, the combined operating and capital improvement levies shall not exceed the current maximum of 11.25¢ per \$100 property valuation. NECC presently collects the maximum 2.0¢ per \$100 property valuation for the Capital Improvement Fund. The college estimates that the capital improvement levy will generate about \$6.6 million in the current fiscal year. NECC is projecting it would maintain the current property valuation levy through FY 2022 when this project would be completed. NECC had a Capital Improvement Fund balance of \$7,631,156 as of June 30, 2019.

Statutes also allow community colleges to collect student facility fees for use in funding capital construction projects. NECC currently collects a student facility fee of \$12.00 per credit hour that is estimated to generate about \$886,000 per year. Most of these funds are used to

finance debt service on a previously approved Student Center addition/renovation.

NECC's Five-Year Capital Improvement Fund Budget projects having sufficient funds to finance existing capital construction project obligations along with up to \$14 million in capital improvement property tax levy funds for this proposal. The five-year plan also includes funding for repair and minor upgrade projects, paving projects, and contingency funding.

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

Yes

No



*Comments:* The college has demonstrated that this project would not unnecessarily duplicate academic and academic support space on Northeast Community College's Norfolk Campus.

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

High . . . . . Low






*Comments:* The majority of the costs and space associated with this project would improve existing academic and supporting areas. Increased space associated with this project allows for appropriately sized Veterinary Technology and farm operations space. Vacated spaces in the Agriculture and Allied Health Building would allow the college to address existing academic needs for Medical Lab Science, Physical Therapist Assistant, or other allied health programs that are in demand and in need of additional space.

**COMMISSION ACTION AND COMMENTS:**

Approve

Disapprove



*Action:* Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education

recommends approval of Northeast Community College's proposal to utilize up to \$14.0 million in capital improvement property tax funds as part of a \$23.4 million project to construct and equip Veterinary Technology and Farm Operations/Large Animal space, as outlined in the program statement approved by the Board of Governors on August 8, 2019.

*Comments:* The college is in the process of raising a minimum of \$9.4 million in private donations for this proposal through a capital campaign. The use of private funding to assist in constructing Veterinary Technology and Farm Operations/Large Animal space is appropriate and appreciated in meeting local area needs. Completion of this project would consolidate the Veterinary Technology program into a single modern facility. Relocating the Farm Operations and large animals near the Pohlman Agricultural Complex will also greatly enhance all agricultural program offerings at the college.

# Comprehensive Statewide Plan for Postsecondary Education

## *Changes Made and Important Notes: 2019 Measuring Accomplishments Packet*

### Overall Changes:

- N/A

### National Comparisons:

- N/A

### Peer Comparisons:

- We changed one of NCTA's peers from Abraham Baldwin Agricultural College to Vermont Technical College. This change was necessary as Abraham Baldwin Agricultural College consolidated with Bainbridge State College and was no longer a suitable peer for NCTA. (Vermont Technical College was previously identified as an alternate institution.)

### Non-Comparative Measures:

- Number of students completing adult basic education and continuing into postsecondary – we were not able to obtain updated information from NDE again this year. Therefore, the information presented in the *2019 Measuring Accomplishments* is a repeat of the data included in the last two reports (2015-2016 program year). We hope to have updated data with next year's report, but it will only be at the statewide level. Program level data should be available with the 2021 report.

### Data Dictionary:

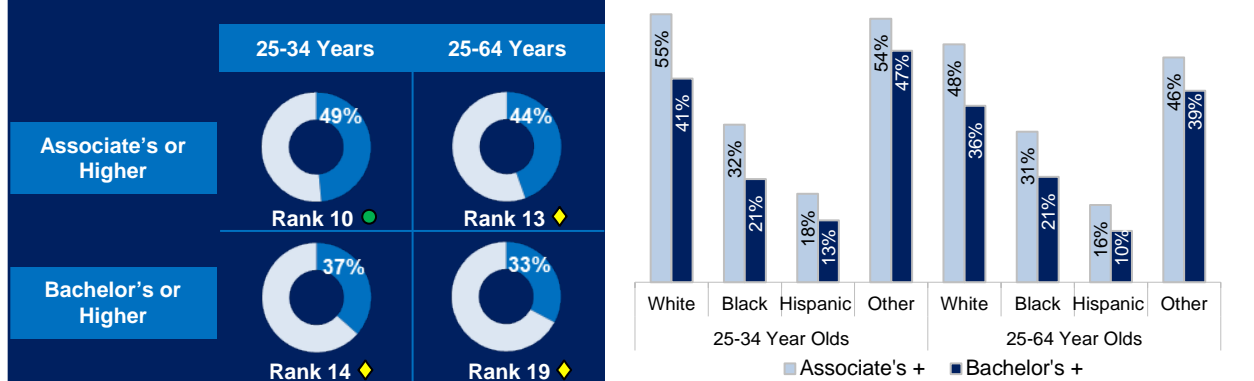
- N/A

# Comprehensive Statewide Plan for Postsecondary Education 2019 Measuring Accomplishments

Nebraska is committed to measuring its progress toward achieving the major statewide goals through national comparisons and institutional peer comparisons. 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, and individual public institutions will rank among the five best institutions in peer 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 (■). 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 (◆).

## National Comparisons

### Educational Attainment (2013-2017)



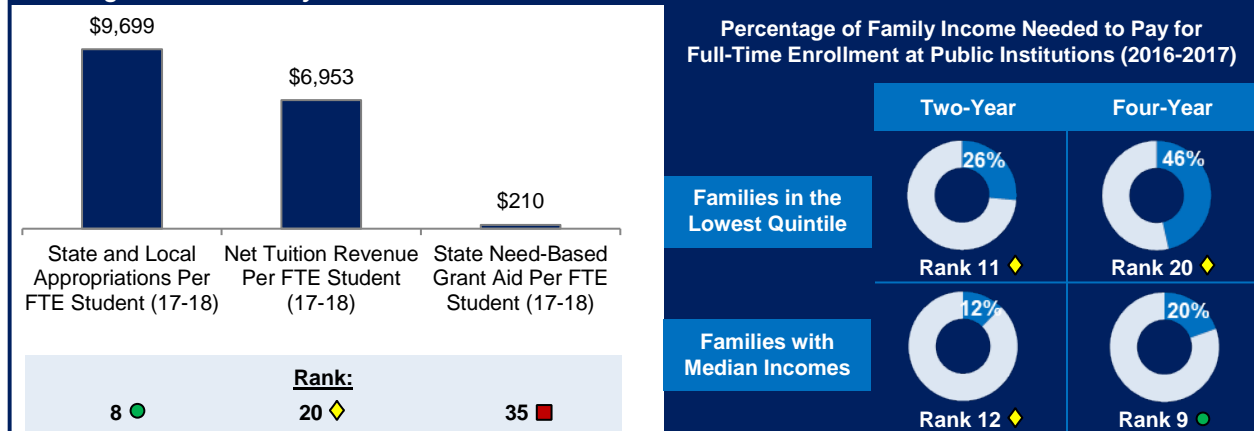
### High School Graduation Rate, Preparation for College, and College Enrollment

	Nebraska	Rank
Public High School Graduation Rate (2016-2017)	89%	9 ●
Percentage of ACT-Tested High School Graduates who Met or Exceeded All Four College Readiness Benchmarks (2019)	22%	5 ●
Percentage of High School Graduates Going Directly to College (Fall 2016)	65%	19 ◆
Percentage of Population 25-49 Years without an Associate's Degree or Higher Enrolled in College (2013-2017)	5%	28 ■

### 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 (2012 Cohort)	33%	32 ■
Six-Year Completion Rate for First-Time Students who Started at Public Four-Year Institutions and Completed a Credential Anywhere (2012 Cohort)	68%	18 ◆
Six-Year Completion Rate for First-Time Students who Started at Public Two-Year Institutions and Completed a Credential Anywhere (2012 Cohort)	41%	18 ◆

### Funding and Affordability



Data sources: 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 (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>NCTA</b>	<b>Nebraska College of Technical Agriculture</b>	<b>NE</b>	<b>317</b>	<b>30%</b>
ILCC	Iowa Lakes Community College	IA	2,011	26%
LATI	Lake Area Technical Institute	SD	2,055	35%
MTI	Mitchell Technical Institute	SD	1,187	33%
MSC	Morrisville State College	NY	3,063	55%
NCTC	Northland Community and Technical College	MN	3,416	30%
OSAT	Ohio State University Agricultural Technical Institute	OH	707	28%
SOCC	South Central College	MN	2,787	45%
STCM	State Technical College of Missouri	MO	1,256	38%
SUNY	SUNY College of Agriculture and Technology at Cobleskill	NY	2,291	54%
VTC	Vermont Technical College	VT	1,610	32%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>NCTA</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>4%</b>	<b>93%</b>
ILCC	1%	6%	5%	0%	2%	0%	85%
LATI	1%	1%	2%	2%	0%	0%	94%
MTI	1%	1%	2%	3%	0%	2%	91%
MSC	1%	18%	9%	0%	2%	2%	67%
NCTC	1%	8%	4%	2%	1%	4%	80%
OSAT	1%	1%	2%	0%	0%	1%	96%
SOCC	2%	12%	10%	1%	0%	3%	73%
STCM	0%	1%	2%	0%	0%	1%	95%
SUNY	2%	15%	5%	1%	1%	0%	76%
VTC	2%	1%	3%	1%	2%	4%	87%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2014 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>NCTA</b>	<b>100%</b>	<b>NA</b>	<b>0%</b>	<b>NA</b>	<b>NA</b>	<b>49%</b>	<b>◆ 49%</b>	<b>● 41%</b>
ILCC	0%	17%	32%	0%	NA	64%	55%	39%
LATI	75%	100%	50%	86%	NA	73%	72%	67%
MTI	100%	NA	0%	39%	75%	70%	68%	59%
MSC	38%	25%	20%	22%	6%	32%	28%	25%
NCTC	43%	25%	45%	11%	38%	51%	47%	39%
OSAT	NA	0%	20%	NA	14%	43%	41%	35%
SOCC	0%	17%	18%	NA	22%	27%	25%	18%
STCM	0%	80%	43%	50%	67%	71%	71%	67%
SUNY	40%	24%	34%	0%	47%	48%	44%	40%
VTC	0%	25%	14%	NA	50%	54%	52%	50%

### Graduation Status at Six Years (2010-2011 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>NCTA</b>	<b>● 52%</b>	<b>NA</b>	<b>◆ 20%</b>	<b>◆ 0%</b>
ILCC	46%	16%	48%	11%
LATI	68%	42%	NA	NA
MTI	68%	15%	65%	8%
MSC	30%	21%	46%	36%
NCTC	34%	25%	56%	34%
OSAT	34%	33%	31%	50%
SOCC	29%	24%	36%	33%
STCM	61%	25%	78%	71%
SUNY	42%	9%	54%	38%
VTC	53%	22%	75%	60%



**Funding and Affordability (2017-2018, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
			<b>NCTA</b>	<b>\$11,579</b>		<b>\$2,784</b>	<b>\$18,574</b>		
ILCC	\$11,980	\$3,693	\$20,192	\$83,607	\$10,101	\$8,218	\$8,697	30%	\$10,957
LATI	\$4,690	\$5,405	\$9,668	\$23,512	\$11,689	\$9,361	\$9,728	71%	\$12,000
MTI	\$3,709	\$5,455	\$12,096	\$28,922	\$11,096	\$9,707	\$10,588	46%	\$12,000
MSC	\$13,066	\$4,685	\$24,145	\$108,518	\$16,872	\$13,975	\$16,276	84%	\$17,422
NCTC	\$6,728	\$3,624	\$14,644	\$32,284	\$10,406	\$9,176	\$9,380	39%	\$14,230
OSAT	\$5,671	\$7,058	\$19,011	\$53,878	\$17,307	\$14,126	\$15,200	51%	-
SOCC	\$7,028	\$3,571	\$15,699	\$52,191	\$9,753	\$8,958	\$8,695	43%	\$13,310
STCM	\$4,251	\$5,589	\$15,391	\$36,895	\$7,611	\$7,427	\$7,827	51%	\$10,000
SUNY	\$12,459	\$3,877	\$23,927	\$88,822	\$14,722	\$12,531	\$13,526	68%	\$16,250
VTC	\$5,353	\$16,206	\$29,060	\$63,385	\$19,861	\$15,423	\$18,057	57%	\$12,000

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.

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](http://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: University of Nebraska at Kearney

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNK</b>	<b>University of Nebraska at Kearney</b>	<b>NE</b>	<b>4,843</b>	<b>35%</b>
EIU	Eastern Illinois University	IL	5,568	40%
ESU	Emporia State University	KS	3,605	38%
MSUM	Minnesota State University Moorhead	MN	5,130	29%
NWMS	Northwest Missouri State University	MO	5,474	32%
PSU	Pittsburg State University	KS	5,706	35%
SUP	Shippensburg University of Pennsylvania	PA	5,574	32%
UCM	University of Central Missouri	MO	9,801	33%
WCU	Western Carolina University	NC	9,406	39%
WIU	Western Illinois University	IL	7,599	49%
WSU	Winona State University	MN	7,460	27%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>UNK</b>	<b>1%</b>	<b>2%</b>	<b>11%</b>	<b>0%</b>	<b>8%</b>	<b>2%</b>	<b>76%</b>
EIU	2%	19%	10%	0%	2%	2%	64%
ESU	1%	5%	7%	0%	8%	8%	71%
MSUM	2%	3%	3%	1%	7%	4%	80%
NWMS	1%	6%	4%	0%	4%	3%	82%
PSU	1%	4%	6%	1%	4%	6%	78%
SUP	2%	10%	6%	0%	1%	4%	77%
UCM	1%	10%	5%	0%	3%	5%	77%
WCU	1%	6%	7%	1%	2%	4%	79%
WIU	1%	22%	12%	0%	1%	3%	60%
WSU	2%	3%	3%	0%	3%	3%	85%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2011 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNK</b>	<b>71%</b>	<b>8%</b>	<b>48%</b>	<b>NA</b>	<b>8%</b>	<b>66%</b>	<b>61%</b>	<b>54%</b>
EIU	25%	46%	45%	0%	46%	62%	56%	52%
ESU	33%	23%	24%	43%	23%	51%	45%	37%
MSUM	33%	39%	43%	0%	39%	47%	46%	41%
NWMS	75%	25%	46%	60%	25%	52%	50%	41%
PSU	42%	40%	40%	17%	40%	51%	47%	38%
SUP	46%	43%	38%	100%	43%	54%	52%	45%
UCM	47%	37%	48%	0%	37%	53%	49%	38%
WCU	74%	51%	48%	50%	51%	60%	59%	56%
WIU	42%	36%	47%	0%	36%	58%	50%	46%
WSU	47%	24%	54%	0%	24%	62%	61%	50%

### Four-Year Graduation Rates (2012 Cohort) and Graduation Status at Six Years (2010-2011 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>32%</b>	<b>57%</b>	<b>17%</b>	<b>54%</b>	<b>28%</b>
EIU	38%	57%	40%	71%	53%
ESU	26%	43%	20%	56%	53%
MSUM	31%	41%	19%	58%	48%
NWMS	27%	49%	14%	57%	21%
PSU	26%	49%	10%	61%	52%
SUP	35%	55%	0%	63%	56%
UCM	29%	51%	29%	61%	43%
WCU	40%	56%	10%	68%	54%
WIU	28%	53%	0%	71%	47%
WSU	37%	59%	0%	67%	67%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNK</b>	<b>\$7,703</b>	<b>\$5,565</b>	<b>\$16,493</b>	<b>\$67,364</b>	<b>\$15,975</b>	<b>\$13,659</b>	<b>\$13,862</b>	<b>46%</b>	<b>● \$19,500</b>
EIU	\$9,500	\$4,340	\$28,119	\$72,389	\$13,168	\$12,082	\$11,003	61%	\$22,500
ESU	\$6,308	\$7,027	\$15,916	\$51,673	\$13,670	\$10,687	\$11,947	63%	\$19,590
MSUM	\$6,127	\$5,928	\$15,695	\$57,147	\$16,397	\$12,163	\$13,703	58%	\$21,300
NWMS	\$5,193	\$7,405	\$14,765	\$57,730	\$12,524	\$9,285	\$9,757	56%	\$22,500
PSU	\$5,453	\$5,364	\$13,197	\$50,534	\$13,906	\$10,138	\$11,622	45%	\$19,676
SUP	\$5,089	\$8,869	\$18,424	\$67,569	\$19,635	\$16,835	\$17,576	70%	\$25,500
UCM	\$5,326	\$6,708	\$16,069	\$46,325	\$12,616	\$10,807	\$11,328	53%	\$22,250
WCU	\$9,482	\$6,205	\$14,901	\$53,976	\$15,021	\$10,983	\$12,834	60%	\$22,328
WIU	\$7,971	\$7,090	\$28,290	\$89,688	\$15,808	\$13,798	\$13,964	71%	\$25,000
WSU	\$5,601	\$6,072	\$15,000	\$58,476	\$16,401	\$12,598	\$12,185	61%	\$23,000

<b>Research and Development Expenditures (National Science Foundation, 2017)</b>				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
<b>UNK</b>	<b>● \$2,414,000</b>	<b>\$1,096,000</b>	<b>\$3,510,000</b>	<b>● \$1,025,000</b>
EIU	\$734,000	\$167,000	\$901,000	\$494,000
PSU	\$2,255,000	\$0	\$2,255,000	\$316,000
WCU	\$1,287,000	\$187,000	\$1,474,000	\$913,000
WIU	\$1,617,000	\$389,000	\$2,006,000	\$1,198,000

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

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-Lincoln

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNL</b>	<b>University of Nebraska-Lincoln</b>	<b>NE</b>	<b>20,954</b>	<b>23%</b>
CSUF	Colorado State University-Fort Collins	CO	25,523	23%
ISU	Iowa State University	IA	30,571	21%
LSUA	Louisiana State University & Agricultural & Mechanical College	LA	25,444	20%
UTK	The University of Tennessee-Knoxville	TN	22,317	26%
UI	University of Iowa	IA	24,503	20%
KU	University of Kansas	KS	19,338	22%
UKY	University of Kentucky	KY	22,425	24%
UMC	University of Missouri-Columbia	MO	23,799	19%
UON	University of Oklahoma-Norman Campus	OK	22,032	23%
WASH	Washington State University	WA	25,277	32%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>UNL</b>	<b>3%</b>	<b>3%</b>	<b>6%</b>	<b>0%</b>	<b>9%</b>	<b>3%</b>	<b>76%</b>
CSUF	3%	2%	13%	0%	4%	4%	73%
ISU	4%	3%	6%	0%	7%	2%	78%
LSUA	4%	12%	6%	0%	2%	2%	72%
UTK	4%	7%	4%	0%	2%	3%	80%
UI	4%	3%	8%	0%	9%	3%	73%
KU	5%	4%	8%	0%	6%	5%	71%
UKY	3%	8%	5%	0%	3%	4%	78%
UMC	3%	8%	4%	0%	4%	3%	79%
UON	7%	5%	10%	4%	5%	8%	61%
WASH	7%	3%	15%	1%	5%	7%	63%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2011 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNL</b>	<b>67%</b>	<b>52%</b>	<b>58%</b>	<b>58%</b>	<b>52%</b>	<b>70%</b>	<b>68%</b>	<b>56%</b>
CSUF	60%	61%	59%	33%	61%	71%	69%	62%
ISU	71%	53%	69%	56%	53%	75%	73%	63%
LSUA	62%	57%	57%	60%	57%	69%	67%	56%
UTK	76%	58%	66%	33%	58%	72%	70%	62%
UI	71%	59%	66%	29%	59%	75%	74%	63%
KU	57%	47%	52%	47%	47%	66%	63%	47%
UKY	76%	48%	60%	67%	48%	67%	65%	50%
UMC	64%	51%	64%	58%	51%	71%	68%	53%
UON	70%	59%	61%	49%	59%	69%	67%	55%
WASH	58%	53%	57%	50%	53%	65%	62%	57%

### Four-Year Graduation Rates (2012 Cohort) and Graduation Status at Six Years (2010-2011 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>41%</b>	<b>67%</b>	<b>35%</b>	<b>67%</b>	<b>49%</b>
CSUF	45%	67%	30%	70%	39%
ISU	47%	75%	14%	70%	26%
LSUA	39%	68%	29%	65%	38%
UTK	49%	68%	29%	68%	46%
UI	53%	72%	71%	70%	48%
KU	47%	63%	45%	61%	41%
UKY	44%	63%	50%	58%	36%
UMC	46%	68%	28%	68%	53%
UON	42%	67%	25%	59%	43%
WASH	35%	66%	27%	71%	52%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNL</b>	<b>\$11,663</b>	<b>\$10,061</b>	<b>\$33,425</b>	<b>\$141,303</b>	<b>\$17,315</b>	<b>\$13,161</b>	<b>\$14,111</b>	<b>41%</b>	<b>◆ \$21,000</b>
CSUF	\$95	\$15,368	\$34,555	\$139,991	\$17,914	\$12,834	\$13,114	43%	\$20,500
ISU	\$7,007	\$10,827	\$29,610	\$114,344	\$14,643	\$9,801	\$10,419	49%	\$22,975
LSUA	\$8,050	\$12,076	\$33,953	\$141,198	\$17,437	\$7,809	\$13,088	39%	\$20,250
UTK	\$12,285	\$11,969	\$37,621	\$145,008	\$21,019	\$10,501	\$15,204	43%	\$20,500
UI	\$7,769	\$15,242	\$44,035	\$160,489	\$15,817	\$10,599	\$12,347	42%	\$22,000
KU	\$9,679	\$12,624	\$41,950	\$149,703	\$18,415	\$13,953	\$14,852	44%	\$21,105
UKY	\$10,798	\$12,780	\$57,763	\$208,421	\$19,762	\$13,419	\$14,478	43%	\$23,102
UMC	\$7,302	\$11,515	\$30,666	\$91,401	\$17,833	\$13,236	\$14,246	42%	\$22,000
UON	\$4,499	\$13,551	\$29,939	\$108,058	\$21,158	\$15,562	\$17,914	35%	\$20,880
WASH	\$8,033	\$9,648	\$30,376	\$114,812	\$17,297	\$9,000	\$10,558	44%	\$20,050

<b>Research and Development Expenditures (National Science Foundation, 2017)</b>				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
<b>UNL</b>	<b>\$189,029,000</b>	<b>\$113,175,000</b>	<b>\$302,204,000</b>	<b>◆ \$90,605,000</b>
CSUF	\$289,087,000	\$49,317,000	\$338,404,000	\$203,869,000
ISU	\$200,826,000	\$122,758,000	\$323,584,000	\$122,613,000
LSUA	\$175,486,000	\$89,682,000	\$265,168,000	\$74,803,000
UTK	\$176,141,000	\$97,851,000	\$273,992,000	\$141,579,000
UI	\$288,833,000	\$205,447,000	\$494,280,000	\$125,098,000
KU	\$204,223,000	\$96,096,000	\$300,319,000	\$101,240,000
UKY	\$258,396,000	\$119,978,000	\$378,374,000	\$131,557,000
UMC	\$132,001,000	\$121,951,000	\$253,952,000	\$89,606,000
UON	\$199,531,000	\$72,708,000	\$272,239,000	\$89,337,000
WASH	\$231,032,000	\$125,869,000	\$356,901,000	\$132,349,000

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 (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNMC</b>	<b>University of Nebraska Medical Center</b>	<b>NE</b>	<b>860</b>	<b>24%</b>
MUSC	Medical University of South Carolina	SC	303	15%
OSU	Ohio State University-Main Campus	OH	45,946	20%
UTK	The University of Tennessee-Knoxville	TN	22,317	26%
UA	University of Arizona	AZ	34,101	29%
UCON	University of Connecticut	CT	19,241	22%
UI	University of Iowa	IA	24,503	20%
KU	University of Kansas	KS	19,338	22%
UKY	University of Kentucky	KY	22,425	24%
UU	University of Utah	UT	24,635	28%
VCU	Virginia Commonwealth University	VA	23,663	28%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>UNMC</b>	<b>2%</b>	<b>2%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>87%</b>
MUSC	4%	10%	6%	0%	0%	5%	76%
OSU	7%	6%	4%	0%	8%	4%	71%
UTK	4%	7%	4%	0%	2%	3%	80%
UA	6%	4%	27%	1%	7%	5%	51%
UCON	12%	6%	10%	0%	9%	3%	60%
UI	4%	3%	8%	0%	9%	3%	73%
KU	5%	4%	8%	0%	6%	5%	71%
UKY	3%	8%	5%	0%	3%	4%	78%
UU	6%	1%	13%	0%	5%	5%	69%
VCU	13%	20%	9%	0%	4%	6%	47%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2011 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	84%	73%	80%	67%	73%	84%	83%	84%
UTK	76%	58%	66%	33%	58%	72%	70%	76%
UA	72%	50%	60%	35%	50%	65%	64%	72%
UCON	84%	69%	78%	50%	69%	85%	83%	84%
UI	71%	59%	66%	29%	59%	75%	74%	71%
KU	57%	47%	52%	47%	47%	66%	63%	57%
UKY	76%	48%	60%	67%	48%	67%	65%	76%
UU	70%	39%	62%	67%	39%	68%	67%	70%
VCU	68%	60%	58%	64%	60%	63%	63%	68%

### Four-Year Graduation Rates (2012 Cohort) and Graduation Status at Six Years (2010-2011 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>96%</b>	<b>80%</b>
MUSC	NA	NA	NA	92%	NA
OSU	59%	83%	42%	73%	46%
UTK	49%	68%	29%	68%	46%
UA	47%	60%	23%	66%	52%
UCON	73%	82%	83%	80%	42%
UI	53%	72%	71%	70%	48%
KU	47%	63%	45%	61%	41%
UKY	44%	63%	50%	58%	36%
UU	32%	62%	27%	70%	54%
VCU	44%	61%	29%	64%	64%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNMC</b>	<b>\$38,939</b>	<b>\$13,795</b>	<b>\$108,513</b>	<b>\$391,384</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>65%</b>	<b>● \$15,000</b>
MUSC	-	-	-	-	-	-	-	68%	\$12,500
OSU	-	-	-	-	-	-	-	40%	\$20,500
UTK	-	-	-	-	-	-	-	43%	\$20,500
UA	-	-	-	-	-	-	-	39%	\$20,000
UCON	-	-	-	-	-	-	-	47%	\$21,500
UI	-	-	-	-	-	-	-	42%	\$22,000
KU	-	-	-	-	-	-	-	44%	\$21,105
UKY	-	-	-	-	-	-	-	43%	\$23,102
UU	-	-	-	-	-	-	-	33%	\$17,500
VCU	-	-	-	-	-	-	-	50%	\$23,250

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.

<b>Research and Development Expenditures (National Institutes of Health, 2018)</b>	
ID	Total Health Sciences School Research
<b>UNMC</b>	<b>◆ \$83,523,177</b>
MUSC	\$119,423,681
OSU	\$118,588,063
UTK	\$35,036,311
UA	\$105,010,747
UCON	\$54,426,836
UI	\$150,322,078
KU	\$68,602,542
UKY	\$117,169,480
UU	\$155,811,283
VCU	\$69,714,455

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](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: University of Nebraska at Omaha

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNO</b>	<b>University of Nebraska at Omaha</b>	<b>NE</b>	<b>12,624</b>	<b>35%</b>
CSU	Cleveland State University	OH	12,078	43%
EMU	Eastern Michigan University	MI	17,217	41%
NKU	Northern Kentucky University	KY	12,329	31%
UTC	The University of Tennessee-Chattanooga	TN	10,176	34%
UCO	University of Central Oklahoma	OK	14,343	37%
UCCS	University of Colorado, Colorado Springs	CO	10,808	32%
UMSL	University of Missouri-St Louis	MO	13,787	23%
UNCG	University of North Carolina at Greensboro	NC	16,439	48%
UNF	University of North Florida	FL	14,255	29%
WSU	Wichita State University	KS	12,398	34%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>UNO</b>	<b>4%</b>	<b>6%</b>	<b>13%</b>	<b>0%</b>	<b>4%</b>	<b>5%</b>	<b>68%</b>
CSU	4%	16%	6%	0%	5%	4%	65%
EMU	3%	19%	5%	0%	2%	4%	67%
NKU	1%	7%	3%	0%	3%	3%	83%
UTC	2%	10%	4%	0%	1%	4%	78%
UCO	4%	9%	10%	4%	6%	10%	56%
UCCS	4%	4%	19%	0%	1%	8%	65%
UMSL	5%	15%	3%	0%	2%	2%	73%
UNCG	6%	29%	9%	0%	2%	5%	49%
UNF	5%	9%	12%	0%	2%	5%	67%
WSU	7%	6%	12%	1%	8%	5%	61%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2011 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNO</b>	<b>45%</b>	<b>36%</b>	<b>38%</b>	<b>50%</b>	<b>36%</b>	<b>48%</b>	<b>47%</b>	<b>41%</b>
CSU	50%	22%	39%	100%	22%	49%	43%	34%
EMU	55%	22%	37%	18%	22%	50%	40%	32%
NKU	21%	27%	28%	29%	27%	41%	40%	28%
UTC	58%	35%	52%	60%	35%	46%	45%	37%
UCO	24%	22%	38%	36%	22%	42%	38%	31%
UCCS	53%	30%	45%	29%	30%	43%	43%	38%
UMSL	55%	46%	38%	67%	46%	59%	56%	50%
UNCG	56%	54%	56%	63%	54%	55%	54%	55%
UNF	66%	52%	49%	100%	52%	59%	57%	53%
WSU	58%	18%	50%	43%	18%	49%	48%	36%

### Four-Year Graduation Rates (2012 Cohort) and Graduation Status at Six Years (2010-2011 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>21%</b>	<b>44%</b>	<b>20%</b>	<b>54%</b>	<b>41%</b>
CSU	24%	40%	8%	56%	46%
EMU	17%	40%	9%	54%	44%
NKU	22%	37%	11%	56%	44%
UTC	26%	44%	12%	59%	49%
UCO	13%	36%	15%	52%	34%
UCCS	24%	46%	34%	61%	41%
UMSL	32%	52%	4%	57%	39%
UNCG	32%	54%	54%	61%	47%
UNF	33%	60%	38%	75%	60%
WSU	21%	45%	19%	55%	36%



<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNO</b>	<b>\$5,187</b>	<b>\$6,733</b>	<b>\$16,333</b>	<b>\$61,844</b>	<b>\$12,105</b>	<b>\$10,211</b>	<b>\$10,868</b>	<b>42%</b>	<b>● \$20,250</b>
CSU	\$5,245	\$10,167	\$15,529	\$55,852	\$14,356	\$11,050	\$13,019	57%	\$22,750
EMU	\$4,700	\$10,638	\$15,051	\$51,352	\$15,687	\$13,260	\$13,584	67%	\$26,000
NKU	\$4,413	\$8,855	\$21,068	\$82,478	\$9,753	\$5,281	\$6,733	48%	\$24,484
UTC	\$4,998	\$6,279	\$17,164	\$72,052	\$13,934	\$8,305	\$10,808	50%	\$21,184
UCO	\$4,224	\$7,624	\$14,713	\$59,729	\$16,027	\$13,311	\$13,829	41%	\$21,000
UCCS	\$0	\$10,806	\$16,601	\$75,461	\$15,645	\$12,183	\$12,639	45%	\$21,500
UMSL	\$5,782	\$8,797	\$21,428	\$66,774	\$9,481	\$7,565	\$9,420	32%	\$20,750
UNCG	\$9,379	\$6,177	\$17,886	\$75,396	\$10,396	\$8,236	\$9,722	60%	\$22,586
UNF	\$6,516	\$5,546	\$15,511	\$53,546	\$10,809	\$4,888	\$8,042	37%	\$16,467
WSU	\$6,076	\$8,655	\$25,015	\$89,111	\$14,256	\$12,321	\$12,975	50%	\$21,625

<b>Research and Development Expenditures (National Science Foundation, 2017)</b>				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
<b>UNO</b>	<b>● \$8,811,000</b>	<b>\$3,250,000</b>	<b>\$12,061,000</b>	<b>◆ \$4,129,000</b>
CSU	\$62,083,000	\$21,679,000	\$83,762,000	\$1,474,000
EMU	\$1,854,000	\$4,427,000	\$6,281,000	\$1,109,000
NKU	\$1,221,000	\$428,000	\$1,649,000	\$1,144,000
UTC	\$2,777,000	\$3,575,000	\$6,352,000	\$1,112,000
UCO	\$2,825,000	\$3,007,000	\$5,832,000	\$4,525,000
UCCS	\$6,174,000	\$506,000	\$6,680,000	\$4,244,000
UMSL	\$7,279,000	\$4,763,000	\$12,042,000	\$15,125,000
UNCG	\$18,745,000	\$4,486,000	\$23,231,000	\$1,435,000
UNF	\$2,742,000	\$3,734,000	\$6,476,000	\$21,679,000
WSU	\$68,610,000	\$9,904,000	\$78,514,000	\$1,474,000

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 (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>CSC</b>	<b>Chadron State College</b>	<b>NE</b>	<b>2,155</b>	<b>35%</b>
GSC	Granite State College	NH	1,758	41%
LU	Lincoln University	MO	2,512	56%
MWSU	Missouri Western State University	MO	5,292	36%
MSUB	Montana State University-Billings	MT	4,021	32%
OSUL	Ohio State University-Lima Campus	OH	1,007	37%
OSUN	Ohio State University-Newark Campus	OH	2,607	39%
PSC	Peru State College	NE	2,046	32%
SSU	Shawnee State University	OH	3,406	45%
UAM	University of Arkansas at Monticello	AR	3,417	57%
WSC	Wayne State College	NE	2,757	35%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>CSC</b>	<b>1%</b>	<b>3%</b>	<b>10%</b>	<b>1%</b>	<b>2%</b>	<b>4%</b>	<b>79%</b>
GSC	1%	3%	4%	0%	0%	2%	89%
LU	1%	49%	2%	0%	2%	3%	42%
MWSU	2%	9%	2%	0%	1%	4%	82%
MSUB	1%	1%	6%	4%	2%	4%	82%
OSUL	2%	5%	4%	0%	0%	4%	86%
OSUN	4%	16%	4%	0%	0%	5%	72%
PSC	1%	6%	7%	0%	1%	3%	81%
SSU	1%	5%	1%	1%	1%	3%	89%
UAM	1%	26%	4%	0%	1%	4%	65%
WSC	1%	3%	9%	1%	1%	3%	82%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2011 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>CSC</b>	<b>50%</b>	<b>47%</b>	<b>39%</b>	<b>10%</b>	<b>33%</b>	<b>42%</b>	<b>42%</b>	<b>41%</b>
GSC	NA	NA	0%	NA	NA	17%	14%	11%
LU	0%	10%	29%	0%	NA	31%	16%	13%
MWSU	56%	11%	25%	13%	26%	31%	29%	22%
MSUB	11%	0%	11%	2%	22%	30%	27%	23%
OSUL	29%	18%	7%	NA	44%	41%	38%	27%
OSUN	51%	20%	42%	50%	26%	42%	38%	27%
PSC	50%	9%	50%	0%	75%	38%	36%	30%
SSU	25%	12%	25%	50%	5%	33%	29%	19%
UAM	33%	13%	29%	75%	26%	32%	23%	19%
WSC	25%	17%	25%	0%	21%	56%	51%	43%

### Four-Year Graduation Rates (2012 Cohort) and Graduation Status at Six Years (2010-2011 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>23%</b>	<b>41%</b>	<b>6%</b>	<b>51%</b>	<b>43%</b>
GSC	7%	23%	31%	59%	56%
LU	9%	21%	15%	40%	24%
MWSU	16%	29%	5%	49%	22%
MSUB	12%	28%	10%	46%	28%
OSUL	19%	29%	9%	29%	20%
OSUN	15%	35%	4%	43%	22%
PSC	15%	35%	19%	51%	47%
SSU	16%	24%	9%	41%	33%
UAM	14%	28%	33%	26%	27%
WSC	26%	48%	17%	57%	45%

**Funding and Affordability (2017-2018, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>CSC</b>	<b>\$8,166</b>	<b>\$4,967</b>	<b>\$15,768</b>	<b>\$54,259</b>	<b>\$14,073</b>	<b>\$11,364</b>	<b>\$13,092</b>	<b>52%</b>	<b>● \$19,277</b>
GSC	\$2,256	\$6,654	\$12,396	\$29,421	\$12,426	\$12,651	\$14,034	64%	\$16,093
LU	\$9,316	\$2,828	\$20,143	\$101,898	\$10,728	\$10,282	\$10,911	77%	\$26,249
MWSU	\$5,181	\$6,194	\$16,031	\$76,555	\$10,193	\$8,528	\$8,536	43%	\$22,070
MSUB	\$6,465	\$5,699	\$16,458	\$69,628	\$11,859	\$11,457	\$12,503	44%	\$18,500
OSUL	\$4,107	\$6,638	\$14,732	\$77,259	\$12,957	\$10,058	\$10,408	52%	-
OSUN	\$3,202	\$6,369	\$11,840	\$42,064	\$14,673	\$12,340	\$12,642	51%	-
PSC	\$5,755	\$4,021	\$12,341	\$52,510	\$14,846	\$12,711	\$13,439	42%	\$22,750
SSU	\$4,765	\$6,158	\$15,748	\$72,472	\$12,041	\$13,675	\$12,793	64%	\$22,553
UAM	\$6,549	\$4,182	\$13,742	\$31,711	\$10,867	\$10,730	\$8,010	54%	\$16,001
WSC	\$7,611	\$4,677	\$14,961	\$57,128	\$13,193	\$9,992	\$11,016	55%	\$19,500

Note. Median federal loan debt data is not included for the Ohio State University-Lima Campus (OSUL) and the Ohio State University-Newark Campus (OSUN) 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 OSUL's and OSUN's graduates and is not included in this report.

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: [cpe.nebraska.gov/files/DataDictionary.pdf](http://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Peru State College

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>PSC</b>	<b>Peru State College</b>	<b>NE</b>	<b>2,046</b>	<b>32%</b>
CSC	Chadron State College	NE	2,155	35%
GSC	Granite State College	NH	1,758	41%
LU	Lincoln University	MO	2,512	56%
MWSU	Missouri Western State University	MO	5,292	36%
MSUB	Montana State University-Billings	MT	4,021	32%
OSUL	Ohio State University-Lima Campus	OH	1,007	37%
OSUN	Ohio State University-Newark Campus	OH	2,607	39%
SSU	Shawnee State University	OH	3,406	45%
UAM	University of Arkansas at Monticello	AR	3,417	57%
WSC	Wayne State College	NE	2,757	35%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>PSC</b>	<b>1%</b>	<b>6%</b>	<b>7%</b>	<b>0%</b>	<b>1%</b>	<b>3%</b>	<b>81%</b>
CSC	1%	3%	10%	1%	2%	4%	79%
GSC	1%	3%	4%	0%	0%	2%	89%
LU	1%	49%	2%	0%	2%	3%	42%
MWSU	2%	9%	2%	0%	1%	4%	82%
MSUB	1%	1%	6%	4%	2%	4%	82%
OSUL	2%	5%	4%	0%	0%	4%	86%
OSUN	4%	16%	4%	0%	0%	5%	72%
SSU	1%	5%	1%	1%	1%	3%	89%
UAM	1%	26%	4%	0%	1%	4%	65%
WSC	1%	3%	9%	1%	1%	3%	82%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2011 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>9%</b>	<b>50%</b>	<b>0%</b>	<b>75%</b>	<b>38%</b>	<b>36%</b>	<b>30%</b>
CSC	50%	47%	39%	10%	33%	42%	42%	41%
GSC	NA	NA	0%	NA	NA	17%	14%	11%
LU	0%	10%	29%	0%	NA	31%	16%	13%
MWSU	56%	11%	25%	13%	26%	31%	29%	22%
MSUB	11%	0%	11%	2%	22%	30%	27%	23%
OSUL	29%	18%	7%	NA	44%	41%	38%	27%
OSUN	51%	20%	42%	50%	26%	42%	38%	27%
SSU	25%	12%	25%	50%	5%	33%	29%	19%
UAM	33%	13%	29%	75%	26%	32%	23%	19%
WSC	25%	17%	25%	0%	21%	56%	51%	43%

### Four-Year Graduation Rates (2012 Cohort) and Graduation Status at Six Years (2010-2011 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>15%</b>	<b>35%</b>	<b>19%</b>	<b>51%</b>	<b>47%</b>
CSC	23%	41%	6%	51%	43%
GSC	7%	23%	31%	59%	56%
LU	9%	21%	15%	40%	24%
MWSU	16%	29%	5%	49%	22%
MSUB	12%	28%	10%	46%	28%
OSUL	19%	29%	9%	29%	20%
OSUN	15%	35%	4%	43%	22%
SSU	16%	24%	9%	41%	33%
UAM	14%	28%	33%	26%	27%
WSC	26%	48%	17%	57%	45%

**Funding and Affordability (2017-2018, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>PSC</b>	<b>\$5,755</b>	<b>\$4,021</b>	<b>\$12,341</b>	<b>\$52,510</b>	<b>\$14,846</b>	<b>\$12,711</b>	<b>\$13,439</b>	<b>42%</b>	<b>◆ \$22,750</b>
CSC	\$8,166	\$4,967	\$15,768	\$54,259	\$14,073	\$11,364	\$13,092	52%	\$19,277
GSC	\$2,256	\$6,654	\$12,396	\$29,421	\$12,426	\$12,651	\$14,034	64%	\$16,093
LU	\$9,316	\$2,828	\$20,143	\$101,898	\$10,728	\$10,282	\$10,911	77%	\$26,249
MWSU	\$5,181	\$6,194	\$16,031	\$76,555	\$10,193	\$8,528	\$8,536	43%	\$22,070
MSUB	\$6,465	\$5,699	\$16,458	\$69,628	\$11,859	\$11,457	\$12,503	44%	\$18,500
OSUL	\$4,107	\$6,638	\$14,732	\$77,259	\$12,957	\$10,058	\$10,408	52%	-
OSUN	\$3,202	\$6,369	\$11,840	\$42,064	\$14,673	\$12,340	\$12,642	51%	-
SSU	\$4,765	\$6,158	\$15,748	\$72,472	\$12,041	\$13,675	\$12,793	64%	\$22,553
UAM	\$6,549	\$4,182	\$13,742	\$31,711	\$10,867	\$10,730	\$8,010	54%	\$16,001
WSC	\$7,611	\$4,677	\$14,961	\$57,128	\$13,193	\$9,992	\$11,016	55%	\$19,500

Note. Median federal loan debt data is not included for the Ohio State University-Lima Campus (OSUL) and the Ohio State University-Newark Campus (OSUN) 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 OSUL's and OSUN's graduates and is not included in this report.

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: [cpe.nebraska.gov/files/DataDictionary.pdf](http://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Wayne State College

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>WSC</b>	<b>Wayne State College</b>	<b>NE</b>	<b>2,757</b>	<b>35%</b>
CSC	Chadron State College	NE	2,155	35%
GSC	Granite State College	NH	1,758	41%
LU	Lincoln University	MO	2,512	56%
MWSU	Missouri Western State University	MO	5,292	36%
MSUB	Montana State University-Billings	MT	4,021	32%
OSUL	Ohio State University-Lima Campus	OH	1,007	37%
OSUN	Ohio State University-Newark Campus	OH	2,607	39%
PSC	Peru State College	NE	2,046	32%
SSU	Shawnee State University	OH	3,406	45%
UAM	University of Arkansas at Monticello	AR	3,417	57%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>WSC</b>	<b>1%</b>	<b>3%</b>	<b>9%</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>82%</b>
CSC	1%	3%	10%	1%	2%	4%	79%
GSC	1%	3%	4%	0%	0%	2%	89%
LU	1%	49%	2%	0%	2%	3%	42%
MWSU	2%	9%	2%	0%	1%	4%	82%
MSUB	1%	1%	6%	4%	2%	4%	82%
OSUL	2%	5%	4%	0%	0%	4%	86%
OSUN	4%	16%	4%	0%	0%	5%	72%
PSC	1%	6%	7%	0%	1%	3%	81%
SSU	1%	5%	1%	1%	1%	3%	89%
UAM	1%	26%	4%	0%	1%	4%	65%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2011 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>WSC</b>	<b>25%</b>	<b>17%</b>	<b>25%</b>	<b>0%</b>	<b>21%</b>	<b>56%</b>	<b>51%</b>	<b>43%</b>
CSC	50%	47%	39%	10%	33%	42%	42%	41%
GSC	NA	NA	0%	NA	NA	17%	14%	11%
LU	0%	10%	29%	0%	NA	31%	16%	13%
MWSU	56%	11%	25%	13%	26%	31%	29%	22%
MSUB	11%	0%	11%	2%	22%	30%	27%	23%
OSUL	29%	18%	7%	NA	44%	41%	38%	27%
OSUN	51%	20%	42%	50%	26%	42%	38%	27%
PSC	50%	9%	50%	0%	75%	38%	36%	30%
SSU	25%	12%	25%	50%	5%	33%	29%	19%
UAM	33%	13%	29%	75%	26%	32%	23%	19%

### Four-Year Graduation Rates (2012 Cohort) and Graduation Status at Six Years (2010-2011 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>26%</b>	<b>48%</b>	<b>17%</b>	<b>57%</b>	<b>45%</b>
CSC	23%	41%	6%	51%	43%
GSC	7%	23%	31%	59%	56%
LU	9%	21%	15%	40%	24%
MWSU	16%	29%	5%	49%	22%
MSUB	12%	28%	10%	46%	28%
OSUL	19%	29%	9%	29%	20%
OSUN	15%	35%	4%	43%	22%
PSC	15%	35%	19%	51%	47%
SSU	16%	24%	9%	41%	33%
UAM	14%	28%	33%	26%	27%

**Funding and Affordability (2017-2018, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>WSC</b>	<b>\$7,611</b>	<b>\$4,677</b>	<b>\$14,961</b>	<b>\$57,128</b>	<b>\$13,193</b>	<b>\$9,992</b>	<b>\$11,016</b>	<b>55%</b>	<b>● \$19,500</b>
CSC	\$8,166	\$4,967	\$15,768	\$54,259	\$14,073	\$11,364	\$13,092	52%	\$19,277
GSC	\$2,256	\$6,654	\$12,396	\$29,421	\$12,426	\$12,651	\$14,034	64%	\$16,093
LU	\$9,316	\$2,828	\$20,143	\$101,898	\$10,728	\$10,282	\$10,911	77%	\$26,249
MWSU	\$5,181	\$6,194	\$16,031	\$76,555	\$10,193	\$8,528	\$8,536	43%	\$22,070
MSUB	\$6,465	\$5,699	\$16,458	\$69,628	\$11,859	\$11,457	\$12,503	44%	\$18,500
OSUL	\$4,107	\$6,638	\$14,732	\$77,259	\$12,957	\$10,058	\$10,408	52%	-
OSUN	\$3,202	\$6,369	\$11,840	\$42,064	\$14,673	\$12,340	\$12,642	51%	-
PSC	\$5,755	\$4,021	\$12,341	\$52,510	\$14,846	\$12,711	\$13,439	42%	\$22,750
SSU	\$4,765	\$6,158	\$15,748	\$72,472	\$12,041	\$13,675	\$12,793	64%	\$22,553
UAM	\$6,549	\$4,182	\$13,742	\$31,711	\$10,867	\$10,730	\$8,010	54%	\$16,001

Note. Median federal loan debt data is not included for the Ohio State University-Lima Campus (OSUL) and the Ohio State University-Newark Campus (OSUN) 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 OSUL's and OSUN's graduates and is not included in this report.

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: [cpe.nebraska.gov/files/DataDictionary.pdf](http://cpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Central Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>CCC</b>	<b>Central Community College</b>	<b>NE</b>	<b>6,082</b>	<b>27%</b>
BHC	Black Hawk College	IL	4,926	30%
CCCC	Central Carolina Community College	NC	5,188	32%
EAC	Eastern Arizona College	AZ	6,365	19%
HCC	Hutchinson Community College	KS	5,854	27%
IHCC	Indian Hills Community College	IA	4,090	34%
ICCC	Iowa Central Community College	IA	5,788	34%
JC	Jackson College	MI	4,798	47%
LCCC	Laramie County Community College	WY	4,129	23%
PJC	Paris Junior College	TX	4,835	32%
SC	Shasta College	CA	9,160	34%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>CCC</b>	<b>2%</b>	<b>2%</b>	<b>20%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>75%</b>
BHC	4%	12%	13%	0%	0%	3%	67%
CCCC	1%	19%	17%	1%	1%	3%	59%
EAC	2%	3%	21%	6%	1%	1%	66%
HCC	1%	6%	12%	1%	1%	4%	75%
IHCC	1%	6%	6%	1%	4%	3%	80%
ICCC	2%	11%	10%	1%	2%	1%	73%
JC	2%	10%	5%	0%	0%	4%	78%
LCCC	2%	2%	15%	1%	1%	3%	76%
PJC	1%	11%	17%	1%	0%	2%	67%
SC	4%	2%	17%	3%	0%	6%	69%

### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2012)

ID	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>CCC</b>	<b>1,059</b>	<b>27%</b>	<b>31%</b>	<b>23%</b>	<b>40%</b>	<b>55%</b>

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>CCC</b>	<b>1,181</b>	<b>32%</b>	<b>15%</b>	<b>48%</b>	<b>94%</b>

### Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2012)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>CCC</b>	<b>1,059</b>	<b>50%</b>	<b>27%</b>	<b>2%</b>	<b>79%</b>

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2014 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>CCC</b>	<b>56%</b>	<b>9%</b>	<b>25%</b>	<b>0%</b>	<b>33%</b>	<b>46%</b>	<b>40%</b>	<b>37%</b>
BHC	67%	5%	26%	100%	9%	32%	27%	19%
CCCC	25%	17%	31%	14%	33%	26%	25%	18%
EAC	28%	36%	37%	26%	0%	44%	38%	10%
HCC	0%	16%	34%	40%	36%	42%	38%	30%
IHCC	33%	17%	20%	33%	12%	38%	35%	30%
ICCC	30%	9%	24%	20%	22%	39%	32%	25%
JC	0%	13%	10%	0%	35%	10%	10%	14%
LCCC	17%	25%	25%	50%	0%	28%	27%	29%
PJC	14%	21%	39%	25%	10%	34%	32%	28%
SC	21%	8%	15%	9%	19%	22%	20%	15%



<b>Graduation Status at Six Years (2010-2011 Cohort)</b>				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>CCC</b>	● <b>37%</b>	● <b>17%</b>	● <b>62%</b>	● <b>41%</b>
BHC	22%	14%	25%	17%
CCCC	34%	18%	36%	25%
EAC	25%	9%	33%	18%
HCC	33%	14%	40%	19%
IHCC	32%	10%	62%	33%
ICCC	34%	10%	54%	38%
JC	19%	7%	18%	12%
LCCC	21%	8%	32%	16%
PJC	26%	16%	31%	6%
SC	34%	13%	40%	20%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>CCC</b>	<b>\$14,447</b>	<b>\$2,048</b>	<b>\$20,834</b>	<b>\$35,576</b>	<b>\$8,220</b>	<b>\$6,640</b>	<b>\$6,904</b>	<b>19%</b>	● <b>\$5,500</b>
BHC	\$11,231	\$2,810	\$13,901	\$62,236	\$5,663	\$4,083	\$5,268	10%	\$7,500
CCCC	\$9,168	\$1,237	\$13,944	\$32,192	\$6,281	\$4,174	\$5,233	0%	Privacy Suppressed
EAC	\$6,431	\$869	\$10,505	\$21,891	\$6,479	\$6,795	\$5,881	0%	Privacy Suppressed
HCC	\$6,556	\$1,909	\$10,493	\$41,629	\$7,698	\$5,596	\$6,601	20%	\$9,750
IHCC	\$7,672	\$4,506	\$16,531	\$48,905	\$7,939	\$6,348	\$7,351	40%	\$11,375
ICCC	\$5,923	\$4,030	\$12,745	\$45,163	\$9,576	\$8,006	\$7,869	39%	\$11,000
JC	\$4,853	\$3,604	\$11,942	\$54,865	\$8,634	\$7,371	\$8,286	34%	\$13,402
LCCC	\$12,678	\$3,628	\$17,631	\$55,515	\$6,650	\$4,539	\$5,287	29%	\$10,500
PJC	\$3,881	\$2,257	\$9,083	\$34,601	\$6,837	\$6,237	\$5,925	0%	\$4,750
SC	\$7,378	\$846	\$12,225	\$41,560	\$6,112	\$4,354	\$4,955	5%	\$10,000

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); 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. 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](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Metropolitan Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>MCC</b>	<b>Metropolitan Community College</b>	<b>NE</b>	<b>14,954</b>	<b>28%</b>
CCAC	Community College of Allegheny County	PA	16,147	34%
DMCC	Des Moines Area Community College	IA	22,982	19%
ERIE	Erie Community College	NY	11,135	44%
GTC	Greenville Technical College	SC	11,745	43%
GTCC	Guilford Technical Community College	NC	10,072	52%
JJC	Joliet Junior College	IL	14,910	21%
MESA	Mesa Community College	AZ	20,424	28%
SJCC	San Jacinto Community College	TX	30,509	25%
TCC	Tulsa Community College	OK	16,897	35%
WTCC	Wake Technical Community College	NC	22,494	33%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>MCC</b>	<b>4%</b>	<b>12%</b>	<b>15%</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>64%</b>
CCAC	4%	20%	4%	0%	0%	3%	69%
DMCC	5%	7%	9%	0%	1%	2%	77%
ERIE	5%	17%	5%	1%	1%	3%	68%
GTC	2%	22%	10%	0%	1%	4%	61%
GTCC	5%	38%	9%	1%	2%	2%	43%
JJC	3%	9%	27%	0%	0%	4%	57%
MESA	5%	6%	30%	4%	2%	3%	50%
SJCC	5%	9%	58%	0%	2%	2%	24%
TCC	4%	9%	8%	8%	2%	11%	59%
WTCC	5%	24%	12%	1%	4%	3%	51%

### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2012)

ID	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>MCC</b>	<b>2,072</b>	<b>49%</b>	<b>21%</b>	<b>21%</b>	<b>58%</b>	<b>77%</b>

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>MCC</b>	<b>1,762</b>	<b>8%</b>	<b>16%</b>	<b>64%</b>	<b>88%</b>

### Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2012)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>MCC</b>	<b>2,072</b>	<b>25%</b>	<b>29%</b>	<b>7%</b>	<b>61%</b>

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2014 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>MCC</b>	<b>18%</b>	<b>10%</b>	<b>8%</b>	<b>0%</b>	<b>4%</b>	<b>20%</b>	<b>◆ 16%</b>	<b>● 14%</b>
CCAC	14%	7%	20%	11%	8%	15%	14%	11%
DMCC	26%	13%	22%	10%	24%	31%	29%	24%
ERIE	29%	11%	18%	44%	16%	27%	23%	18%
GTC	12%	7%	11%	25%	8%	14%	12%	8%
GTCC	19%	9%	20%	20%	19%	26%	19%	14%
JJC	17%	8%	12%	0%	13%	22%	16%	13%
MESA	21%	12%	12%	13%	11%	18%	16%	14%
SJCC	38%	21%	27%	0%	19%	28%	28%	25%
TCC	14%	8%	16%	11%	14%	18%	15%	11%
WTCC	14%	7%	13%	9%	11%	19%	16%	12%

<b>Graduation Status at Six Years (2010-2011 Cohort)</b>				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>MCC</b>	◆ <b>17%</b>	◆ <b>7%</b>	◆ <b>20%</b>	◆ <b>12%</b>
CCAC	20%	17%	21%	15%
DMCC	25%	7%	39%	17%
ERIE	26%	15%	37%	28%
GTC	20%	10%	31%	19%
GTCC	18%	12%	27%	23%
JJC	19%	13%	33%	15%
MESA	23%	9%	29%	10%
SJCC	30%	14%	32%	14%
TCC	20%	11%	22%	17%
WTCC	24%	16%	29%	20%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>MCC</b>	<b>\$7,779</b>	<b>\$1,991</b>	<b>\$13,129</b>	<b>\$53,212</b>	<b>\$4,863</b>	<b>\$3,257</b>	<b>\$3,629</b>	<b>14%</b>	● <b>\$7,657</b>
CCAC	\$5,595	\$2,834	\$10,089	\$45,243	\$8,377	\$7,812	\$8,817	20%	\$12,000
DMCC	\$4,762	\$2,733	\$10,391	\$41,938	\$9,239	\$7,966	\$8,665	22%	\$11,000
ERIE	\$4,878	\$3,483	\$12,588	\$54,679	\$4,558	\$3,089	\$4,702	31%	\$9,021
GTC	\$3,920	\$3,071	\$11,854	\$45,459	\$6,983	\$6,168	\$6,558	31%	\$17,006
GTCC	\$7,347	\$850	\$11,442	\$39,763	\$9,478	\$8,347	\$8,719	34%	\$15,750
JJC	\$6,473	\$3,002	\$16,689	\$58,616	\$4,428	\$3,202	\$3,908	6%	\$8,977
MESA	\$6,116	\$2,315	\$9,981	\$25,877	\$7,949	\$6,821	\$7,522	16%	\$8,725
SJCC	\$10,608	\$3,171	\$17,274	\$32,512	\$8,790	\$8,225	\$8,424	5%	\$9,500
TCC	\$6,880	\$1,197	\$11,665	\$45,621	\$6,128	\$5,767	\$6,452	23%	\$14,000
WTCC	\$6,350	\$2,099	\$11,780	\$19,747	\$6,922	\$6,070	\$6,992	27%	\$15,100

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); 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. 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](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Mid-Plains Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>MPCC</b>	<b>Mid-Plains Community College</b>	<b>NE</b>	<b>2,221</b>	<b>23%</b>
CARL	Carl Sandburg College	IL	1,947	49%
CLOU	Cloud County Community College	KS	1,873	29%
COA	College of the Albemarle	NC	2,507	26%
FVCC	Flathead Valley Community College	MT	2,307	27%
HIGH	Highland Community College	KS	3,260	31%
ILCC	Iowa Lakes Community College	IA	2,011	26%
LMC	Lake Michigan College	MI	3,477	34%
SECC	Southeastern Community College	IA	2,658	31%
SMC	Southwestern Michigan College	MI	2,330	42%
WNCC	Western Nebraska Community College	NE	1,905	28%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>MPCC</b>	<b>1%</b>	<b>2%</b>	<b>8%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>85%</b>
CARL	1%	6%	7%	0%	0%	6%	79%
CLOU	1%	6%	7%	1%	6%	4%	74%
COA	2%	13%	4%	1%	4%	3%	73%
FVCC	1%	1%	1%	3%	1%	0%	93%
HIGH	2%	11%	5%	2%	0%	5%	75%
ILCC	1%	6%	5%	0%	2%	0%	85%
LMC	2%	14%	10%	0%	0%	4%	70%
SECC	1%	9%	7%	2%	2%	4%	75%
SMC	1%	12%	5%	2%	0%	5%	75%
WNCC	2%	3%	23%	2%	5%	0%	66%

### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2012)

ID	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>MPCC</b>	<b>457</b>	<b>33%</b>	<b>26%</b>	<b>23%</b>	<b>46%</b>	<b>44%</b>

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>MPCC</b>	<b>413</b>	<b>45%</b>	<b>10%</b>	<b>30%</b>	<b>85%</b>

### Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2012)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>MPCC</b>	<b>457</b>	<b>48%</b>	<b>22%</b>	<b>1%</b>	<b>71%</b>

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2014 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>21%</b>	<b>35%</b>	<b>0%</b>	<b>22%</b>	<b>35%</b>	<b>35%</b>	<b>25%</b>
CARL	0%	18%	26%	0%	22%	36%	31%	22%
CLOU	67%	31%	14%	0%	27%	41%	36%	35%
COA	0%	21%	23%	0%	13%	25%	23%	17%
FVCC	43%	0%	0%	17%	NA	25%	24%	23%
HIGH	0%	31%	40%	6%	24%	32%	29%	30%
ILCC	0%	17%	32%	0%	NA	64%	55%	39%
LMC	11%	6%	11%	0%	15%	17%	14%	12%
SECC	0%	38%	50%	0%	31%	37%	37%	28%
SMC	25%	5%	30%	40%	24%	28%	25%	21%
WNCC	50%	43%	19%	40%	NA	34%	31%	23%

<b>Graduation Status at Six Years (2010-2011 Cohort)</b>				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>MPCC</b>	● 33%	◆ 9%	◆ 38%	◆ 10%
CARL	32%	18%	63%	42%
CLOU	31%	8%	49%	28%
COA	35%	13%	43%	16%
FVCC	28%	14%	40%	19%
HIGH	31%	18%	32%	19%
ILCC	46%	16%	48%	11%
LMC	21%	7%	21%	19%
SECC	33%	16%	63%	46%
SMC	25%	8%	32%	17%
WNCC	29%	4%	59%	22%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>MPCC</b>	<b>\$15,940</b>	<b>\$2,089</b>	<b>\$15,316</b>	<b>\$51,325</b>	<b>\$6,812</b>	<b>\$4,460</b>	<b>\$4,555</b>	<b>20%</b>	● <b>\$9,105</b>
CARL	\$8,611	\$4,012	\$18,690	\$51,157	\$686	\$942	\$2,822	17%	\$3,500
CLOU	\$5,872	\$2,600	\$11,497	\$26,150	\$6,898	\$4,870	\$5,820	22%	\$8,093
COA	\$8,656	\$1,221	\$13,330	\$42,504	\$5,401	\$4,522	\$5,381	0%	Privacy Suppressed
FVCC	\$10,664	\$4,632	\$18,041	\$70,716	\$9,499	\$7,904	\$8,499	18%	\$10,500
HIGH	\$2,919	\$785	\$10,249	\$28,875	\$6,864	\$6,722	\$7,198	27%	\$8,247
ILCC	\$11,980	\$3,693	\$20,192	\$83,607	\$10,101	\$8,218	\$8,697	30%	\$10,957
LMC	\$21,547	\$5,802	\$24,574	\$67,112	\$7,438	\$6,009	\$6,108	16%	\$12,500
SECC	\$7,255	\$3,263	\$18,500	\$59,036	\$6,240	\$4,400	\$4,807	25%	\$10,500
SMC	\$8,386	\$4,284	\$15,601	\$52,013	\$9,078	\$8,180	\$8,693	27%	\$12,000
WNCC	\$20,221	\$2,081	\$26,383	\$89,637	\$5,610	\$4,512	\$4,241	16%	\$6,960

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); 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. 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](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Northeast Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>NECC</b>	<b>Northeast Community College</b>	<b>NE</b>	<b>5,086</b>	<b>23%</b>
CC	Casper College	WY	3,409	22%
CCC	Central Community College	NE	6,082	27%
CROW	Crowder College	MO	4,960	38%
EAC	Eastern Arizona College	AZ	6,365	19%
GC	Grayson College	TX	4,389	33%
HCC	Hutchinson Community College	KS	5,854	27%
IVCC	Illinois Valley Community College	IL	3,241	31%
LBCC	Linn-Benton Community College	OR	5,830	28%
SFCC	State Fair Community College	MO	4,742	42%
WITC	Western Iowa Tech Community College	IA	5,731	29%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>NECC</b>	<b>0%</b>	<b>1%</b>	<b>10%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>84%</b>
CC	1%	1%	8%	1%	1%	2%	86%
CCC	2%	2%	20%	1%	0%	0%	75%
CROW	2%	1%	9%	2%	1%	5%	79%
EAC	2%	3%	21%	6%	1%	1%	66%
GC	1%	7%	12%	5%	1%	2%	71%
HCC	1%	6%	12%	1%	1%	4%	75%
IVCC	1%	2%	15%	0%	0%	1%	81%
LBCC	3%	1%	12%	1%	3%	5%	74%
SFCC	1%	4%	6%	1%	0%	3%	86%
WITC	3%	4%	18%	2%	2%	4%	67%

### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2012)

ID	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>NECC</b>	<b>943</b>	<b>50%</b>	<b>34%</b>	<b>28%</b>	<b>66%</b>	<b>63%</b>

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>NECC</b>	<b>923</b>	<b>50%</b>	<b>8%</b>	<b>32%</b>	<b>90%</b>

### Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2012)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>NECC</b>	<b>943</b>	<b>62%</b>	<b>15%</b>	<b>1%</b>	<b>79%</b>

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2014 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>NECC</b>	<b>100%</b>	<b>18%</b>	<b>44%</b>	<b>20%</b>	<b>40%</b>	<b>59%</b>	<b>59%</b>	<b>49%</b>
CC	33%	33%	26%	50%	8%	36%	35%	25%
CCC	56%	9%	25%	0%	33%	46%	40%	37%
CROW	23%	30%	20%	17%	15%	30%	29%	25%
EAC	28%	36%	37%	26%	0%	44%	38%	10%
GC	0%	18%	31%	9%	29%	21%	23%	20%
HCC	0%	16%	34%	40%	36%	42%	38%	30%
IVCC	0%	25%	21%	NA	14%	32%	30%	27%
LBCC	17%	13%	12%	20%	8%	20%	18%	16%
SFCC	33%	15%	50%	20%	23%	31%	31%	16%
WITC	33%	28%	17%	21%	11%	35%	30%	31%

<b>Graduation Status at Six Years (2010-2011 Cohort)</b>				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>NECC</b>	● <b>46%</b>	◆ <b>10%</b>	● <b>48%</b>	● <b>31%</b>
CC	37%	8%	43%	26%
CCC	37%	17%	62%	41%
CROW	33%	11%	40%	19%
EAC	25%	9%	33%	18%
GC	19%	17%	30%	23%
HCC	33%	14%	40%	19%
IVCC	41%	42%	40%	30%
LBCC	21%	11%	28%	16%
SFCC	37%	12%	39%	19%
WITC	35%	19%	53%	35%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>NECC</b>	<b>\$12,583</b>	<b>\$2,765</b>	<b>\$17,281</b>	<b>\$53,983</b>	<b>\$8,457</b>	<b>\$6,537</b>	<b>\$6,868</b>	<b>23%</b>	● <b>\$9,660</b>
CC	\$14,646	\$2,608	\$21,538	\$63,644	\$6,438	\$5,969	\$5,163	15%	\$9,000
CCC	\$14,447	\$2,048	\$20,834	\$35,576	\$8,220	\$6,640	\$6,904	19%	\$6,860
CROW	\$2,997	\$2,731	\$12,144	\$29,573	\$5,111	\$4,826	\$5,123	15%	\$8,955
EAC	\$6,431	\$869	\$10,505	\$21,891	\$6,479	\$6,795	\$5,881	0%	Privacy Suppressed
GC	\$9,509	\$1,697	\$13,208	\$41,486	\$10,001	\$8,012	\$8,387	17%	\$10,117
HCC	\$6,556	\$1,909	\$10,493	\$41,629	\$7,698	\$5,596	\$6,601	20%	\$9,750
IVCC	\$12,073	\$3,154	\$14,956	\$29,665	\$5,929	\$4,817	\$4,968	6%	\$9,000
LBCC	\$8,781	\$3,855	\$15,894	\$72,757	\$8,376	\$6,970	\$8,247	35%	\$12,101
SFCC	\$3,151	\$3,105	\$12,335	\$39,146	\$4,351	\$4,201	\$4,429	18%	\$10,429
WITC	\$6,152	\$3,304	\$14,398	\$24,837	\$7,514	\$6,863	\$6,430	42%	\$9,665

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); 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. 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](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Southeast Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>SCC</b>	<b>Southeast Community College</b>	<b>NE</b>	<b>9,412</b>	<b>31%</b>
CFCC	Cape Fear Community College	NC	8,317	37%
COCH	Cochise County Community College District	AZ	3,907	37%
CLC	College of Lake County	IL	14,590	20%
DMCC	Des Moines Area Community College	IA	22,982	19%
ECC	Elgin Community College	IL	9,599	26%
GTCC	Guilford Technical Community College	NC	10,072	52%
HIND	Hinds Community College	MS	12,061	50%
JJC	Joliet Junior College	IL	14,910	21%
KCC	Kirkwood Community College	IA	14,049	27%
MATC	Madison Area Technical College	WI	15,366	24%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>SCC</b>	<b>5%</b>	<b>5%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>79%</b>
CFCC	1%	11%	8%	1%	0%	5%	73%
COCH	2%	5%	44%	1%	1%	4%	42%
CLC	6%	6%	42%	0%	2%	3%	42%
DMCC	5%	7%	9%	0%	1%	2%	77%
ECC	6%	4%	44%	0%	0%	4%	41%
GTCC	5%	38%	9%	1%	2%	2%	43%
HIND	1%	57%	2%	0%	0%	3%	37%
JJC	3%	9%	27%	0%	0%	4%	57%
KCC	2%	9%	6%	0%	2%	3%	77%
MATC	5%	7%	10%	1%	1%	4%	73%

### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2012)

ID	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>SCC</b>	<b>1,860</b>	<b>30%</b>	<b>21%</b>	<b>11%</b>	<b>51%</b>	<b>71%</b>

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>SCC</b>	<b>1,510</b>	<b>26%</b>	<b>19%</b>	<b>44%</b>	<b>90%</b>

### Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2012)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>SCC</b>	<b>1,860</b>	<b>43%</b>	<b>25%</b>	<b>4%</b>	<b>73%</b>

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2014 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>SCC</b>	<b>29%</b>	<b>18%</b>	<b>15%</b>	<b>0%</b>	<b>14%</b>	<b>34%</b>	<b>31%</b>	<b>25%</b>
CFCC	50%	18%	27%	25%	35%	26%	25%	22%
COCH	43%	29%	22%	0%	31%	30%	25%	22%
CLC	45%	16%	29%	0%	13%	27%	28%	33%
DMCC	26%	13%	22%	10%	24%	31%	29%	24%
ECC	40%	19%	38%	0%	27%	39%	37%	41%
GTCC	19%	9%	20%	20%	19%	26%	19%	14%
HIND	50%	28%	24%	25%	29%	35%	30%	23%
JJC	17%	8%	12%	0%	13%	22%	16%	13%
KCC	21%	8%	17%	29%	16%	34%	29%	21%
MATC	7%	9%	14%	29%	9%	23%	21%	20%



<b>Graduation Status at Six Years (2010-2011 Cohort)</b>				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>SCC</b>	● <b>36%</b>	◆ <b>14%</b>	◆ <b>31%</b>	◆ <b>15%</b>
CFCC	35%	15%	39%	24%
COCH	11%	12%	24%	16%
CLC	29%	20%	34%	26%
DMCC	25%	7%	39%	17%
ECC	39%	22%	38%	25%
GTCC	18%	12%	27%	23%
HIND	22%	16%	24%	15%
JJC	19%	13%	33%	15%
KCC	24%	8%	40%	28%
MATC	34%	44%	38%	54%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>SCC</b>	<b>\$9,973</b>	<b>\$2,188</b>	<b>\$14,057</b>	<b>\$63,688</b>	<b>\$8,281</b>	<b>\$8,135</b>	<b>\$8,282</b>	<b>50%</b>	◆ <b>\$11,250</b>
CFCC	\$7,344	\$1,767	\$11,063	\$33,328	\$8,784	\$8,891	\$8,905	15%	\$10,500
COCH	\$4,516	\$877	\$5,283	\$17,290	\$6,488	\$6,120	\$6,184	7%	\$8,239
CLC	\$15,386	\$2,625	\$15,169	\$43,096	\$3,870	\$3,552	\$4,258	4%	\$7,500
DMCC	\$4,762	\$2,733	\$10,391	\$41,938	\$9,239	\$7,966	\$8,665	22%	\$11,000
ECC	\$9,054	\$2,975	\$15,767	\$44,459	\$4,823	\$3,558	\$3,711	7%	\$7,028
GTCC	\$7,347	\$850	\$11,442	\$39,763	\$9,478	\$8,347	\$8,719	34%	\$15,750
HIND	\$4,491	\$1,482	\$9,043	\$21,915	\$4,089	\$3,370	\$4,070	39%	\$8,500
JJC	\$6,473	\$3,002	\$16,689	\$58,616	\$4,428	\$3,202	\$3,908	6%	\$8,977
KCC	\$7,402	\$3,059	\$14,097	\$52,100	\$9,226	\$7,549	\$8,428	31%	\$12,241
MATC	\$16,469	\$3,727	\$22,467	\$53,248	\$9,679	\$8,259	\$9,514	26%	\$14,188

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); 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. 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](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Peer Comparisons: Western Nebraska Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2017)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>WNCC</b>	<b>Western Nebraska Community College</b>	<b>NE</b>	<b>1,905</b>	<b>28%</b>
CWC	Central Wyoming College	WY	1,930	20%
COFF	Coffeyville Community College	KS	1,802	39%
DC3	Dodge City Community College	KS	1,773	30%
FVCC	Flathead Valley Community College	MT	2,307	27%
MPCC	Mid-Plains Community College	NE	2,221	23%
RCC	Rockingham Community College	NC	1,931	33%
SHAW	Shawnee Community College	IL	1,505	38%
SECC	Southeastern Community College	IA	2,658	31%
SIC	Southeastern Illinois College	IL	1,655	30%
SURR	Surry Community College	NC	3,236	29%

### Undergraduate Fall Enrollment by Race/Ethnicity (2017)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>WNCC</b>	<b>2%</b>	<b>3%</b>	<b>23%</b>	<b>2%</b>	<b>5%</b>	<b>0%</b>	<b>66%</b>
CWC	1%	1%	10%	9%	0%	3%	77%
COFF	0%	18%	6%	5%	2%	7%	62%
DC3	1%	9%	42%	1%	0%	2%	45%
FVCC	1%	1%	1%	3%	1%	0%	93%
MPCC	1%	2%	8%	1%	2%	2%	85%
RCC	1%	16%	7%	0%	1%	3%	71%
SHAW	1%	14%	4%	0%	0%	0%	81%
SECC	1%	9%	7%	2%	2%	4%	75%
SIC	1%	4%	2%	0%	0%	3%	90%
SURR	1%	3%	17%	0%	0%	1%	78%

### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2012)

ID	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>WNCC</b>	<b>426</b>	<b>60%</b>	<b>16%</b>	<b>13%</b>	<b>33%</b>	<b>38%</b>

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>WNCC</b>	<b>368</b>	<b>26%</b>	<b>14%</b>	<b>36%</b>	<b>76%</b>

### Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2012)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>WNCC</b>	<b>426</b>	<b>36%</b>	<b>25%</b>	<b>2%</b>	<b>62%</b>

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2014 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>WNCC</b>	<b>50%</b>	<b>43%</b>	<b>19%</b>	<b>40%</b>	<b>NA</b>	<b>34%</b>	<b>◆ 31%</b>	<b>◆ 23%</b>
CWC	NA	0%	14%	7%	33%	42%	33%	25%
COFF	50%	38%	55%	41%	36%	37%	40%	37%
DC3	67%	14%	48%	0%	25%	51%	42%	40%
FVCC	43%	0%	0%	17%	NA	25%	24%	23%
MPCC	50%	21%	35%	0%	22%	35%	35%	25%
RCC	0%	14%	33%	0%	0%	31%	25%	17%
SHAW	NA	9%	0%	NA	NA	37%	33%	38%
SECC	0%	38%	50%	0%	31%	37%	37%	28%
SIC	50%	30%	33%	NA	33%	40%	40%	35%
SURR	0%	0%	27%	0%	0%	32%	31%	27%

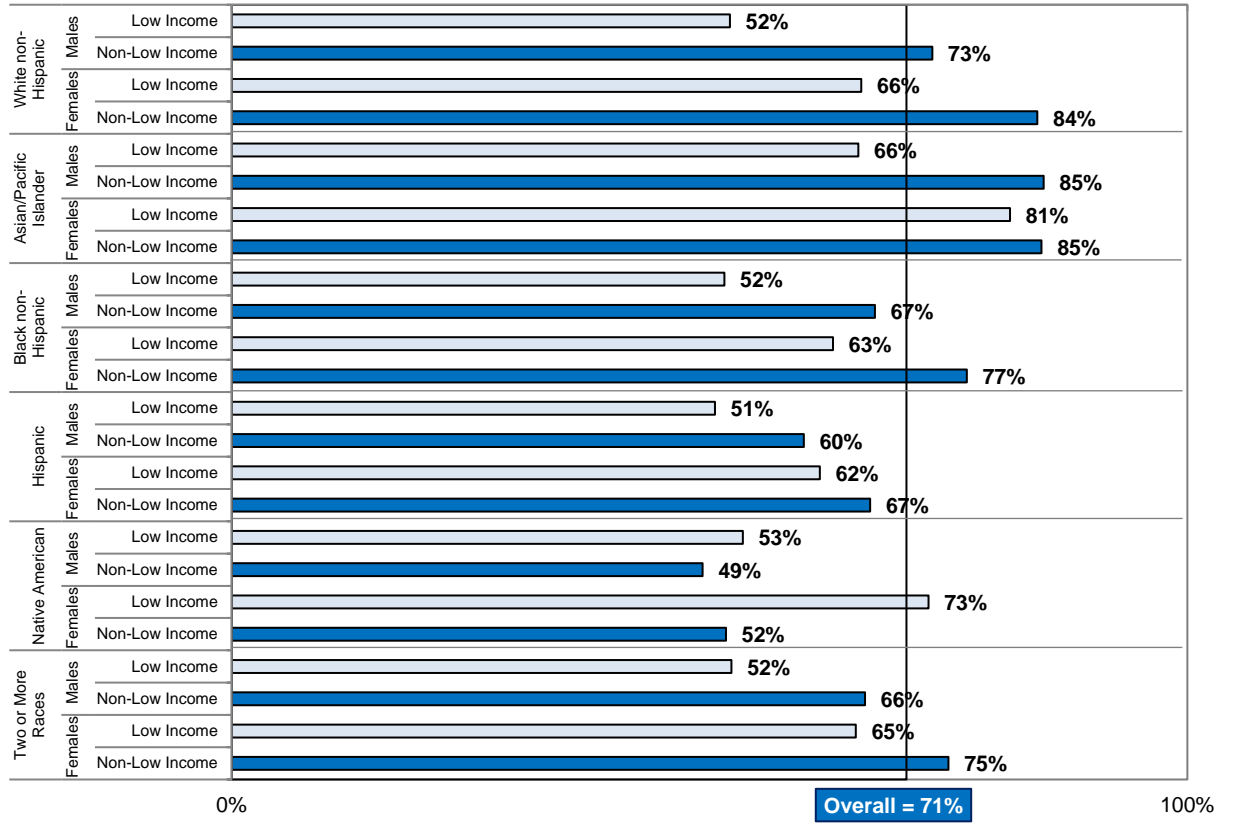
<b>Graduation Status at Six Years (2010-2011 Cohort)</b>				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>WNCC</b>	◆ <b>29%</b>	◆ <b>4%</b>	● <b>59%</b>	● <b>22%</b>
CWC	35%	3%	56%	30%
COFF	34%	47%	38%	16%
DC3	42%	35%	40%	42%
RVCC	28%	14%	40%	19%
MPCC	33%	9%	38%	10%
RCC	38%	14%	41%	18%
SHAW	30%	24%	33%	21%
SECC	33%	16%	63%	46%
SIC	26%	22%	25%	21%
SURR	39%	14%	39%	16%

<b>Funding and Affordability (2017-2018, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		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 (2016-2017)	Median Federal Loan Debt of Graduates (FY2017 & FY2018)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>WNCC</b>	<b>\$20,221</b>	<b>\$2,081</b>	<b>\$26,383</b>	<b>\$89,637</b>	<b>\$5,610</b>	<b>\$4,512</b>	<b>\$4,241</b>	<b>16%</b>	● <b>\$6,960</b>
CWC	\$16,188	\$3,229	\$19,562	\$66,564	\$4,797	\$5,728	\$7,847	11%	\$7,784
COFF	\$7,400	\$4,008	\$12,236	\$33,075	\$4,829	\$2,500	\$2,889	27%	\$8,476
DC3	\$12,071	\$2,229	\$21,169	\$102,145	\$5,113	\$2,829	\$3,616	11%	\$7,800
RVCC	\$10,664	\$4,632	\$18,041	\$70,716	\$9,499	\$7,904	\$8,499	18%	\$10,500
MPCC	\$15,940	\$2,089	\$15,316	\$51,325	\$6,812	\$4,460	\$4,555	20%	\$9,105
RCC	\$8,768	\$1,377	\$15,022	\$40,332	\$4,460	\$2,647	\$3,412	0%	Privacy Suppressed
SHAW	\$13,119	\$1,527	\$17,417	\$37,637	\$10,682	\$10,917	\$10,543	0%	Privacy Suppressed
SECC	\$7,255	\$3,263	\$18,500	\$59,036	\$6,240	\$4,400	\$4,807	25%	\$10,500
SIC	\$9,266	\$1,131	\$12,681	\$31,944	\$8,125	\$6,304	\$5,933	0%	Privacy Suppressed
SURR	\$8,986	\$1,040	\$12,277	\$38,930	\$7,852	\$5,759	\$5,759	0%	Privacy Suppressed

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); 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. 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](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

## Non-Comparative Measures

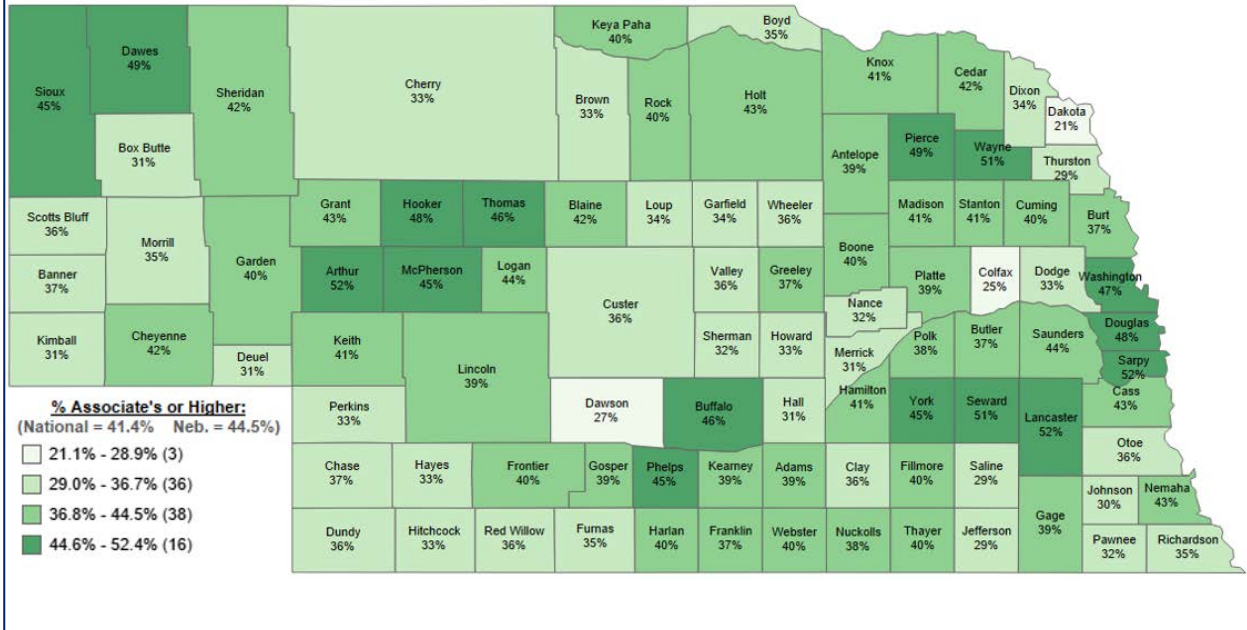
### Public High School Graduates Going Directly to College (2017-2018)



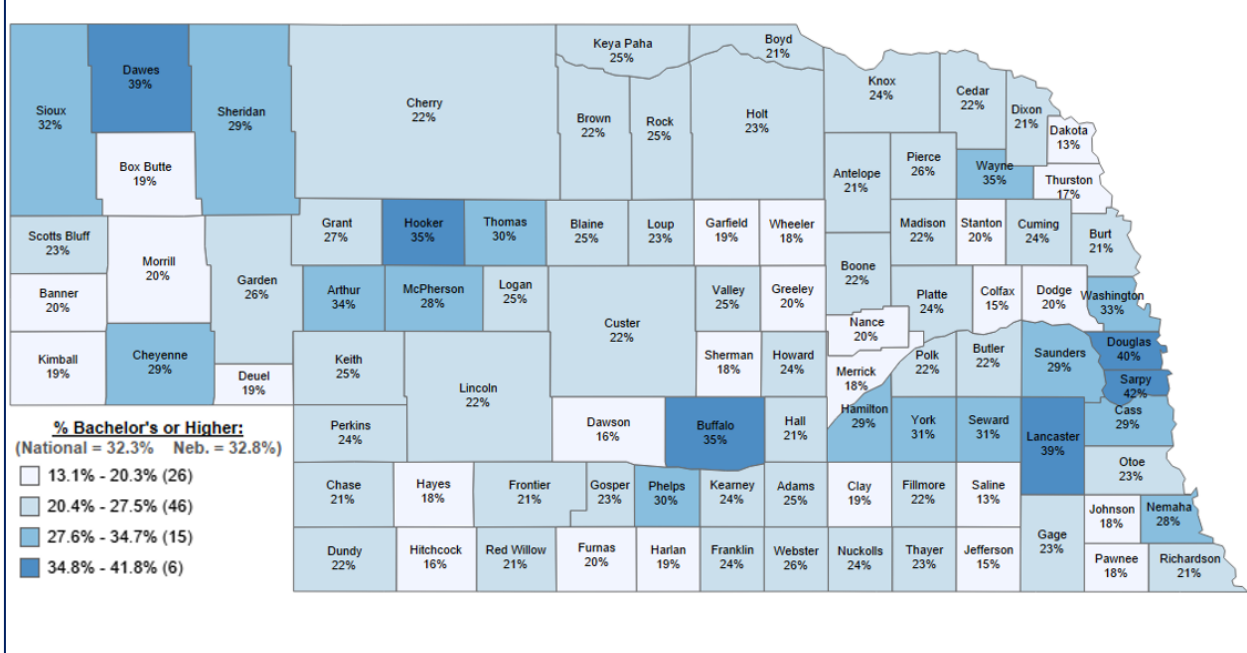
### Students Completing Adult Basic Education and Continuing into Postsecondary Education (2015-2016)

	Number of Students Identified by Program Goal	Number of Students Achieving Program Goal	% of Students Achieving Program Goal
<b>Nebraska Dept. of Education (Unduplicated)</b>	<b>635</b>	<b>64</b>	<b>10%</b>
<i>Local Adult Education Programs (Duplicated)</i>			
Central Community College	168	7	4%
Metropolitan Community College	165	13	8%
Mid-Plains Community College	15	2	13%
Northeast Community College	28	3	11%
Southeast Community College	149	24	16%
Western Nebraska Community College	8	0	0%
Other	115	15	13%

**Percent of Population Age 25 to 64 with an Associate's Degree or Higher by County (2013-2017)**



**Percent of Population Age 25 to 64 with a Bachelor's Degree or Higher by County (2013-2017)**



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); 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](http://ccpe.nebraska.gov/files/DataDictionary.pdf).

# Comprehensive Statewide Plan for Postsecondary Education Data Dictionary for 2019 *Measuring Accomplishments*

## 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>	2013-2017	<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>White = White alone and not Spanish/Hispanic/Latino;            Black = Black or African American alone and not Spanish/Hispanic/Latino;            Other = American Indian alone, Alaska Native alone, American Indian and Alaska Native tribes specified, American Indian or Alaska Native (not specified and no other races), Asian alone, Native Hawaiian and other Pacific Islander alone, Some other race alone, Two or more races, and Not Spanish/Hispanic/Latino;            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>Age group derived from variable AGEP (age):            25-34 years old = <math>\geq 25</math> and <math>\leq 34</math>;            25-64 years old = <math>\geq 25</math> and <math>\leq 64</math></p> <p>Educational attainment derived from variable SCHL (educational attainment):            Associate's plus = [Associate's degree] + [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree];            Bachelor's plus = [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree]</p> <p>Educational attainment = [Number of (race/ethnic group) aged (age group) who have completed (education level)] / [Number of (race/ethnic group) aged (age group)]</p>		
<b>Notes:</b>			
PUBLIC HIGH SCHOOL GRADUATION RATE			
<b>Data source:</b>	U.S. Department of Education, National Center for Education Statistics, <i>Common Core of Data</i> , school year 2016-17.		
<b>Academic/cohort year:</b>	2016-2017	<b>Goal(s) measured:</b>	Students 1 Partnerships 2
<b>Variables and calculations:</b>	[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]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Four-year regulatory adjusted cohort.</li> <li>• See page 29 of the 2019 <i>Progress Report</i>.</li> </ul>		
PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS			
<b>Data source:</b>	ACT, <i>The Condition of College &amp; Career Readiness 2019</i>		
<b>Academic/cohort year:</b>	Graduating class of 2019	<b>Goal(s) measured:</b>	Students 1 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:  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];  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];  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];  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]  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 95% or higher. Seventeen states met this threshold.</li> <li>See page 38 of the <i>2019 Progress Report</i> for data on the 2018 graduating class. Data for the 2019 graduating class will be included in the <i>2020 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.  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</i>, 2016.  Data prepared by the National Center for Higher Education Management Systems (NCHEMS), February 2019.</p>		
<b>Academic/cohort year:</b>	Fall 2016	<b>Goal(s) measured:</b>	Students 1 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>	<ul style="list-style-type: none"> <li>See page 48 of the <i>2019 Progress Report</i>.</li> </ul>		
<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>	2013-2017	<b>Goal(s) measured:</b>	Students 1, 2 State 2

<b>Variables and calculations:</b>	<p>Age group derived from variable AGEP (age): 25-49 years old = <math>\geq 25</math> and <math>\leq 49</math></p> <p>Educational attainment derived from variable SCHL (educational attainment): 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): 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 (2018-19)		
<b>Academic/cohort year:</b>	2012 cohort - completed bachelor's degree by end of 2015-2016 academic year	<b>Goal(s) measured:</b>	Students 1, 2, 3 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>	Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Bhimdiwali, A. & Wilson, S. (2019, March). <i>Completing College: A State-Level View of Student Completion Rates</i> (Signature Report No. 16a). Herndon, VA: National Student Clearinghouse Research Center.		
<b>Academic/cohort year:</b>	2012 cohort - received any postsecondary credential by May 31, 2018	<b>Goal(s) measured:</b>	Students 1, 2, 3
<b>Variables and calculations:</b>	<p>[Number received any postsecondary credential by May 31, 2018] / [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 2012 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 Appendix A of the NSC's <i>Signature Report 16, Completing College: A National View of Student Attainment Rates</i>.</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• 46 states were ranked by NSC for this measure.</li> <li>• See page 117 of the <i>2019 Progress Report</i> for data on the fall 2011 cohort. Data for the fall 2012 cohort will be included in the <i>2020 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>	Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Bhimdiwali, A. & Wilson, S. (2019, March). <i>Completing College: A State-Level View of Student Completion Rates</i> (Signature Report No. 16a). Herndon, VA: National Student Clearinghouse Research Center.		
<b>Academic/cohort year:</b>	2012 cohort - received any postsecondary credential by May 31, 2018	<b>Goal(s) measured:</b>	Students 1, 2, 3



<b>Variables and calculations:</b>	<p>[Number received any postsecondary credential by May 31, 2018] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 13, 2013, or enrolled three-quarter-time for at least one term before December 31, 2013, or enrolled at least half-time for any two terms before December 31, 2013) who began their postsecondary studies in the fall of 2012 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 Appendix A of the NSC's <i>Signature Report 16, Completing College: A National View of Student Attainment Rates</i>.</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• 39 states were ranked by NSC for this measure.</li> <li>• See page 117 of the <i>2019 Progress Report</i> for data on the fall 2011 cohort. Data for the fall 2012 cohort will be included in the <i>2020 Progress Report</i>.</li> </ul>		

### STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT

<b>Data source:</b>	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2018</i>		
<b>Academic/cohort year:</b>	2017-2018 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 2
<b>Variables and calculations:</b>	<p>Cost of living index = COLI</p> <p>Enrollment mix index = EMI</p> <p>Special-purpose, research, and medicine = RAM</p> <p>State and local appropriations per FTE student = ([Educational appropriations] / [FTE enrollment net of medical students]) / [COLI * EMI]</p> <p>Educational appropriations = ([State support for public higher education] + [Local support for higher education]) - [RAM]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Further information about COLI and EMI calculations is available at <a href="https://sheeomain.wpengine.com/wp-content/uploads/2019/04/SHEEO_SHEF_FY18_TechPaper.pdf">https://sheeomain.wpengine.com/wp-content/uploads/2019/04/SHEEO_SHEF_FY18_TechPaper.pdf</a></li> <li>• FTE of students are calculated by SHEEO using credit and contact hours submitted via the SHEF survey.</li> </ul>		

### NET TUITION REVENUE PER FTE STUDENT

<b>Data source:</b>	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2018</i>		
<b>Academic/cohort year:</b>	2017-2018 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 2
<b>Variables and calculations:</b>	<p>Cost of living index = COLI</p> <p>Enrollment mix index = EMI</p> <p>Net tuition revenue per FTE student = (([Net tuition] - [Tuition revenue used for capital debt service]) / [FTE enrollment net of medical students]) / [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://sheeomain.wpengine.com/wp-content/uploads/2019/04/SHEEO_SHEF_FY18_TechPaper.pdf">https://sheeomain.wpengine.com/wp-content/uploads/2019/04/SHEEO_SHEF_FY18_TechPaper.pdf</a></li> <li>• FTE of students are calculated by SHEEO using credit and contact hours submitted via the SHEF survey.</li> </ul>		

### STATE NEED-BASED GRANT AID PER FTE STUDENT

<b>Data source:</b>	FTE data from IPEDS Fall Enrollment Survey. Data prepared by the National Association of State Student Grant and Aid Programs (NASSGAP), presented in the <i>49th Annual Survey Report on State-Sponsored Student Financial Aid, 2017-2018 Academic Year</i> (Table 12).		
<b>Academic/cohort year:</b>	2017-2018 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 2

<b>Variables and calculations:</b>	[Estimated need-based undergraduate grant dollars] / [Undergraduate FTE]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>Undergraduate FTE is calculated by NASSGAP using IPEDS fall enrollment data.</li> </ul>		
<b>PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO-AND FOUR-YEAR INSTITUTIONS: FAMILIES IN LOWEST INCOME QUINTILE</b>			
<b>Data source:</b>	Net price data from IPEDS Student Financial Aid Survey. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC).		
<b>Academic/cohort year:</b>	2016-2017 academic year (net price)	<b>Goal(s) measured:</b>	Students 2
	2016 (family income)		
<b>Variables and calculations:</b>	Public two-year institutions = [Average of SFA1617. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2016-17 public 2-yr] / [Low quintile median family income, 10th percentile, in the past 12 months]  Public four-year institutions = [Average of SFA1617. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2016-17 public 4-yr] / [Low quintile median family income, 10th percentile, in the past 12 months]		
<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. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC).		
<b>Academic/cohort year:</b>	2016-2017 academic year (net price)	<b>Goal(s) measured:</b>	Students 2
	2016 (family income)		
<b>Variables and calculations:</b>	Public two-year institutions = [Average of SFA1617. Average net price, income \$48,001-\$75,000, for students receiving Title IV Federal financial aid, 2016-17 public 2-yr] / [Median family income in the past 12 months]  Public four-year institutions = [Average of SFA1617. Average net price, income \$48,001-\$75,000, for students receiving Title IV Federal financial aid, 2016-17 public 4-yr] / [Median family income 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 (2017-18) and Student Financial Aid Survey (2018-19)		
<b>Academic/cohort year:</b>	Fall 2017 (enrollment by race/ethnicity)  Undergraduate students enrolled in fall 2017 who received Pell grant at any time during 2017-2018 academic year (low-income status)	<b>Goal(s) measured:</b>	Students 1, 2 State 1 Institutions 1
<b>Variables and calculations:</b>	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]  Percent of undergraduate students awarded Pell grants = [Number of undergraduate students awarded Pell grants] / [Total number of undergraduates, financial aid cohort]		
<b>Notes:</b>			

### REMEDIAL STUDENT COURSE TAKING AND SUCCESS (CREDENTIAL SEEKING COHORT)

<b>Data source:</b>	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2019)</i>		
<b>Academic/cohort year:</b>	6-year cohort  Outcomes are for students who first entered college in fall 2012 (or the summer before). Progress is shown through the end of their first six years.	<b>Goal(s) measured:</b>	Students 1, 2, 3 Institutions 1
<b>Variables and calculations:</b>	Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 credits by the end of year two.  Percent of cohort with developmental need in subject = [Number of students in the credential seeking cohort with a developmental need in (subject)] / [Number of students in the credential seeking cohort]  Percent who needed developmental education who progressed to successfully complete a college-level course in the subject = [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] / [Number of students in the credential seeking cohort]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Comparisons are only available for community colleges.</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>		

### PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR TWO (CREDENTIAL SEEKING COHORT)

<b>Data source:</b>	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2019)</i>		
<b>Academic/cohort year:</b>	2-year cohort  Outcomes are for students who first entered college in fall 2016 (or the summer before). Progress is shown through the end of their first two years.	<b>Goal(s) measured:</b>	Students 1, 2, 3 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 credits 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>• Comparisons are only available for community colleges.</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>		
<b>PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR SIX (CREDENTIAL SEEKING COHORT)</b>			
<b>Data source:</b>	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2019)</i>		
<b>Academic/cohort year:</b>	6-year cohort  Outcomes are for students who first entered college in fall 2012 (or the summer before). Progress is shown through the end of their first six years.	<b>Goal(s) measured:</b>	Students 1, 2, 3 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 credits 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>• Comparisons are only available for community colleges.</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>		

## GRADUATION RATES – 150 PERCENT OF NORMAL TIME BY RACE/ETHNICITY AND LOW-INCOME STATUS (PELL)

<b>Data source:</b>	IPEDS Graduation Rates Survey (2017-18)		
<b>Academic/cohort year:</b>	2011 cohort completed by end of 2016-2017 academic year; 2014 cohort completed by end of 2016-2017 academic year	<b>Goal(s) measured:</b>	Students 1, 2, 3 Institutions 1
<b>Variables and calculations:</b>	<p>Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]</p> <p>Adjusted cohort = [Revised cohort] - [Exclusions]</p> <p>4-year institutions: [4-year institutions, Completers within 150% of normal time] / [4-year institutions, Adjusted cohort]</p> <p>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]</p>		
<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 (2018-19)		
<b>Academic/cohort year:</b>	2012 cohort - completed by end of 2015-2016 academic year	<b>Goal(s) measured:</b>	Students 1, 2, 3 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 (2018-19)		
<b>Academic/cohort year:</b>	2010-2011 cohort: status at six years (August 31, 2016)	<b>Goal(s) measured:</b>	Students 1, 2, 3 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 Finance Survey (2018-19)		
<b>Academic/cohort year:</b>	2017-2018 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 Finance Survey (2018-19)		
<b>Academic/cohort year:</b>	2017-2018 academic year	<b>Goal(s) measured:</b>	Students 2 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>		
EDUCATION AND GENERAL SPENDING PER FTE STUDENT AND PER AWARD			
<b>Data source:</b>	IPEDS Finance Survey (2018-19)		
<b>Academic/cohort year:</b>	2017-2018 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>		
AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING GRANT OR SCHOLARSHIP AID			
<b>Data source:</b>	IPEDS Student Financial Aid Survey (2018-19)		
<b>Academic/cohort year:</b>	2017-2018 academic year	<b>Goal(s) measured:</b>	Students 2 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 (2018-19)		
<b>Academic/cohort year:</b>	2017-2018 academic year	<b>Goal(s) measured:</b>	Students 2 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>	2016-2017 academic year (percent with loans)  NSLDS FY2017 and FY2018 pooled cohorts (federal loan debt)	<b>Goal(s) measured:</b>	Students 2 Institutions 1, 2
<b>Variables and calculations:</b>	<p>Percent of undergraduates with federal loans = [PCTFLOAN]</p> <p>Median federal loan debt of graduates = [GRAD_DEBT_MDN]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• For more information, see pages 18-20 of the College Scorecard's <i>Data Documentation</i>, available at: <a href="https://collegescorecard.ed.gov/assets/FullDataDocumentation.pdf">https://collegescorecard.ed.gov/assets/FullDataDocumentation.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>	2016-2017 academic year	<b>Goal(s) measured:</b>	State 3
<b>Variables and calculations:</b>	<p>Extramural funds = [Federal (01.a)] + [State and local governments (01.b)] + [Business (01.c)] + [Nonprofit organizations (01.d)] + [All other funding sources (01.f)]</p> <p>Institutional funds = (01.e.4)</p> <p>All sources = (01.g) = [Federal] + [State and local governments] + [Businesses] + [Nonprofit organizations] + [Institutional funds] + [All other funding sources]</p> <p>Federally funded research = (01.a)</p> <p>Federally funded health sciences research = (09D03)</p> <p>Federal sources (not including health sciences research) = [Federally funded research] - [Federally funded health sciences research]</p>		

<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. Data prepared by Blue Ridge Institute for Medical Research.		
<b>Academic/cohort year:</b>	2018	<b>Goal(s) measured:</b>	State 3 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

<b>PERCENTAGE OF PUBLIC HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE BY RACE/ETHNICITY, GENDER, AND INCOME</b>			
<b>Data source:</b>	High school graduate data from the Nebraska Department of Education (NDE). College enrollment data from the National Student Clearinghouse (NSC). Data prepared by Nebraska's Coordinating Commission for Postsecondary Education, presented via the <i>College Continuation Rate Dashboard</i> .		
<b>Academic/cohort year:</b>	2017-2018	<b>Goal(s) measured:</b>	Students 1 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</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, 2018, and May 31, 2019.</li> <li>• See page 57 of the <i>2019 Progress Report</i> for data on the 2016-2017 graduating class. Data for the 2017-2018 graduating class will be included in the <i>2020 Progress Report</i>.</li> </ul>		



## NUMBER OF STUDENTS COMPLETING ADULT BASIC EDUCATION AND CONTINUING INTO POSTSECONDARY EDUCATION

<b>Data source:</b>	Adult education data from the Nebraska Department of Education (NDE). College enrollment data from the National Student Clearinghouse (NSC). Data prepared by the Nebraska Department of Education, Adult Education, presented via the National Reporting System, Table 5.		
<b>Academic/cohort year:</b>	2015-2016 program year (July 1, 2015-June 30, 2016)	<b>Goal(s) measured:</b>	Students 1, 3 State 1, 2, 4 Partnerships 1
<b>Variables and calculations:</b>	<p>Central Community College = [Central Community College]</p> <p>Metropolitan Community College = [Omaha Metro Community College] + [Bellevue (OMCC is provider)]</p> <p>Mid-Plains Community College = [Mid-Plains Community College]</p> <p>Northeast Community College = [Northeast Community College]</p> <p>Southeast Community College = [Southeast Community College, Beatrice] + [Southeast Community College, Lincoln] + [York (SCC Beatrice is provider)]</p> <p>Western Nebraska Community College = [Western Nebraska Community College] + [Alliance (WNCC is provider)]</p> <p>Other local adult education programs = [Crete Public Schools] + [Literacy Center for the Midlands] + [NE Department of Correctional Services] + [Plattsmouth Community Schools]</p> <p>Program goal = Enter postsecondary education or training goal: This goal is automatically determined by student status (high school graduate or college credit in U.S. or other country) upon entry into program and upon successful completion of GED Test. Includes all learners who passed the GED tests while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education. Does not include walk-ins for GED testing only (those that just come in and test and do not enroll in adult education classes).</p> <p>[Number of students identified by program goal] / [Number of students achieving program goal]</p>		
<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 1, 2016.</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>	2013-2017	<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>			

## Measures to be Included in Forthcoming Measuring Accomplishments

<b>DUAL CREDIT, AP, AND OTHER EARLY COLLEGE ENROLLMENTS</b>			
<b>Data source:</b>	Nebraska Department of Education		
<b>Academic/cohort year:</b>	N/A	<b>Goal(s) measured:</b>	Students 1 Partnerships 2
<b>Variables and calculations:</b>	N/A		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Data is not currently available/accessible to the Coordinating Commission.</li> <li>• State-level data will be used when the information is made available to the Commission.</li> </ul>		
<b>NUMBER OF RECENT HIGH SCHOOL GRADUATES PLACED INTO REMEDIAL EDUCATION</b>			
<b>Data source:</b>	Nebraska Department of Education		
<b>Academic/cohort year:</b>	N/A	<b>Goal(s) measured:</b>	Students 1 Partnerships 2
<b>Variables and calculations:</b>	N/A		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Data is not currently available/accessible to the Coordinating Commission.</li> <li>• State-level data will be used when the information is made available to the Commission.</li> </ul>		
<b>NUMBER OF DEGREES AND CREDENTIALS AWARDED IN IDENTIFIED HIGH-NEED AREAS</b>			
<b>Data source:</b>	Degrees and credentials data from the IPEDS Completions Survey. Workforce data from the Nebraska Department of Labor and/or the Bureau of Labor Statistics.		
<b>Academic/cohort year:</b>	N/A	<b>Goal(s) measured:</b>	Students 4 State 2, 3 Institutions 3
<b>Variables and calculations:</b>	N/A		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• State-level data will be used when the information is analyzed by the Commission.</li> </ul>		
<b>ENROLLMENT IN NON-CREDIT, CONTINUING EDUCATION</b>			
<b>Data source:</b>	TBD		
<b>Academic/cohort year:</b>	N/A	<b>Goal(s) measured:</b>	Students 3 State 2 Partnerships 1
<b>Variables and calculations:</b>	N/A		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Data is not currently available/accessible to the Coordinating Commission.</li> <li>• Institutional and state-level data will be used when the information is made available to the Commission.</li> </ul>		
<b>EMPLOYMENT OUTCOMES OF COLLEGE GRADUATES</b>			
<b>Data source:</b>	College graduate data from the public postsecondary institutions. Employment outcomes data from the Nebraska Department of Labor.  Data will either be prepared by the Nebraska Department of Labor ( <i>Graduate Outcomes Nebraska</i> ) or by the Nebraska Department of Education (@NSWERS).		
<b>Academic/cohort year:</b>	N/A	<b>Goal(s) measured:</b>	Students 4 State 2 Institutions 3
<b>Variables and calculations:</b>	N/A		

**Notes:**

- Up-to-date data for all of Nebraska's institutions is not currently available/accessible to the Coordinating Commission.
- Institutional and sector-level data will be used when the information is made available to the Commission.