# MINUTES

**COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION**
**The Apothecary Building**
**Ridnour Room, Lincoln, Nebraska**
**NECC, West Point Extended Campus (via ZOOM)**
**Thursday, October 8, 2020**

*Public notice of meeting*

Public notice of this meeting was given by posting notice on the Commission's website; posting notice on the State of Nebraska's online public meeting calendar; e-mailing news media; and keeping a current copy of the agenda in the Coordinating Commission for Postsecondary Education's office, listing the date, time, and location of the meeting.

**NOTICE OF MEETING**

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON THURSDAY, OCTOBER 8, 2020. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:30 P.M.

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

DR. DEBORAH FRISON, CHAIR

*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

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|---|---|
| Gwenn Aspen | Mary Lauritzen (via Zoom) |
| Dr. John Bernthal | Dr. Paul Von Behren |
| Tim Daniels | W. Scott Wilson |
| Dr. Deborah Frison | |

Commissioners Absent

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|---|---|
| Colleen Adam | Charles Garman |

Commission Staff Present

| | |
|---|---|
| Dr. Michael Baumgartner | Gary Timm |
| Dr. Kathleen Fimple | Joe Velaquez (Zoom moderator) |
| Kadi Lukesh | Mike Wemhoff |
| Helen Pope | |

*Minutes of September 10, 2020, approved*

## MINUTES OF SEPTEMBER 10, 2020, COMMISSION MEETING

**Commissioner Wilson made a motion to approve the September 10, 2020, minutes as written. Commissioner Bernthal seconded the motion. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.**

*Chair's Report*

## CHAIR'S REPORT

Chair Frison announced that Commissioner Aspen is the new committee chair for the Budget, Construction, and Financial Aid Committee, and Commissioner Adam is the new committee chair for the Academic Programs Committee. A Planning Committee chair will be chosen at their next committee meeting.

*Executive Director's Report*

## EXECUTIVE DIRECTOR'S REPORT

Dr. Mike Baumgartner, Executive Director, introduced Kadi Lukesh, Budget Coordinator/Office Manager, who presented the First Quarter Budget Report for the fiscal year 2020-21. Ms. Lukesh reported there is a large carryover from last year in the Administrative Funds, and with careful planning, this year should be comfortable.

*Ms. Lukesh presented First Quarter Budget Report*

Ms. Lukesh stated the Nebraska Opportunity Grant Program (NOG) payments are being allocated to institutions from the cash fund first and then the general fund will be used. Payments are made quarterly to the Community Colleges from the Community College GAP Assistance Program. Under personal services, the hours that Gary Timm works on the Gap program are paid out. The Access College Early Scholarship (ACE) has a credit of $117.00 due to unspent dollars at the beginning of the fiscal year. However, that money will be allocated in the near future.

*Dr. Baumgartner discussed preparations for 2021 legislative session*

Dr. Baumgartner stated the CCPE is preparing for the 2021 legislative session by meeting will the Appropriations Committee staff, the Education Committee staff, and staff at the Nebraska Department of Education (NDE). Items of interest include the agency budget and financial aid programs, along with the issues the Commission worked on last year: a fix for an ACE eligibility issue, extending the Community College Gap Assistance Program to the tribal colleges, the distribution of lottery funds for the next five years, and implementation of recommendations from the dual credit study with NDE.

*Dr. Baumgartner spoke at Appropriations Committee hearing*

Dr. Baumgartner noted he was invited to speak at the Appropriations Committee hearing concerning LR 389, an interim study on programs, initiatives, and strategies to address workforce and talent shortages and to identify best practices for increasing degrees and credentials needed for high-wage, high-demand, high-skilled jobs. He spoke about the NOG, Gap, and ACE programs.

*Dr. Baumgartner noted plans to visit WNCC*

Dr. Baumgartner commented that he will be visiting with President Dr. Carmen Simone at Western Nebraska Community College October 16. He plans to stop at McCook Community College and meet with Mid-Plains

Community College (MPCC) Vice President Kelly Rippen and visit MPCC extended campuses at Imperial and Ogallala while in the western part of the state.

*Dr. Baumgartner reported on staff activities*

Dr. Baumgartner reported on happenings from the staff and noted that he along with Ritchie Morrow, Financial Aid Officer, and Gary Timm, Chief Finance & Administrative Officer, will be meeting with Brian Rocky and the staff at the Nebraska Lottery in November for an update on last year's results and items that may affect lottery revenues in the future.

Mr. Morrow has been visiting colleges and universities to audit their financial aid programs and plans to attend the virtual National Association of State Student Grant and Aid Programs annual meeting in late October.

*Public Hearing on Matters of General Concern*

Kathleen Fimple, Academic Programs Officer, attended the virtual NC-SARA meeting in September, which stretched over several days, and she and Dr. Baumgartner plan to attend the virtual Higher Learning Commission (HLC) annual state agencies meeting in November.

*Public Hearing on Academic Programs Committee Items*

The Midwestern Higher Education Compact will be holding its annual meeting virtually rather than in Des Moines in November, and the Education Commission of the States will also be holding a virtual version of its combined annual and winter meetings in November.

Jill Heese, Research Coordinator, has updated the CCPE fact sheets, which are being provided as a packet to the Commissioners and are available on the CCPE website.

*Academic Programs Committee*

*APC Chair Bernthal*

**PRESENTATION**

*Dr. Neal Grandgenett, Haddix Community Chair of STEM Education at UNO, along with colleagues Michael Flesch and Corey Hatt*

Dr. Baumgartner introduced and welcomed Dr. Neal Grandgenett, Haddix Community Chair of STEM Education at UNO, and his Nebraska Mathematics Readiness Project colleagues Michael Flesch, Dean of Math and Natural Sciences at Metropolitan Community College, and Corey Hatt, Nebraska Mathematics Readiness Project Director from Central Community College.

*Dr. David Jackson, University of Nebraska*

*Dr. David Beberwyk, UNO*

Dr. Grandgenett presented a PowerPoint presentation on the second-year results of the Nebraska Mathematics Readiness Project (NMRP). The NMRP is a partnership between the six community colleges and 35 high schools in 27 school districts. The purpose of the Nebraska Math Readiness Project is to provide a bridge to success for high school seniors who need to improve their math skills before entering and completing a college-level math course. The goal of the Nebraska Math Readiness Project is to be the statewide, systematic approach that addresses the low percentage of Nebraska high school students who are college-ready in math upon high school graduation. The project is funded by several foundations and has been in development and implementation for several years.

*APC recommendation*

Dr. Grandgenett stated that math readiness is a national challenge, with 70 percent of community college students and 40 percent of four-year college

*University of Nebraska at Omaha – Proposal for a New Instructional Program – Real Estate, Undergraduate Certificate approved*

students needing developmental math. Upon successful completion of the course, students will not need to take foundation-level math classes in college. One challenge is recruiting students as it is important for school advisers/counselors, along with math teachers, to understand the NMRP program and how to communicate it to students and their parents. Dr. Grandgenett provided information on year one and year two completers, achievement results, and the estimated savings to Nebraska families. Dr. Grandgenett, Mr. Flesch, and Mr. Hatt discussed recommendations and sustainability of the program and answered Commissioners' questions.

*University of Nebraska Medical Center*

*Dr. Fimple presented the in-depth review*

**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.**

*Dr. David Jackson, University of Nebraska*

*Dr. Ying Zhang, UNMC*

**PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

There was no testimony on Academic Programs Committee Items.

*APC recommendation*

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

**ACADEMIC PROGRAMS COMMITTEE**

*University of Nebraska Medical Center – In-Depth Review – Biostatistics approved*

Commissioner Bernthal, in Commissioner Adam's absence, introduced the Academic Programs Committee items.

*University of Nebraska at Omaha*

*Dr. Fimple and Commissioner Bernthal presented the in-depth review*

**University of Nebraska at Omaha – Proposal for a New Instructional Program – Real Estate, Undergraduate Certificate**

Dr. Fimple presented the proposal, noting that in the 1970s the faculty at UNO recognized that there was a need in the community for professional real estate education. They created an informal certificate, without academic credit attached to it, which did not appear on the student's transcript. This proposal will take what is essentially in place and become a credit-bearing certificate in the College of Business Administration. Dr. David Jackson, Vice Provost at UN, stated that this program will add value by creating a formal credential. Mr. David Beberwyk, Instructor, Finance, Banking and Real Estate from UNO (via Zoom), answered Commissioners' questions and stated that those taking this course most likely will be students with extensive experience in real estate or who already have a degree or some college education. Dr. Michelle Trawick, John Becker Dean, College of Business Administration, and Keristiena Dodge, Project Specialist, Academic Affairs, were present via Zoom in support of the proposal.

*Peggy Jones, UNO*

Commissioner Bernthal stated the APC Committee recommendation is to approve the Real Estate Undergraduate Certificate at the University of Nebraska at Omaha.

*APC recommendation*

**Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's Proposal for a New Instructional Program – Real Estate, Undergraduate Certificate. A roll call vote was taken. Commissioner Aspen voted no. The remaining six Commissioners present voted yes. The motion carried.**

*University of Nebraska Medical Center – In-Depth Review – Women's and Gender Studies approved*

**University of Nebraska Medical Center – In-Depth Review – Biostatistics**

*2019-2020 Existing Program Review*

Dr. Fimple presented the in-depth review stating the Biostatistics program was new in 2012, and when it came up for its first seven-year review in 2019 it had not yet produced any graduates. UNMC conducted an in-depth review per statute. UNMC identified several factors that contributed to low enrollments and few graduates and set up a clear and realistic action plan to bring the program into compliance within five years. Dr. Jackson and Dr. Ying Zhang, Professor and Chair from the Department of Biostatistics, College of Public Health at UNMC (via Zoom), discussed the in-depth review and answered Commissioners' questions.

Commissioner Bernthal stated the APC Committee recommendation is to continue the PhD in Biostatistics at UNMC with a report on the Board of Regent's monitoring, including enrollments and number of graduates, due July 15, 2022.

**Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center's In-Depth Review – Biostatistics. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.**

**University of Nebraska at Omaha – In-Depth Review – Women's and Gender Studies**

Dr. Fimple and Commissioner Bernthal presented the in-depth review, noting that the number of graduates does not meet the criteria but the number of credit hours does. Dr. Fimple stated the Women's and Gender Studies program was new in 2001, at which time the Commission noted that the next review should address need and demand. The program was continued and in 2019 produced 3.8 graduates. UNO has indicated they anticipated six graduates in 2020. They have identified goals, action steps, and some anticipated results, such as offering the course online. Dr. Jackson added that structuring the curriculum to be interdisciplinary would address a few issues. Peggy Jones, Associate Professor and Associate Director at the College of Arts and Sciences at UNO (via Zoom), spoke about how not offering this program would be a great loss to the students and other departments. Deb Smith-Howell, Associate Vice Chancellor for Academic Affairs and Dean for Graduate Studies, was available via Zoom in support of the in-depth review.

*Mid-Plains Community College*

*Dr. Fimple presented the program review*

Commissioner Bernthal stated the APC Committee recommendation is to continue the Bachelor of Arts in Women's and Gender Studies at UNO with a report on the Board of Regent's monitoring, including enrollments and number of graduates, due July 15, 2022.

*APC recommendation*

**Commissioner Bernthal, on behalf of the Academics Program Committee, moved to approve the University of Nebraska at Omaha's In-Depth Review – Women's and Gender Studies. A roll call vote was taken. Commissioner Von Behren voted no. The remaining six Commissioners present voted yes. The motion carried.**

*Mid-Plains Community College Existing Program Review – Building Construction Technology Program (AAS, Diploma, Certificate) approved*

**2019-2020 Existing Program Review**

The following Community College Programs were approved by the Executive Director for continuation:

*Annual Reports for Institutions Holding a Recurrent Authorization to Operate*

*Dr. Fimple presented the annual reports*

Central Community College

- Construction Technology (AAS, Diploma, Certificate)
- Electrical Technology (AAS, Diploma, Certificate)

Metropolitan Community College

- Construction and Building Science (AAS, Certificate)
- Critical Facilities Operations (AAS, Certificate)
- Precision Machine Technology (AAS, Certificate)
- Electrical Technology (AAS, Certificate)
- Electrical Mechanical Maintenance (AAS, Certificate)
- Apprentice-related Technology (AAS, Certificate)

*Delivering Courses Beyond Campus Wall: A Focus on High Schools*

*Dr. Fimple presented the report*

Mid-Plains Community College

- Electrical Technology (AAS, Diploma)

Northeast Community College

- Building Construction (AAS)
- Electrical Construction and Control (AAS)

Southeast Community College

- Building Construction and Technology (AAS)

Western Nebraska Community College

- Aviation Airframe/Powerplant Maintenance (AAS, Diploma, Certificate)

*Reasonable and Moderate Extensions*

**Mid-Plains Community College – Existing Program Review – Building Construction Technology (AAS, Diploma, Certificate)**

Dr. Fimple presented the Building Construction Technology existing program requiring additional review. MPCC provided a description of the program and listed the challenges this program faces. No action plan was given.

Commission Bernthal stated the APC Committee recommendation is to continue the Building Construction Technology program at MPCC with an in-depth review to include an action plan to address challenges, due September 15, 2021.

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

**Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve Mid-Plains Community College's Existing Program Review – Building Construction Technology Program (AAS, Diploma, Certificate). A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.**

**Annual Reports for Institutions Holding a Recurrent Authorization to Operate**

*Budget, Construction, and Financial Aid Committee*

*BCF Chair Aspen*

Dr. Fimple presented the annual reports on the following institutions that were submitted to the Commission from March through August 2020.

- Embry-Riddle Aeronautical University
- The Creative Center
- Crown College
- CHI Health School of Radiologic Technology
- Purdue University Global
- University of South Dakota

**Delivering Courses Beyond Campus Walls: A Focus on High Schools**

*Postsecondary Education Operation and State Aid Budget Recommendations for the 2021-2023 Biennium*

*Gary Timm, Chief Finance & Administration Officer, presented the recommendations*

Dr. Fimple presented the report, stating this report requests information solely on distance courses offered for high school students. All six community colleges, the three state colleges, and the University of Nebraska campuses (except for UNMC) offer courses for high school students via distance education. Metropolitan Community College, Northeast Community College, and Southeast Community College included courses that were taught on campus or at a center. Dr. Fimple noted the report shows tables that summarize the college courses offered to high school students by delivery method, discipline, and sector. The report lists each high school or location and the number of courses offered there by sector.

*BCF recommendation*

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

Reasonable and Moderate Extensions

*Postsecondary Education Operation and State Aid Budget Recommendations for the 2021-2023 Biennium approved*

- CCC – Heavy Equipment Operator Technician, AAS
- CCC – Mental Health Advocate, certificate
- WNCC – Human Services, certificate
- WNCC – Business Technology, Information Technology Technical Support option under the AAS
- WNCC – Business Technology, Information Technology Technical Support diploma

Chair Frison called for a break at 10:36 a.m. The meeting resumed at 10:46 a.m.

*Capital Construction Budget Recommendations and Prioritization, 2021-2023 Biennium, for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture*

*Mike Wemhoff, Facilities Officer, presented the Recommendations*

**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.**

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

Commissioner Aspen, new Committee Chair, opened the BCF Committee section of the agenda.

***Postsecondary Education Operation and State Aid Budget Recommendations for the 2021-2023 Biennium***

Mr. Timm presented the *Postsecondary Education Operating and State Aid Budget Recommendations for the 2021-2023 Biennium.* Mr. Timm noted the Commission is directed to review the budget requests of the governing boards and make recommendations for approval or modification of the budget requests, together with the rationale for its recommendations. Mr. Timm directed attention to the Executive Summary, which provides an overview of the public institution sectors' requests for the next biennium. Overall they are requesting a 5.81 percent increase, with the majority of the increases being two percent inflationary increases. He reviewed the Commission's recommendations for each institutional request along with the recommendations. Mr. Timm gave a brief overview of each section of the report and stated the Commission recommends additional funding for the ACE and NOG programs that would provide financial aid scholarships for low-income students.

*Motion and approval to amend Section I, page I-12 of the Capital Construction Budget Recommendations and Prioritization, 2021-2023 Biennium, for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture*

*Amended Capital Construction Budget Recommendations and Prioritization, 2021-2023 Biennium, for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture approved*

Commissioner Aspen stated the BCF Committee Recommendation is to approve the *2021-2023 Operating Budget and State Aid Recommendations.*

**Commissioner Aspen, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Postsecondary Education Operation and State Aid Budget Recommendations for the 2021-2023 Biennium*. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.**

*Executive Committee*

*Approval of 2020-2021 Salary for the Executive Director*

*Motion and approval to enter into closed session*

**Capital Construction Budget Recommendations and Prioritization, 2021-2023 Biennium, for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture**

Mike Wemhoff, Facilities Officer, presented the *Capital Construction Budget Recommendations and Prioritization, 2021-2023 Biennium, for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture*. Mr. Wemhoff reported that the Commission recommends to the Governor and the Legislature modification, approval, or disapproval of the requests from each institution, and develops a prioritization of approved individual capital construction budget request with the goal of protecting building occupants, completing partially funded projects, and preventing deterioration of existing physical assets. He noted that the Commission places high priority on providing safe, functional, and well-maintained facilities that

*Chair Frison announced going into closes session*

*Closed session began at 12:04 p.m.*

*Closed session ended at 12:16 p.m.*

*Executive Committee recommendation*

*2020-2021 executive director salary increase approved*

*Next Commission meeting is December 3, 2020*

*Chair Frison comments*

*Meeting adjourned at 12:22 p.m.*

support the institutions' efforts to provide exemplary programs. In order to fund the upkeep of existing facilities, the Commission has identified three areas that are in need of new funding during the next biennium: ongoing routine maintenance, deferred repair, and renovation/remodeling. Mr. Wemhoff gave an overview of each of the five sections. There was discussion on the second recommendation in Section I, page I-12. The second recommendation state:

*Second, increase institutional outlays for ongoing routine building maintenance to a minimum recommended level of expenditures, including possible utilization of a portion of Facilities and Administrative (F&A) cost reimbursement from federal grant funds;*

**Commissioner Aspen made a motion to amend Section I, page I-12, second bullet to end the sentence after the word *expenditures* and omit the remainder of the wording so to state: *Second, increase institutional outlays for ongoing routine building maintenance to a minimum recommended level of expenditures.* Commissioner Lauritzen seconded the motion. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.**

**Commissioner Bernthal moved to approve the amended Capital Construction Budget Recommendations and Prioritization, 2021-2023 Biennium, for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture. Commissioner Aspen seconded the motion. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.**

## EXECUTIVE COMMITTEE

### Approval of 2020-2021 Salary of the Executive Director

**Chair Frison, made a motion to enter into closed session as authorized by the Nebraska Revised Statues, 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 seven Commissioners present voted yes. The motion carried.**

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.
The Commission entered into closed session at 12:04 p.m.

The Commission ended the closed session at 12:16 p.m. by unanimous vote.

Chair Frison stated that formal action must be taken in open session on the executive director's salary recommendations. Commissioner Bernthal stated the Executive Committee recommends a 2.3 percent salary increase for 2020-2021.

**Commissioner Bernthal made a motion to approve the proposed 2.3 percent salary increase for 2020-2021 for Executive Director Baumgartner. Commissioner Wilson seconded the motion. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.**

## FUTURE MEETINGS

The next Commission meeting will be Thursday, December 3, 2020, in the Ridnour Room at the Apothecary/Ridnour Building, Lincoln, Nebraska

## COMMISSIONER COMMENTS

Chair Frison discussed the possibility of microphone usage at the Commission meetings.

## ADJOURNMENT

Chair Frison adjourned the meeting at 12:22 p.m.

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

# NEW INSTRUCTIONAL PROGRAM PROPOSAL

| | |
|---|---|
| **Institution:** | **University of Nebraska-Lincoln (UNL)** |
| **Program:** | **Supply Chain Management** |
| **Award:** | **Master of Science** |
| **Institution's Existing Degree(s) in Same or Similar Discipline:** | **BSBA and minor in supply chain management; graduate certificate in supply chain management; supply chain management specialization within the MBA program; MS in business analytics** |
| **Proposal Received by Commission:** | **October 9, 2020** |
| **Proposed Start Date:** | **Fall 2020 or when approved by CCPE** |

**Description**

The purpose of the proposed program is to train students in the concepts and tools associated with supply chain management, including statistical methods and decision-making models used to analyze and improve supply chain systems. The intended and expected audience for the program is working professionals who want to expand their knowledge base. Admission criteria would be similar to UNL's MBA and MS in business analytics programs. Although not required, three or more years of work experience would be recommended for students prior to enrollment. The program would not require applicants to have any previous coursework in supply chain management or business.

The curriculum would consist of 30 semester credit hours (10 courses) composed of four core business courses, three required courses in supply chain management (one of which is a capstone course), and three supply chain electives. It would be offered entirely online in eight-week terms and could be completed in one calendar year.

The Department of Supply Chain Management and Analytics is housed in the College of Business Administration. The College has been accredited by the Association to Advance Collegiate Schools of Business (AACSB) since 1965. The program would be regularly reviewed by AACSB.

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

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

## REVIEW CRITERIA

### A. Need for the Program

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

The proposal states that supply chain management is critical to many Nebraska industries, including transportation, manufacturing, engineering/construction, and agribusiness/food processing. Representatives from three of these local industries supplied letters of support.

To provide more specific evidence of need, UNL computed an estimate of the annual number of job openings in supply chain management that require a college degree. Typical job titles used were operations manager, purchasing manager, management analyst, and transportation, storage, and distribution manager. The conclusion of the research was that Nebraska will have approximately 400 annual job openings in supply chain management that require a college degree.

Of the 400 job openings, many would require a bachelor's degree only, making the number of jobs requiring a master's degree much less. However, even with the bachelor's degree jobs removed, there should be a reasonable need for master's-level job candidates.

### B. Demand for the Program

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

To determine demand for the proposed program, UNL contracted with a marketing and consulting firm to conduct a market assessment. Much of the research was based on national figures, including a 27% growth in the number of master's degrees awarded between 2013 and 2017. The report stated that in 2017 there were 17 institutions nationally offering online programs, accounting for 69% of all master's degrees awarded in the field or approximately 619 degrees.

UNL's graduate certificate in supply chain management and the specialization in supply chain management within the MBA together have averaged enrollments of 32 students per year over the past four years. For revenue calculations, the budget uses 10 students in the first year, 15 in the second, and 20 in the last three years. The proposal states that the lack of pre-requisites, accessibility of the program in its online format, the flexibility resulting from the eight-week sessions, and the potential to reach students across the U.S. and in other countries support a strong demand and potential enrollments.

Although the marketing firm focused on national trends, the enrollment figures from UNL's current programs suggest a strong local demand for the program.

### C. Avoidance of Unnecessary Duplication

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

There is no master's degree in supply chain management in Nebraska. UNO offers an MBA with a concentration in supply chain management, and Bellevue University has an MS in Management with a concentration in project management. There are institutions elsewhere in the U.S. offering an MS in supply chain management, but the closest appear to be in Colorado, eastern Missouri, Texas, and Indiana. Of UNL's peer institutions, four have an MS in supply chain management. One is designed for military personnel only. Of the three remaining, two are offered online.

**D. Resources: Faculty/Staff**

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

All required courses are in place as part of the MBA program or the MS in Business Analytics. Therefore, no new faculty would be needed. The proposal listed 14 faculty in the Department of Supply Chain Management and Analytics available to teach required or elective courses.

The Supply Chain Management and Analytics Department has an industrial advisory board that meets twice a year. The board provided input on the development of the curriculum.

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

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

With a graduate certificate in supply chain management and a supply chain management specialization within the MBA program already in place, no new resources would be needed.

**G. Budget**

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

| **PROJECTED COSTS** | | **ANTICIPATED REVENUES** | |
|---|---|---|---|
| Faculty and Staff | | Reallocated Funds | |
| General Operating | | New State Funds | |
| Library | | New Local Funds | |
| Facilities | | Tuition and Fees* | $1,606,500 |
| Five-Year TOTAL | | Five-Year TOTAL | $1,606,500 |

* Based on ten students in year one, 15 in year two, and 20 in years three, four, and five, taking 30 credit hours each year at $630 per credit hour.

**Committee Recommendation: Approve the Master of Science in Supply Chain Management at the University of Nebraska-Lincoln**

First Program Review Date: Due June 30, 2023.

# NEW INSTRUCTIONAL PROGRAM PROPOSAL

| | |
|---|---|
| **Institution:** | **University of Nebraska at Kearney (UNK)** |
| **Program:** | **Health Sciences** |
| **Award:** | **Master of Science** |
| **Institution's Existing Degree(s) in Same or Similar Discipline:** | **Bachelor of Science in Health Sciences; Master of Science in Biology** |
| **Proposal Received by Commission:** | **October 9, 2020** |
| **Proposed Start Date:** | **When approved by CCPE** |

## Background

In June 2017 the Coordinating Commission approved the BS degree in Health Sciences at UNK. The goal of the program was to provide an interdisciplinary foundation for a variety of health-related fields. There were four target audiences: those pursuing healthcare careers that require a bachelor's degree; those pursuing non-clinical healthcare careers; those who are not accepted into a career field that does not require a bachelor's degree for admission (thus allowing them to earn a degree); and current healthcare workers without a four-year degree who wish to earn one.

## Description

The proposed program is designed for pre-health science students holding a bachelor's degree who need additional preparation for entrance into a professional school, such as medical, dental, occupational therapy, or physical therapy, or who need to update their academic credentials. The program would be offered online with many of the courses also available on campus and could be completed in one calendar year, although an online Master of Health Science Orientation course would be required prior to initial enrollment. Students would also have to have completed 10 specific introductory courses in the sciences, earning a 3.0 GPA in those courses.

The curriculum would consist of 30 semester credit hours composed of a common core of health-science courses (12 credit hours) and 18 credit hours of electives. The electives could be selected from several different departments in order to meet the specific needs of the student.

**Consistent with Institutional Role and Mission?** ___√__ YES _____ NO

**Consistent with Statewide Comprehensive Plan?** ___√__ YES _____ NO

## REVIEW CRITERIA

### A. Need for the Program

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

The proposal states that employment in health care occupations in the United States is expected to grow by 18% from 2016 to 2026, but many students are denied admission to professional health care programs due to inadequate academic preparation. The one-year format for the proposed program syncs with the timing for applications to professional schools. By completing the degree in spring, students would be prepared for professional school the next fall. UNK asserts that assisting these students to enroll in professional schools would help fill the need for health care workers.

Preparing students in the hope that they will be accepted into a professional school doesn't guarantee admission. The professional schools accept a limited number of students and usually don't have unfilled seats. For example, in 2020 UNMC had 1,655 applications for medical school and accepted 132. Therefore, increasing the number of prepared students would not result in a significant increase in the number of health care professionals. That said, it is important to note that letters of support for the proposed program were provided by UNMC Colleges of Medicine, Dentistry, and Allied Health Professions.

The proposal states that students who complete the proposed program but are still not admitted to a professional school might use their degree in several other occupations, such as laboratory technician, quality assurance, and community college instructor.

### B. Demand for the Program

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

UNK estimates that approximately 15 local students might be interested in the program each year. Five letters of support from previous students were included. One of the students, needing to improve his academic standing, enrolled in a one-year program at UNMC (see Section C.) He reports that he was one of 16 students accepted into the program from over 100 who applied.

The university expects the program to attract students from across the state and nation. As an example, the proposal cites the UNMC Assistant Dean of Admissions for the College of Dentistry who estimates as many as 40 students were denied admission and could benefit from the program.

Enrollment would initially be capped at 20, but UNK anticipates that demand will be greater than available seats. For revenue calculations, the budget uses 20 students each year, with all of them in-state students in the first year, one out-of-state student in year two, three in year three, and four and seven, respectively, in years four and five.

It appears that there may be local demand for the program, and the online format and lack of comparable programs nationally (see Section C) could result in additional interest. Many students want to be admitted to a professional health care school, but the reality is that there are a limited number of slots available. Many students who enroll in the proposed program are unlikely to be admitted to a professional school.

### C. Avoidance of Unnecessary Duplication

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

There is no master's degree in health sciences in Nebraska. UNMC has a one-year MS in Medical Anatomy, as does Des Moines University (in

addition to its MS in Biomedical Sciences). Rocky Vista University in Denver offers a one-year program to prepare students for professional school. None of these programs are delivered online. The proposed program is designed specifically as an academic preparedness tool for students denied admission to a health care program on their initial application. There are many master's degrees available in Nebraska and the United States in science and medical disciplines that might serve this purpose, but few are designed as such. They are also most often two years in length and would have higher tuition rates.

**D. Resources: Faculty/Staff**

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

All required courses are in place as part of the MS program in biology. Elective courses are offered in their respective departments. The budget identifies a stipend and benefits for a program director, but that position is not mentioned in the proposal.

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

The proposal asserts that no new resources would be needed. With a BS in health sciences and an MS in biology, there should be sufficient resources for program delivery.

**G. Budget**

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

| **PROJECTED COSTS[1]** | | **ANTICIPATED REVENUES** | |
|---|---|---|---|
| Faculty and Staff | | Reallocated Funds | |
| General Operating | $25,000 | New State Funds | |
| Library | | New Local Funds | |
| Other[2] | $25,150 | Tuition and Fees[3] | $1,211,910 |
| Five-Year TOTAL | $50,150 | Five-Year TOTAL | $1,211,910 |

[1]All costs would come from Tuition Differential generated

[2]Director stipend and benefits

[3]Based on 20 students each year, with one out-of-state student in year two, increasing to seven out-of-state students in year five. Students would take 30 credit hours each year at $309 per credit hour for in-state students and $551 for out-of-state, plus fees.

**Committee Comment:** While there is a need for health care professionals, the need for a program of this type is not well documented. Assisting more students to be better prepared for possible admission to a professional school does not increase the number of openings in those schools. Nonetheless, there appears to be student demand and support from UNMC, and there would be little cost to UNK to offer the program.

**Committee Recommendation: None**

**For the Master of Science in Health Sciences at the University of Nebraska at Kearney: Forward the proposal without a committee recommendation to the full Commission for consideration.**

First Program Review Date: Due June 30, 2026.

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

# NEW INSTRUCTIONAL PROGRAM PROPOSAL

| | |
|---|---|
| **Institution:** | **Chadron State College** |
| **Program:** | **Unmanned Aircraft Systems for Remote Sensing** |
| **Award:** | **Undergraduate Certificate** |
| **Institution's Existing Degree(s) in Same or Similar Discipline:** | **None** |
| **Proposal Received by Commission:** | **September 15, 2020** |
| **Proposed Start Date:** | **Fall 2021** |

**Background**
An sUAS is a small Unmanned Aircraft System, more commonly known as a drone. The Federal Aviation Administration (FAA) classifies remote (drone) pilots in two categories: Recreational Flyers and Modelers; and Certified Remote Pilots including Commercial Operators. Recreational users must follow certain rules but currently do not require testing or certification. To become a certified pilot one must pass a Knowledge Test administered at an FAA-approved Knowledge Testing Center.

**Description**
The purpose of the proposed certificate is to prepare students to operate small Unmanned Aircraft Systems in a variety of settings, especially agriculture, but also in justice-related fields and business. Because of the agricultural uses, the proposed program would be housed with the Rangeland Management program.

The curriculum would consist of 12 semester credit hours. An introductory course and a course in agricultural applications would be available online. A course on state and federal regulations that will prepare the student to take the FAA sUAS Certification (Knowledge) Test and a hands-on training laboratory course would be offered in a face-to-face format on campus. All courses would be new and offered once a year in an eight-week session. The certificate could be added to a variety of majors or taken as a stand-alone award.

**Consistent with Institutional Role and Mission?** ___√__ YES _____ NO

**Consistent with Statewide Comprehensive Plan?** ___√__ YES _____ NO

## REVIEW CRITERIA

### A. Need for the Program

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

The proposal cites figures from the FAA indicating that non-model (non-recreational) sUAS activities may need almost 350,000 remote pilots within five years, a three-fold increase. Certified pilots work in the film and entertainment industry, research and education, utility and energy sectors, real estate, construction, and agriculture.

In agriculture, farmers use sUAS to assist in precision agriculture, tracking inputs and yields. The systems are also capable of mapping plant health, surveying pastures, monitoring irrigation, checking weather damage, and spotting livestock.

There is no state requirement to become a drone pilot. The FAA regulations require passing a knowledge test. A person interested solely in passing the test can study independently or take a course from a private provider. The proposed certificate would include the necessary knowledge to prepare a student to take the exam but would also provide a broader range of information, especially in agricultural applications, resulting in a better-prepared drone pilot.

### B. Demand for the Program

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

CSC reports that the program would attract current students who wish to add the certificate to their program and non-degree seeking students from the area who wish to complete the certificate and sit for the FAA licensure exam. The college estimates that 12 students would enroll each year. The estimate is based on an informal survey of current CSC students, most of whom are completing a Rangeland Management degree.

### C. Avoidance of Unnecessary Duplication

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

There is no undergraduate certificate program for sUAS in Nebraska. UNO offers a B.S. degree in Aviation-Unmanned Aircraft Systems. The proposal reports that there are undergraduate and graduate degree programs in North Dakota, South Dakota, and Kansas.

### D. Resources: Faculty/Staff

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

CSC states that adjunct faculty who possess certification and experience necessary for instruction would teach the courses. However, two current faculty meet the college's requirements for instructing the courses, i.e., a master's degree, sUAS license, and experience. The budget shows 0.5 FTE for faculty for each year.

### E. Resources: Physical Facilities/Equipment

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

The college would need to purchase unmanned systems for an initial investment of $30,000. The purchases would include five systems with three batteries for each system and one specialized system for

agricultural applications. The budget adds $10,000 every other subsequent year for maintenance and upgrades. Students, through a course fee, would each purchase one system and two batteries.

### F. Informational Resources

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

The proposal states that current library holdings are appropriate. However, instruction would include the utilization of free online and other OER (Open Educational Resources) materials developed by the FAA and the sUAS manufacturers.

### G. Budget

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

| **PROJECTED COSTS** | | **ANTICIPATED REVENUES** | |
|---|---|---|---|
| Faculty and Staff | $60,000 | Reallocated Funds | |
| General Operating | | New State Funds | |
| Equipment | $50,000 | New Local Funds | |
| Facilities | | Tuition and Fees* | $200,289.60 |
| Five-Year TOTAL | $110,000 | Five-Year TOTAL | $200,289.60 |

* Based on 12 students taking six credit hours online at $299 per credit hour and six credit hours on campus at $186 per credit hour plus $71.36 per credit hour in fees.

**Committee Recommendation: Approve the Undergraduate Certificate in Unmanned Aircraft Systems for Remote Sensing at Chadron State College**

First Program Review Date: Due June 30, 2028

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

***Background:***

(Averages are for five years unless otherwise noted)

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

*CCPE minimum performance standard is 7 for baccalaureate programs
**CCPE minimum performance standard is 300

***Summary of UNO's 2020 Report***

- Since 2018 enrollments and student credit hours have increased.
- The number of majors has increased from 15 in fall 2018 to 25 in fall 2020.
- The program also supports the art concentration in the Bachelor of Multidisciplinary Studies (BMS). The BMS in art averages 6.4 degrees (although most of those would not be in art history).
- Following the program review in 2017-18, the School of the Arts developed and implemented a plan to enhance enrollments and degrees, incorporating the following five points.
    - Online and remote learning options have been expanded, resulting in the largest enrollments since 2012.
    - Curatorial opportunities will be expanded. These opportunities better prepare students and are attractive to students, resulting in increased enrollments.
    - Faculty are reimagining the degree with the possibility of shifting the curriculum to focus on museum and curatorial studies.
    - A revised curriculum is being piloted in two survey courses, making them more inclusive and globally expansive. Persistence rates in the sections using the revised curriculum have been higher than those using the unrevised curriculum.
    - Faculty are exploring the possibility of combining the BAH with the BA in Studio Art, creating a single degree with two concentrations. The studio art program averages 45.8 degrees awarded per year.
- The Board of Regents approved continuation of the program on September 26, 2020.

***Staff Comment:*** The average of 5.8 BAH degrees awarded in the most recent five years is somewhat deceptive. The number of degrees awarded in 2015-16 was 11, followed by six in 2016-17, seven in 2017-18, two in 2018-19, and three in 2019-20. This steady decline is concerning. The program does not meet the CCPE minimum performance standard of an average of seven degrees awarded per year and if the pattern continues, it will be falling further below the standard. However, not all of the identified strategies have been implemented and some that have been have not had time to produce results.

***Committee Recommendation**:* **Continue the Art History program at UNO with a report on number of majors and degrees awarded, due September 30, 2023.**

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

# 2019-2020 EXISTING PROGRAM REVIEW

***(Item in bold is under Commission Minimum Performance Standard)***

| COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Institution** | **Program** | **5 yr Average (2014-2019)** | | | | | | | |
| | | **SCH** | **SCH/ FTE** | **Degree** | | **Diploma** | **Certificate** | **Total Awards** | **Justification if under standard** |
| CCC | Academic Transfer | 55,654 | 4,062 | AA/AS | 180.0 | | | 180.0 | |
| MCC | Liberal Arts | * | * | AA/AS | 237.6 | | | 237.6 | |
| MPCC | Academic Transfer | 25,242 | 329 | AA<br>AS<br>AGS | 62.8<br>105.4<br>36.2 | | | 200.4 | |
| MPCC | Fine Arts | 1,816 | 564 | AFA | 4.5 | | | **4.5** | New |
| NECC | Academic Transfer | 40,605 | 418 | AA<br>AS | 173.0<br>88.6 | | | 261.6 | |
| SCC | Academic Transfer | 86,530 | 618 | AA/AS | 201.6 | | | 201.6 | |
| WNCC | Associate of Arts | 11,920 | **280** | AA | 104.4 | | | 104.4 | Demand |
| WNCC | Associate of Science | 7,821 | **212** | AS | 60.8 | | | 60.8 | Demand |
| CCC | Library and Information Services | 121 | **236** | | | | 3.6 | **3.6** | Access |
| MCC | Creative Writing | * | * | AA | 0.0 | | 0.0 | **0.0** | New |
| MCC | Theatre | 1,437 | 653 | AA | 2.8 | | 2.4 | **5.2** | Gen Ed |
| MCC | Art | 6,176 | 508 | AA | 4.4 | | 0.0 | **4.4** | Gen Ed |
| MCC | General Studies | * | * | AAS | 250.0 | | 0.0 | 250.0 | |

*Interdisciplinary

# 2019-2020 EXISTING PROGRAM REVIEW

***(Item in bold is under Commission Minimum Performance Standard)***

| UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Institution** | **Program** | **5 yr Average (2014-2019)** | | | | | | | | |
| | | **SCH** | **SCH/ FTE*** | **Baccalaureate Degrees awarded** | | **Masters Degrees awarded** | | **Doctorate Degrees awarded** | | **Justification if under standard** |
| UNL | Communication Studies | 10,627 | 2,168 | BA<br>BS | 43.6<br>0.4 | MA | **0.8** | PhD | 5.4 | Need |
| UNL | Advertising and Public Relations | 6,509 | 1,174 | BJ | 195.8 | | | | | |
| UNL | Journalism | 7,950 | 2,114 | BJ | 46.0 | | | | | |
| UNL | Journalism and Mass Communications | *** | | | | MA | 16.2 | | | |
| | Public Relations and Social Media | | | | | Grad Cert | 11.5 | | | |
| | Financial Communications | | | | | Grad Cert | **0.0** | | | New |
| UNL | Sports Media and Communication** | 842 | 546 | BJ | **4.0** | | | | | New |
| UNL | Broadcasting | 1,008 | **281** | BJ | 49.2 | | | | | Need |
| UNO | Communication Studies | 14,938 | 390 | BA<br>BS | 2.6<br>13.2 | | | | | |
| | Journalism and Media Communication | | | BA<br>BS | 8.4<br>16.6 | | | | | |
| UNO | Communication | *** | | | | MA | 11.6 | | | |
| | Human Resources and Training | | | | | Grad Cert | 2.6 | | | |
| | Technical Communication | | | | | Grad Cert | 1.2 | | | |
| | Interdisciplinary Studies | **** | | BA<br>BS | **0.2**<br>**0.4** | | | | | Interdisciplin-ary |
| WSC | Mass Communication | 4,089 | 368 | BA<br>BS | 0.6<br>7.0 | | | | | |
| UNK | General Studies | **** | | BGS | 21.0 | | | | | |

*For the University this is SCH/Instructional Faculty FTE

**Two-year averages

***Figures not available for graduate programs with no direct undergraduate counterpart.

****Interdisciplinary

| PROGRAMS DISCONTINUED by the INSTITUTIONS | | | |
|---|---|---|---|
| **Institution** | **Program** | **Degree(s)** | **Comments** |
| UNO | Broadcasting | BA, BS | Reorganized into the BA and BS in Journalism and Media Communication and Communication Studies |
| | Journalism | BA, BS | |
| | Speech Communication | BA, BS | |

## Commission Minimum Performance Standards

**Number of Degrees/Awards in this Program**
(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 |

**Student Credit Hour Production by Department Per Full-Time Equivalent Faculty**
(the mean of the prior 5 years)

| | |
|---|---|
| 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 |

# 2019-2020 Programs Requiring Additional Review

***(Item in bold is under Commission Minimum Performance Standard)***

| | | | Five Year Average (2012-17) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Institution** | **Program** | **Degree** | **Degrees Awarded** | **SCH** | **FTE** | **SCH/ FTE*** | **Need (selected summarized comments from institutional reviews)** | **Governing Board Action** | **Recommend CCPE Action** | **CCPE Comments** |
| UNO | Black Studies | BA<br>BS | **1.8**<br>**0.2** | 2,480 | 8 | 365 | Recent review indicated potential action steps that will be evaluated and potentially implemented | UNO is conducting an In-depth review | Continue, with an in-depth review due 9-15-21 | |

*For the University this is SCH/Instructional Faculty FTE

**Committee Recommendation:** Continue the program with an in-depth review due September 15, 2021.

## Review Process
## for Low-Producing Programs

(reviewed by the Academic Programs Committee)

Interdisciplinary baccalaureate programs that do not meet the threshold of 7 graduates per year, averaged over a 5- 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 2 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.

## INFORMATION ITEMS

a. Reasonable and Moderate Extensions
   1. PSC – Public History, Undergraduate Certificate
   2. SCC – Automotive Technology, Diploma

b. Name Changes
   1. MCC – Professional Health Studies – Dental Assisting to *Dental Assisting – Professional Health Studies AAS*
   2. MCC – Professional Health Studies – Medical Assisting to *Medical Assisting – Professional Health Studies AAS*
   3. MCC – Professional Health Studies – Paramedicine to *Paramedicine – Professional Health Studies AAS*

c. Department Merger
   UNK – Department of Family Studies and Department of Counseling and School Psychology to *Department of Counseling, School Psychology and Family Science*

# ACCESS COLLEGE EARLY SCHOLARSHIP
# 2019-20 YEAR-END REPORT

**Statutory Authority Neb. Rev. Stat. § 85-2106**

**Approved by Committee**
**November 20, 2020**

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

**The Commission's reports are available online at ccpe.nebraska.gov/reports**

# Access College Early (ACE) Scholarship Program

Authorized by the Nebraska Legislature in 2007, the Access College Early (ACE) Scholarship Program pays tuition and mandatory fees for qualified, low-income high school students to enroll in college courses from Nebraska colleges or universities, either through dual enrollment or early enrollment agreements with these institutions. High school students may apply for funding under this program by completing the ACE Student Application, which is reviewed by the Coordinating Commission for award consideration.

To qualify for the scholarship, the student or student's family must be approved to participate in one of the federal need-based government programs listed below, have experienced an extreme hardship that affects family income, or be participating in a designated Career Education program as established by the Nebraska Department of Education.

- Free or Reduced Price Lunch Program
- Supplemental Security Income
- Temporary Assistance to Needy Families (TANF)
- Supplemental Nutrition Assistance Program (SNAP)
- Special Supplemental Assistance Program (WIC)

The objective of the ACE program is to encourage well-prepared high school students from low-income families to enroll in college courses. High school students who are awarded an ACE scholarship to complete college courses while in high school can decrease their time to graduation and consequently the cost of a degree. However, students must pay to take advantage of these college course opportunities to receive college credit that can jumpstart their college careers. For students who are economically disadvantaged, the financial constraints are great.

Research shows that high school students who take college courses while in high school remain in school and graduate at higher rates, enroll in college at increased rates, and return for their college sophomore years at higher rates. In Nebraska, public high school ACE recipients are 32 percentage points more likely to go on to college than other public high school students from low-income families.

As can be seen from the charts starting on page 7, public high school students who are ACE scholarship recipients continue on to college at a much greater rate than public high school students from low-income families that do not receive ACE scholarships. In fact, public high school ACE scholarship recipients continue on to college at a slightly higher rate than public high school students from non-low-income families.

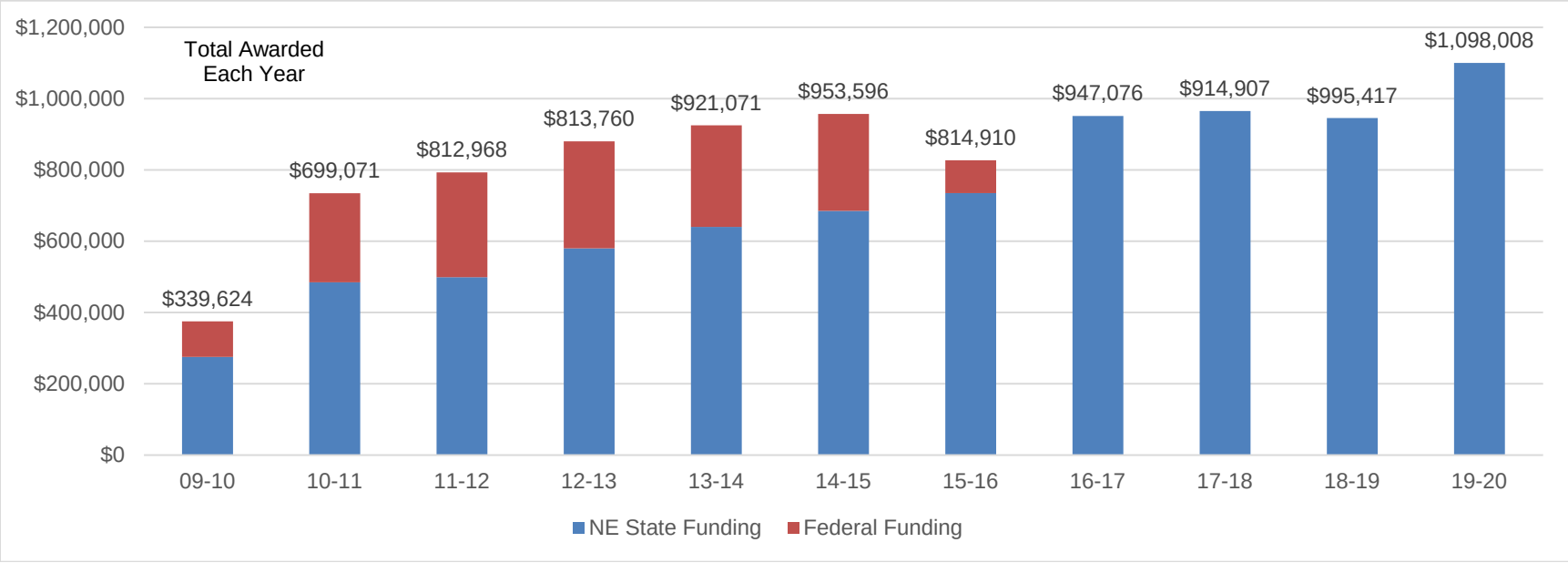
# Distribution of the 2019-20 Access College Early Scholarship

The Access College Early (ACE) Scholarship pays the tuition and mandatory fees of eligible Nebraska high school students taking dual-enrollment and early-admit college courses at participating Nebraska colleges and universities[1]. For 2019-20 the ACE Scholarship program was funded with $1,100,000 General funds appropriated by the Legislature.

Nebraska colleges and universities enrolled 2,473 low-income, Nebraska high school students from 231 high schools who received 4,420 ACE Scholarships in 2019-20. The total amount awarded was $1,098,007.82, with the average award per scholarship equaling $248.42.

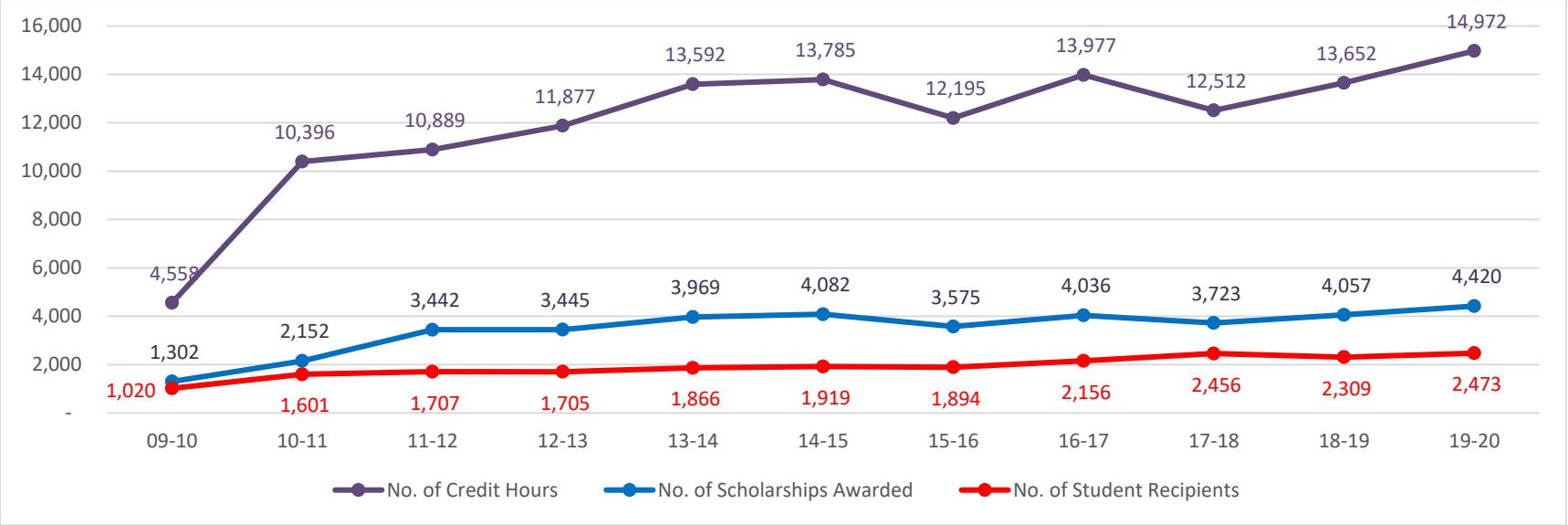
The ACE Scholarship allowed these high school students from low-income families to enroll in 14,972.5 credit hours of college course work. Seventy-six percent of the grades received by these students were a B or better. (See page 10)

## Total ACE Scholarships Funding & Awarded

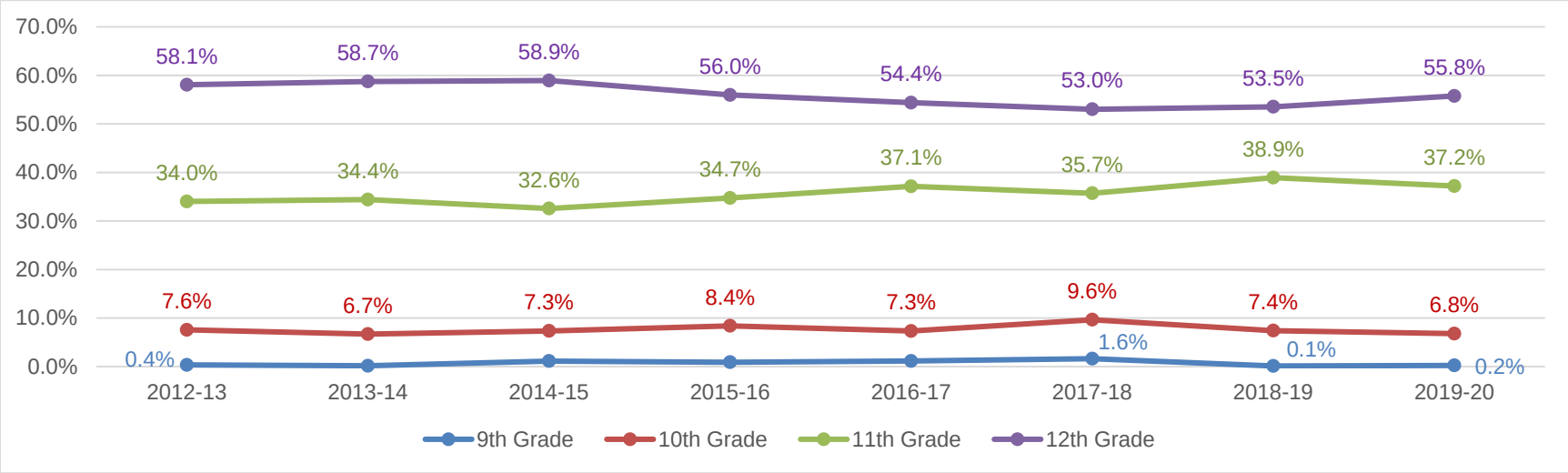



[1] The number of scholarships awarded to a student is limited each year based on available funding and an estimated number of students who will be applying. For 2019-20 students were limited to three scholarship for the year.

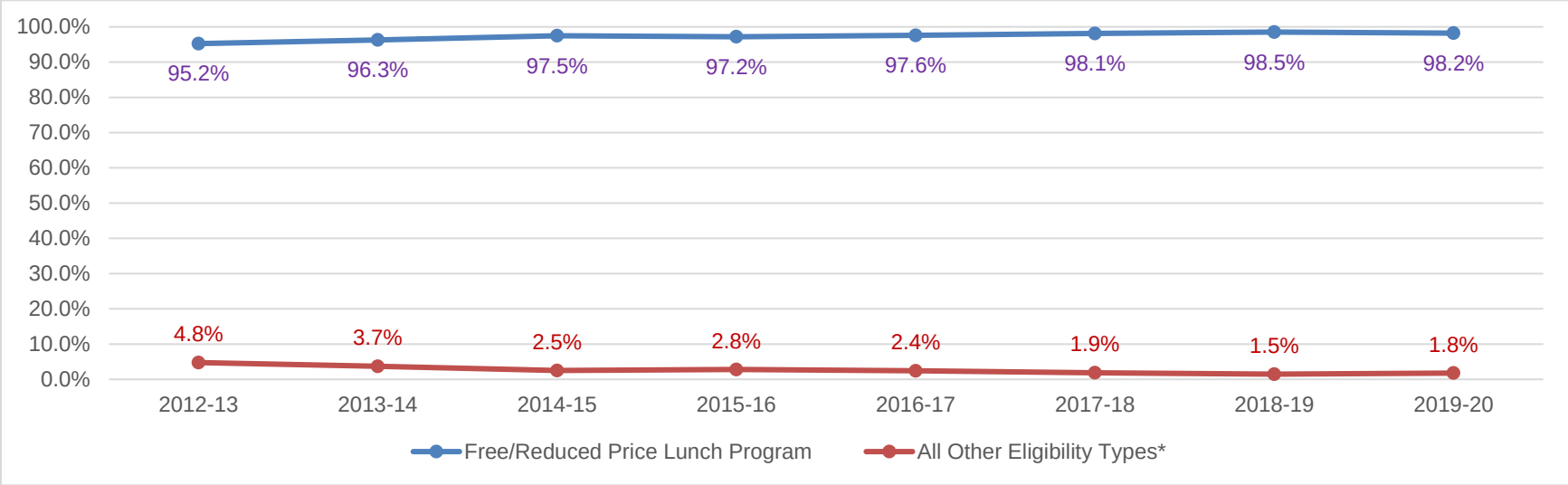
## ACE Scholarship Recipients, Scholarships Awarded, and Credit Hours Taken




## High School Grade Level of ACE Scholarship Recipients

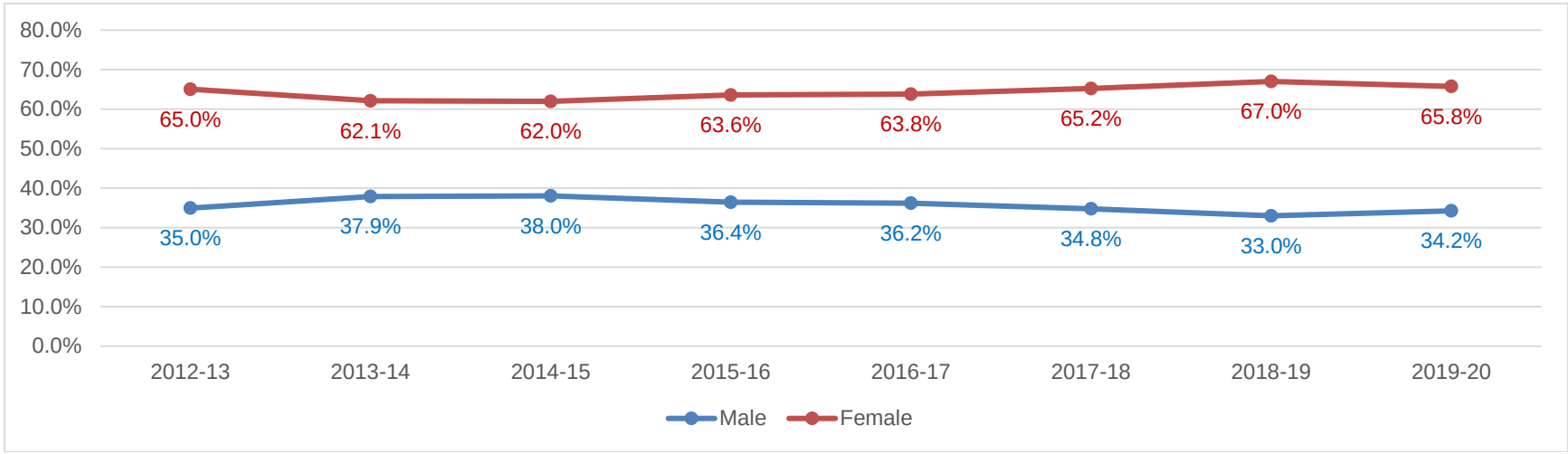


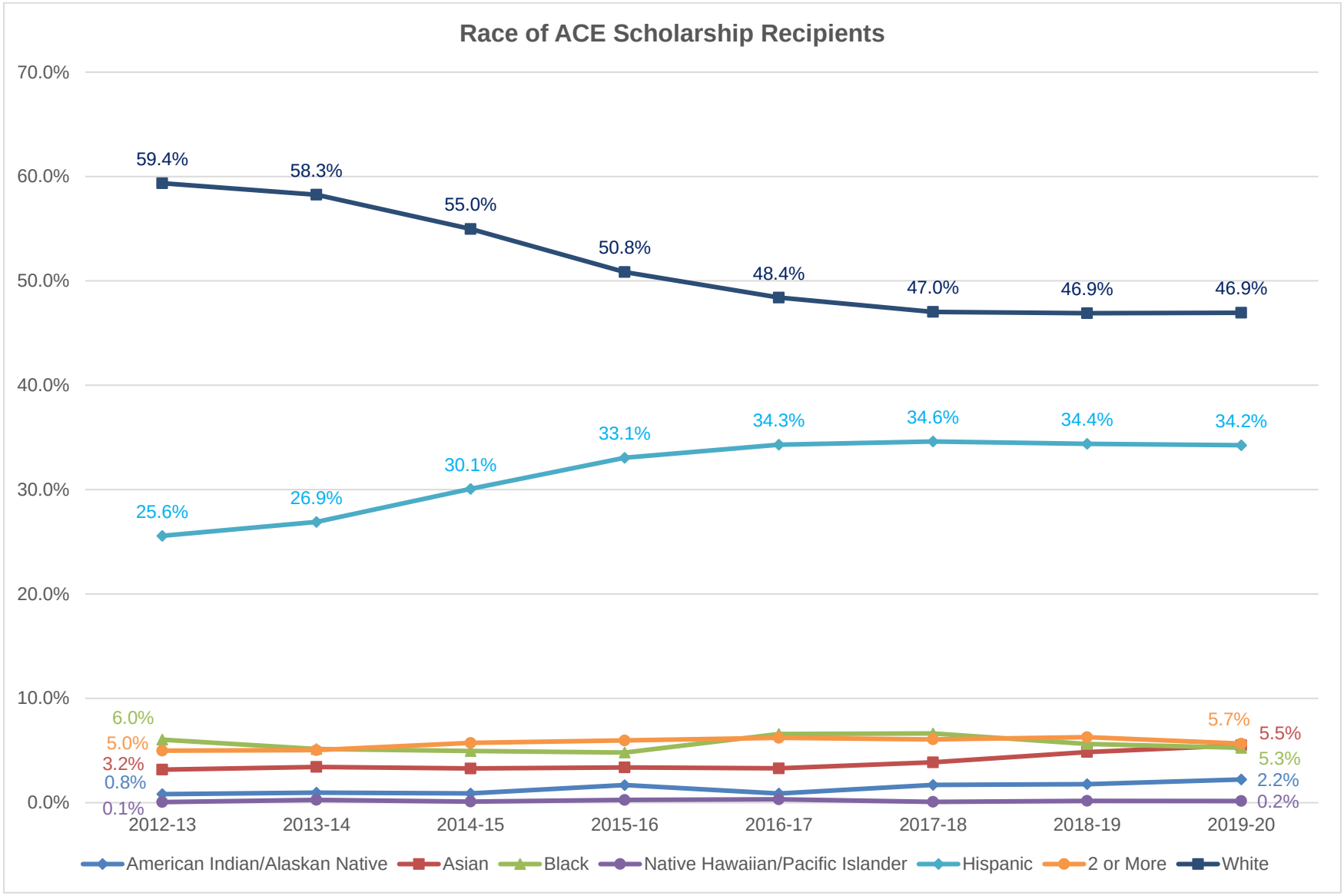
## Eligibility of ACE Recipients




*All Other Eligibility Types Include: CPSE – Career Program of Study; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program; Other Hardship

## Gender of ACE Scholarship Recipients




Race of ACE Scholarship Recipients
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
59.4%
58.3%
55.0%
50.8%
48.4%
47.0%
46.9%
46.9%
25.6%
26.9%
30.1%
33.1%
34.3%
34.6%
34.4%
34.2%
6.0%
5.0%
3.2%
0.8%
0.1%
5.7%
5.5%
5.3%
2.2%
0.2%
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
American Indian/Alaskan Native
Asian
Black
Native Hawaiian/Pacific Islander
Hispanic
2 or More
White

**College Continuation Rates of ACE Scholarship Recipients**

Since 2009, the Coordinating Commission has conducted research to determine how many of the high school seniors who receive ACE scholarships continue on to college compared to other low-income and non-low-income graduates of Nebraska's public high schools.

For this research, a college continuation rate is defined as the percentage of public high school graduates who were enrolled in college within one year of their high school graduation. For example, for the public high school seniors who received ACE scholarships during 2018-19, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2019, and May 31, 2020.

Using student records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse (NSC), the Commission calculates the college continuation rates by gender for the public high school seniors who were ACE scholarship recipients.

The Commission then compares the college continuation rates for the seniors who received ACE scholarships while attending public high schools to the college continuation rates for other low-income and non-low-income graduates of Nebraska's public high schools.

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

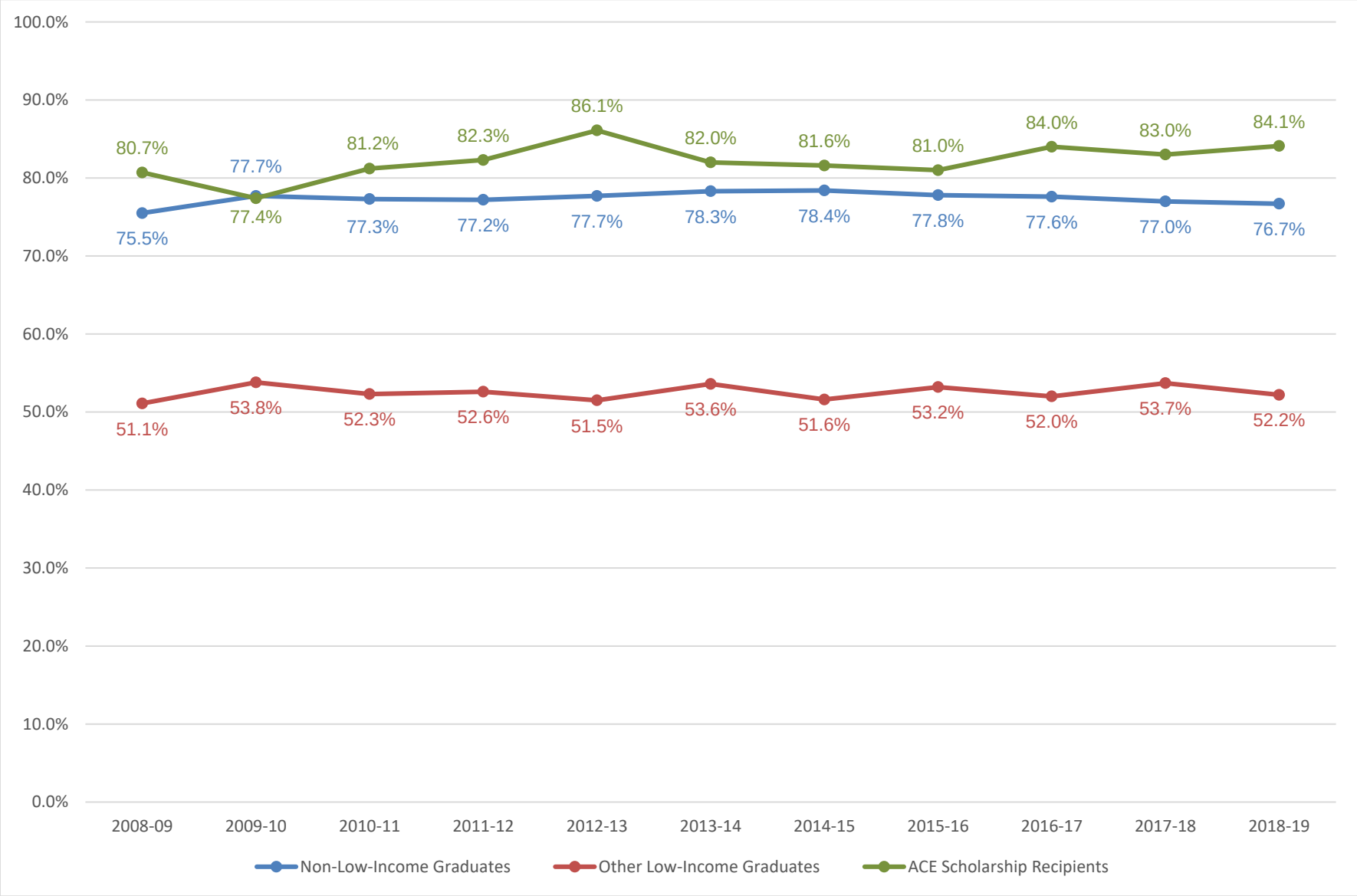
Non-low-income students are students who are not approved for free or reduced-price school lunches.[1]

Since the Commission relies on college enrollment records from the NSC, students who continue on to college at non-NSC-reporting institutions are classified as not continuing on to college. As a result, college continuation rates reported here are underreported to some degree.

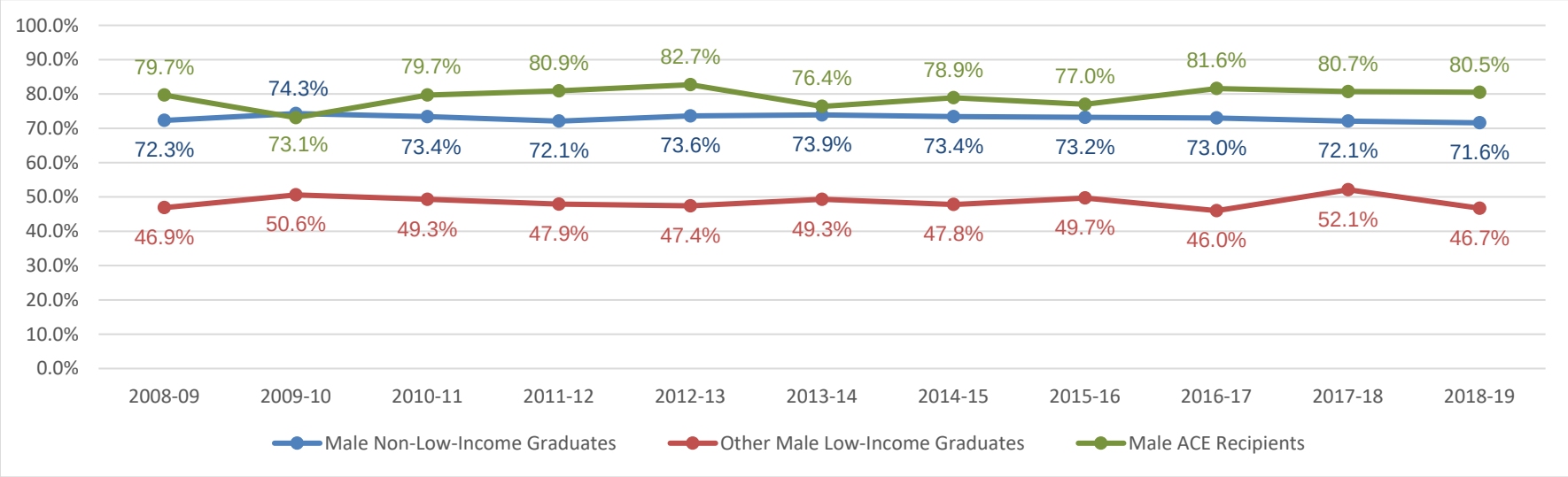
Students who were homeschooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students.

[1] Non-low-income students for this study include at least some students who live in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

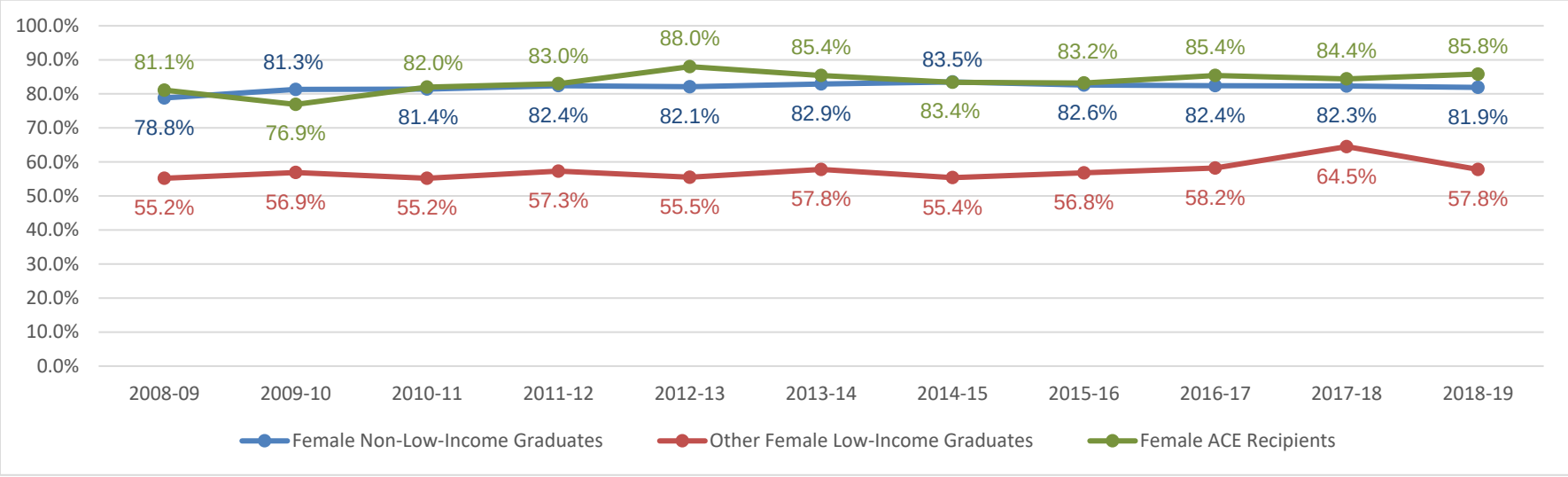
## Public High School College Continuation Rate



## Male Public High School College Continuation Rate




## Female Public High School College Continuation Rate



| 2019-20 Access College Early Scholarship | | | | |
|---|---|---|---|---|
| **College** | **Amount Awarded** | **Number of Students** | **Number of Scholarships** | **Average per Scholarship** |
| Bryan College of Health (BCH) | $1,000.00 | 5 | 5 | $200.00 |
| Central Community College (CCC) | $272,427.00 | 524 | 867 | $314.22 |
| Chadron State College (CSC) | $15,982.66 | 28 | 41 | $389.82 |
| Concordia University (CU) | $3,630.00 | 9 | 13 | $279.23 |
| Little Priest Tribal College (LPTC) | $32,438.00 | 18 | 49 | $662.00 |
| Metropolitan Community College (MCC) | $32,467.50 | 176 | 288 | $112.29 |
| Midland University (MU) | $65,250.00 | 199 | 261 | $250.00 |
| Mid-Plains Community College (MPCC) | $56,170.00 | 93 | 163 | $344.69 |
| NE College of Technical Agriculture (NCTA) | $1,620.00 | 7 | 8 | $202.50 |
| Nebraska Indian Community College (NICC) | $5,100.00 | 5 | 10 | $510.00 |
| Northeast Community College (NECC) | $106,653.00 | 382 | 679 | $157.15 |
| Nebraska Wesleyan University (NWU) | $168,245.00 | 324 | 509 | $330.54 |
| Peru State College (PSC) | $23,940.00 | 80 | 128 | $188.50 |
| Southeast Community College (SCC) | $42,687.00 | 156 | 259 | $164.81 |
| University of Nebraska at Kearney (UNK) | $8,175.00 | 29 | 35 | $233.57 |
| University of Nebraska-Lincoln (UNL) | $330.00 | 1 | 1 | $330.00 |
| University of Nebraska at Omaha (UNO) | $176,091.70 | 474 | 656 | $268.43 |
| Western Nebraska Community College (WNCC) | $62,954.71 | 185 | 319 | $197.35 |
| Wayne State College (WSC) | $22,846.25 | 105 | 129 | $177.10 |

NOTE: Tuition and fee charges are set by each institution, so Average per Scholarship varies by institution.

NOTE 2: Student numbers on the above and following charts do not total 2,473 due to students taking classes at multiple institutions.

NOTE 3: Data related to colleges where the number of students in the above chart equaled five or less were masked in the Grades Earned per Course chart, the Gender Race/Ethnicity chart, and the Grade & Eligibility chart on the following pages.

| 2019-20 Access College Early Scholarship<br>Grades Earned per Course | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **College** | **A+** | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **F** | **W** | **IP**** | **Hours^** |
| BCH@ | | | | | | | | | | | | | | | | |
| CCC | 38 | 387 | | 59 | 195 | | 38 | 69 | | 13 | 19 | | 30 | 19 | | 2,596 |
| CSC | 22 | | | | 9 | | | 3 | | | | | 5 | 2 | | 125 |
| CU | 1 | 4 | 1 | | 4 | | | 2 | | | | | | 1 | | 41 |
| LPTC | | 3 | | | 13 | | | 19 | | | 7 | | 7 | | | 147 |
| MCC | | 127 | | | 93 | | | 35 | | | 8 | | 11 | 13 | 1 | 1,405 |
| MU | | 113 | 2 | | 99 | | | 30 | | | 14 | | 1 | 2 | | 792 |
| MPCC | 23 | 70 | | 25 | 20 | | 5 | 7 | | 1 | 3 | | 4 | 4 | 1 | 509 |
| NCTA | | 1 | | 1 | 2 | 2 | | | | | 1 | | 1 | | | 24 |
| NICC | | 3 | 2 | | 1 | 1 | | 1 | | | | | 2 | | | 30 |
| NECC | 103 | 228 | | 84 | 114 | | 33 | 47 | | 8 | 9 | | 24 | 24 | 5 | 2,074 |
| NWU | 45 | 169 | 55 | 36 | 79 | 20 | 26 | 25 | 10 | 3 | 18 | 2 | 12 | 9 | | 1,771 |
| PSC | | 70 | | 13 | 29 | | 3 | 3 | | 1 | 2 | | 6 | | | 399 |
| SCC | 34 | 53 | | 49 | 42 | | 25 | 20 | | 6 | 1 | | 16 | 13 | | 776 |
| UNK | 3 | 24 | 1 | 1 | 2 | 1 | 1 | 1 | | | | | | | | 108 |
| UNL@ | | | | | | | | | | | | | | | | |
| UNO | 28 | 199 | 49 | 47 | 198 | 16 | 24 | 64 | 5 | 1 | 10 | 1 | 3 | 11 | | 2,114 |
| WNCC | 24 | 68 | 38 | 19 | 48 | 22 | 20 | 26 | 7 | 7 | 10 | 3 | 16 | 11 | | 1,040.5 |
| WSC | | 62 | 9 | 10 | 13 | 9 | 5 | 12 | 1 | | 1 | 1 | 5 | 1 | | 467 |

** Course work in progress
^ Total number of credit hours paid for by the scholarship
@ Data masked due to low numbers

| 2019-20 Access College Early Scholarship<br>Gender & Race | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **College** | **Female** | **Male** | **American Indian/Alaskan Native** | **Asian** | **Black** | **Native Hawaiian/Pacific Islander** | **Hispanic** | **2 or More** | **White** |
| BCH@ | | | | | | | | | |
| CCC | 311 | 213 | 4 | 5 | 9 | 2 | 219 | 29 | 256 |
| CSC | 21 | 7 | 2 | 1 | 1 | 3 | | 3 | 18 |
| CU | 4 | 5 | | | | | 1 | 2 | 6 |
| LPTC | 11 | 7 | 17 | | 1 | | | | |
| MCC | 117 | 59 | 2 | 15 | 13 | | 53 | 11 | 82 |
| MU | 151 | 48 | 1 | 24 | 14 | | 135 | 7 | 18 |
| MPCC | 69 | 24 | | | 1 | | 6 | 1 | 85 |
| NCTA | 3 | 4 | | | | | | | 7 |
| NICC | 3 | 2 | 5 | | | | | | |
| NECC | 246 | 140 | 9 | 1 | 10 | | 86 | 22 | 258 |
| NWU | 202 | 122 | 3 | 31 | 18 | | 73 | 24 | 175 |
| PSC | 45 | 35 | 1 | 4 | 1 | | 16 | 2 | 56 |
| SCC | 110 | 46 | | 5 | 3 | 2 | 23 | 7 | 116 |
| UNK | 20 | 9 | | | 1 | | 17 | 3 | 8 |
| UNL@ | | | | | | | | | |
| UNO | 356 | 118 | 2 | 65 | 64 | | 243 | 30 | 70 |
| WNCC | 117 | 68 | 6 | 2 | 2 | | 63 | 7 | 105 |
| WSC | 60 | 45 | 6 | 4 | 4 | | 45 | 7 | 39 |

@ Data masked due to low numbers

| | 2019-20 Access College Early Scholarship<br>Grade & Eligibility* Criteria | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **College** | **9th** | **10th** | **11th** | **12th** | **CPSE** | **F/R** | **Other Hardship** | **SNAP** | **SSI** | **TANF** | **WIC** |
| BCH@ | | | | | | | | | | | |
| CCC | | 19 | 190 | 315 | | 517 | 2 | 5 | | | |
| CSC | | 1 | 15 | 12 | | 28 | | | | | |
| CU | | 2 | 2 | 5 | | 7 | 2 | | | | |
| LPTC | | | 9 | 9 | | 18 | | | | | |
| MCC | 1 | 10 | 64 | 107 | | 171 | 1 | 3 | 1 | | |
| MU | | 7 | 181 | 11 | | 197 | 1 | 1 | | | |
| MPCC | | 4 | 31 | 58 | | 91 | 1 | 1 | | | |
| NCTA | | | 3 | 4 | | 7 | | | | | |
| NICC | 1 | | 1 | 3 | | 5 | | | | | |
| NECC | | 8 | 122 | 256 | | 375 | 5 | 4 | 1 | | 1 |
| NWU | | 4 | 147 | 173 | | 319 | | 5 | | | |
| PSC | | 1 | 24 | 55 | | 80 | | | | | |
| SCC | | 3 | 55 | 98 | | 152 | 3 | 1 | | | |
| UNK | | | 16 | 13 | | 29 | | | | | |
| UNL@ | | | | | | | | | | | |
| UNO | 4 | 115 | 114 | 241 | | 465 | 6 | 3 | | | |
| WNCC | | 2 | 51 | 132 | | 184 | | | 1 | | |
| WSC | | 6 | 42 | 57 | | 105 | | | | | |

*CPSE – Career Program of Study; F/R – Free or Reduced Price Lunch Program; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program

@ Data masked due to low numbers

# Access College Early 2019-20
# Number of Scholarships Awarded by High School

College (number of high schools)
High School (number of students, number of scholarships)

**Bryan College of Health (5):**
- Crete (1, 1)
- Howells-Dodge (1, 1)
- Leigh (1, 1)
- Nebraska City (1, 1)
- Norris (1, 1)

**Central Community College (63):**
- Adams Central (Hastings) (2, 4)
- Amherst (3, 9)
- Arapahoe (5, 9)
- Arcadia (2, 5)
- Aurora (12, 13)
- Blue Hill (11, 15)
- Cambridge (3, 7)
- Central Catholic (Grand Island) (2, 2)
- Central City (10, 12)
- Central Valley (Greeley) (3, 3)
- Centura (2, 5)
- Clarkson (3, 7)
- Columbus (39, 64)
- Cozad (3, 4)
- Cross Co (Stromsburg) (1, 1)
- Deshler (1, 1)
- Doniphan-Trumbull (4, 7)
- East Butler (Brainard) (1, 2)
- Elba (2, 2)
- Elgin (1, 1)
- Elm Creek (5, 10)
- Elwood (1, 1)
- Fullerton (13, 23)
- Gibbon (3, 3)
- Gothenburg (1, 1)
- Grand Island (162, 280)
- Hampton (2, 1)
- Harvard (6, 7)
- Hastings, (29, 40)
- High Plains (Polk) (1, 2)
- Holdrege (8, 9)
- Home (1, 3)
- Humphrey (1, 3)
- Kearney (8, 9)
- Lakeview (Columbus) (3, 6)
- Lawrence-Nelson (13, 29)
- Leigh (4, 9)
- Lexington (51, 67)
- Litchfield (2, 5)
- Loup City (3, 5)
- Madison (9, 9)
- Northwest (Grand Island) (8, 18)
- Ord (9, 17)
- Osceola (4, 11)
- Palmer (8, 18)
- Pleasanton (1, 1)
- Ravenna (2, 5)
- Red Cloud (2, 3)

**Central Community College (cont.)**
Riverside (Cedar Rapids) (2, 2)
Sandy Creek (Fairfield) (9, 17)
Schuyler (1, 2)
Scotus Central (Columbus) (5, 6)
S-E-M (Sumner) (2, 4)
Shelby-Rising City (3, 7)
Shelton (4, 7)
Silver Lake (Roseland) (1, 1)
Spalding Academy (6, 14)
St Cecilia (Hastings) (1, 1)
St Paul (2, 4)
Sutton (4, 5)
Verdigre (1, 1)
Wheeler Central (Bartlett) (3, 3)
Wood River (10, 24)

**Chadron State College (4):**
Chadron (19, 32)
Scottsbluff (6, 6)
SEM (Sumner) (1, 1)
Sidney (2, 2)

**Concordia (3):**
Blue Hill (1, 1)
Home School (6, 10)
Seward (2, 2)

**Little Priest Tribal College (1)**
Winnebago (18, 49)

**Metropolitan Community College (22):**
Alma (4, 4)
Arlington (2, 4)
Blair (1, 2)
DC West (Valley) (5, 11)
Fort Calhoun (5, 7)
Fremont (48, 74)
Gretna (19, 42)
Home School (2, 4)
Logan View (Hooper) (2, 3)
Millard North (Omaha) (3, 5)
Millard South (Omaha) (5, 15)
Millard West (Omaha) (4, 8)
Omaha Benson (16, 16)
Omaha Bryan (4, 4)
Omaha Burke (4, 6)
Omaha Central (10, 10)
Omaha Northwest (2, 2)
Omaha South (16, 17)
Papillion-LaVista (14, 33)
Papillion-LaVista South (7, 16)
Platteview (1, 1)
Ralston (2, 4)

**Midland University (8):**
Fremont (1, 1)
Mercy (Omaha) (1, 1)
Omaha Benson (23, 23)
Omaha Bryan (44, 44)
Omaha Burke (12, 20)
Omaha Central (10, 12)
Omaha North (17, 17)
Omaha South (91, 143)

**Mid-Plains Community College (25):**
Anselmo-Merna (2, 4)
Arcadia (2, 2)

**Mid-Plains Community College (cont.)**

Brady (3, 6)
Broken Bow (6, 13)
Callaway (2, 3)
Chase Co (Imperial) (3, 5)
Dundy Co (Benkelman) (4, 6)
Eustis-Farnam (1, 1)
Hayes Center (1, 1)
Hershey (1, 2)
Hitchcock Co (Trenton) (2, 3)
Keya Paha Co (Springview) (8, 13)
Maxwell (4, 6)
McCook (2, 5)
Medicine Valley (Curtis) (1, 1)
Mullen (3, 3)
North Platte (21, 42)
Ogallala (3, 6)
Paxton (3, 4)
Perkins Co (Grant) (3, 3)
Sandhills (Dunning) (2, 4)
Sargent (6, 13)
Southwest (Bartley) (1, 3)
Stapleton (4, 5)
Sutherland (2, 4)
Thedford (3, 5)

**Nebraska College of Technical Agriculture (6):**

Arcadia (1, 1)
Elwood (1, 1)
Medicine Valley (Curtis) (1, 2)
Palmer (1, 1)
Sargent (1, 1)
York (2, 2)

**Nebraska Indian Community College (1)**

Santee (5, 10)

**Nebraska Wesleyan (40):**

Alma (5, 5)
Aurora (9, 9)
Bancroft-Rosalie (1, 1)
Bishop Neumann (Wahoo) (1, 1)
Blair (1, 2)
Bridgeport (23, 23)
Central Valley (Greeley) (4, 8)
Columbus (5, 5)
Elkhorn (Omaha) (2, 3)
Elkhorn South (Omaha) (1, 2)
Franklin (5, 12)
Gordon-Rushville (15, 15)
Hastings (12, 27)
Lexington (28, 51)
Lincoln East (3, 3)
Lincoln High (5, 7)
Lincoln North Star (83, 162)
Lincoln Northeast (13, 20)
Lincoln Southeast (9, 16)
Lincoln Southwest (2, 2)
Marian (Omaha) (3, 6)
Norfolk (5, 5)
Norris (9, 16)
Northeast (Lyons) (4, 6)
Oakland-Craig (1, 1)
Ord (5, 5)
Overton (1, 1)
Papillion-LaVista South (2, 4)
Platteview (2, 3)
Riverside (Cedar Rapids) (5, 9)

**Nebraska Wesleyan University (cont.)**
Roncalli (Omaha) (1, 2)
SEM (Sumner) (1, 1)
Sidney (7, 10)
South Sioux (21, 22)
Southern Valley (Oxford) (7, 10)
St Cecilia (Hastings) (1, 1)
Stuart (10, 14)
Wayne (3, 5)
West Point-Beemer (7, 13)
Westside (Omaha) (1, 1)

**Northeast Community College (51):**
Ainsworth (3, 9)
Bancroft-Rosalie (6, 15)
Battle Creek (5, 13)
Bloomfield (4, 8)
Boone Central (Albion) (4, 5)
Boyd Co (Spencer) (8, 24)
Burwell (13, 22)
Cedar Cath (Hartington) (4, 6)
Central City (2, 3)
Chambers (4, 10)
Clearwater (2, 4)
Creighton (12, 28)
Deshler (1, 1)
Elgin (4, 6)
Elkhorn Valley (Tilden) (4, 4)
Ewing (6, 14)
Guardian Angels Cath (West Point) (2, 3)
Hartington-Newcastle (6, 11)
Home (2, 5)
Homer (3, 4)
Howells-Dodge (3, 3)
Keya Paha Co (Springview) (4, 4)
Laurel-Concord-Coleridge (6, 6)
Madison (9, 20)
Neligh-Oakdale (6, 9)
Newman Grove (4, 4)
Niobrara (5, 7)
Norfolk (58, 96)
Northeast (Lyons) (2, 5)
Oakland-Craig (9, 17)
O'Neill (6, 12)
Orchard (5, 7)
Pender (1, 2)
Pierce (6, 12)
Plainview (4, 10)
Ponca (1, 2)
Randolph (2, 3)
Rock Co (Bassett) (8, 16)
South Sioux (60, 69)
Stanton (4, 6)
Stuart (9, 16)
Tekamah-Herman (9, 20)
Verdigre (3, 4)
Wakefield (8, 13)
Wausa (5, 7)
Wayne (2, 2)
West Holt (8, 17)
West Point-Beemer (23, 49)
Winside (2, 3)
Wisner-Pilger (7, 14)
Wynot (12, 29)

**Peru State College (20):**
Arcadia (3, 4)
Aurora (1, 1)

**Peru State College (cont.)**

Beatrice (11, 20)
Bruning-Davenport (2, 3)
Centennial (Utica) (1, 3)
Crete (1, 1)
Cross Co (Stromsburg) (2, 5)
Filmore Central (Geneva) (1, 2)
HTRS (Humboldt) (10, 20)
Johnson Co (Tecumseh) (7, 7)
McCool Junction (1, 2)
Meridian (Daykin) (3, 3)
Nebraska City (2, 2)
North Bend (1, 3)
Orchard (2, 2)
Riverside (Cedar Rapids) (1, 1)
Scribner-Snyder (4, 8)
Tri County (Dewitt) (3, 6)
Wausa (2, 3)
York (22, 31)

**Southeast Community College (37):**

Ashland-Greenwood (, 3)
Beatrice (13, 19)
Crete (1, 9)
Deshler (3, 2)
Fairbury (3, 3)
Falls City (14, 30)
Friend (, 4)
Heartland (Henderson) (, 4)
Home School (3, 4)
HTRS (Humboldt) (4, 9)
Johnson-Brock (, 6)
Lincoln Christian (1, 1)
Lincoln East (, 3)
Lincoln High (2, 4)
Lincoln North Star (5, 21)
Lincoln Northeast (4, 9)
Lincoln Southeast (7, 6)
Lincoln Southwest (1, 6)
Malcolm (2, 3)
Mead (2, 7)
Meridian (Daykin) (, 2)
Milford (2, 6)
Norris (Firth) (6, 8)
Parkview Christian (Lincoln) (, 3)
Pawnee City (7, 9)
Pius X (Lincoln) (1, 2)
Plattsmouth (, 3)
Raymond Central (1, 3)
Seward (1, 1)
Southern (Wymore) (4, 11)
Wahoo (5, 6)
Waverly (3, 2)
Weeping Water (, 2)
Wilber-Clatonia (, 4)
Wynot (2, 3)
York (41, 23)
Yutan (5, 18)

**University of Nebraska at Kearney (8):**

Central City (2, 3)
Elwood (2, 3)
Gibbon (2, 3)
Grand Island (1, 1)
Holdrege (1, 1)
Kearney (1, 3)
Kearney Catholic (1, 2)
Lexington (19, 19)

**University of Nebraska – Lincoln (1):**
- Northwest (Grand Island) (1, 1)

**University of Nebraska at Omaha (27):**
- Bellevue East (2, 2)
- Bellevue West (7, 18)
- Bennington (1, 1)
- Crete (2, 2)
- Elkhorn (Omaha) (4, 5)
- Home (1, 2)
- Marian (Omaha) (3, 3)
- Mercy (Omaha) (1, 1)
- Millard South (Omaha) (1, 1)
- Millard West (Omaha) (1, 2)
- Omaha Benson (71, 77)
- Omaha Bryan (62, 83)
- Omaha Burke (32, 68)
- Omaha Central (44, 69)
- Omaha North (27, 42)
- Omaha Northwest (24, 33)
- Omaha South (170, 218)
- Papillion-La Vista (1, 1)
- Papillion-La Vista South (4, 8)
- Platteview (1, 2)
- Plattsmouth (1, 1)
- Ralston (3, 6)
- Roncalli (Omaha) (1, 1)
- Skutt (Omaha) (1, 2)
- Westside (Omaha) (8, 8)

**Wayne State College (20):**
- Aurora (3, 3)
- Bancroft-Rosalie (3, 6)
- Boone Central (Albion) (1, 1)
- Fullerton (13, 17)
- Grand Island (10, 13)
- Harvard (4, 4)
- Howells-Dodge (2, 2)
- Laurel-Concord-Coleridge (1, 1)
- Neligh-Oakdale (1, 2)
- Niobrara (3, 5)
- Norfolk (2, 5)
- Osmond (1, 3)
- Plainview (1, 1)
- Riverside (Cedar Rapids) (1, 1)
- South Sioux (48, 54)
- St Edward (1, 1)
- Twin River (Genoa) (1, 2)
- Wausa (1, 1)
- Wayne (3, 3)
- West Point-Beemer (5, 6)

**Western Nebraska Community College (14):**
- Alliance (5, 11)
- Bayard (4, 6)
- Bridgeport (33, 64)
- Chadron (6, 7)
- Crawford (2, 3)
- Garden County (Oshkosh) (3, 7)
- Gordon-Rushville (28, 39)
- Hyannis (2, 4)
- Leyton (1, 3)
- Minatare (4, 6)
- Mitchell (5, 8)
- Morrill (7, 11)
- Scottsbluff (81, 146)
- Sidney (4, 4)

# Access College Early 2019-20
# Courses Taken by Scholarship Recipients

College (number of different subject areas)
Subject Area (number of scholarships)

**Bryan College of Health (1):**
- Health (5)

**Central Community College (30):**
- Accounting (2)
- Agriculture Sciences (12)
- Adv Mfg Design Tech (17)
- Auto Body (67)
- Biological Sciences (42)
- Business Admin (4)
- Business Tech (1)
- Chemistry (3)
- Construction Tech (9)
- Drafting & Design Tech (17)
- Economics (5)
- Education (2)
- English (176)
- Entrepreneurship (2)
- History (57)
- Health Occupations (74)
- Information Tech (19)
- Mathematics (99)
- Media Arts (5)
- Music (18)
- Nutrition (6)
- Physical Education (16)
- Physical Science (2)
- Political Science (18)
- Psychology (36)
- Sociology (7)
- Spanish (1)
- Speech (138)
- Theatre (2)
- Welding Tech (10)

**Chadron State College (8):**
- Education (3)
- English (5)
- Finance (6)
- History (4)
- Mathematics (13)
- Marketing (2)
- Physical Education (5)
- Psychology (3)

**Concordia (1)**
- Chemistry (2)
- English (4)
- Spanish (7)

**Little Priest Tribal College (9)**
- Education (1)
- English (12)
- History (4)
- Math (3)
- Music (4)

**Little Priest Tribal College (cont.)**
Native Am Studies (1)
Political Science (13)
Psychology (10)
Sociology (1)

**Metropolitan Community College (28):**
Accounting (2)
Auto Collision Tech (3)
Biology (10)
Business Admin (6)
Civil Engineering Tech (2)
Criminal Justice (12)
Design/Media Arts (3)
Early Childhood (13)
Economics (7)
Emergency Medical Services (5)
English (37)
Entrepreneurship (1)
Finance (29)
Fire Science Tech (3)
Geography (9)
Health Info Mngt Systems (17)
History (9)
Health (17)
Human Resources (5)
Industrial/Commercial Trade (3)
Information Tech (18)
Mathematics (34)
Photography (1)
Psychology (3)
Sociology (20)
Spanish (1)
Speech (12)
Video/Audio Communication (2)
Welding (4)

**Midland University (4):**
Chemistry (9)
English (108)
Earth Science (6)
History (138)

**Mid-Plains Community College (19):**
Accounting (2)
Art (4)
Biology (9)
Business Admin (5)
Chemistry (3)
Emergency Med Services (1)
English (58)
History (12)
Information Tech (1)
Mathematics (35)
Nursing Asst (3)
Office Tech (6)
Physical Science (2)
Political Science (5)
Psychology (13)
Sociology (1)
Speech (3)

**Nebraska College of Technical Agriculture (3):**
Agronomy (2)
Animal Science (5)
Economics (1)

**Nebraska Indian Community College (7)**
- Business Admin (2)
- Early Childhood Ed (1)
- Education (1)
- English (3)
- History (1)
- Health, Physical Ed & Rec (1)
- Native Am Studies (1)

**Nebraska Wesleyan (16):**
- Accounting (4)
- Art History (2)
- Art (3)
- Biology (20)
- Business Admin (3)
- Chemistry (12)
- Chemistry Lab (12)
- Communication Studies (23)
- Economics (14)
- English (220)
- French (5)
- German (3)
- History (110)
- Mathematics (53)
- Physics (9)
- Political Science (3)
- Spanish (13)

**Northeast Community College (31):**
- Accounting (18)
- Agriculture (11)
- Automotive Tech (5)
- Biology (27)
- Building Construction (13)
- Business (15)
- Criminal Justice (4)
- Drafting (4)
- Early Childhood (3)
- Economics (13)
- English (13)
- Geography (1)
- Graphic Design (3)
- History (27)
- Health Education (30)
- Health/Physical Ed/Rec (33)
- Home Economics (2)
- Horticulture/Golf Course Mngt (2)
- Human Services (2)
- Information Tech (7)
- Mathematics (118)
- Music (3)
- Nurse Aide (51)
- Paramedic (3)
- Political Science (17)
- Psychology (68)
- Sociology (11)
- Spanish (13)
- Speech (61)
- Utility Line (1)
- Welding (13)

**Peru State College (10):**
- Biological Science (11)
- Chemistry (3)
- English (55)
- History (8)
- Mathematics (8)
- Political Science (13)

**Peru State College (cont.)**
- Psychology (17)
- Sociology (4)
- Speech (8)

**Southeast Community College (23):**
- Agriculture (9)
- Bioscience (10)
- Business Admin (8)
- Criminal Justice (12)
- Design & Drafting (1)
- Early Childhood Ed (4)
- Economics (4)
- Education (16)
- English (43)
- Food Service/Hospitality (13)
- History (10)
- Health (15)
- Information Tech (6)
- Mathematics (49)
- Medical Assisting (8)
- Medical Lab (1)
- Political Science (5)
- Precision Machining & Auto Tech (1)
- Psychology (19)
- Sociology (6)
- Speech (17)
- Welding (2)

**University of Nebraska at Kearney (8):**
- Art (1)
- Biology (3)
- Cyber Systems (1)
- English (8)
- History (1)
- Spanish (19)
- Speech (1)
- Teachers Education (1)

**University of Nebraska – Lincoln (1):**
- Art History (1)

**University of Nebraska at Omaha (26):**
- Anthropology (1)
- Art/Art History (7)
- Biology (29)
- Biomechanics (1)
- Communication Studies (5)
- Computer Science/IST (7)
- Criminal Justice (2)
- Cybersecurity (1)
- Economics (2)
- English (118)
- French (2)
- Geography (109)
- German (1)
- History (29)
- Information Science & Tech (28)
- Mathematics (37)
- Music (6)
- Philosophy (1)
- Physics (22)
- Political Science (112)
- Psychology (18)
- Religion (8)
- Sociology (4)
- Spanish (78)
- Teacher Ed (27)

**University of Nebraska at Omaha (cont.)**
- Writer's Workshop (1)

**Wayne State College (16):**
- Art (1)
- Biology (1)
- Business Admin (2)
- Computer Info Systems (3)
- Communication Arts (2)
- Drafting & Design (1)
- Education (25)
- English (7)
- Family & Consumer Science (1)
- Human Services (1)
- Mathematics (61)
- Music (1)
- Political Science (3)
- Psychology (15)
- Sociology (4)
- Spanish (1)

**Western Nebraska Community College (23):**
- Accounting (7)
- Agriculture (2)
- Auto Body Tech (21)
- Automotive Tech (4)
- Biological Sciences (19)
- Business Admin (3)
- Business Technology (1)
- Criminal Justice (6)
- Early Childhood Ed (2)
- Economics (4)
- Education (7)
- Emergency Medical Services (1)
- English (108)
- History (14)
- Health (12)
- Human Services (4)
- Information tech (3)
- Mathematics (42)
- Nursing Assistant (17)
- Physical Education (1)
- Political Science (1)
- Personal Development (6)
- Psychology (19)
- Sociology (2)
- Spanish (2)
- Speech (1)
- Theatre (1)
- Welding (5)

# NEBRASKA OPPORTUNITY GRANT
# 2019-20 YEAR-END REPORT

## Committee Draft

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

**The Commission's reports are available online at ccpe.nebraska.gov/reports**

# NEBRASKA OPPORTUNITY GRANT PROGRAM

The Nebraska Opportunity Grant (NOG) program provides financial aid to students who are residents of Nebraska; have not earned a bachelor's, graduate, or professional degree; have high financial need (defined as having an expected family contribution equal to or less than 110% of the maximum family contribution that qualifies students for a federal Pell Grant); and who are attending eligible Nebraska colleges and universities to earn a degree or credential. The NOG program uses information from the federal Free Application for Federal Student Aid (FAFSA) as the basis for determining eligibility; there is no separate application.

NOG is the State of Nebraska's only need-based financial aid program for postsecondary students and is funded through General fund appropriations and lottery funds. As of the 2017-18 academic year, when analyzing national need-based undergraduate grant dollars per undergraduate enrollment, Nebraska ranked 35th in the country, the same ranking as in 2016-17.

The NOG program is a decentralized financial aid program. The commission allocates state funding to participating institutions based on a statutory formula that takes into account the proportion of all eligible students attending each institution and their tuition and fees (capped at tuition and fees at the University of Nebraska Lincoln) and verifies student eligibility but does not determine individual student award amounts or dictate how many eligible students receive NOG grants. Participating institutions award NOG grants to eligible students subject to eligibility criteria, maximum award limits, and available allocations.

For the 2019-20 NOG program award year:

- $18,740,356 was awarded
- 12,956 students received a Nebraska Opportunity Grant
- $1,446.46 was the average grant award

Pages 3-6 include charts showing the number of Nebraska students who received a federal Pell grant and the unmet financial need of these students as reported by the institutions. The US Department of Education defines financial need as the difference between how much college costs and how much a student and the student's family can pay towards those costs. The difference between financial need and the amount of financial aid offered by the college to the student to cover the financial need is considered unmet financial need. Students must cover their unmet need from either private loans or out-of-pocket funds.

The remainder of the report reflects various details specifically related to the NOG program, broken out by sector. Of particular interest is the table on page 13 showing the percentage of eligible students that received a NOG award by sector. The table demonstrates both that the NOG program is an important part of the overall financial aid strategy of postsecondary institutions and that many eligible students are not served by the NOG program due to lack of funding.

## NOG Program Participating Institutions

University of Nebraska

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

State Colleges

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

Community Colleges

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

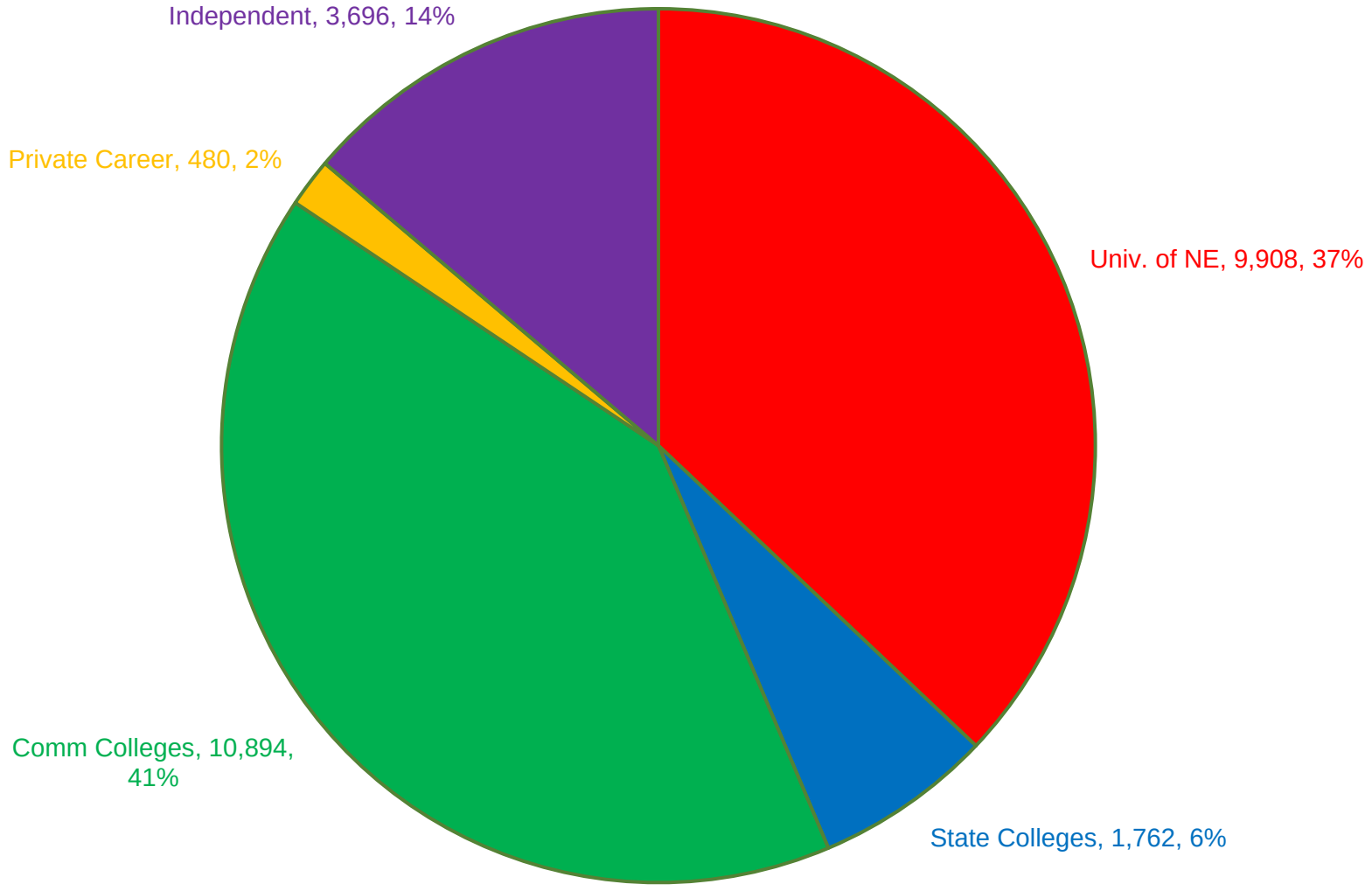
Private Career Colleges

- Capitol School of Hairstyling
- College of Hair Design
- Creative Center
- Joseph's College of Beauty
- Xenon International School of Hair

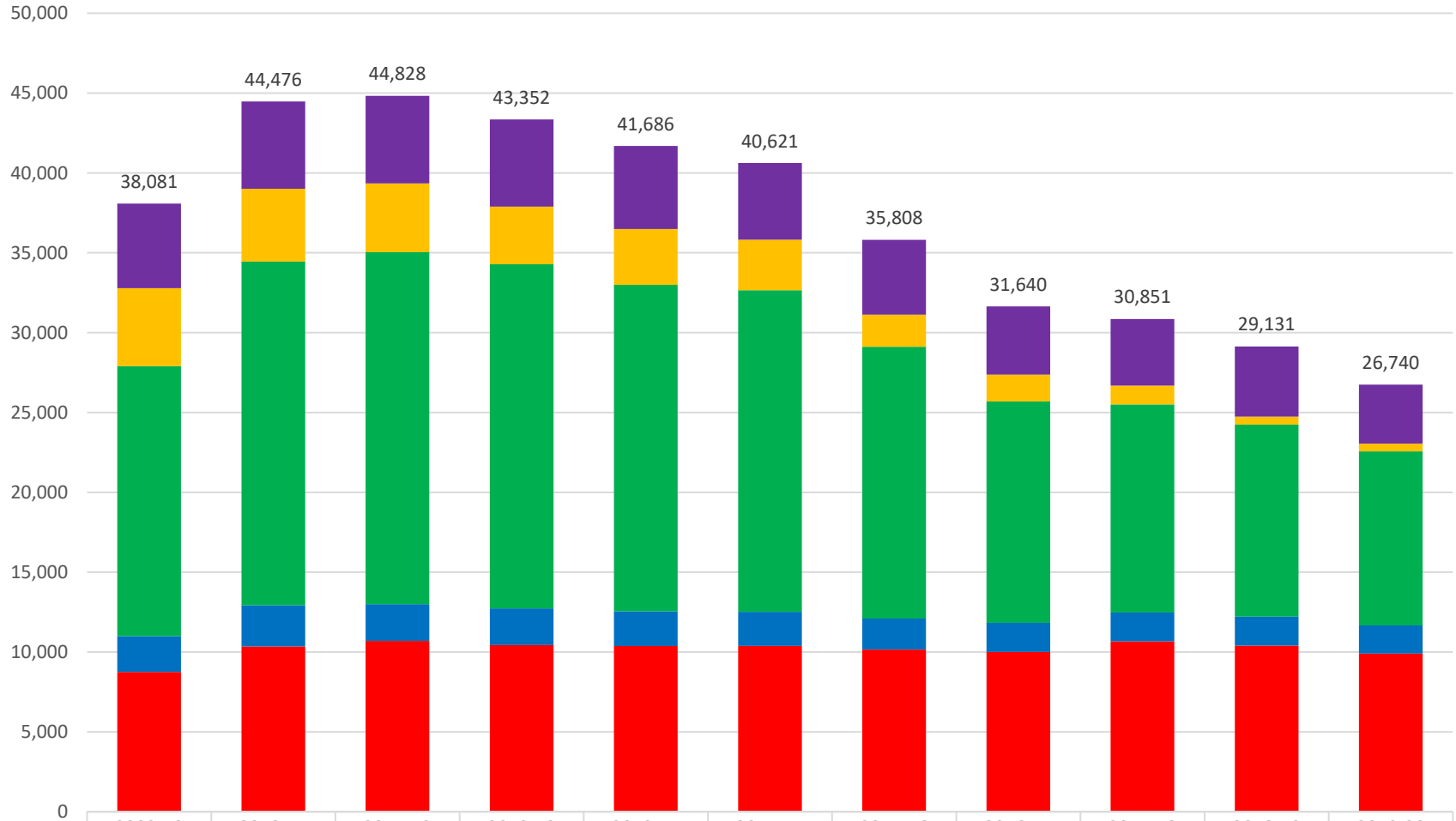
Independent Colleges & Universities

- Bellevue University
- Bryan College of Health Science
- Clarkson College
- College of Saint Mary
- Concordia University
- Creighton University
- Doane University
- Hastings College
- Little Priest Tribal College
- Midland University
- Nebraska Christian College
- Nebraska Indian Community College
- Nebraska Methodist College
- Nebraska Wesleyan University
- Purdue University Global
- Union College
- York College

## 2019-20 Nebraska Resident Pell Grant-Eligible Students by Sector (percentage is of total enrollment)

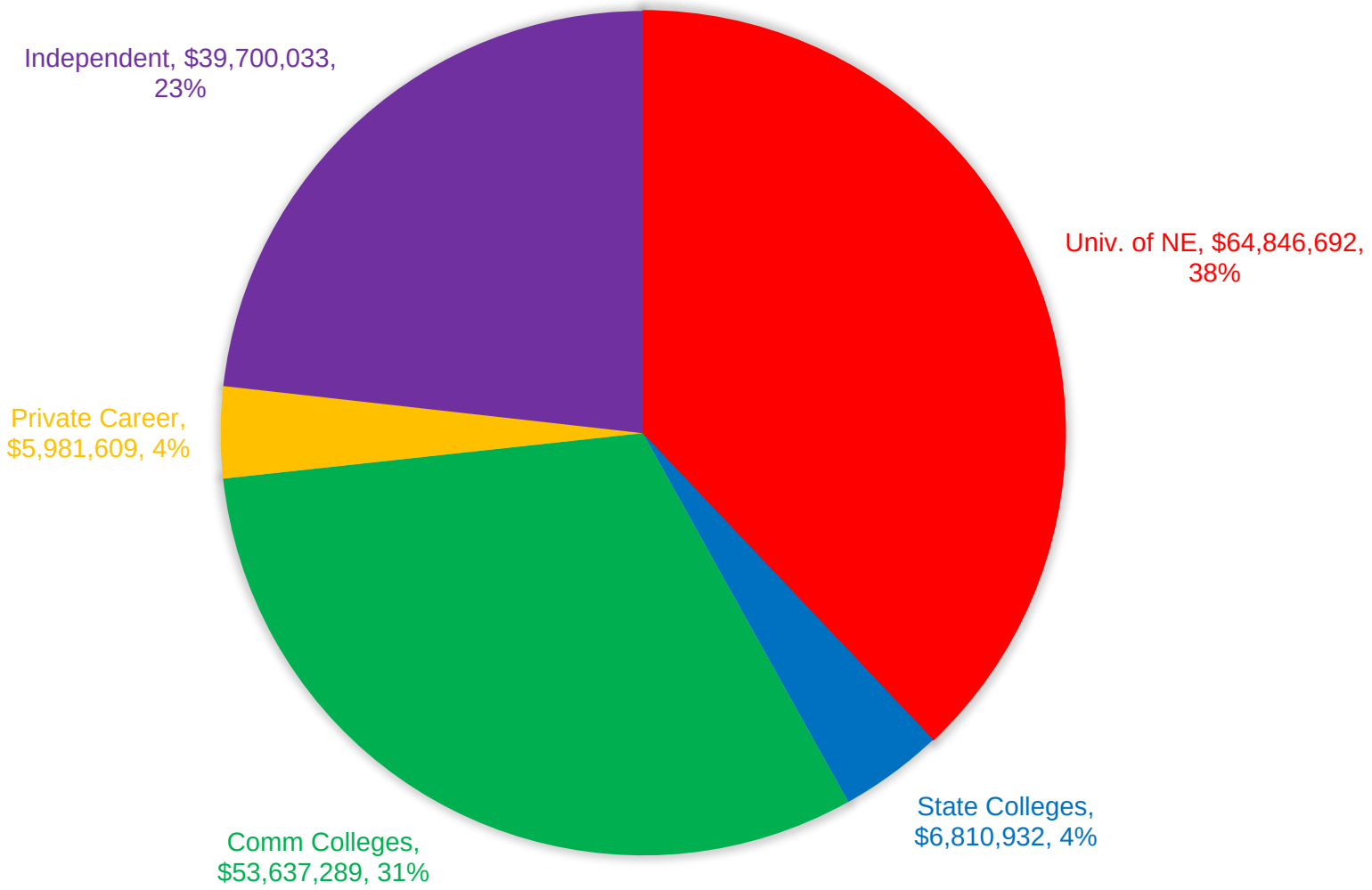


## Nebraska Resident Pell Grant-Eligible Students by Sector

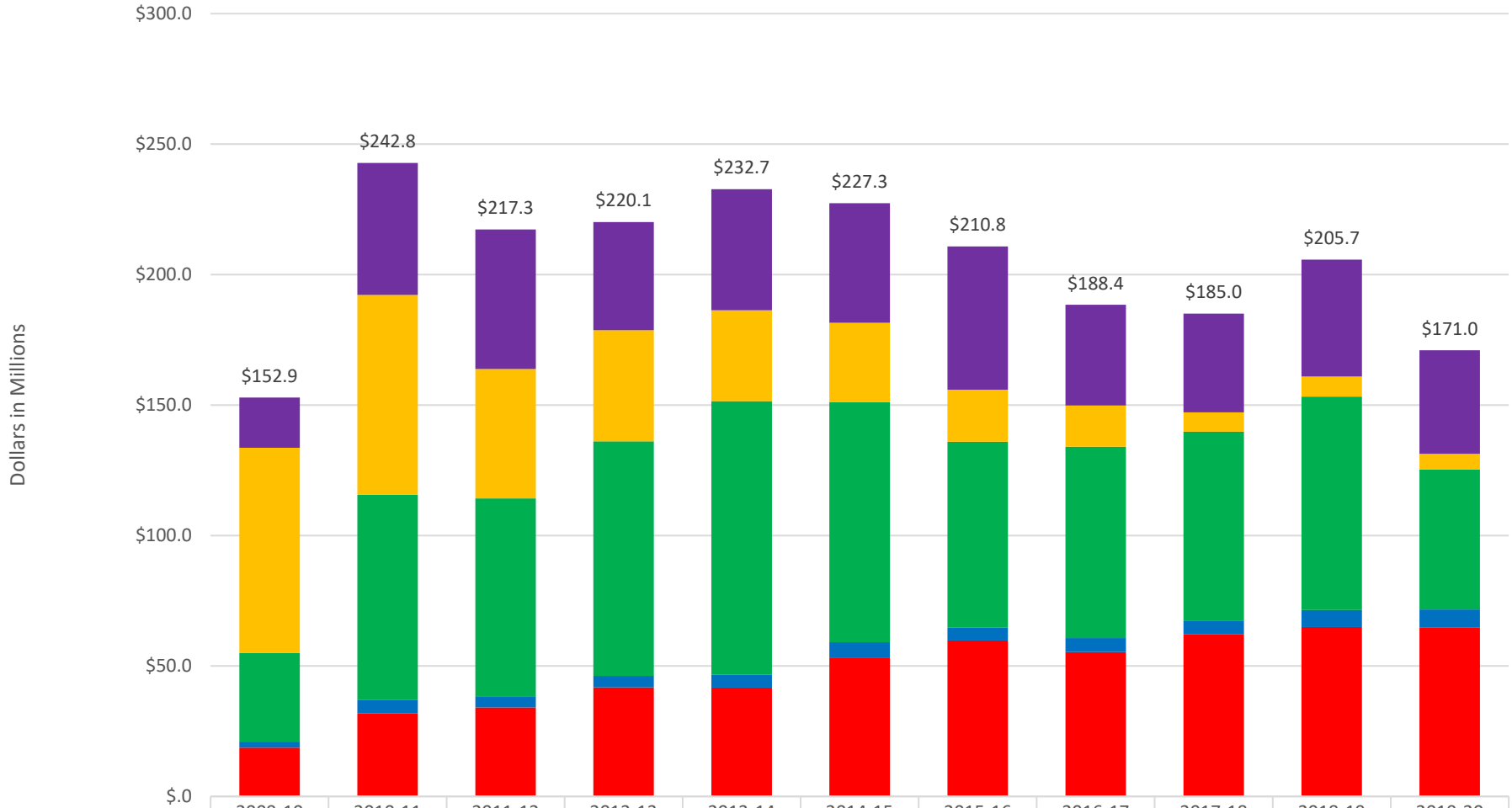



| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 38,081 | 44,476 | 44,828 | 43,352 | 41,686 | 40,621 | 35,808 | 31,640 | 30,851 | 29,131 | 26,740 |
| Independent | 5,297 | 5,467 | 5,489 | 5,464 | 5,194 | 4,799 | 4,681 | 4,270 | 4,170 | 4,390 | 3,696 |
| Private Career | 4,877 | 4,555 | 4,298 | 3,607 | 3,504 | 3,168 | 2,009 | 1,674 | 1,174 | 499 | 480 |
| Comm Colleges | 16,911 | 21,521 | 22,043 | 21,548 | 20,433 | 20,132 | 17,019 | 13,861 | 13,032 | 12,021 | 10,894 |
| State Colleges | 2,246 | 2,580 | 2,304 | 2,296 | 2,177 | 2,135 | 1,944 | 1,824 | 1,805 | 1,815 | 1,762 |
| Univ. of NE | 8,750 | 10,353 | 10,694 | 10,437 | 10,378 | 10,387 | 10,155 | 10,011 | 10,670 | 10,406 | 9,908 |

## 2019-20 UNMET NEED OF PELL GRANT-ELIGIBLE STUDENTS (PERCENTAGE IS OF TOTAL AMOUNT)



# Nebraska Resident Pell Grant-Eligible Unmet Need by Sector

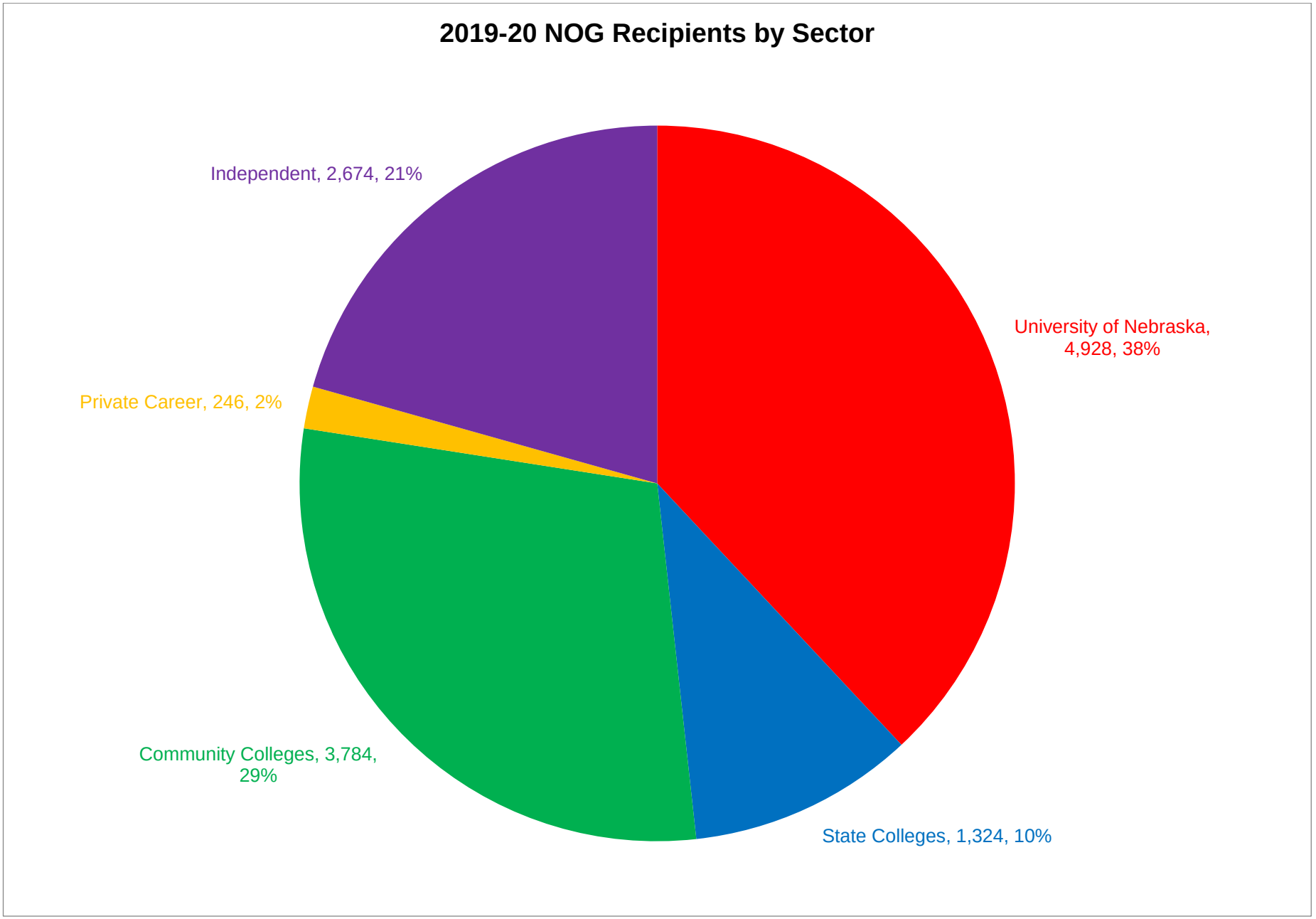


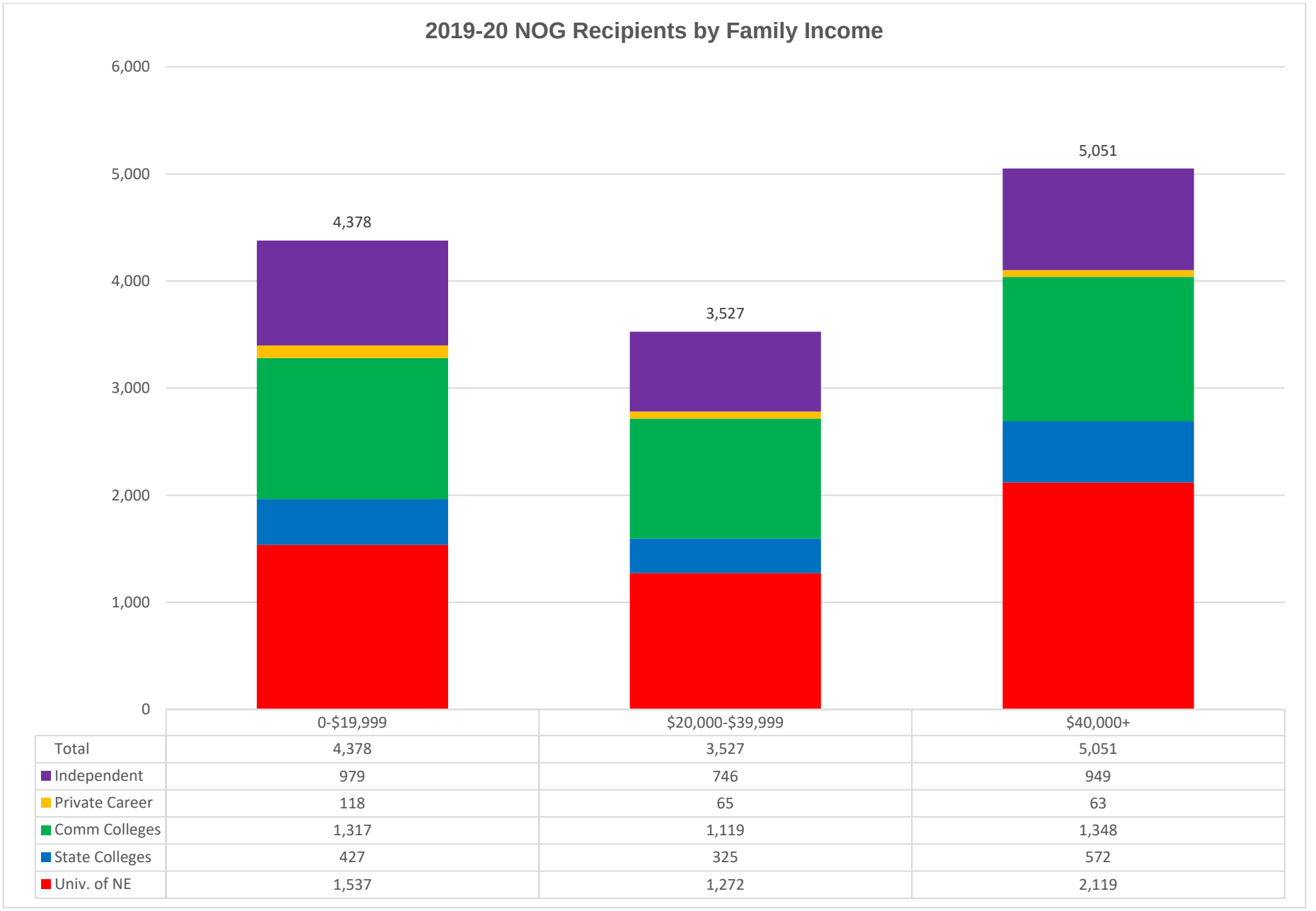

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | $152.9 | $242.8 | $217.3 | $220.1 | $232.7 | $227.3 | $210.8 | $188.4 | $185.0 | $205.7 | $171.0 |
| Independent | $19.3 | $50.6 | $53.5 | $41.4 | $46.4 | $45.8 | $54.9 | $38.6 | $37.8 | $44.8 | $39.7 |
| Private Career | $78.6 | $76.6 | $49.6 | $42.6 | $34.8 | $30.5 | $20.0 | $15.8 | $7.4 | $7.7 | $6.0 |
| Community Colleges | $34.0 | $78.7 | $75.8 | $89.9 | $104.9 | $92.0 | $71.2 | $73.3 | $72.6 | $81.8 | $53.6 |
| State Colleges | $2.3 | $5.1 | $4.3 | $4.4 | $4.9 | $6.1 | $4.9 | $5.3 | $5.1 | $6.5 | $6.8 |
| Univ. of NE | $18.7 | $31.8 | $34.1 | $41.8 | $41.7 | $53.0 | $59.8 | $55.3 | $62.1 | $64.9 | $64.8 |

# NOG Yearly Process

Each year the Commission allocates NOG funding that has been appropriated by the Legislature to participating institutions. In order to provide these institutions timely information, funding estimates are used until a final appropriation bill is approved in late spring. Allocations are calculated using the formula found in Neb. Rev. Stat. § 85-1912. Below are key events of the NOG process:

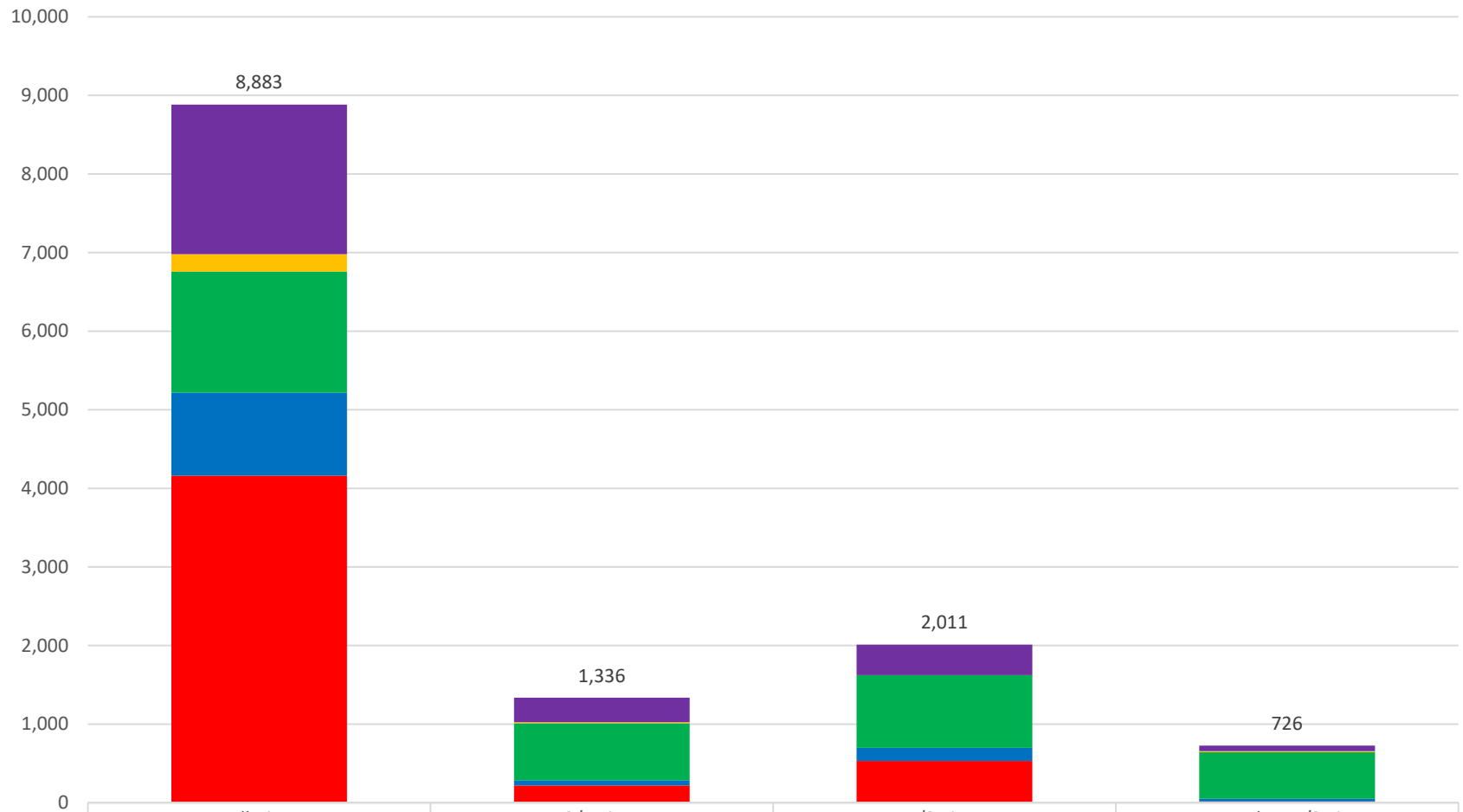
- Tentative allocation using estimated state General and lottery funds is sent out to institutions in January for the next academic year
- NOG applications to participate are sent to institutions and returned to the Commission in June
- Data from the applications, including the calculation of full-time-equivalent eligible students and tuition and fees charged, are used in the allocation formula
- Final lottery distribution received by the Commission in June
- Final allocation notice sent to institutions in July
- Institutions submit a list of recommended students for Commission approval
  - Must be done prior to disbursal to student
  - Send in multiple lists throughout the year
  - Funds sent at least twice a year based on approved list of students
  - Final submission must be submitted by May 31st of the academic year
- Commission performs audits of student eligibility at each participating institution every fall


2019-20 NOG Recipients by Sector
Independent, 2,674, 21%
University of Nebraska, 4,928, 38%
Private Career, 246, 2%
Community Colleges, 3,784, 29%
State Colleges, 1,324, 10%

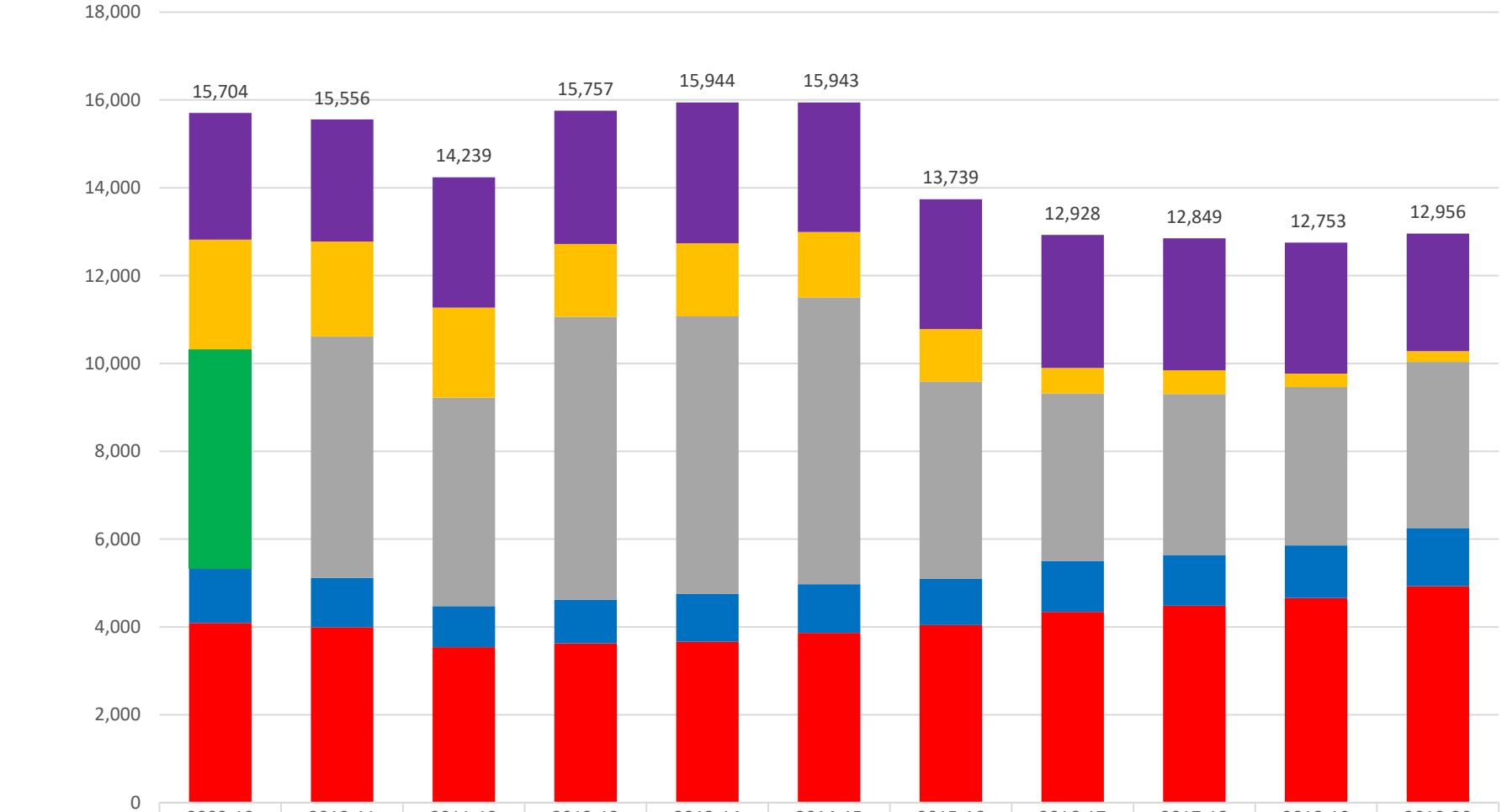



| | 0-$19,999 | $20,000-$39,999 | $40,000+ |
|---|---|---|---|
| Total | 4,378 | 3,527 | 5,051 |
| Independent | 979 | 746 | 949 |
| Private Career | 118 | 65 | 63 |
| Comm Colleges | 1,317 | 1,119 | 1,348 |
| State Colleges | 427 | 325 | 572 |
| Univ. of NE | 1,537 | 1,272 | 2,119 |

## 2019-20 Recipients by Sector by Enrollment

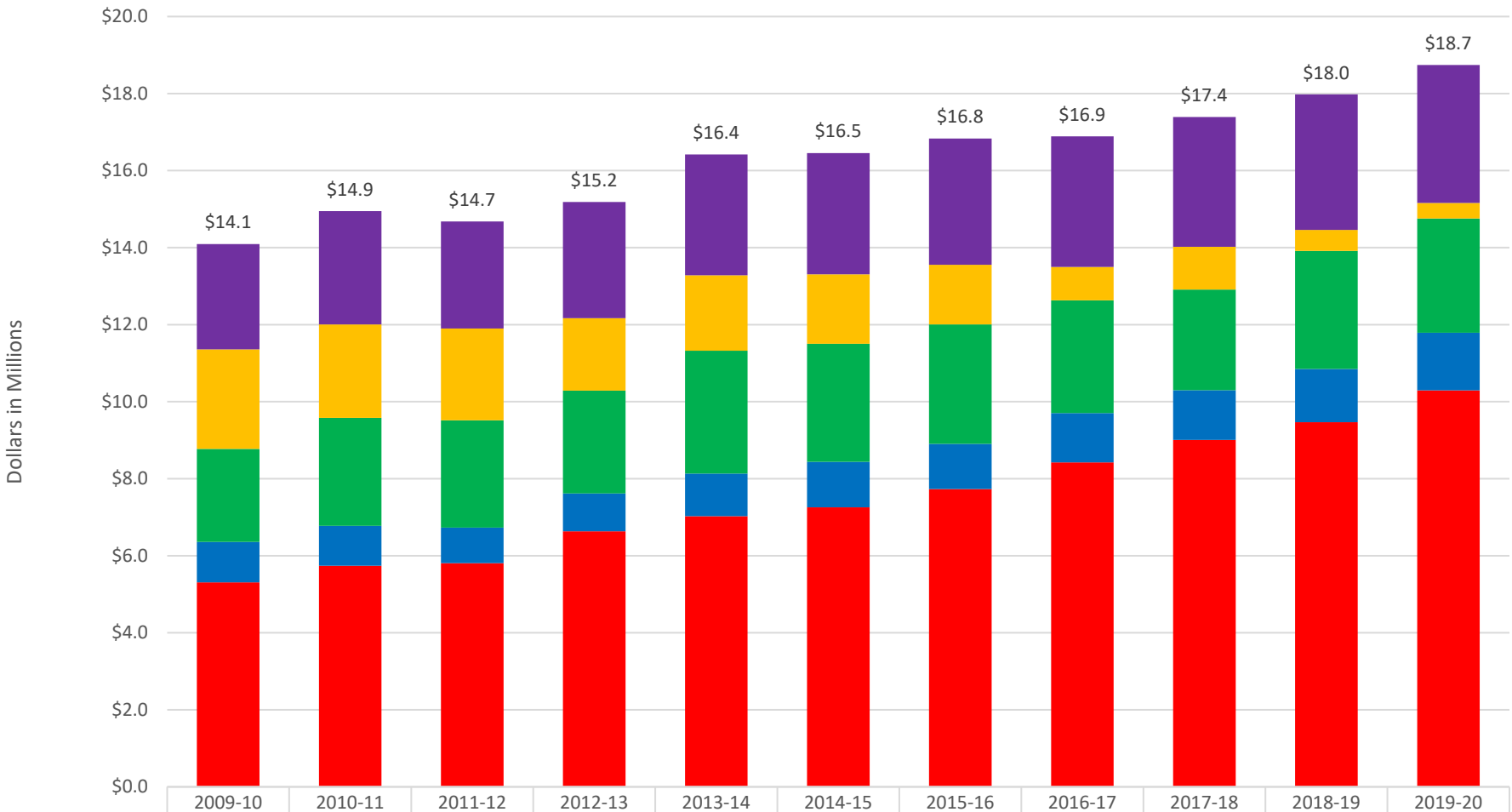



| | Full-Time | 3/4 Time | 1/2 Time | Less Than 1/2 Time |
|---|---|---|---|---|
| Total | 8,883 | 1,336 | 2,011 | 726 |
| Independent | 1,904 | 312 | 388 | 70 |
| Private Career | 220 | 13 | 0 | 13 |
| Comm Colleges | 1,540 | 725 | 925 | 594 |
| State Colleges | 1,057 | 68 | 167 | 32 |
| Univ. of NE | 4,162 | 218 | 531 | 17 |




| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 15,704 | 15,556 | 14,239 | 15,757 | 15,944 | 15,943 | 13,739 | 12,928 | 12,849 | 12,753 | 12,956 |
| Independent | 2,884 | 2,779 | 2,968 | 3,037 | 3,208 | 2,950 | 2,956 | 3,029 | 3,003 | 2,985 | 2,674 |
| Private Career | 2,498 | 2,163 | 2,051 | 1,658 | 1,664 | 1,489 | 1,195 | 581 | 542 | 305 | 246 |
| Comm Colleges | 4,983 | 5,496 | 4,746 | 6,439 | 6,320 | 6,530 | 4,492 | 3,814 | 3,663 | 3,607 | 3,784 |
| State Colleges | 1,247 | 1,124 | 934 | 996 | 1,090 | 1,109 | 1,053 | 1,160 | 1,156 | 1,198 | 1,324 |
| Univ. of NE | 4,092 | 3,994 | 3,540 | 3,627 | 3,662 | 3,865 | 4,043 | 4,344 | 4,485 | 4,658 | 4,928 |

## NOG Amount Awarded by Sector




| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | $14.1 | $14.9 | $14.7 | $15.2 | $16.4 | $16.5 | $16.8 | $16.9 | $17.4 | $18.0 | $18.7 |
| Independent | $2.7 | $2.9 | $2.8 | $3.0 | $3.1 | $3.1 | $3.3 | $3.4 | $3.4 | $3.5 | $3.6 |
| Private Career | $2.6 | $2.4 | $2.4 | $1.9 | $2.0 | $1.8 | $1.6 | $0.9 | $1.1 | $.5 | $.4 |
| Comm Colleges | $2.4 | $2.8 | $2.8 | $2.7 | $3.2 | $3.1 | $3.1 | $2.9 | $2.6 | $3.1 | $3.0 |
| State Colleges | $1.1 | $1.0 | $0.9 | $1.0 | $1.1 | $1.2 | $1.2 | $1.3 | $1.3 | $1.4 | $1.5 |
| Univ. of NE | $5.3 | $5.7 | $5.8 | $6.6 | $7.0 | $7.3 | $7.7 | $8.4 | $9.0 | $9.5 | $10.3 |

| Sector | # and % of Eligible Students | # and % of NOG Recipients | % of Elig who Received NOG | $ and % of NOG Awarded | Average NOG Award |
|---|---|---|---|---|---|
| University of Nebraska (5) | 11,178<br>35.8% | 4,928<br>38.0% | 44.1% | $10,294,910<br>54.9% | $2,089.06 |
| State Colleges (3) | 1,982<br>6.4% | 1,324<br>10.2% | 66.8% | $1,494,400<br>8.0% | $1,128.70 |
| Community Colleges (6) | 13,378<br>42.9% | 3,784<br>29.2% | 28.3% | $2,966,386<br>15.8% | $783.93 |
| Private Career Schools (5) | 453<br>1.5% | 246<br>1.9% | 54.3% | $404,093<br>2.2% | $1,642.66 |
| Independent Colleges & Universities (17) | 4,197<br>13.5% | 2,674<br>20.6% | 63.7% | $3,580,566<br>19.1% | $1,339.03 |
| Total | 31,188<br>100.0% | 12,956<br>100.0% | 41.5% | $18,740,356<br>100.0% | $1,446.46 |

The National Student Clearinghouse (NSC) is a not-for-profit organization that serves as a central repository of postsecondary student enrollment, degree, and diploma data voluntarily submitted by more than 3,700 colleges and universities. These institutions enroll an estimated 97.0% of the college students in the United States that attend Title IV, degree-granting institutions. In Nebraska, all institutions except three private career schools report to NSC.

The cumulative graduation rates tables include only first-time students that also received a NOG scholarship beginning in their first year. Graduation rates were calculated for the student's initial enrollment institution regardless of the type of institution of the subsequent graduation.

**Cumulative Graduation Rates by Year: First-time Students Initially Enrolled in a 2-Year Institution and Received NOG Beginning with Their First Academic Year**

| Academic Year First Received NOG | n | Years to Graduate | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 or less | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2010-11 | 803 | 1.5% | 21.4% | 34.2% | 40.6% | 45.2% | 48.3% | 50.2% | 51.9% |
| 2011-12 | 713 | 1.1% | 22.9% | 34.2% | 41.5% | 46.6% | 49.5% | 52.2% | 53.6% |
| 2012-13 | 1,055 | 0.6% | 15.4% | 25.5% | 30.4% | 35.2% | 37.9% | 39.1% | |
| 2013-14 | 1,098 | 3.8% | 19.0% | 29.5% | 36.2% | 41.1% | 44.4% | | |
| 2014-15 | 903 | 4.4% | 22.7% | 33.1% | 37.5% | 41.6% | | | |
| 2015-16 | 796 | 7.5% | 27.3% | 37.4% | 44.2% | | | | |

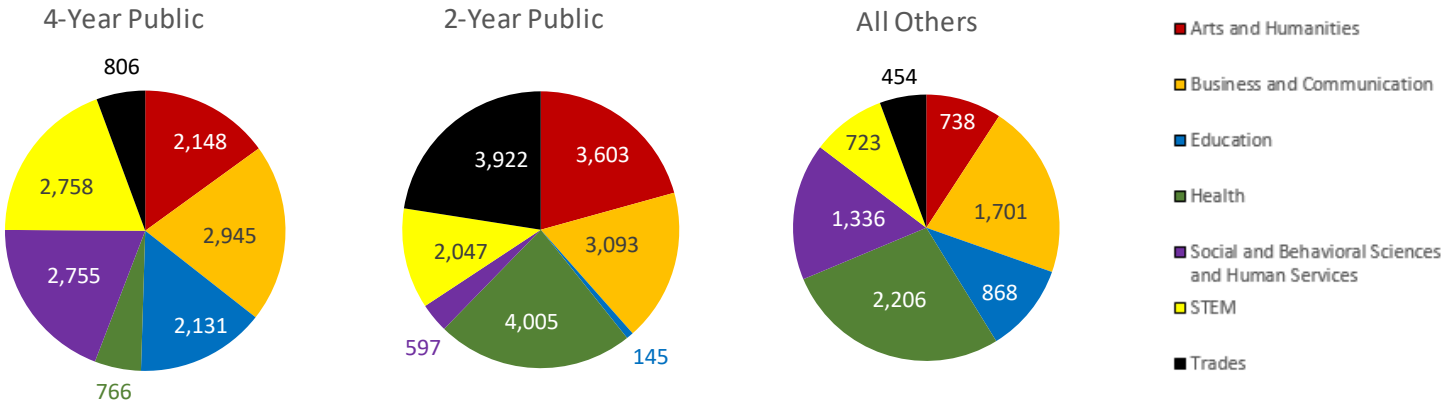
**Cumulative Graduation Rates by Year: First-time Students Initially Enrolled in a 4-Year Institution and Received NOG Beginning with Their First Academic Year**

| Academic Year First Received NOG Scholarship | n | Years to Graduate | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 or less | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2010-11 | 929 | 0.3% | 3.4% | 6.6% | 29.0% | 49.1% | 58.4% | 61.9% | 63.4% |
| 2011-12 | 702 | 2.6% | 5.4% | 9.3% | 29.5% | 49.7% | 56.3% | 59.3% | 61.1% |
| 2012-13 | 722 | 0.6% | 3.2% | 5.0% | 23.3% | 45.4% | 54.0% | 58.2% | |
| 2013-14 | 846 | 0.6% | 1.7% | 4.4% | 24.6% | 44.9% | 52.6% | | |
| 2014-15 | 952 | 1.4% | 4.8% | 7.6% | 27.4% | 47.4% | | | |
| 2015-16 | 946 | 1.1% | 3.8% | 6.4% | 22.5% | | | | |

## By the Numbers: 2010-11 through 2018-19

| | | | |
|---|---|---|---|
| Unique students awarded a NOG scholarship | 73,445 | Majors conferred to NOG recipients after receiving a NOG scholarship | 39,747 |
| Unique NOG recipients that earned a degree, diploma, or certificate after receiving a NOG (Does not include students currently attending an institution that have not earned a first award.) | 37,489 | Number of first-time freshman awarded a NOG scholarship in their freshman year | 13,671 |

## Majors Conferred to NOG Recipients after Receiving a NOG Scholarship, by Discipline Cluster




All degree majors earned after a student received a NOG scholarship are included in the above charts. NSC data provides discipline information at the degree major level only. Not all institutions report the degree earned or degree major.

NEBRASKA'S

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COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

# *COMMUNITY COLLEGE GAP ASSISTANCE PROGRAM*

2019-20 Annual Report

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140 N. 8th Street, Suite 300 • P.O. Box 95005, Lincoln, NE 68509-5005
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# Introduction

The Community College Gap Assistance program was established by the Nebraska Legislature in 2015 to address identified skilled workforce shortages. The program provides financial aid to low-income community college students enrolled in credit or non-credit programs of study that prepare them for jobs in high-need fields but are not eligible for Pell or state Nebraska Opportunity Grants, which serve only students enrolled in for-credit courses leading to certificates or degrees. The for-credit option was added in September 2019 with the passage of LB 180. The Gap Assistance program addresses an identified affordability and workforce preparation "gap."

STUDENT ELIGIBILITY

Pursuant to Neb. Rev. Stat. § 85-2003, to be eligible for community college Gap Assistance, an applicant:

a) Shall have a family income which is at or below two hundred fifty percent of the U.S. Department of Health and Human Services income poverty guidelines; and
b) Shall be a resident of Nebraska as provided in Neb. Rev. Stat. § 85-502.

Applicants must complete an initial assessment, administered by their community colleges in accordance with Neb. Rev. Stat. § 85-2007, to determine the applicants' readiness to complete a Gap Assistance program of study. The community colleges shall make the determination of readiness based on:

a) The ability to be accepted into and complete a Gap program of study;
b) The ability to be accepted into and complete a postsecondary certificate, diploma, or degree program for credit;
c) The ability to obtain full-time employment; and
d) The ability to maintain full-time employment over time.

ELIGIBILE STUDENT COSTS

Pursuant to Neb. Rev. Stat. § 85-2006 eligible student costs include, but are not limited to:

a) Tuition;
b) Direct training costs;
c) Required books and equipment; and
d) Fees, including, but not limited to, fees for industry testing services and background check services.

ELIGIBILE COMMUNITY COLLEGE COSTS

Pursuant to Neb. Rev. Stat. § 85-2009 community colleges may use part of their allocation to assist in defraying the costs of direct staff support services, including, but not limited to, marketing, outreach, applications, interviews, and assessments. The amount of such administrative assistance is as follows:

a) Up to twenty (20) percent of any amount allocated for such purposes to the two smallest community colleges;
b) Up to ten (10) percent of any such amount to the two largest community colleges; and
c) Up to fifteen (15) percent of any such amount to the remaining two community colleges.

ELIGIBILE PROGRAMS

A Gap Assistance program of study means a program offered by a community college that (a) either (i) is not offered for credit and has a duration of not less than sixteen contact hours in length, or (ii) is offered for credit but is of insufficient clock, semester, or quarter hours to be eligible for Federal Pell Grants, and (b) does any of the following:

- Offers a state, national, or locally recognized certificate;
- Offers preparation for a professional examination or licensure;
- Provides endorsement for an existing credential or license;
- Represents recognized skill standards defined by an industrial sector; or
- Offers similar credential or training.

A Gap Assistance program of study offered by a community college must also be aligned with training programs with stackable credentials that lead to a program awarding either college credit, an associate's degree, a diploma, or a certificate in an in-demand occupation. The aligned training program must be for credit.

In-demand occupations must be in one of the following areas:

- Financial services;
- Transportation, warehousing, and distribution logistics;
- Precision metals manufacturing;
- Biosciences;
- Renewable energy;
- Agriculture and food processing;
- Business management and administrative services;
- Software and computer services;
- Research, development, and engineering services;
- Health services;
- Hospitality and tourism;
- Construction;
- Education (committee designated July 2020); and
- Any other industry designated as an in-demand occupation by the committee.

GAP ASSISTANCE FUNDING

As required by Neb. Rev. Stat. § 9-812[5][c], funding for the Gap Assistance program is provided through a quarterly transfer of 9% from the Education Improvement fund, which receives 44.5% of lottery proceeds. The first transfer to the Gap Assistance program took place in October 2016, with the first transfer to the community colleges occurring shortly after.

GAP ASSISTANCE REPORTING

The Nebraska Community College Student Performance and Occupational Education Grant Committee provides direction for the Gap Assistance program, and the Coordinating Commission for Postsecondary Education administers the program. At the direction of the committee, community colleges are required to report basic demographic, program, and employment data for each participant to gauge the effectiveness of the Gap Assistance program.

# Summary

The fourth year of the Gap Assistance program shows a decrease in both applications and participants accepted into the program partially as a result of Covid-19. Metropolitan Community College led the way with 46% of the total number of approved participants in 2019-20 followed by Central Community College with 16%.

| ***Training Status (as of fiscal year end)*** | ***2016-17*** | ***2017-18*** | ***2018-2019*** | ***2019-20*** | ***Cumulative*** |
|---|---|---|---|---|---|
| Number of Completed Applications | 144 | 187 | 269 | 223 | 823 |
| Number of Approved Participants | 127 | 173 | 242 | 211 | 753 |

| ***Training Status (as of June 30, 2020)*** | ***CCC*** | ***MCC*** | ***MPCC*** | ***NECC*** | ***SCC*** | ***WNCC*** | ***Total*** |
|---|---|---|---|---|---|---|---|
| Number of Completed Applications | 147 | 344 | 63 | 115 | 111 | 43 | 823 |
| Number of Approved Participants | 123 | 344 | 41 | 107 | 98 | 40 | 753 |
| ***As of June 30, 2020*** | | | | | | | |
| Total Allocation | $787,002 | $2,014,417 | $325,816 | $641,805 | $1,651,387 | $349,361 | $5,769,788 |
| Remaining Balance | $335,182 | $606,317 | $225,150 | $482,444 | $1,418,501 | $276,680 | $3,344,274 |

As of August 19, 2020, there were 271 approved programs in the 12 in-demand occupational areas eligible for Gap Assistance funding [See Appendix 1]. Health services and business management and administrative services were the most utilized programs in FY2019-20 followed by transportation, warehousing, and distribution logistics programs. [See Table 5 for FY2019-20 figures and Table 13 for cumulative figures.]

Of the 211 approved participants of the Gap Assistance program during FY2019-20, 84 (39.8%) were male and 127 (60.2%) were female compared to FY2018-19 when 58.7% were male and 41.3% were female. Both males and females 26-30 years of age took the greatest advantage of the program during its fourth year. [See Table 7 for FY2019-20 figures and Table 15 for cumulative figures.]

The top in-demand fields of male participants during FY2019-20 were transportation, warehousing, and distribution logistics; and business management and administrative services. The top in-demand field for female participants for the fourth year in a row was health services. [See Table 8 for FY2019-20 figures and Table 16 for cumulative figures.]

Of the approximately $695,000 in direct costs incurred by the community colleges during FY2019-20, 92% was used for tuition, 6% was used for direct training costs, 1% was used for books and equipment, and <1% was used for fees. This compares with the first year of the program when $175,377 of costs were incurred and 59% was used for tuition, 30% was used for direct training costs, 10% was used for books and equipment, and 1% was used for fees.

# Table 1: Gap Assistance Program Summary
# All Community Colleges - 2019-20

| ***Fiscal Year Budget*** | |
|---|---|
| Carry Forward from Prior Fiscal Year | $2,693,928 |
| Current Year Allocation | $1,451,992 |
| Total Available for Current Fiscal Year | $4,145,920 |

| ***Community College Line Item Expenses*** | ***Quarter 1*** | ***Quarter 2*** | ***Quarter 3*** | ***Quarter 4*** | ***Year End Total*** |
|---|---|---|---|---|---|
| **Direct Costs:** | | | | | |
| Tuition | 276,592 | 58,090 | 178,521 | 127,788 | 640,991 |
| Direct training costs | 3,139 | 7,916 | 28,940 | 3,400 | 43,395 |
| Required books and equipment | 2,886 | 2,352 | 2,563 | 1,618 | 9,419 |
| Fees | 418 | 449 | 225 | 45 | 1,137 |
| Subtotal | 283,035 | 68,807 | 210,249 | 132,851 | 694,942 |
| **Administrative Costs:** | | | | | |
| Staff support/admin | 27,328 | 29,234 | 28,337 | 21,805 | 106,704 |
| Total | 310,363 | 98,041 | 238,586 | 154,656 | 801,646 |
| Carried Forward to Next Fiscal Year | | | | | 3,344,274 |

| ***Training Status*** | ***Quarter 1*** | ***Quarter 2*** | ***Quarter 3*** | ***Quarter 4*** | ***Year End **** |
|---|---|---|---|---|---|
| Number of Completed Applications | 73 | 22 | 85 | 43 | 223 |
| Number of Approved Participants | 72 | 17 | 80 | 42 | 211 |
| Status of Approved Participants | | | | | |
| Waiting to Participate | 0 | 9 | 1 | 6 | 7 |
| Enrolled, not completed | 61 | 11 | 62 | 30 | 84 |
| Completed Training | 33 | 31 | 15 | 36 | 115 |
| Completion Rate (cumulative) | 92% | 78% | 68% | 75% | 79% |
| Did Not Complete Training | 3 | 9 | 7 | 12 | 31 |

* As of June 30, 2020

| ***Employment Status*** | ***Year End Total*** |
|---|---|
| New Employment within their Field | 53 |
| Retained Employment | 14 |
| Unemployed but Continuing Further Education | 9 |
| Looking for Work/Unemployed | 9 |
| Deceased | 0 |
| No Response/Unable to Contact | 30 |
| Overall Employment Rate of Respondents * | 88% |
| Overall New Employment Rate of Respondents * | 70% |

* Employment rate based on program completers who responded to survey attempts and are not continuing with further education. Actual employment rates may be higher or lower than indicated in the table.

## Table 2: Gap Assistance Program Summary by College - 2019-20

| College | Fiscal Year Allocation | Available Funds * | Total Expenditures | Completed Applications | Approved Participants |
|---|---|---|---|---|---|
| Central Community College | $200,520 | $400,137 | $64,955 | 24 | 17 |
| Metropolitan Community College | $522,136 | $1,213,622 | $607,305 | 119 | 119 |
| Mid-Plains Community College | $74,923 | $251,822 | $26,672 | 19 | 16 |
| Northeast Community College | $163,698 | $526,827 | $44,383 | 31 | 30 |
| Southeast Community College | $405,875 | $1,463,117 | $44,616 | 22 | 21 |
| Western Nebraska Community College | $84,840 | $290,396 | $13,716 | 8 | 8 |
| Total | $1,451,992 | $4,145,921 | $801,647 | 223 | 211 |

*Available funds include unspent funds from prior fiscal years.

## Table 3: Gap Assistance Program Expenditures by College - 2019-20

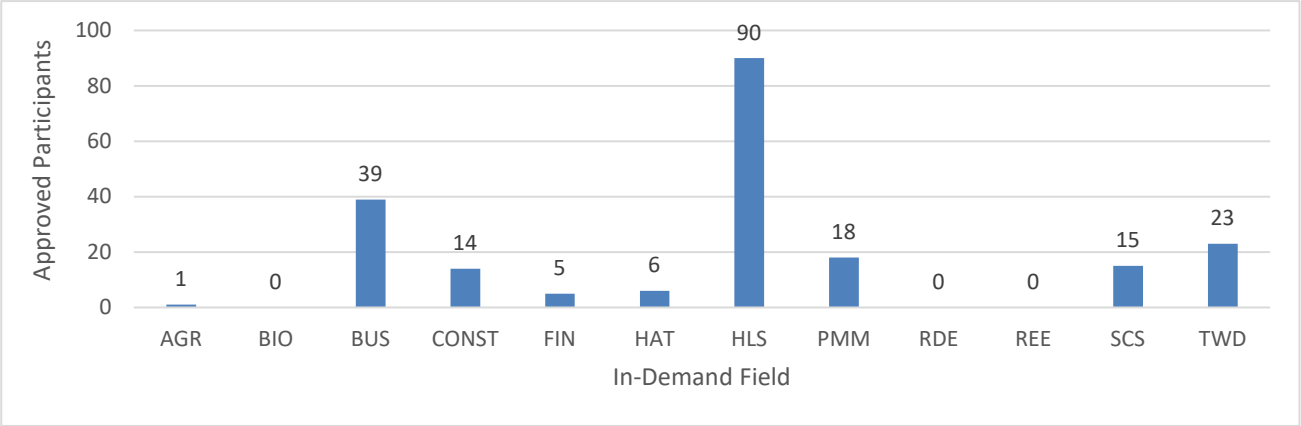
| College | Tuition | Direct Training Costs | Books and Equipment | Fees | Staff Support & Admin. |
|---|---|---|---|---|---|
| Central Community College | $0 | $42,590 | $0 | $0 | $22,365 |
| Metropolitan Community College | $555,091 | $0 | $0 | $0 | $52,214 |
| Mid-Plains Community College | $16,401 | $805 | $2,971 | $115 | $6,380 |
| Northeast Community College | $38,352 | $0 | $3,148 | $1,022 | $1,861 |
| Southeast Community College | $19,660 | $0 | $1,864 | $0 | $23,092 |
| Western Nebraska Community College | $11,487 | $0 | $1,436 | $0 | $793 |
| Total | $640,991 | $43,395 | $9,419 | $1,137 | $106,705 |

## Table 4: Gap Assistance Program Completers by College - 2019-20

| College | Completed Training * | Did Not Complete | Completion Rate | Cost per Completion |
|---|---|---|---|---|
| Central Community College | 20 | 3 | 87% | $3,248 |
| Metropolitan Community College | 56 | 20 | 74% | $10,845 |
| Mid-Plains Community College | 11 | 1 | 92% | $2,425 |
| Northeast Community College | 23 | 3 | 88% | $1,930 |
| Southeast Community College | 2 | 2 | 50% | $22,308 |
| Western Nebraska Community College | 3 | 2 | 60% | $4,572 |
| Total | 115 | 31 | 79% | $6,971 |

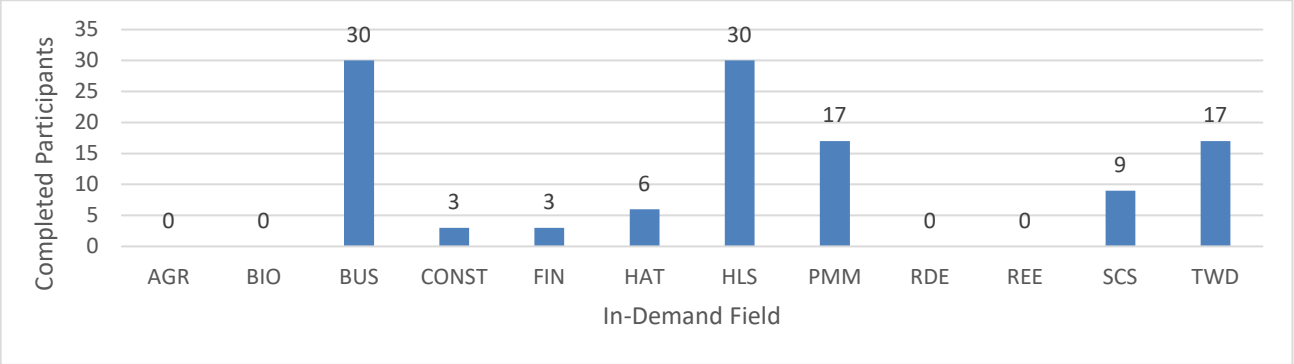
* As of June 30, 2020. Does not include students enrolled but not completed as of June 30, 2020.

## Table 5: Gap Assistance Program Approved Participants
## In-Demand Programs of Study Enrolled - 2019-20



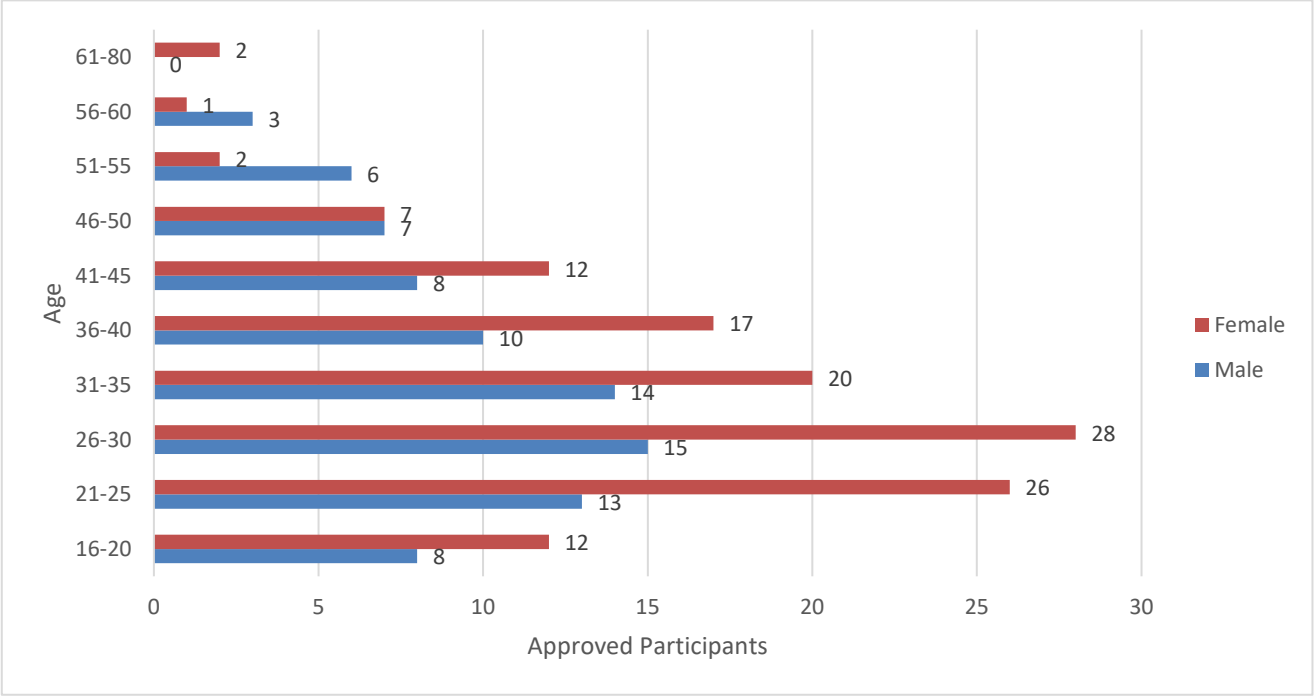

| | |
|---|---|
| AGR | Agriculture and food processing |
| BIO | Biosciences |
| BUS | Business management and administrative services |
| CONST | Construction |
| FIN | Financial services |
| HAT | Hospitality and tourism |
| HLS | Health services |
| PMM | Precision metals manufacturing |
| RDE | Research, development, and engineering services |
| REE | Renewable energy |
| SCS | Software and computer services |
| TWD | Transportation, warehousing, and distribution logistics |

## Table 6: Gap Assistance Program Completed Participants
## In-Demand Programs of Study Completed - 2019-20

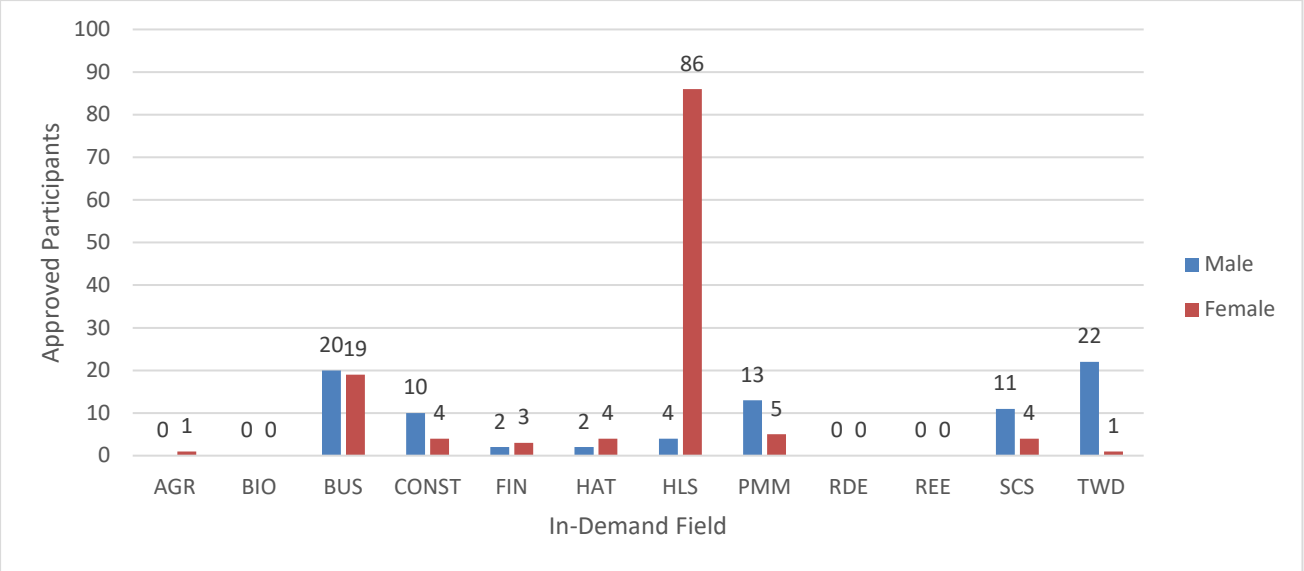



| | |
|---|---|
| AGR | Agriculture and food processing |
| BIO | Biosciences |
| BUS | Business management and administrative services |
| CONST | Construction |
| FIN | Financial services |
| HAT | Hospitality and tourism |
| HLS | Health services |
| PMM | Precision metals manufacturing |
| RDE | Research, development, and engineering services |
| REE | Renewable energy |
| SCS | Software and computer services |
| TWD | Transportation, warehousing, and distribution logistics |

## Table 7: Gap Assistance Program Approved Participants by Age and Gender - 2019-20




## Table 8: Gap Assistance Program Approved Participants In-Demand Field by Gender - 2019-20




| | | | |
|---|---|---|---|
| AGR | Agriculture and food processing | HLS | Health services |
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

## Table 9: Gap Assistance Program Summary
## All Community Colleges - Cumulative

| *Fiscal Year Budget* | *2016-17* | *2017-18* | *2018-2019* | *2019-20* | *Cumulative* |
|---|---|---|---|---|---|
| Total Appropriated | $1,463,247 | $1,464,827 | $1,466,290 | $1,466,992 | $5,861,356 |
| CCPE Administrative Costs | $49,651 | $17,158 | $9,137 | $11,395 | $87,341 |
| Allocated to Community Colleges | $1,413,596 | $1,446,000 | $1,458,200 | $1,451,992 | $5,769,788 |

| *Community College Line Item Expenses* | *2016-17* | *2017-18* | *2018-2019* | *2019-20* | *Cumulative* |
|---|---|---|---|---|---|
| **Direct Costs:** | | | | | |
| Tuition | $97,482 | $228,483 | $554,034 | $640,991 | $1,520,990 |
| Direct training costs | $75,711 | $130,984 | $141,660 | $43,395 | $391,750 |
| Required books and equipment | $38,551 | $14,765 | $21,426 | $9,419 | $84,161 |
| Fees | $2,479 | $988 | $1,202 | $1,137 | $5,806 |
| Subtotal | $214,223 | $375,220 | $718,322 | $694,942 | $2,002,707 |
| **Administrative Costs:** | | | | | |
| Staff support/admin | $97,156 | $107,098 | $111,848 | $106,705 | $422,807 |
| Total | $311,379 | $482,318 | $830,170 | $801,647 | $2,425,514 |
| Carried Forward to Next Fiscal Year | | | | | $3,344,274 |

| *Training Status (as of fiscal year end)* | *2016-17* | *2017-18* | *2018-2019* | *2019-20* | *Cumulative* |
|---|---|---|---|---|---|
| Number of Completed Applications | 144 | 187 | 269 | 223 | 823 |
| Number of Approved Participants | 127 | 173 | 242 | 211 | 753 |
| Status of Approved Participants | | | | | |
| Waiting to Participate | 4 | 8 | 14 | 7 | 15 |
| Enrolled, not completed | 33 | 42 | 41 | 84 | 104 |
| Completed Training | 72 | 122 | 194 | 115 | 503 |
| Completion Rate | 77% | 75% | 81% | 79% | 78% |
| Did Not Complete Training | 21 | 40 | 46 | 31 | 138 |

| *Employment Status* | *Cumulative* |
|---|---|
| New Employment within their Field | 175 |
| New Employment outside their Field | 20 |
| Retained Employment | 117 |
| Unemployed but Continuing Further Education | 40 |
| Looking for Work/Unemployed | 22 |
| Deceased | 0 |
| No Response/Unable to Contact | 149 |
| Overall Employment Rate of Respondents * | 93% |
| Overall New Employment Rate of Respondents * | 56% |

* Employment rate based on program completers who responded to survey attempts and are not continuing with further education. Actual employment rates may be higher or lower than indicated in the table.

## Table 10: Gap Assistance Program Summary by College - Cumulative

| College | Cumulative Allocation | Total Expenditures | Remaining Funds* | Completed Applications | Approved Participants | Completed Training ** |
|---|---|---|---|---|---|---|
| Central Community College | $787,002 | $451,820 | $335,182 | 147 | 123 | 92 |
| Metropolitan Community College | $2,014,417 | $1,408,100 | $606,317 | 344 | 344 | 226 |
| Mid-Plains Community College | $325,816 | $100,666 | $225,150 | 63 | 41 | 22 |
| Northeast Community College | $641,805 | $159,361 | $482,444 | 115 | 107 | 83 |
| Southeast Community College | $1,651,387 | $232,886 | $1,418,501 | 111 | 98 | 53 |
| Western Nebraska Community College | $349,361 | $72,681 | $276,680 | 43 | 40 | 27 |
| Total | $5,769,788 | $2,425,514 | $3,344,274 | 823 | 753 | 503 |

* Remaining funds include unspent funds from prior fiscal years.

** As of June 30, 2020. Does not include students enrolled but not completed as of June 30, 2020.

## Table 11: Gap Assistance Program Expenditures by College - Cumulative

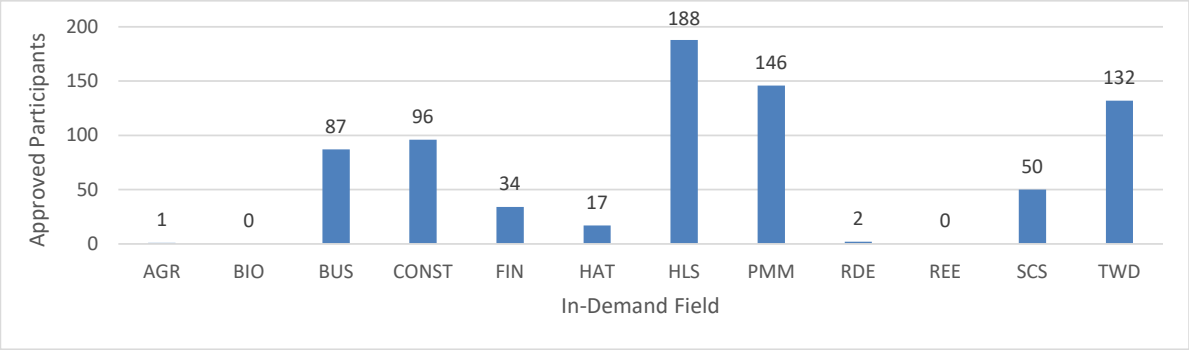
| College | Tuition | Direct Training Costs | Books and Equipment | Fees | Staff Support & Admin. | Total Expenditures |
|---|---|---|---|---|---|---|
| Central Community College | $0 | $343,865 | $0 | $353 | $107,602 | $451,820 |
| Metropolitan Community College | $1,146,188 | $8,431 | $53,411 | $350 | $199,720 | $1,408,100 |
| Mid-Plains Community College | $63,793 | $3,015 | $12,438 | $115 | $21,305 | $100,666 |
| Northeast Community College | $132,732 | $1,316 | $9,541 | $4,988 | $10,784 | $159,361 |
| Southeast Community College | $111,987 | $35,123 | $5,297 | $0 | $80,479 | $232,886 |
| Western Nebraska Community College | $66,290 | $0 | $3,474 | $0 | $2,917 | $72,681 |
| Total | $1,520,990 | $391,750 | $84,161 | $5,806 | $422,807 | $2,425,514 |

## Table 12: Gap Assistance Program Completers by College - Cumulative

| College | Completed Training * | Did Not Complete | Completion Rate | Total Expenditures | Cost per Completion |
|---|---|---|---|---|---|
| Central Community College | 92 | 28 | 77% | $451,820 | $4,911 |
| Metropolitan Community College | 226 | 63 | 78% | $1,408,100 | $6,231 |
| Mid-Plains Community College | 22 | 5 | 81% | $100,666 | $4,576 |
| Northeast Community College | 83 | 16 | 84% | $159,361 | $1,920 |
| Southeast Community College | 53 | 18 | 75% | $232,886 | $4,394 |
| Western Nebraska Community College | 27 | 8 | 77% | $72,681 | $2,692 |
| Total | 503 | 138 | 78% | $2,425,514 | $4,822 |

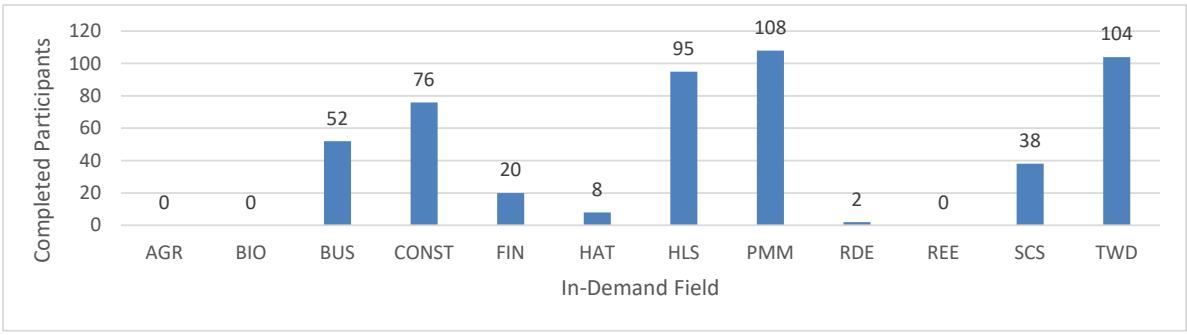
* As of June 30, 2020. Does not include students enrolled but not completed as of June 30, 2020.

## Table 13: Gap Assistance Program Approved Participants In-Demand Programs of Study Enrolled - Cumulative



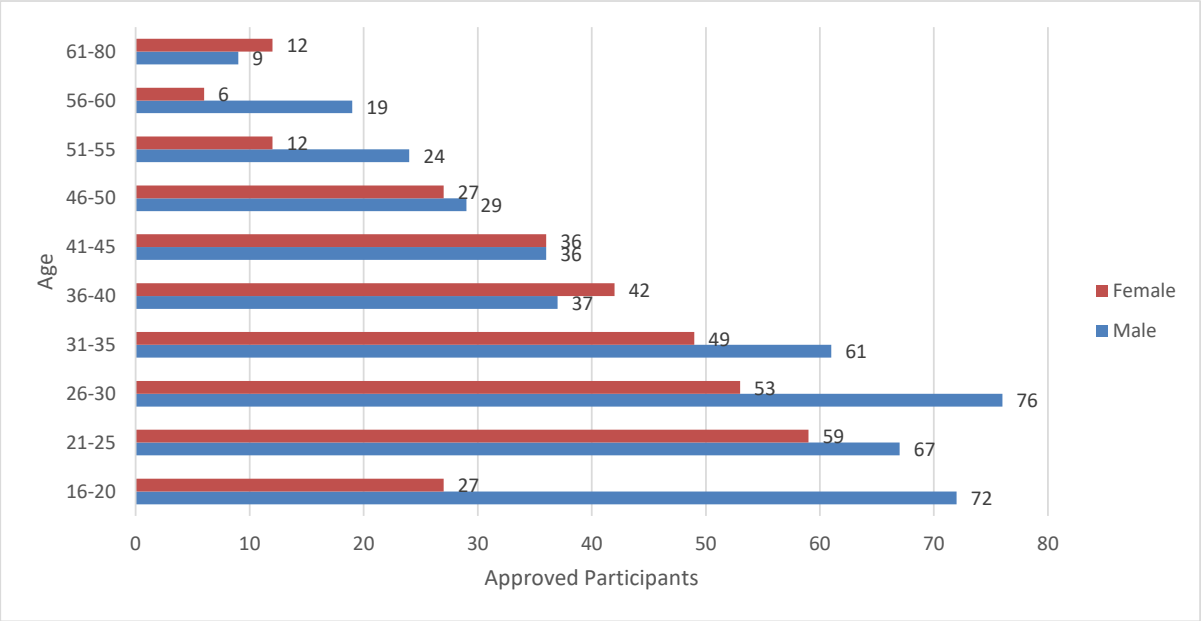

| | | | |
|---|---|---|---|
| AGR | Agriculture and food processing | HLS | Health services |
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

## Table 14: Gap Assistance Program Completed Participants In-Demand Programs of Study Completed - Cumulative

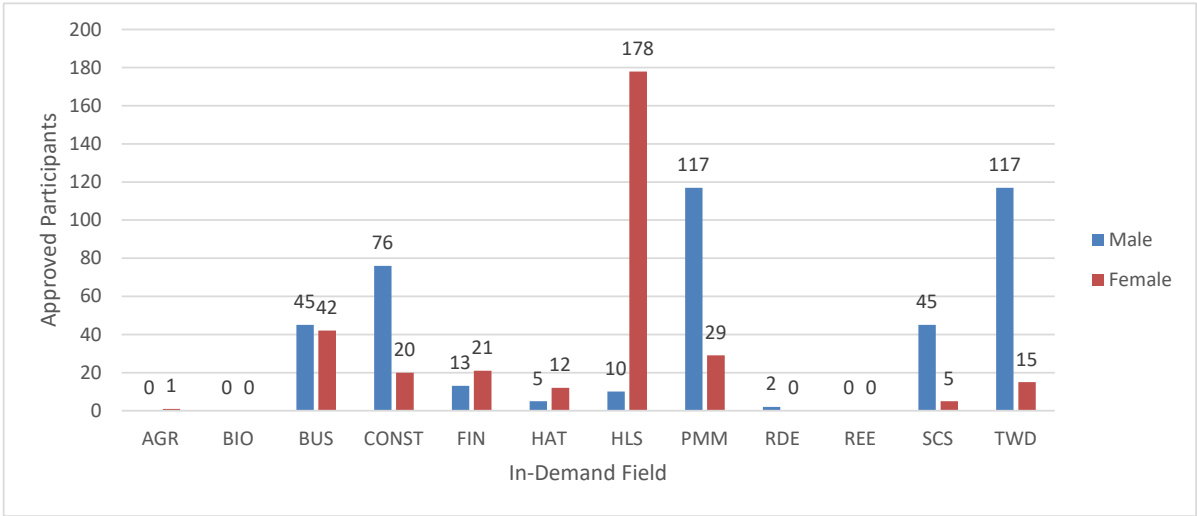



| | | | |
|---|---|---|---|
| AGR | Agriculture and food processing | HLS | Health services |
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

## Table 15: Gap Assistance Program Approved Participants by Age and Gender - Cumulative




## Table 16: Gap Assistance Program Approved Participants In-Demand Field by Gender - Cumulative




| | | | |
|---|---|---|---|
| AGR | Agriculture and food processing | HLS | Health services |
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitality and tourism | TWD | Transportation, warehousing, and distribution logistics |

***Appendix A***

# Approved Gap Assistance Programs of Study
# As of August 18, 2020

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Hours |
|---|---|---|---|---|
| CCC | 200 Hour English, Math, Writing, Computer | Agriculture and food processing | 200 | |
| CCC | 400 Hour English, Math, Writing, Computer | Agriculture and food processing | 400 | |
| CCC | 600 Hour English, Math, Writing, Computer | Agriculture and food processing | 600 | |
| SCC | Precision Agriculture Certificate | Agriculture and food processing | | 20 |
| CCC | Intro to Microsoft Office | Business management and administrative services | 40 | |
| CCC | Leadership Series | Business management and administrative services | 56 | |
| CCC | Micro Soft Office/Leadership Series | Business management and administrative services | 80 | |
| MCC | Associate Project Manager | Business management and administrative services | 140 | |
| MCC | Associate Project Manager + LSS Green Belt + CPP | Business management and administrative services | 257 | |
| MCC | Associate Project Manager + LSS Yellow Belt + CPP | Business management and administrative services | 209 | |
| MCC | Associate Project Manager + Workplace Communications | Business management and administrative services | 163 | |
| MCC | Customer Service Representative | Business management and administrative services | | 22.5 |
| MCC | Certified Site Supervisor | Business management and administrative services | 66 | |
| MCC | Digital Marketing Program | Business management and administrative services | 240 | |
| MCC | Lean Six Sigma Green Belt CPP | Business management and administrative services | 128 | |
| MCC | Office Administration Professional Program | Business management and administrative services | | 22.5 |
| MCC | Project Manager Professional | Business management and administrative services | 171 | |
| MCC | Project Manager Professional + LSS Green Belt + CPP | Business management and administrative services | 257 | |
| MPCC | Accounting Fundamentals | Business management and administrative services | 24 | |
| MPCC | Administrative Assistant with Accounting Emphasis | Business management and administrative services | 144 | |
| MPCC | Administrative Assistant (Customer Service, Basic Computers, Basic Microsoft Office, Business Math/Calculators) | Business management and administrative services | 30 | |
| MPCC | Medical Administrative Assistant (Medical Admin Assistant with Electronics Health Record Software bundled with Basic QuickBooks) (hybred course) | Business management and administrative services | 291 | |
| MPCC | Entrepreneurship Certificate | Business management and administrative services | 48 | |
| MPCC | Paralegal Certificate | Business management and administrative services | 90 | |
| MPCC | Records Management Certificate | Business management and administrative services | 180 | |
| NECC | Administrative Assistant | Business management and administrative services | 30 | |
| NECC | Entrepreneurship | Business management and administrative services | 24 | |
| SCC | Business Certificate | Business Management and Administrative Services | | 15 |
| SCC | Client Relations Certificate | Business Management and Administrative Services | | 15 |
| SCC | Entrepreneurship Certificate | Business Management and Administrative Services | | 15 |
| SCC | Event Venue Operations Certificate | Business Management and Administrative Services | | 15 |
| SCC | Leadership Success Certificate | Business management and administrative services | 40 | |
| SCC | Leadership Success Certificate | Business management and administrative services | 41 | |
| SCC | Green Belt with Leadership Success Certificate | Business management and administrative services | 104 | |
| SCC | Leadership Success Certificate and Microsoft Applications Basic and Intermediate | Business management and administrative services | 78 | |
| SCC | LEAN Manufacturing with Fiber Optics Systems and six sigma green belt certification | Business management and administrative services | 143 | |
| SCC | Lean Transactional Training | Business management and administrative services | 24 | |
| SCC | Six Sigma Green Belt Certification | Business management and administrative services | 63 | |
| WNCC | Microsoft Office Specialist Certification Prep | Business management and administrative services | 80 | |
| CCC | Concrete Finishing Certificate | Construction | 56 | |
| CCC | Concrete Refinisher | Construction | 40 | |
| CCC | Concrete Refinisher | Construction | 32 | |
| CCC | Concrete Refinisher/Forklift Training | Construction | 46 | |
| CCC | Concrete Refinisher/Forklift Training | Construction | 38 | |
| CCC | Electrical Fundamentals | Construction | | 12 |
| CCC | Residential Wiring Certificate | Construction | | 12 |
| MCC | Carpet Floor Installer | Construction | 52 | |
| MCC | Commercial Custodian Certificate | Construction | 44 | |
| MCC | Facilities Maintenance + Career Placement Program | Construction | 160 | |
| MCC | Hard Surface Floor Installer | Construction | 56 | |
| MCC | Professional Floor Installation Technician | Construction | 98 | |
| MCC | Sheet Metal Program | Construction | 116 | |
| MPCC | Plumbing Apprenticeship Certificate | Construction | 47 | |
| MPCC | Tile Installation Program | Construction | 20 | |
| SCC | Building Construction Tech Certificate | Construction | | 16 |
| SCC | Concrete in Practice | Construction | 34 | |
| MCC | Insurance Producer Career Placement Program: Life & Health | Financial services | 58 | |
| MCC | Insurance Producer Career Placement Program | Financial Services | 100 | |
| CCC | Nurse Assisting | Health Services | 76 | |
| CCC | Medication Aide | Health Services | 40 | |
| CCC | Basic Healthcare Pathway (Nurse Assisting and Medication Aide) | Health Services | 116 | |
| MCC | Medical Services Representative | Health services | | 22.5 |
| MCC | Medical Services Representative + Career Placement Program | Health services | 40 | 22.5 |
| MCC | Pharmacy Technician | Health services | 200 | |

***Appendix A***

# Approved Gap Assistance Programs of Study
## As of August 18, 2020

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Hours |
|---|---|---|---|---|
| MCC | Youth Industry Certificate | Health Services | 20 | |
| MPCC | Emergency Medical Technician I with CPR/First Aid/AID | Health services | 75 | 4 |
| MPCC | Medical Administrative Assistant | Health services | 200 | |
| MPCC | Medical Coding and Billing | Health services | 638 | |
| MPCC | Medical Transcription & Editing | Health services | 640 | |
| MPCC | Medication Aide Course | Health services | | 3 |
| MPCC | Nursing Assistant Course | Health services | | 4 |
| MPCC | Medication Aide AND Nursing Assistant Course | Health services | | 7 |
| MPCC | Medication Aid/Nursing Assistant/Math for Health Occupations | Health services | | 9 |
| NECC | Certified Pharmacy Technician Exam Preparation | Health services | 16 | |
| NECC | CNA (Certified Nurse Aide) | Health services | 76 | |
| NECC | Emergency Medical Responder | Health services | 60 | |
| NECC | Emergency Medical Responder Technician | Health services | 127 | |
| NECC | EMT I and EMT II | Health services | 158 | |
| NECC | Healthcare Aide | Health services | 121 | |
| NECC | Healthcare Aide - Lapsed CNA License | Health services | 49 | |
| NECC | Medication Aide | Health services | 45 | |
| SCC | Dental Terminology Course | Health services | | 3 |
| SCC | Electrocardiogram Tech Course | Health services | | 3.5 |
| SCC | EMT Course | Health services | | 8 |
| SCC | Healthcare Services Certificate | Health services | | 12 |
| SCC | LPN C Course (upgrade in pay if completed) | Health Services | 70 | |
| SCC | LPN Refresher and RN/LPN Clinical Course | Health Services | 200 | |
| SCC | LPN Refresher and RN/LPN Clinical Course and Leadership Success Certificate | Health Services | 240 | |
| SCC | LPN Refresher Course (renew license) | Health Services | 110 | |
| SCC | Medication Aide | Health Services | 100 | |
| SCC | Medication Aide Course | Health services | | 2.5 |
| SCC | Nursing Assistant Course | Health services | | 4 |
| SCC | Nutrition Aide Course | Health services | | 3.5 |
| SCC | Paramedic Refresher (renew license) | Health Services | 40 | |
| SCC | Personal Care Aide Course | Health services | | 3.5 |
| SCC | Phlebotomist Course | Health services | | 2 |
| SCC | Physical Therapy Aide Course | Health services | | 3.5 |
| SCC | RN Refresher Course (renew license) | Health Services | 120 | |
| SCC | RN/LPN Clinical | Health services | 90 | |
| SCC | Sterile Processing Tech Course | Health services | | 6 |
| WNCC | Basic Nursing Assistant Training | Health services | 80 | |
| WNCC | Basic Nursing Assistant Training | Health services | | 4.5 |
| WNCC | Basic Nursing Assistant Training and Medication Aide | Health services | 120 | |
| WNCC | Basic Nursing Assistant Training and Medication Aide | Health services | | 7.5 |
| WNCC | Emergency Medical Technician | Health services | 152 | |
| WNCC | Emergency Medical Technician | Health services | 90 | |
| WNCC | Emergency Medical Technician | Health services | | 8 |
| WNCC | Medical Assisting | Health services | 345 | |
| WNCC | Medical Assisting | Health services | 375 | |
| WNCC | Pharmacy Technician Certification Prep | Health services | 68 | |
| MPCC | Certificate in Customer Service | Hospitality and tourism | 32 | |
| NECC | Food Service and Dietary Management Certificate | Hospitality and tourism | 26 | |
| SCC | Culinary/Hospitality Certificate | Hospitality and tourism | | 15.5 |
| SCC | Dietary Manager Certificate | Hospitality and tourism | | 12 |
| CCC | 10 Hour OSHA General Industry and Forklift | Precision metals manufacturing | 16 | |
| CCC | 24 Hour Hazwoper | Precision metals manufacturing | 24 | |
| CCC | 30 hour OSHA Construction 29 CFR 1926 | Precision metals manufacturing | 30 | |
| CCC | 30 Hour OSHA General Industry 29 CFR 1910 | Precision metals manufacturing | 30 | |
| CCC | 40 hour Emergency Response | Precision metals manufacturing | 40 | |
| CCC | Advanced Programmable Logic Controls | Precision metals manufacturing | 24 | |
| CCC | Basic and Electrical Pneumatics | Precision metals manufacturing | 32 | |
| CCC | Basic Electrical | Precision metals manufacturing | 24 | |
| CCC | Basic Programmable Logic Controls RS 500 | Precision metals manufacturing | 24 | |
| CCC | Basic RS 5000 logic PLC | Precision metals manufacturing | 24 | |
| CCC | Basic Welding Training | Precision metals manufacturing | 120 | |
| CCC | Basic Welding Training & Basic Welding Training Level II | Precision metals manufacturing | 200 | |
| CCC | Basic Welding Training Level II | Precision metals manufacturing | 80 | |
| CCC | Comprehensive Industrial Maintenace Series | Precision metals manufacturing | 184 | |
| CCC | Decoupled Molding | Precision metals manufacturing | 24 | |
| CCC | General Manufacturing Certificate | Precision metals manufacturing | | 12 |
| CCC | Industrial Maintenance Series | Precision metals manufacturing | 136 | |
| CCC | Industrial Maintenance - Series 1 | Precision metals manufacturing | 64 | |
| CCC | Industrial Maintenance - Series 2 | Precision metals manufacturing | 56 | |

***Appendix A***

# Approved Gap Assistance Programs of Study
## As of August 18, 2020

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Hours |
|---|---|---|---|---|
| CCC | Industrial Maintenance - Series 3 | Precision metals manufacturing | 40 | |
| CCC | Industrial Maintenance - Series 1 & 2 | Precision metals manufacturing | 120 | |
| CCC | Industrial Maintenance - Series 1, 2 & 3 | Precision metals manufacturing | 160 | |
| CCC | Industrial Maintenance - Series 2 & 3 | Precision metals manufacturing | 96 | |
| CCC | Industrial Technology Certificate | Precision metals manufacturing | | 14 |
| CCC | Injection Molding Series | Precision metals manufacturing | 64 | |
| CCC | Injection Molding Series Complete | Precision metals manufacturing | 144 | |
| CCC | Intro to Technical Diagrams | Precision metals manufacturing | 16 | |
| CCC | Intro to Welding & Blueprint Reading | Precision metals manufacturing | 96 | |
| CCC | Mechanical Systems | Precision metals manufacturing | 24 | |
| CCC | Molding Essentials | Precision metals manufacturing | 16 | |
| CCC | Master Molding 1 | Precision metals manufacturing | 80 | |
| CCC | Motor Controls and Relay logic | Precision metals manufacturing | 24 | |
| CCC | Production Welding Certificate | Precision metals manufacturing | | 13 |
| CCC | Systematic Molding | Precision metals manufacturing | 24 | |
| CCC | Variable Frequency Drive | Precision metals manufacturing | 16 | |
| MCC | Manufacturing & Production Career Placement Program | Precision metals manufacturing | 44 | |
| MPCC | Basic Arc & Gas Welding | Precision metals manufacturing | 24 | |
| MPCC | Basic Arc and Gas Welding | Precision metals manufacturing | 24 | |
| MPCC | Basic Welding & Safety | Precision metals manufacturing | 24 | |
| MPCC | Basic Welding Techniques & Safety | Precision metals manufacturing | 24 | |
| MPCC | Oxyacetylene Welding | Precision metals manufacturing | 80 | |
| NECC | *NC3 Precision Measurement Certification | Precision metals manufacturing | 30 | |
| NECC | 24 Hr. Hazwoper | Precision metals manufacturing | 24 | |
| NECC | Diversified Manufacturing Boot Camp | Precision metals manufacturing | 72 | |
| NECC | Gas Metal Arc Welding (GMAW) MIG | Precision metals manufacturing | 60 | |
| NECC | Gas Metal (Mig) and Flux Cored Arc Welding | Precision metals manufacturing | 90 | |
| NECC | Manufacturing Maintenance | Precision metals manufacturing | 390 | |
| NECC | Manufacturing Maintenance - Electrical & Instrumentation Pathway | Precision metals manufacturing | 180 | |
| NECC | Manufacturing Maintenance - Electrical & Instrumentation Pathway Level 1 | Precision metals manufacturing | 120 | |
| NECC | Manufacturing Maintenance - Electrical & Instrumentation Pathway Level 2 | Precision metals manufacturing | 60 | |
| NECC | Manufacturing Maintenance - Mechanical Pathway | Precision metals manufacturing | 230 | |
| NECC | Manufacturing Maintenance - Mechanical Pathway Level 1 | Precision metals manufacturing | 110 | |
| NECC | Manufacturing Maintenance - Mechanical Pathway Level 2 | Precision metals manufacturing | 120 | |
| NECC | OSHA 10 Hour and Safety (10 hour card) | Precision metals manufacturing | 30 | |
| NECC | OSHA 30 Hour and Safety (30 hour card) | Precision metals manufacturing | 32 | |
| NECC | Precision Measurement | Precision metals manufacturing | 18 | |
| SCC | Advanced Allen-Bradley PLC | Precision metals manufacturing | 24 | |
| SCC | Advanced Automation Direct PLC Programming | Precision metals manufacturing | 24 | |
| SCC | Advanced Precision Machining | Precision metals manufacturing | 24 | |
| SCC | Basic Allen Bradley PLC | Precision metals manufacturing | 24 | |
| SCC | Basic Automation Direct PLC | Precision metals manufacturing | 24 | |
| SCC | Basic Precision Machining | Precision metals manufacturing | 24 | |
| SCC | Basic RS5000/LOGIX | Precision metals manufacturing | 24 | |
| SCC | Basic Welding | Precision metals manufacturing | 30 | |
| SCC | Basic Welding with Variable Frequency Drives (VFD) | Precision metals manufacturing | 46 | |
| SCC | Electrical Code | Precision metals manufacturing | 30 | |
| SCC | Electrical Fundamentals | Precision metals manufacturing | 24 | |
| SCC | Electrical Fundamentals and Troubleshooting with Motor Controls and Relay Logic | Precision metals manufacturing | 72 | |
| SCC | Electrical Series | Precision metals manufacturing | 344 | |
| SCC | Electrical Troubleshooting | Precision metals manufacturing | 24 | |
| SCC | Gas Metal Arc Welding | Precision metals manufacturing | 60 | |
| SCC | High Pressure Engineering | Precision metals manufacturing | 144 | |
| SCC | Industrial Measurement, Sensors & Controls | Precision metals manufacturing | 24 | |
| SCC | Industrial Pneumatics | Precision metals manufacturing | 32 | |
| SCC | Introduction to Manufacturing Skills | Precision metals manufacturing | 16 | |
| SCC | Lean Manufacturing | Precision metals manufacturing | 24 | |
| SCC | Manufacturing Technician Level 1 | Precision metals manufacturing | 46 | |
| SCC | Motor Controls and Relay Logic | Precision metals manufacturing | 24 | |
| SCC | PLC Operator Interface Programming | Precision metals manufacturing | 24 | |
| SCC | Variable Frequency Drives | Precision metals manufacturing | 16 | |
| SCC | Welding Essentials Course | Precision metals manufacturing | 560 | |
| SCC | Welding Technology Certificate | Precision metals manufacturing | | 16.5 |
| WNCC | Welding I | Precision metals manufacturing | 135 | |
| WNCC | Welding II | Precision metals manufacturing | 240 | |
| WNCC | Wire Welding Certification | Precision metals manufacturing | | 6 |

***Appendix A***

# Approved Gap Assistance Programs of Study
## As of August 18, 2020

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Hours |
|---|---|---|---|---|
| WNCC | Stick Welding Certificaiton | Precision metals manufacturing | | 6 |
| WNCC | TIG Welding Certification | Precision metals manufacturing | | 6 |
| NECC | *NC3 Building Performance Certificate, NC3 = National Coalition of Cert. Centers | Renewable energy | 16 | |
| NECC | *NC3 Torque Certification | Renewable energy | 30 | |
| NECC | 608 FREON Certification ESCO Institute | Renewable energy | 16 | |
| NECC | Vibralign Laser Alignment Certification | Renewable energy | 30 | |
| SCC | Energy Generations Operations Certificate | Renewable energy | | 13 |
| NECC | Drafting-Architectural | Research, development, and engineering services | 21 | |
| MCC | 3D and Virtual Reality Designer and Developer Program | Software and computer services | 159 | |
| MCC | Cisco Certified Network Technician | Software and computer services | | 18 |
| MCC | Code School | Software and computer services | 432 | |
| MCC | Code School + CPP | Software and computer services | 472 | |
| MCC | Fiber Optics Technician | Software and computer services | 152 | |
| MCC | IT Desktop Support Technician | Software and computer services | | 18 |
| MCC | IT Operations Specialist | Software and computer services | 284 | |
| | A+ Network Programming Certificate | Software and computer services | 64 | |
| MPCC | Digital Arts | Software and computer services | 32 | |
| MPCC | Digital Arts Certificate | Software and computer services | 360 | |
| MPCC | Network +/A+ Certificates | Software and computer services | 96 | |
| NECC | Cisco Networking I | Software and computer services | 75 | |
| NECC | Cisco Networking II | Software and computer services | 75 | |
| NECC | Cisco Networking III | Software and computer services | 75 | |
| NECC | Cisco Networking IV | Software and computer services | 75 | |
| NECC | Microsoft Certified Programming | Software and computer services | 60 | |
| SCC | A+ (IT Technician) | Software and computer services | 42 | |
| SCC | Backend Software Developer Coding Bootcamp | Software and computer services | 27 | |
| SCC | CCNA 1-2, 3-4 with A+ | Software and computer services | 250 | |
| SCC | CCNA 1-2, 3-4 with A+ and Fiber Optics Systems | Software and computer services | 306 | |
| SCC | CCNA 1-2, 3-4 with A+, N+ and Fiber Optics Systems | Software and computer services | 341 | |
| SCC | CCNA 1 & 2 | Software and computer services | 104 | |
| SCC | CCNA 3 & 4 | Software and computer services | 104 | |
| SCC | Certified Fiber Optic Specialist/Testing & Maintenance | Software and computer services | 16 | |
| SCC | Certified Fiber Optic Technician | Software and computer services | 24 | |
| SCC | Certified Fiber Optics Specialist/Splicing | Software and computer services | 16 | |
| SCC | CompTIA N+ | Software and computer services | 35 | |
| SCC | Designer Software Certificate | Software and computer services | | 20.5 |
| SCC | Fiber Optics Systems | Software and Computer Services | 56 | |
| SCC | Fiber Optics Systems with Basic Welding and Variable Drives | Software and computer services | 102 | |
| SCC | Fiber Optics Systems with CCNA 1-2 and 3-4 | Software and Computer Services | 264 | |
| SCC | Fiber Optics Systems with CompTIA N+ | Software and Computer Services | 91 | |
| SCC | Fiber Optics Systems with CompTIA N+ and A+ | Software and Computer Services | 133 | |
| SCC | Fiber Optics Systems with Leadership Success Certificate | Software and Computer Services | 97 | |
| SCC | Fiber Optics Systems with LEAN Manufacturing | Software and Computer Services | 80 | |
| SCC | Fiber Optics Systems with LEAN Manufacturing and Networking | Software and Computer Services | 288 | |
| SCC | Geographic Info System (GIS) Tech Certifcate | Software and computer services | | 18 |
| SCC | Microsoft Applications: Basic (Word, Excel, PowerPoint) | Software and computer services | 21 | |
| SCC | Microsoft Applications: Basic and Intermediate | Software and Computer Services | 38 | |
| SCC | Microsoft Applications: Basic and Intermediate with Leadership Success Certificate | Software and Computer Services | 78 | |
| SCC | Microsoft Applications: Intermediate (Word, Excel, Adobe Acrobat DC Pro) | Software and computer services | 17 | |
| SCC | Residential Designer Certificate | Software and computer services | | 17.5 |
| WNCC | CompTIA A+ and Network+ Certification | Software and computer services | 128 | |
| WNCC | CompTIA A+ Certification | Software and computer services | 48 | |
| WNCC | CompTIA Network+ Certification | Software and computer services | 48 | |
| CCC | Truck Driving | Transportation, warehousing, and distribution logistics | | 12 |
| MCC | Automotive Express Lane Technician Certificate | Transportation, warehousing, and distribution logistics | 120 | |
| MCC | CDL A Certification | Transportation, warehousing, and distribution logistics | 113 | |
| MCC | Class A CDL Driver Training + Career Placement Program | Transportation, warehousing, and distribution logistics | 40 | 15.5 |
| MCC | CDL Class B Certificate | Transportation, warehousing, and distribution logistics | 60 | |
| MPCC | Commercial Driver License Basics-Class B | Transportation, warehousing, and distribution logistics | 20 | |
| MPCC | Fuel Systems Certificate | Transportation, warehousing, and distribution logistics | | 15 |
| NECC | *NC3 Automotive Scanner Diagnostics Certification | Transportation, warehousing, and distribution logistics | 30 | |
| NECC | *NC3 Electrical Meter Certification | Transportation, warehousing, and distribution logistics | 30 | |
| NECC | 60-Hour CDL Training with Transport Quality Assurance Certification (TQA) | Transportation, warehousing, and distribution logistics | 60 | |
| NECC | Basic CDL Theory and Lab (A or B CDL) | Transportation, warehousing, and distribution logistics | 56 | |
| NECC | Professional Truck Driving Training | Transportation, warehousing, and distribution logistics | 240 | |
| NECC | Remedial CDL Training | Transportation, warehousing, and distribution logistics | 40 | |

*Appendix A*

# Approved Gap Assistance Programs of Study
## As of August 18, 2020

| Community College | Gap Program of Study | In-demand Occupation Selection | Length Contact Hours | Length Credit Hours |
|---|---|---|---|---|
| SCC | Professional Truck Driving Training Course | Transportation, warehousing, and distribution logistics | | 8.5 |
| WNCC | Commercial Truck Driver Class A | Transportation, warehousing, and distribution logistics | 110 | |
| WNCC | Commercial Truck Driver Class A | Transportation, warehousing, and distribution logistics | 150 | |
| WNCC | Commercial Truck Driver Class A 20 Hour | Transportation, warehousing, and distribution logistics | 20 | |
| WNCC | Commercial Truck Driver Class A 40 Hour | Transportation, warehousing, and distribution logistics | 40 | |
| WNCC | Commercial Truck Driver Class B | Transportation, warehousing, and distribution logistics | 140 | |
| SECC | Fiber Optics Systems with Basic Welding and Variable Drives | Software and computer services | 102 | |
| SECC | Fiber Optics Systems with CCNA 1-2 and 3-4 | Software and Computer Services | 264 | |
| SECC | Fiber Optics Systems with CompTIA N+ | Software and Computer Services | 91 | |
| SECC | Fiber Optics Systems with CompTIA N+ and A+ | Software and Computer Services | 133 | |
| SECC | Fiber Optics Systems with Leadership Success Certificate | Software and Computer Services | 97 | |
| SECC | Fiber Optics Systems with LEAN Manufacturing | Software and Computer Services | 80 | |
| SECC | Fiber Optics Systems with LEAN Manufacturing and Networking | Software and Computer Services | 288 | |
| SECC | Microsoft Applications: Basic (Word, Excel, PowerPoint) | Software and computer services | 21 | |
| SECC | Microsoft Applications: Basic and Intermediate | Software and Computer Services | 38 | |
| SECC | Microsoft Applications: Basic and Intermediate with Leadership Success Certificate | Software and Computer Services | 78 | |
| SECC | Microsoft Applications: Intermediate (Word, Excel, Prezi) | Software and computer services | 17 | |
| WNCC | CompTIA A+ and Network+ Certification | Software and computer services | 128 | |
| WNCC | CompTIA A+ Certification | Software and computer services | 48 | |
| WNCC | CompTIA Network+ Certification | Software and computer services | 48 | |
| CCC | Truck Driving | Transportation, warehousing, and distribution logistics | | 12 |
| CCC | Production Welding Certificate | Transportation, warehousing, and distribution logistics | | 13 |
| MCC | Automotive Express Lane Technician Certificate | Transportation, warehousing, and distribution logistics | 120 | |
| MCC | CDL A Certification | Transportation, warehousing, and distribution logistics | 113 | |
| MCC | CDL Class B Certificate | Transportation, warehousing, and distribution logistics | 60 | |
| MPCC | Certified Green Supply Chain Professional | Transportation, warehousing, and distribution logistics | 60 | |
| MPCC | Commercial Driver License Basics-Class B | Transportation, warehousing, and distribution logistics | 20 | |
| MPCC | Freight Broker / Agent Training | Transportation, warehousing, and distribution logistics | 150 | |
| MPCC | Professional Truck Driving | Transportation, warehousing, and distribution logistics | 158 | |
| NECC | *NC3 Automotive Scanner Diagnostics Certification | Transportation, warehousing, and distribution logistics | 30 | |
| NECC | *NC3 Electrical Meter Certification | Transportation, warehousing, and distribution logistics | 30 | |
| NECC | 60-Hour CDL Training with Transport Quality Assurance Certification (TQA) | Transportation, warehousing, and distribution logistics | 60 | |
| NECC | Basic CDL Theory and Lab (A or B CDL) | Transportation, warehousing, and distribution logistics | 56 | |
| NECC | Professional Truck Driving Training | Transportation, warehousing, and distribution logistics | 240 | |
| NECC | Remedial CDL Training | Transportation, warehousing, and distribution logistics | 40 | |
| WNCC | Commercial Truck Driver Class A | Transportation, warehousing, and distribution logistics | 110 | |
| WNCC | Commercial Truck Driver Class A 20 Hour | Transportation, warehousing, and distribution logistics | 20 | |
| WNCC | Commercial Truck Driver Class B | Transportation, warehousing, and distribution logistics | 140 | |

# Comprehensive Statewide Plan for Postsecondary Education

## *Changes Made and Important Notes:*
## *2020 Measuring Accomplishments Packet*

Overall Changes:

- N/A

National Comparisons:

- Percentage of family income needed to pay for full-time enrollment at public institutions (2017-2018): Midwestern Higher Education Compact (MHEC) no longer reports data for families in the lowest income quintile. Instead, data is reported for low-income families using the federal poverty level for a family of four. Also added details to the data dictionary on federal poverty level, median family income, and average net price.

Peer Comparisons:

- We updated the peer groups for Chadron State College, Peru State College, and Wayne State College.
- Graduation rates – 150 percent of normal time by race/ethnicity and low-income status (Pell): We skipped a year of data (for cohorts 2012 and 2015) as data was available for cohorts 2013 and 2016.
- Median federal loan debt of graduates: College Scorecard has not released updated data for this variable since the previous report, so information from FY2017 and FY2018 pooled cohorts is repeated this year.

Non-Comparative Measures:

- Nebraska's WIOA measure of postsecondary participation by GED completers (2018): The cohort definition changed substantially since we last received updated information from Adult Ed at NDE. The section heading was updated to reflect the changes. Additionally, page 12 of the data dictionary details the very specific group of students that were examined for this variable.

Data Dictionary:

- N/A

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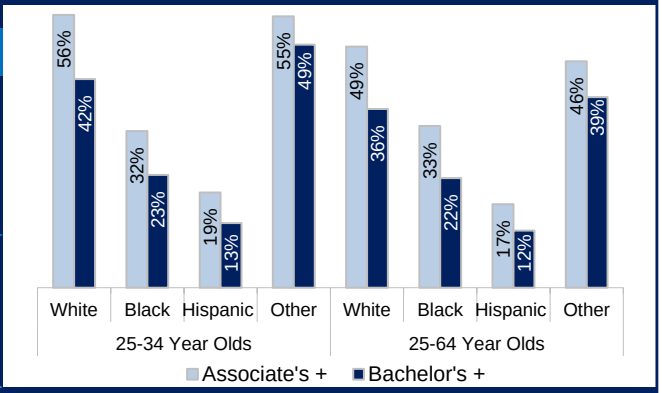
# Comprehensive Statewide Plan for Postsecondary Education 2020 Measuring Accomplishments

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 (2014-2018)*

| | 25-34 Years | 25-64 Years |
|---|---|---|
| Associate's or Higher | 50% — Rank 9 ● | 45% — Rank 13 ♦ |
| Bachelor's or Higher | 38% — Rank 14 ♦ | 33% — Rank 18 ♦ |



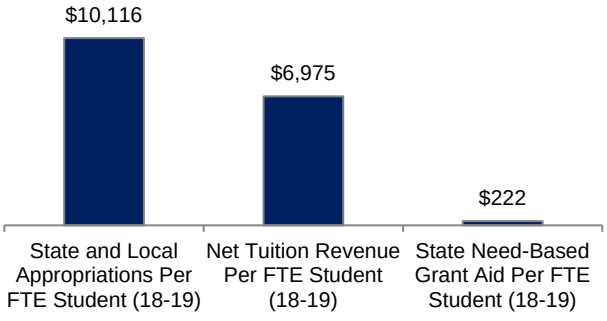

### *High School Graduation Rate, Preparation for College, and College Enrollment*

| | Nebraska | Rank | |
|---|---|---|---|
| Public High School Graduation Rate (2017-2018) | 89% | 12 | ♦ |
| Percentage of ACT-Tested High School Graduates who Met or Exceeded All Four College Readiness Benchmarks (2020) | 22% | 4 | ● |
| Percentage of High School Graduates Going Directly to College (Fall 2018) | 63% | 25 | ♦ |
| Percentage of Population 25-49 Years without an Associate's Degree or Higher Enrolled in College (2014-2018) | 5% | 29 | ■ |

### *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 (2013 Cohort) | 34% | 31 | ■ |
| Six-Year Completion Rate for First-Time Students who Started at Public Four-Year Institutions and Completed a Credential Anywhere (2013 Cohort) | 70% | 16 | ♦ |
| Six-Year Completion Rate for First-Time Students who Started at Public Two-Year Institutions and Completed a Credential Anywhere (2013 Cohort) | 43% | 14 | ♦ |

### *Funding and Affordability*




**Percentage of Family Income Needed to Pay for Full-Time Enrollment at Public Institutions (2017-2018)**

| | Two-Year | Four-Year |
|---|---|---|
| Families with Low Incomes | 25% — Rank 20 ♦ | 49% — Rank 37 ■ |
| Families with Median Incomes | 12% — Rank 11 ♦ | 20% — Rank 13 ♦ |

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.

## Peer Comparisons: Nebraska College of Technical Agriculture

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **NCTA** | **Nebraska College of Technical Agriculture** | **NE** | **335** | **37%** |
| ILCC | Iowa Lakes Community College | IA | 2,051 | 24% |
| LATI | Lake Area Technical Institute | SD | 2,245 | 36% |
| MTI | Mitchell Technical Institute | SD | 1,198 | 38% |
| MSC | Morrisville State College | NY | 2,986 | 56% |
| NCTC | Northland Community and Technical College | MN | 3,500 | 30% |
| OSAT | Ohio State University Agricultural Technical Institute | OH | 687 | 31% |
| SOCC | South Central College | MN | 2,746 | 41% |
| STCM | State Technical College of Missouri | MO | 1,471 | 34% |
| SUNY | SUNY College of Agriculture and Technology at Cobleskill | NY | 2,278 | 51% |
| VTC | Vermont Technical College | VT | 1,632 | 31% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **NCTA** | **1%** | **0%** | **2%** | **1%** | **0%** | **4%** | **92%** |
| ILCC | 1% | 5% | 5% | 0% | 3% | 0% | 85% |
| LATI | 1% | 1% | 2% | 2% | 0% | 0% | 93% |
| MTI | 1% | 1% | 2% | 3% | 0% | 2% | 91% |
| MSC | 1% | 21% | 8% | 0% | 3% | 3% | 64% |
| NCTC | 1% | 7% | 5% | 2% | 1% | 4% | 80% |
| OSAT | 1% | 1% | 3% | 0% | 0% | 2% | 93% |
| SOCC | 1% | 11% | 10% | 0% | 1% | 3% | 73% |
| STCM | 0% | 1% | 2% | 0% | 0% | 2% | 94% |
| SUNY | 2% | 12% | 12% | 0% | 0% | 3% | 70% |
| VTC | 1% | 2% | 2% | 0% | 2% | 18% | 76% |

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

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **NCTA** | **NA** | **NA** | **100%** | **NA** | **0%** | **44%** | **◆ 43%** | **● 53%** |
| ILCC | 33% | 42% | 30% | 0% | 0% | 57% | 52% | 60% |
| LATI | 83% | 100% | 70% | 53% | NA | 73% | 72% | 67% |
| MTI | 100% | 50% | 50% | 38% | 60% | 75% | 73% | 66% |
| MSC | 50% | 28% | 22% | 25% | 37% | 39% | 35% | 33% |
| NCTC | 25% | 16% | 33% | 50% | 24% | 46% | 40% | 36% |
| OSAT | NA | 33% | 0% | 100% | 0% | 55% | 53% | 42% |
| SOCC | 43% | 13% | 18% | NA | 18% | 31% | 27% | 25% |
| STCM | NA | 75% | 83% | 67% | 67% | 74% | 74% | 79% |
| SUNY | 33% | 35% | 28% | 0% | NA | 50% | 44% | 40% |
| VTC | 100% | 0% | 100% | 50% | 33% | 54% | 55% | 46% |

### *Graduation Status at Six Years (2011-2012 Cohort)*

| | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|---|---|---|---|---|
| **NCTA** | **◆ 47%** | **◆ 0%** | **● 61%** | **● 50%** |
| ILCC | 57% | 15% | 35% | 24% |
| LATI | 75% | 47% | NA | NA |
| MTI | 69% | 26% | 77% | 40% |
| MSC | 32% | 43% | 51% | 58% |
| NCTC | 42% | 23% | 59% | 41% |
| OSAT | 38% | 0% | 47% | 17% |
| SOCC | 30% | 17% | 46% | 36% |
| STCM | 63% | 28% | 83% | 89% |
| SUNY | 46% | 14% | 52% | 40% |
| VTC | 53% | 0% | 79% | 75% |

| *Funding and Affordability (2018-2019, Unless Otherwise Noted)* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Education and General Spending | | | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) | | | |
| ID | State and Local Appropriations Per FTE Student | Net Tuition and Fees Per FTE Student | Per FTE Student | Per Award | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | $0 - $30,000 | $30,001 - $48,000 | % of Undergrads with Federal Loans (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| **NCTA** | **$11,050** | **$3,230** | **$18,510** | **$53,644** | **$12,865** | **$10,765** | **$11,110** | **36%** | **-** |
| ILCC | $13,062 | $3,971 | $20,881 | $87,526 | $9,947 | $8,411 | $6,939 | 30% | $10,957 |
| LATI | $4,700 | $5,526 | $10,131 | $24,800 | $11,400 | $9,287 | $10,862 | 71% | $12,000 |
| MTI | $3,715 | $5,604 | $11,870 | $28,297 | $11,382 | $9,349 | $10,566 | 51% | $12,000 |
| MSC | $15,187 | $4,522 | $26,816 | $105,126 | $19,016 | $15,995 | $18,766 | 70% | $17,422 |
| NCTC | $6,594 | $3,625 | $14,739 | $33,755 | $9,992 | $8,516 | $9,246 | 35% | $14,230 |
| OSAT | $6,214 | $7,107 | $20,287 | $55,427 | $17,606 | $13,854 | $14,808 | 48% | - |
| SOCC | $6,876 | $3,731 | $16,099 | $53,614 | $9,928 | $8,609 | $9,309 | 39% | $13,310 |
| STCM | $3,423 | $5,849 | $15,511 | $41,477 | $7,646 | $9,576 | $10,432 | 51% | $10,000 |
| SUNY | $14,956 | $4,819 | $27,364 | $97,266 | $15,974 | $12,984 | $14,937 | 65% | $16,250 |
| VTC | $5,258 | $16,159 | $29,968 | $63,713 | $20,604 | $17,010 | $18,780 | 58% | $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: ccpe.nebraska.gov/files/DataDictionary.pdf.

## Peer Comparisons: University of Nebraska at Kearney

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **UNK** | **University of Nebraska at Kearney** | **NE** | **4,484** | **37%** |
| EIU | Eastern Illinois University | IL | 6,012 | 36% |
| ESU | Emporia State University | KS | 3,569 | 35% |
| MSUM | Minnesota State University Moorhead | MN | 4,828 | 29% |
| NWMS | Northwest Missouri State University | MO | 5,654 | 32% |
| PSU | Pittsburg State University | KS | 5,402 | 34% |
| SUP | Shippensburg University of Pennsylvania | PA | 5,487 | 32% |
| UCM | University of Central Missouri | MO | 9,300 | 31% |
| WCU | Western Carolina University | NC | 10,027 | 38% |
| WIU | Western Illinois University | IL | 6,754 | 49% |
| WSU | Winona State University | MN | 7,237 | 27% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **UNK** | **1%** | **2%** | **12%** | **0%** | **8%** | **2%** | **75%** |
| EIU | 3% | 17% | 13% | 0% | 2% | 2% | 63% |
| ESU | 1% | 4% | 7% | 0% | 7% | 10% | 70% |
| MSUM | 2% | 4% | 3% | 1% | 6% | 4% | 80% |
| NWMS | 1% | 5% | 4% | 0% | 3% | 4% | 83% |
| PSU | 1% | 4% | 6% | 1% | 4% | 6% | 78% |
| SUP | 2% | 11% | 6% | 0% | 1% | 4% | 76% |
| UCM | 1% | 9% | 5% | 0% | 3% | 4% | 77% |
| WCU | 1% | 6% | 7% | 1% | 2% | 4% | 80% |
| WIU | 1% | 21% | 13% | 0% | 1% | 3% | 60% |
| WSU | 2% | 3% | 4% | 0% | 3% | 3% | 84% |

### *Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2013 Cohort)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **UNK** | **50%** | **21%** | **51%** | **0%** | **21%** | **60%** | **● 56%** | **● 47%** |
| EIU | 55% | 36% | 40% | 33% | 36% | 61% | 53% | 43% |
| ESU | 75% | 37% | 41% | 0% | 37% | 53% | 50% | 39% |
| MSUM | 33% | 30% | 44% | 22% | 30% | 56% | 53% | 43% |
| NWMS | 60% | 30% | 40% | 33% | 30% | 55% | 52% | 41% |
| PSU | 23% | 31% | 46% | 42% | 31% | 55% | 52% | 41% |
| SUP | 48% | 40% | 63% | 67% | 40% | 62% | 58% | 53% |
| UCM | 58% | 37% | 48% | 67% | 37% | 55% | 51% | 38% |
| WCU | 72% | 59% | 59% | 71% | 59% | 63% | 62% | 58% |
| WIU | 47% | 33% | 45% | 40% | 33% | 63% | 51% | 40% |
| WSU | 56% | 39% | 47% | 100% | 39% | 61% | 59% | 49% |

### *Four-Year Graduation Rates (2013 Cohort) and Graduation Status at Six Years (2011-2012 Cohort)*

| | | Graduation Status at Six Years | | | |
|---|---|---|---|---|---|
| ID | Four-Year Graduation Rate | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| **UNK** | **◆ 27%** | **● 59%** | **◆ 6%** | **◆ 61%** | **◆ 27%** |
| EIU | 36% | 55% | 39% | 72% | 51% |
| ESU | 29% | 44% | 41% | 59% | 60% |
| MSUM | 34% | 47% | 21% | 59% | 51% |
| NWMS | 33% | 49% | 12% | 58% | 31% |
| PSU | 29% | 47% | 33% | 64% | 65% |
| SUP | 40% | 51% | 38% | 62% | 41% |
| UCM | 30% | 47% | 16% | 61% | 40% |
| WCU | 43% | 58% | 12% | 65% | 72% |
| WIU | 33% | 50% | 34% | 69% | 44% |
| WSU | 37% | 61% | 20% | 65% | 62% |

## *Funding and Affordability (2018-2019, 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 (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Per FTE Student | Per Award | | $0 - $30,000 | $30,001 - $48,000 | | |
| **UNK** | **$8,766** | **$6,237** | **$17,082** | **$69,521** | **$15,890** | **$13,078** | **$13,417** | **44%** | ● **$19,500** |
| EIU | $6,771 | $5,540 | $18,730 | $58,626 | $14,146 | $12,350 | $11,316 | 55% | $22,500 |
| ESU | $6,469 | $7,372 | $15,898 | $48,327 | $14,319 | $11,624 | $11,964 | 66% | $19,590 |
| MSUM | $5,942 | $5,811 | $16,247 | $53,812 | $16,589 | $12,484 | $12,279 | 56% | $21,300 |
| NWMS | $4,861 | $7,285 | $13,241 | $54,558 | $12,765 | $9,990 | $9,863 | 57% | $22,500 |
| PSU | $5,750 | $5,607 | $13,676 | $52,680 | $13,847 | $10,638 | $11,973 | 55% | $19,676 |
| SUP | $5,352 | $8,995 | $20,878 | $74,193 | $20,308 | $16,461 | $18,021 | 69% | $25,500 |
| UCM | $5,685 | $6,998 | $15,541 | $47,567 | $13,098 | $10,608 | $12,022 | 51% | $22,250 |
| WCU | $12,114 | $4,023 | $14,844 | $57,787 | $12,965 | $9,188 | $11,358 | 59% | $22,328 |
| WIU | $6,290 | $6,864 | $25,872 | $80,400 | $15,802 | $13,942 | $14,526 | 68% | $25,000 |
| WSU | $5,562 | $5,954 | $15,671 | $59,376 | $16,617 | $12,381 | $13,606 | 60% | $23,000 |

## *Research and Development Expenditures (National Science Foundation, 2018)*

| ID | Extramural Funds | Institutional Funds | All Sources | Federal Sources (Not Including Medical Science Research) |
|---|---|---|---|---|
| **UNK** | ● **$1,829,000** | **$810,000** | **$2,639,000** | ● **$1,056,000** |
| PSU | $2,253,000 | $0 | $2,253,000 | $181,000 |
| WCU | $1,301,000 | $206,000 | $1,507,000 | $901,000 |
| WIU | $2,006,000 | $460,000 | $2,466,000 | $1,551,000 |

*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.

## Peer Comparisons: University of Nebraska-Lincoln

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **UNL** | **University of Nebraska-Lincoln** | **NE** | **20,830** | **23%** |
| CSUF | Colorado State University-Fort Collins | CO | 25,962 | 23% |
| ISU | Iowa State University | IA | 29,621 | 21% |
| LSUA | Louisiana State University & Agricultural & Mechanical College | LA | 25,233 | 22% |
| UTK | The University of Tennessee-Knoxville | TN | 22,815 | 25% |
| UI | University of Iowa | IA | 23,989 | 20% |
| KU | University of Kansas | KS | 19,596 | 21% |
| UKY | University of Kentucky | KY | 22,136 | 23% |
| UMC | University of Missouri-Columbia | MO | 22,484 | 21% |
| UON | University of Oklahoma-Norman Campus | OK | 22,152 | 23% |
| WASH | Washington State University | WA | 26,098 | 31% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **UNL** | **3%** | **3%** | **7%** | **0%** | **9%** | **3%** | **75%** |
| CSUF | 3% | 2% | 14% | 0% | 4% | 4% | 72% |
| ISU | 4% | 3% | 6% | 0% | 6% | 3% | 78% |
| LSUA | 5% | 13% | 7% | 0% | 2% | 2% | 71% |
| UTK | 4% | 6% | 4% | 0% | 2% | 3% | 80% |
| UI | 4% | 3% | 8% | 0% | 8% | 3% | 74% |
| KU | 5% | 4% | 8% | 0% | 6% | 5% | 71% |
| UKY | 3% | 8% | 5% | 0% | 3% | 4% | 77% |
| UMC | 3% | 8% | 4% | 0% | 3% | 4% | 78% |
| UON | 7% | 5% | 10% | 4% | 5% | 9% | 61% |
| WASH | 7% | 3% | 16% | 1% | 4% | 7% | 63% |

### *Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2013 Cohort)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **UNL** | **67%** | **50%** | **58%** | **14%** | **50%** | **67%** | **♦ 66%** | **♦ 58%** |
| CSUF | 73% | 63% | 64% | 56% | 63% | 71% | 70% | 62% |
| ISU | 64% | 55% | 60% | 77% | 55% | 77% | 74% | 65% |
| LSUA | 70% | 56% | 66% | 56% | 56% | 71% | 68% | 57% |
| UTK | 79% | 64% | 65% | 70% | 64% | 73% | 72% | 62% |
| UI | 68% | 56% | 67% | 29% | 56% | 74% | 72% | 60% |
| KU | 73% | 47% | 57% | 64% | 47% | 69% | 67% | 52% |
| UKY | 78% | 52% | 60% | 67% | 52% | 68% | 66% | 55% |
| UMC | 71% | 58% | 67% | 46% | 58% | 74% | 71% | 59% |
| UON | 72% | 67% | 70% | 61% | 67% | 72% | 70% | 59% |
| WASH | 60% | 43% | 50% | 42% | 43% | 63% | 60% | 50% |

### *Four-Year Graduation Rates (2013 Cohort) and Graduation Status at Six Years (2011-2012 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 |
|---|---|---|---|---|---|
| **UNL** | **♦ 41%** | **♦ 65%** | **● 50%** | **♦ 67%** | **● 49%** |
| CSUF | 45% | 71% | 40% | 74% | 48% |
| ISU | 47% | 73% | 26% | 72% | 50% |
| LSUA | 41% | 66% | 28% | 63% | 36% |
| UTK | 52% | 70% | 19% | 68% | 45% |
| UI | 55% | 73% | 59% | 69% | 53% |
| KU | 48% | 63% | 48% | 65% | 44% |
| UKY | 45% | 65% | 38% | 58% | 38% |
| UMC | 48% | 68% | 38% | 68% | 54% |
| UON | 44% | 67% | 26% | 60% | 42% |
| WASH | 37% | 62% | 31% | 72% | 51% |

## *Funding and Affordability (2018-2019, 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 (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Per FTE Student | Per Award | | $0 - $30,000 | $30,001 - $48,000 | | |
| **UNL** | **$11,649** | **$10,779** | **$35,845** | **$139,245** | **$17,093** | **$12,216** | **$13,508** | **41%** | ◆ **$21,000** |
| CSUF | $0 | $16,181 | $36,367 | $142,614 | $16,793 | $11,831 | $11,890 | 42% | $20,500 |
| ISU | $7,282 | $11,416 | $30,864 | $114,987 | $15,195 | $10,054 | $10,843 | 49% | $22,975 |
| LSUA | $7,908 | $12,353 | $32,425 | $128,563 | $18,143 | $8,433 | $13,126 | 31% | $20,250 |
| UTK | $12,826 | $12,064 | $38,676 | $150,352 | $21,024 | $10,224 | $13,745 | 42% | $20,500 |
| UI | $7,841 | $15,135 | $44,272 | $148,675 | $17,008 | $12,975 | $15,073 | 43% | $22,000 |
| KU | $9,965 | $12,607 | $43,393 | $154,277 | $19,195 | $14,387 | $15,380 | 43% | $21,105 |
| UKY | $10,769 | $12,963 | $62,486 | $215,190 | $18,958 | $11,848 | $12,872 | 42% | $23,102 |
| UMC | $7,838 | $11,402 | $33,309 | $82,092 | $15,850 | $10,940 | $11,595 | 40% | $22,000 |
| UON | $4,505 | $14,454 | $28,514 | $97,995 | $21,804 | $16,675 | $17,285 | 36% | $20,880 |
| WASH | $8,240 | $9,879 | $29,698 | $110,465 | $18,002 | $9,334 | $11,337 | 43% | $20,050 |

## *Research and Development Expenditures (National Science Foundation, 2018)*

| ID | Extramural Funds | Institutional Funds | All Sources | Federal Sources (Not Including Medical Science Research) |
|---|---|---|---|---|
| **UNL** | **$191,306,000** | **$116,747,000** | **$308,053,000** | ◆ **$94,938,000** |
| CSUF | $321,714,000 | $53,241,000 | $374,955,000 | $238,386,000 |
| ISU | $228,477,000 | $132,729,000 | $361,206,000 | $141,756,000 |
| LSUA | $184,970,000 | $101,756,000 | $286,726,000 | $76,743,000 |
| UTK | $178,407,000 | $151,505,000 | $329,912,000 | $141,742,000 |
| UI | $299,315,000 | $212,658,000 | $511,973,000 | $131,880,000 |
| KU | $232,714,000 | $106,332,000 | $339,046,000 | $100,269,000 |
| UKY | $267,773,000 | $125,261,000 | $393,034,000 | $139,266,000 |
| UMC | $134,167,000 | $122,016,000 | $256,183,000 | $91,655,000 |
| UON | $214,760,000 | $68,878,000 | $283,638,000 | $112,206,000 |
| WASH | $226,655,000 | $133,867,000 | $360,522,000 | $126,313,000 |

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.

## Peer Comparisons: University of Nebraska Medical Center

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **UNMC** | **University of Nebraska Medical Center** | **NE** | **869** | **23%** |
| MUSC | Medical University of South Carolina | SC | 329 | 13% |
| OSU | Ohio State University-Main Campus | OH | 46,820 | 21% |
| UTK | The University of Tennessee-Knoxville | TN | 22,815 | 25% |
| UA | University of Arizona | AZ | 34,153 | 29% |
| UCON | University of Connecticut | CT | 19,133 | 22% |
| UI | University of Iowa | IA | 23,989 | 20% |
| KU | University of Kansas | KS | 19,596 | 21% |
| UKY | University of Kentucky | KY | 22,136 | 23% |
| UU | University of Utah | UT | 24,743 | 26% |
| VCU | Virginia Commonwealth University | VA | 23,693 | 29% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **UNMC** | **2%** | **1%** | **7%** | **0%** | **0%** | **2%** | **87%** |
| MUSC | 3% | 11% | 6% | 0% | 0% | 2% | 78% |
| OSU | 7% | 7% | 4% | 0% | 9% | 4% | 69% |
| UTK | 4% | 6% | 4% | 0% | 2% | 3% | 80% |
| UA | 6% | 4% | 27% | 1% | 7% | 5% | 51% |
| UCON | 11% | 6% | 11% | 0% | 10% | 3% | 58% |
| UI | 4% | 3% | 8% | 0% | 8% | 3% | 74% |
| KU | 5% | 4% | 8% | 0% | 6% | 5% | 71% |
| UKY | 3% | 8% | 5% | 0% | 3% | 4% | 77% |
| UU | 6% | 1% | 13% | 0% | 5% | 6% | 69% |
| VCU | 14% | 20% | 10% | 0% | 3% | 7% | 46% |

### *Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2013 Cohort)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **UNMC** | **NA** | **NA** | **NA** | **NA** | **NA** | **NA** | **NA** | **NA** |
| MUSC | NA | NA | NA | NA | NA | NA | NA | NA |
| OSU | 89% | 74% | 79% | 91% | 74% | 87% | 86% | 79% |
| UTK | 79% | 64% | 65% | 70% | 64% | 73% | 72% | 62% |
| UA | 70% | 54% | 61% | 34% | 54% | 68% | 65% | 56% |
| UCON | 86% | 71% | 80% | 75% | 71% | 86% | 84% | 80% |
| UI | 68% | 56% | 67% | 29% | 56% | 74% | 72% | 60% |
| KU | 73% | 47% | 57% | 64% | 47% | 69% | 67% | 52% |
| UKY | 78% | 52% | 60% | 67% | 52% | 68% | 66% | 55% |
| UU | 75% | 60% | 56% | 44% | 60% | 70% | 70% | 55% |
| VCU | 74% | 67% | 64% | 60% | 67% | 67% | 67% | 63% |

### *Four-Year Graduation Rates (2013 Cohort) and Graduation Status at Six Years (2011-2012 Cohort)*

| | | Graduation Status at Six Years | | | |
|---|---|---|---|---|---|
| ID | Four-Year Graduation Rate | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| **UNMC** | **NA** | **NA** | **NA** | **● 95%** | **● 90%** |
| MUSC | NA | NA | NA | 95% | NA |
| OSU | 62% | 82% | 39% | 70% | 53% |
| UTK | 52% | 70% | 19% | 68% | 45% |
| UA | 47% | 63% | 28% | 69% | 54% |
| UCON | 73% | 83% | 47% | 80% | 47% |
| UI | 55% | 73% | 59% | 69% | 53% |
| KU | 48% | 63% | 48% | 65% | 44% |
| UKY | 45% | 65% | 38% | 58% | 38% |
| UU | 33% | 66% | 25% | 70% | 58% |
| VCU | 45% | 62% | 30% | 68% | 65% |

| Funding and Affordability (2018-2019, Unless Otherwise Noted) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Education and General Spending | | | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) | | | |
| ID | State and Local Appropriations Per FTE Student | Net Tuition and Fees Per FTE Student | Per FTE Student | Per Award | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | $0 - $30,000 | $30,001 - $48,000 | % of Undergrads with Federal Loans (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| **UNMC** | **$39,268** | **$15,734** | **$114,274** | **$400,546** | **NA** | **NA** | **NA** | **59%** | **$15,000** |
| MUSC | - | - | - | - | - | - | - | 70% | $12,500 |
| OSU | - | - | - | - | - | - | - | 38% | $20,500 |
| UTK | - | - | - | - | - | - | - | 42% | $20,500 |
| UA | - | - | - | - | - | - | - | 37% | $20,000 |
| UCON | - | - | - | - | - | - | - | 45% | $21,500 |
| UI | - | - | - | - | - | - | - | 43% | $22,000 |
| KU | - | - | - | - | - | - | - | 43% | $21,105 |
| UKY | - | - | - | - | - | - | - | 42% | $23,102 |
| UU | - | - | - | - | - | - | - | 31% | $17,500 |
| VCU | - | - | - | - | - | - | - | 49% | $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.

| Research and Development Expenditures (National Institutes of Health, 2019) | |
|---|---|
| ID | Total Health Sciences School Research |
| **UNMC** | **$84,896,726** |
| MUSC | $123,871,544 |
| OSU | $157,168,726 |
| UTK | $41,815,368 |
| UA | $128,344,733 |
| UCON | $53,826,037 |
| UI | $149,676,743 |
| KU | $74,872,339 |
| UKY | $140,414,789 |
| UU | $167,665,022 |
| VCU | $70,071,984 |

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.

## Peer Comparisons: University of Nebraska at Omaha

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **UNO** | **University of Nebraska at Omaha** | **NE** | **12,430** | **35%** |
| CSU | Cleveland State University | OH | 11,999 | 41% |
| EMU | Eastern Michigan University | MI | 16,022 | 39% |
| NKU | Northern Kentucky University | KY | 11,914 | 29% |
| UTC | The University of Tennessee-Chattanooga | TN | 10,239 | 34% |
| UCO | University of Central Oklahoma | OK | 13,840 | 38% |
| UCCS | University of Colorado, Colorado Springs | CO | 10,951 | 31% |
| UMSL | University of Missouri-St Louis | MO | 13,460 | 23% |
| UNCG | University of North Carolina at Greensboro | NC | 16,641 | 49% |
| UNF | University of North Florida | FL | 14,583 | 30% |
| WSU | Wichita State University | KS | 13,006 | 33% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **UNO** | **4%** | **6%** | **14%** | **0%** | **4%** | **5%** | **66%** |
| CSU | 4% | 15% | 7% | 0% | 6% | 4% | 64% |
| EMU | 3% | 19% | 5% | 0% | 2% | 4% | 67% |
| NKU | 1% | 7% | 3% | 0% | 3% | 3% | 83% |
| UTC | 2% | 10% | 5% | 0% | 2% | 3% | 77% |
| UCO | 4% | 9% | 12% | 4% | 5% | 10% | 56% |
| UCCS | 4% | 4% | 19% | 0% | 1% | 8% | 64% |
| UMSL | 5% | 14% | 3% | 0% | 2% | 2% | 73% |
| UNCG | 5% | 30% | 10% | 0% | 2% | 5% | 47% |
| UNF | 5% | 9% | 13% | 0% | 2% | 5% | 65% |
| WSU | 7% | 6% | 12% | 1% | 9% | 4% | 60% |

### *Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2013 Cohort)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **UNO** | **54%** | **25%** | **40%** | **20%** | **25%** | **53%** | **● 50%** | **● 45%** |
| CSU | 54% | 20% | 35% | 20% | 20% | 54% | 46% | 37% |
| EMU | 59% | 30% | 43% | 33% | 30% | 53% | 46% | 42% |
| NKU | 50% | 35% | 45% | 60% | 35% | 47% | 46% | 34% |
| UTC | 50% | 39% | 32% | 0% | 39% | 50% | 48% | 40% |
| UCO | 45% | 21% | 38% | 36% | 21% | 35% | 36% | 30% |
| UCCS | 55% | 36% | 44% | 0% | 36% | 46% | 45% | 38% |
| UMSL | 67% | 31% | 44% | 43% | 31% | 55% | 52% | 45% |
| UNCG | 71% | 64% | 57% | 80% | 64% | 55% | 59% | 57% |
| UNF | 79% | 65% | 59% | NA | 65% | 68% | 67% | 67% |
| WSU | 50% | 40% | 44% | 17% | 40% | 53% | 50% | 39% |

### *Four-Year Graduation Rates (2013 Cohort) and Graduation Status at Six Years (2011-2012 Cohort)*

| | | Graduation Status at Six Years | | | |
|---|---|---|---|---|---|
| ID | Four-Year Graduation Rate | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| **UNO** | **◆ 24%** | **● 46%** | **◆ 15%** | **◆ 51%** | **◆ 39%** |
| CSU | 27% | 43% | 28% | 56% | 44% |
| EMU | 19% | 40% | 12% | 55% | 45% |
| NKU | 26% | 39% | 15% | 58% | 52% |
| UTC | 28% | 45% | 0% | 59% | 41% |
| UCO | 14% | 37% | 7% | 51% | 33% |
| UCCS | 25% | 43% | 19% | 56% | 40% |
| UMSL | 32% | 56% | 10% | 61% | 37% |
| UNCG | 38% | 54% | 31% | 62% | 48% |
| UNF | 35% | 63% | 21% | 72% | 57% |
| WSU | 23% | 46% | 17% | 58% | 33% |

## *Funding and Affordability (2018-2019, 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 (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Per FTE Student | Per Award | | $0 - $30,000 | $30,001 - $48,000 | | |
| **UNO** | **$5,995** | **$7,322** | **$16,427** | **$62,546** | **$12,899** | **$10,490** | **$11,460** | **40%** | **● $20,250** |
| CSU | $5,495 | $10,116 | $19,287 | $65,397 | $16,219 | $14,213 | $14,975 | 59% | $22,750 |
| EMU | $5,117 | $10,888 | $16,610 | $53,984 | $16,078 | $13,904 | $14,136 | 64% | $26,000 |
| NKU | $4,478 | $9,570 | $18,348 | $75,362 | $9,412 | $4,156 | $6,295 | 46% | $24,484 |
| UTC | $5,504 | $6,433 | $18,074 | $76,309 | $13,927 | $8,108 | $10,515 | 48% | $21,184 |
| UCO | $4,501 | $7,814 | $15,837 | $61,090 | $15,894 | $12,297 | $13,381 | 42% | $21,000 |
| UCCS | $0 | $10,971 | $17,176 | $76,697 | $16,221 | $13,103 | $12,643 | 43% | $21,500 |
| UMSL | $5,900 | $9,109 | $22,941 | $72,516 | $7,977 | $7,401 | $6,838 | 29% | $20,750 |
| UNCG | $9,932 | $6,171 | $19,096 | $76,847 | $11,108 | $8,853 | $10,808 | 60% | $22,586 |
| UNF | $6,661 | $5,008 | $15,394 | $52,390 | $9,857 | $5,097 | $5,942 | 34% | $16,467 |
| WSU | $6,858 | $8,728 | $28,926 | $101,986 | $13,849 | $11,642 | $12,543 | 48% | $21,625 |

## *Research and Development Expenditures (National Science Foundation, 2018)*

| ID | Extramural Funds | Institutional Funds | All Sources | Federal Sources (Not Including Medical Science Research) |
|---|---|---|---|---|
| **UNO** | **● $9,468,000** | **$3,475,000** | **$12,943,000** | **● $5,018,000** |
| CSU | $63,241,000 | $20,400,000 | $83,641,000 | $48,840,000 |
| EMU | $1,706,000 | $4,894,000 | $6,600,000 | $1,522,000 |
| NKU | $1,058,000 | $595,000 | $1,653,000 | $890,000 |
| UTC | $3,164,000 | $4,421,000 | $7,585,000 | $1,490,000 |
| UCO | $1,912,000 | $3,192,000 | $5,104,000 | $1,127,000 |
| UCCS | $5,433,000 | $543,000 | $5,976,000 | $4,079,000 |
| UMSL | $8,413,000 | $3,853,000 | $12,266,000 | $4,836,000 |
| UNCG | $18,316,000 | $4,427,000 | $22,743,000 | $14,842,000 |
| UNF | $6,032,000 | $3,962,000 | $9,994,000 | $3,818,000 |
| WSU | $69,823,000 | $11,314,000 | $81,137,000 | $18,703,000 |

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.

## Peer Comparisons: Chadron State College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **CSC** | **Chadron State College** | **NE** | **1,920** | **37%** |
| BHSU | Black Hills State University | SD | 3,745 | 26% |
| EOU | Eastern Oregon University | OR | 2,744 | 43% |
| MSU | Minot State University | ND | 2,915 | 22% |
| NSU | Northern State University | SD | 3,051 | 17% |
| NWMS | Northwest Missouri State University | MO | 5,654 | 32% |
| NWOS | Northwestern Oklahoma State University | OK | 1,773 | 45% |
| PSC | Peru State College | NE | 1,851 | 35% |
| TSU | Truman State University | MO | 5,504 | 21% |
| WSU | Wayne State College | NE | 2,975 | 36% |
| WCU | Western Colorado University | CO | 2,606 | 21% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **CSC** | **1%** | **3%** | **11%** | **1%** | **2%** | **4%** | **78%** |
| BHSU | 1% | 2% | 5% | 4% | 2% | 5% | 81% |
| EOU | 5% | 2% | 11% | 2% | 1% | 5% | 74% |
| MSU | 2% | 6% | 7% | 2% | 9% | 4% | 70% |
| NSU | 2% | 2% | 3% | 2% | 5% | 3% | 83% |
| NWMS | 1% | 5% | 4% | 0% | 3% | 4% | 83% |
| NWOS | 1% | 8% | 11% | 8% | 2% | 2% | 68% |
| PSC | 1% | 7% | 7% | 0% | 1% | 3% | 80% |
| TSU | 3% | 4% | 3% | 0% | 7% | 4% | 79% |
| WSU | 1% | 3% | 8% | 1% | 2% | 3% | 81% |
| WCU | 1% | 3% | 16% | 1% | 0% | 4% | 74% |

### *Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2013 Cohort)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **CSC** | **50%** | **14%** | **37%** | **0%** | **35%** | **49%** | **◆ 45%** | **● 39%** |
| BHSU | 50% | 80% | 19% | 21% | 43% | 39% | 38% | 28% |
| EOU | 24% | 31% | 28% | 14% | 25% | 29% | 27% | 18% |
| MSU | 80% | 50% | 19% | 33% | 41% | 45% | 45% | 35% |
| NSU | 25% | 25% | 33% | 25% | 18% | 51% | 48% | 36% |
| NWMS | 60% | 30% | 40% | 33% | 40% | 55% | 52% | 41% |
| NWOS | 33% | 24% | 28% | 22% | 40% | 34% | 31% | 23% |
| PSC | 25% | 4% | 31% | 0% | 19% | 39% | 34% | 22% |
| TSU | 85% | 63% | 68% | 0% | 71% | 77% | 75% | 67% |
| WSU | 67% | 38% | 51% | 25% | 16% | 53% | 51% | 44% |
| WCU | 40% | 39% | 29% | 100% | 65% | 55% | 51% | 38% |

### *Four-Year Graduation Rates (2013 Cohort) and Graduation Status at Six Years (2011-2012 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 |
|---|---|---|---|---|---|
| **CSC** | **◆ 27%** | **◆ 41%** | **◆ 0%** | **◆ 55%** | **● 33%** |
| BHSU | 19% | 33% | 16% | 42% | 24% |
| EOU | 17% | 27% | 7% | 56% | 40% |
| MSU | 24% | 36% | 8% | 51% | 39% |
| NSU | 31% | 43% | 4% | 51% | 18% |
| NWMS | 33% | 49% | 12% | 58% | 31% |
| NWOS | 17% | 27% | 5% | 42% | 27% |
| PSC | 21% | 36% | 29% | 52% | 46% |
| TSU | 60% | 74% | 20% | 63% | 39% |
| WSU | 34% | 50% | 17% | 58% | 28% |
| WCU | 28% | 42% | 0% | 61% | 29% |

| Funding and Affordability (2018-2019, Unless Otherwise Noted) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 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) | | | |
| ID | State and Local Appropriations Per FTE Student | Net Tuition and Fees Per FTE Student | Per FTE Student | Per Award | | $0 - $30,000 | $30,001 - $48,000 | % of Undergrads with Federal Loans (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| **CSC** | **$8,870** | **$5,140** | **$16,458** | **$57,401** | **$14,203** | **$12,553** | **$11,172** | **49%** | **$19,277** |
| BHSU | $3,564 | $6,134 | $16,319 | $73,312 | $15,861 | $14,142 | $14,206 | 45% | $26,000 |
| EOU | $8,925 | $7,546 | $19,608 | $60,403 | $14,835 | $10,822 | $11,631 | 50% | $20,917 |
| MSU | $7,949 | $6,221 | $15,578 | $57,046 | $11,635 | $8,923 | $8,187 | 40% | $19,000 |
| NSU | $7,859 | $5,770 | $20,561 | $101,641 | $15,575 | $13,133 | $12,861 | 29% | $22,616 |
| NWMS | $4,861 | $7,285 | $13,241 | $54,558 | $12,765 | $9,990 | $9,863 | 57% | $22,500 |
| NWOS | $4,611 | $4,967 | $12,950 | $52,750 | $9,660 | $7,491 | $7,767 | 42% | $15,229 |
| PSC | $6,123 | $3,883 | $13,624 | $52,599 | $13,902 | $12,005 | $12,946 | 42% | $22,750 |
| TSU | $7,785 | $5,012 | $14,763 | $57,443 | $12,912 | $7,564 | $8,269 | 39% | $21,168 |
| WSU | $7,173 | $4,732 | $15,204 | $69,429 | $13,770 | $10,333 | $11,534 | 55% | $19,500 |
| WCU | $0 | $10,806 | $19,122 | $88,001 | $17,328 | $13,018 | $14,744 | 42% | $22,980 |

Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: ccpe.nebraska.gov/files/DataDictionary.pdf.

## Peer Comparisons: Peru State College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **PSC** | **Peru State College** | **NE** | **1,851** | **35%** |
| BHSU | Black Hills State University | SD | 3,745 | 26% |
| CSC | Chadron State College | NE | 1,920 | 37% |
| CU | Concord University | WV | 1,729 | 49% |
| EOU | Eastern Oregon University | OR | 2,744 | 43% |
| FSU | Fairmont State University | WV | 3,674 | 42% |
| MSU | Minot State University | ND | 2,915 | 22% |
| NWOS | Northwestern Oklahoma State University | OK | 1,773 | 45% |
| VCSU | Valley City State University | ND | 1,404 | 22% |
| WSU | Wayne State College | NE | 2,975 | 36% |
| WLU | West Liberty University | WV | 2,225 | 39% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **PSC** | **1%** | **7%** | **7%** | **0%** | **1%** | **3%** | **80%** |
| BHSU | 1% | 2% | 5% | 4% | 2% | 5% | 81% |
| CSC | 1% | 3% | 11% | 1% | 2% | 4% | 78% |
| CU | 1% | 6% | 1% | 0% | 5% | 2% | 84% |
| EOU | 5% | 2% | 11% | 2% | 1% | 5% | 74% |
| FSU | 1% | 5% | 2% | 0% | 2% | 3% | 87% |
| MSU | 2% | 6% | 7% | 2% | 9% | 4% | 70% |
| NWOS | 1% | 8% | 11% | 8% | 2% | 2% | 68% |
| VCSU | 1% | 2% | 5% | 1% | 2% | 4% | 85% |
| WSU | 1% | 3% | 8% | 1% | 2% | 3% | 81% |
| WLU | 0% | 3% | 1% | 0% | 3% | 2% | 90% |

### *Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2013 Cohort)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **PSC** | **25%** | **4%** | **31%** | **0%** | **19%** | **39%** | **♦ 34%** | **♦ 22%** |
| BHSU | 50% | 80% | 19% | 21% | 43% | 39% | 38% | 28% |
| CSC | 50% | 14% | 37% | 0% | 35% | 49% | 45% | 39% |
| CU | 50% | 29% | 29% | 33% | NA | 41% | 40% | 30% |
| EOU | 24% | 31% | 28% | 14% | 25% | 29% | 27% | 18% |
| FSU | 20% | 21% | 28% | 0% | 50% | 44% | 41% | 35% |
| MSU | 80% | 50% | 19% | 33% | 41% | 45% | 45% | 35% |
| NWOS | 33% | 24% | 28% | 22% | 40% | 34% | 31% | 23% |
| VCSU | 50% | 25% | 45% | 0% | 0% | 54% | 50% | 40% |
| WSU | 67% | 38% | 51% | 25% | 16% | 53% | 51% | 44% |
| WLU | 100% | 56% | 17% | 50% | 50% | 45% | 45% | 44% |

### *Four-Year Graduation Rates (2013 Cohort) and Graduation Status at Six Years (2011-2012 Cohort)*

| | | Graduation Status at Six Years | | | |
|---|---|---|---|---|---|
| ID | Four-Year Graduation Rate | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| **PSC** | **♦ 21%** | **● 36%** | **● 29%** | **● 52%** | **● 46%** |
| BHSU | 19% | 33% | 16% | 42% | 24% |
| CSC | 27% | 41% | 0% | 55% | 33% |
| CU | 24% | 34% | 17% | 44% | 41% |
| EOU | 17% | 27% | 7% | 56% | 40% |
| FSU | 26% | 36% | 11% | 48% | 40% |
| MSU | 24% | 36% | 8% | 51% | 39% |
| NWOS | 17% | 27% | 5% | 42% | 27% |
| VCSU | 31% | 35% | 17% | 49% | 56% |
| WSU | 34% | 50% | 17% | 58% | 28% |
| WLU | 30% | 47% | 100% | 36% | 38% |

| Funding and Affordability (2018-2019, Unless Otherwise Noted) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 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 (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| ID | State and Local Appropriations Per FTE Student | Net Tuition and Fees Per FTE Student | Per FTE Student | Per Award | | $0 - $30,000 | $30,001 - $48,000 | | |
| **PSC** | **$6,123** | **$3,883** | **$13,624** | **$52,599** | **$13,902** | **$12,005** | **$12,946** | **42%** | **◆ $22,750** |
| BHSU | $3,564 | $6,134 | $16,319 | $73,312 | $15,861 | $14,142 | $14,206 | 45% | $26,000 |
| CSC | $8,870 | $5,140 | $16,458 | $57,401 | $14,203 | $12,553 | $11,172 | 49% | $19,277 |
| CU | $4,353 | $3,489 | $13,181 | $54,528 | $9,201 | $7,729 | $8,260 | 71% | $18,750 |
| EOU | $8,925 | $7,546 | $19,608 | $60,403 | $14,835 | $10,822 | $11,631 | 50% | $20,917 |
| FSU | $4,366 | $3,664 | $13,560 | $54,192 | $9,733 | $7,595 | $8,114 | 56% | $22,250 |
| MSU | $7,949 | $6,221 | $15,578 | $57,046 | $11,635 | $8,923 | $8,187 | 40% | $19,000 |
| NWOS | $4,611 | $4,967 | $12,950 | $52,750 | $9,660 | $7,491 | $7,767 | 42% | $15,229 |
| VCSU | $8,164 | $5,870 | $18,863 | $57,081 | $12,386 | $7,026 | $8,434 | 44% | $20,431 |
| WSU | $7,173 | $4,732 | $15,204 | $69,429 | $13,770 | $10,333 | $11,534 | 55% | $19,500 |
| WLU | $3,442 | $6,548 | $11,801 | $46,977 | $13,980 | $12,018 | $12,167 | 61% | $23,250 |

Data sources: Integrated Postsecondary Education Data System (undergraduate enrollment data, four-year graduation rates, 150% graduation rates, graduation status, state and local appropriations per FTE student, net tuition and fees per FTE student, education and general spending per FTE student and per award, average net price of attendance); U.S. Department of Education (percent of undergraduates with federal loans and median federal loan debt of graduates). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: ccpe.nebraska.gov/files/DataDictionary.pdf.

## Peer Comparisons: Wayne State College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **WSC** | **Wayne State College** | **NE** | **2,975** | **36%** |
| BHSU | Black Hills State University | SD | 3,745 | 26% |
| CSC | Chadron State College | NE | 1,920 | 37% |
| ESU | Emporia State University | KS | 3,569 | 35% |
| MSU | Minot State University | ND | 2,915 | 22% |
| NSU | Northern State University | SD | 3,051 | 17% |
| NWMS | Northwest Missouri State University | MO | 5,654 | 32% |
| NWOS | Northwestern Oklahoma State University | OK | 1,773 | 45% |
| PSC | Peru State College | NE | 1,851 | 35% |
| SMSU | Southwest Minnesota State University | MN | 6,692 | 11% |
| UWRF | University of Wisconsin-River Falls | WI | 5,726 | 28% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **WSC** | **1%** | **3%** | **8%** | **1%** | **2%** | **3%** | **81%** |
| BHSU | 1% | 2% | 5% | 4% | 2% | 5% | 81% |
| CSC | 1% | 3% | 11% | 1% | 2% | 4% | 78% |
| ESU | 1% | 4% | 7% | 0% | 7% | 10% | 70% |
| MSU | 2% | 6% | 7% | 2% | 9% | 4% | 70% |
| NSU | 2% | 2% | 3% | 2% | 5% | 3% | 83% |
| NWMS | 1% | 5% | 4% | 0% | 3% | 4% | 83% |
| NWOS | 1% | 8% | 11% | 8% | 2% | 2% | 68% |
| PSC | 1% | 7% | 7% | 0% | 1% | 3% | 80% |
| SMSU | 2% | 2% | 4% | 0% | 2% | 3% | 87% |
| UWRF | 3% | 1% | 4% | 0% | 2% | 3% | 87% |

### *Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2013 Cohort)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **WSC** | **67%** | **38%** | **51%** | **25%** | **16%** | **53%** | **● 51%** | **● 44%** |
| BHSU | 50% | 80% | 19% | 21% | 43% | 39% | 38% | 28% |
| CSC | 50% | 14% | 37% | 0% | 35% | 49% | 45% | 39% |
| ESU | 75% | 37% | 41% | 0% | 35% | 53% | 50% | 39% |
| MSU | 80% | 50% | 19% | 33% | 41% | 45% | 45% | 35% |
| NSU | 25% | 25% | 33% | 25% | 18% | 51% | 48% | 36% |
| NWMS | 60% | 30% | 40% | 33% | 40% | 55% | 52% | 41% |
| NWOS | 33% | 24% | 28% | 22% | 40% | 34% | 31% | 23% |
| PSC | 25% | 4% | 31% | 0% | 19% | 39% | 34% | 22% |
| SMSU | 54% | 24% | 41% | 0% | 27% | 54% | 50% | 41% |
| UWRF | 33% | 50% | 19% | 0% | 43% | 61% | 58% | 52% |

### *Four-Year Graduation Rates (2013 Cohort) and Graduation Status at Six Years (2011-2012 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 |
|---|---|---|---|---|---|
| **WSC** | **● 34%** | **● 50%** | **● 17%** | **● 58%** | **♦ 28%** |
| BHSU | 19% | 33% | 16% | 42% | 24% |
| CSC | 27% | 41% | 0% | 55% | 33% |
| ESU | 29% | 44% | 41% | 59% | 60% |
| MSU | 24% | 36% | 8% | 51% | 39% |
| NSU | 31% | 43% | 4% | 51% | 18% |
| NWMS | 33% | 49% | 12% | 58% | 31% |
| NWOS | 17% | 27% | 5% | 42% | 27% |
| PSC | 21% | 36% | 29% | 52% | 46% |
| SMSU | 35% | 45% | 13% | 59% | 42% |
| UWRF | 37% | 52% | 12% | 62% | 56% |

| Funding and Affordability (2018-2019, 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 (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| | | | Per FTE Student | Per Award | | $0 - $30,000 | $30,001 - $48,000 | | |
| **WSC** | **$7,173** | **$4,732** | **$15,204** | **$69,429** | **$13,770** | **$10,333** | **$11,534** | **55%** | **$19,500** |
| BHSU | $3,564 | $6,134 | $16,319 | $73,312 | $15,861 | $14,142 | $14,206 | 45% | $26,000 |
| CSC | $8,870 | $5,140 | $16,458 | $57,401 | $14,203 | $12,553 | $11,172 | 49% | $19,277 |
| ESU | $6,469 | $7,372 | $15,898 | $48,327 | $14,319 | $11,624 | $11,964 | 66% | $19,590 |
| MSU | $7,949 | $6,221 | $15,578 | $57,046 | $11,635 | $8,923 | $8,187 | 40% | $19,000 |
| NSU | $7,859 | $5,770 | $20,561 | $101,641 | $15,575 | $13,133 | $12,861 | 29% | $22,616 |
| NWMS | $4,861 | $7,285 | $13,241 | $54,558 | $12,765 | $9,990 | $9,863 | 57% | $22,500 |
| NWOS | $4,611 | $4,967 | $12,950 | $52,750 | $9,660 | $7,491 | $7,767 | 42% | $15,229 |
| PSC | $6,123 | $3,883 | $13,624 | $52,599 | $13,902 | $12,005 | $12,946 | 42% | $22,750 |
| SMSU | $5,820 | $3,826 | $13,245 | $67,010 | $14,658 | $10,801 | $11,410 | 20% | $21,500 |
| UWRF | $3,354 | $5,881 | $14,952 | $61,746 | $13,530 | $8,366 | $10,124 | 58% | $21,000 |

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). 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.

## Peer Comparisons: Central Community College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **CCC** | **Central Community College** | **NE** | **6,354** | **25%** |
| BHC | Black Hawk College | IL | 4,333 | 29% |
| CCCC | Central Carolina Community College | NC | 5,190 | 28% |
| EAC | Eastern Arizona College | AZ | 6,040 | 18% |
| HCC | Hutchinson Community College | KS | 5,574 | 26% |
| IHCC | Indian Hills Community College | IA | 3,918 | 33% |
| ICCC | Iowa Central Community College | IA | 5,390 | 34% |
| JC | Jackson College | MI | 5,083 | 48% |
| LCCC | Laramie County Community College | WY | 4,097 | 23% |
| PJC | Paris Junior College | TX | 4,959 | 32% |
| SC | Shasta College | CA | 9,105 | 34% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **CCC** | **2%** | **3%** | **22%** | **1%** | **0%** | **0%** | **73%** |
| BHC | 3% | 11% | 14% | 0% | 0% | 4% | 68% |
| CCCC | 2% | 17% | 20% | 1% | 1% | 3% | 57% |
| EAC | 1% | 3% | 20% | 6% | 1% | 2% | 67% |
| HCC | 1% | 6% | 12% | 1% | 1% | 3% | 76% |
| IHCC | 2% | 5% | 7% | 0% | 3% | 3% | 80% |
| ICCC | 2% | 11% | 10% | 1% | 2% | 2% | 71% |
| JC | 2% | 10% | 6% | 0% | 0% | 5% | 77% |
| LCCC | 1% | 2% | 16% | 1% | 1% | 4% | 76% |
| PJC | 1% | 11% | 19% | 1% | 1% | 2% | 65% |
| SC | 4% | 2% | 18% | 2% | 0% | 6% | 67% |

### *Remedial Student Course Taking and Success (Credential Seeking Cohort, 2013)*

| | | % of Cohort with Developmental Need in Subject | | | % Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject | |
|---|---|---|---|---|---|---|
| ID | Cohort | Math | English | Reading | Math | English |
| **CCC** | **1,090** | **27%** | **28%** | **27%** | **42%** | **54%** |

### *Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2017)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **CCC** | **1,154** | **33%** | **16%** | **46%** | **95%** |

### *Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2013)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **CCC** | **1,090** | **54%** | **29%** | **1%** | **83%** |

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

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **CCC** | **60%** | **0%** | **30%** | **20%** | **0%** | **39%** | **● 35%** | **● 34%** |
| BHC | 67% | 12% | 29% | 0% | 11% | 36% | 33% | 25% |
| CCCC | 80% | 36% | 40% | 33% | 44% | 39% | 39% | 32% |
| EAC | 64% | 29% | 43% | 25% | 33% | 43% | 40% | 20% |
| HCC | 43% | 27% | 27% | 33% | 36% | 46% | 42% | 35% |
| IHCC | 14% | 33% | 26% | 50% | 25% | 41% | 38% | 33% |
| ICCC | 54% | 12% | 26% | 8% | 27% | 39% | 33% | 29% |
| JC | 60% | 5% | 14% | 33% | 16% | 19% | 17% | 14% |
| LCCC | 50% | 63% | 26% | 40% | 13% | 28% | 28% | 25% |
| PJC | 63% | 27% | 34% | 38% | 25% | 35% | 34% | 32% |
| SC | 29% | 7% | 16% | 17% | 23% | 27% | 25% | 21% |

| Graduation Status at Six Years (2011-2012 Cohort) | | | | |
|---|---|---|---|---|
| | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| **CCC** | **42%** | **20%** | **64%** | **46%** |
| BHC | 26% | 12% | 29% | 10% |
| CCCC | 32% | 23% | 40% | 24% |
| EAC | 40% | 11% | 44% | 31% |
| HCC | 32% | 10% | 40% | 22% |
| IHCC | 35% | 15% | 55% | 23% |
| ICCC | 37% | 15% | 51% | 45% |
| JC | 20% | 7% | 13% | 15% |
| LCCC | 30% | 6% | 36% | 19% |
| PJC | 24% | 16% | 22% | 7% |
| SC | 31% | 16% | 42% | 22% |

| Funding and Affordability (2018-2019, Unless Otherwise Noted) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Education and General Spending | | | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) | | | |
| ID | State and Local Appropriations Per FTE Student | Net Tuition and Fees Per FTE Student | Per FTE Student | Per Award | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | $0 - $30,000 | $30,001 - $48,000 | % of Undergrads with Federal Loans (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| **CCC** | **$14,209** | **$2,022** | **$21,148** | **$31,483** | **$8,408** | **$6,332** | **$7,241** | **17%** | **$6,860** |
| BHC | $12,617 | $2,663 | $15,566 | $71,553 | $6,206 | $3,234 | $4,827 | 10% | $7,500 |
| CCCC | $9,687 | $1,246 | $14,965 | $39,744 | $6,429 | $5,373 | $5,117 | 0% | Privacy Suppressed |
| EAC | $6,618 | $862 | $9,972 | $21,977 | $6,299 | $5,912 | $6,117 | 0% | Privacy Suppressed |
| HCC | $7,457 | $1,881 | $12,719 | $41,503 | $8,168 | $6,159 | $6,606 | 18% | $9,750 |
| IHCC | $7,972 | $4,530 | $17,200 | $53,221 | $7,057 | $5,644 | $5,646 | 36% | $11,375 |
| ICCC | $7,222 | $4,195 | $13,752 | $44,366 | $10,239 | $7,979 | $8,734 | 35% | $11,000 |
| JC | $5,079 | $3,701 | $12,149 | $48,324 | $9,004 | $7,145 | $8,697 | 33% | $13,402 |
| LCCC | $13,380 | $3,796 | $18,576 | $59,834 | $5,647 | $3,879 | $4,601 | 28% | $10,500 |
| PJC | $3,401 | $2,134 | $7,262 | $25,920 | $7,066 | $6,487 | $6,248 | 0% | $4,750 |
| SC | $7,870 | $660 | $12,798 | $45,131 | $6,518 | $3,669 | $0 | 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.

## Peer Comparisons: Metropolitan Community College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **MCC** | **Metropolitan Community College** | **NE** | **14,913** | **26%** |
| CCAC | Community College of Allegheny County | PA | 16,086 | 32% |
| DMCC | Des Moines Area Community College | IA | 23,474 | 18% |
| ERIE | Erie Community College | NY | 10,529 | 41% |
| GTC | Greenville Technical College | SC | 10,864 | 38% |
| GTCC | Guilford Technical Community College | NC | 10,520 | 49% |
| JJC | Joliet Junior College | IL | 14,726 | 21% |
| MESA | Mesa Community College | AZ | 20,387 | 26% |
| SJCC | San Jacinto Community College | TX | 32,137 | 23% |
| TCC | Tulsa Community College | OK | 16,475 | 37% |
| WTCC | Wake Technical Community College | NC | 21,872 | 31% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **MCC** | **4%** | **12%** | **15%** | **1%** | **1%** | **4%** | **63%** |
| CCAC | 4% | 20% | 4% | 1% | 0% | 3% | 69% |
| DMCC | 5% | 7% | 9% | 0% | 1% | 2% | 76% |
| ERIE | 5% | 18% | 5% | 1% | 1% | 4% | 66% |
| GTC | 2% | 20% | 11% | 0% | 1% | 4% | 62% |
| GTCC | 5% | 38% | 10% | 1% | 1% | 2% | 42% |
| JJC | 3% | 9% | 28% | 0% | 0% | 4% | 55% |
| MESA | 4% | 6% | 31% | 4% | 2% | 4% | 49% |
| SJCC | 5% | 9% | 60% | 0% | 1% | 2% | 22% |
| TCC | 5% | 8% | 11% | 7% | 2% | 12% | 55% |
| WTCC | 5% | 24% | 13% | 0% | 3% | 3% | 51% |

### *Remedial Student Course Taking and Success (Credential Seeking Cohort, 2013)*

| | | % of Cohort with Developmental Need in Subject | | | % Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject | |
|---|---|---|---|---|---|---|
| ID | Cohort | Math | English | Reading | Math | English |
| **MCC** | **1,793** | **45%** | **19%** | **17%** | **57%** | **77%** |

### *Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2017)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **MCC** | **1,674** | **10%** | **16%** | **61%** | **86%** |

### *Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2013)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **MCC** | **1,793** | **27%** | **27%** | **7%** | **61%** |

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

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **MCC** | **29%** | **14%** | **18%** | **7%** | **2%** | **23%** | **◆ 19%** | **◆ 17%** |
| CCAC | 11% | 8% | 16% | 10% | 4% | 20% | 18% | 14% |
| DMCC | 32% | 11% | 27% | 14% | 25% | 34% | 31% | 26% |
| ERIE | 30% | 11% | 18% | 7% | 14% | 31% | 25% | 22% |
| GTC | 28% | 6% | 13% | 25% | 2% | 13% | 11% | 8% |
| GTCC | 27% | 14% | 24% | 0% | 15% | 27% | 22% | 19% |
| JJC | 20% | 6% | 13% | 0% | 12% | 23% | 17% | 14% |
| MESA | 13% | 12% | 16% | 15% | 13% | 23% | 18% | 15% |
| SJCC | 28% | 30% | 33% | 33% | 34% | 31% | 32% | 32% |
| TCC | 32% | 13% | 19% | 18% | 16% | 22% | 20% | 18% |
| WTCC | 33% | 13% | 27% | 0% | 27% | 29% | 25% | 22% |

## Graduation Status at Six Years (2011-2012 Cohort)

| | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|---|---|---|---|---|
| **MCC** | **16%** | **8%** | **20%** | **12%** |
| CCAC | 20% | 15% | 23% | 15% |
| DMCC | 25% | 6% | 44% | 18% |
| ERIE | 27% | 13% | 39% | 27% |
| GTC | 21% | 12% | 28% | 23% |
| GTCC | 20% | 16% | 24% | 18% |
| JJC | 22% | 14% | 29% | 14% |
| MESA | 25% | 6% | 28% | 8% |
| SJCC | 30% | 18% | 31% | 14% |
| TCC | 21% | 11% | 26% | 21% |
| WTCC | 26% | 18% | 27% | 21% |

## Funding and Affordability (2018-2019, 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 (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Per FTE Student | Per Award | | $0 - $30,000 | $30,001 - $48,000 | | |
| **MCC** | **$7,679** | **$2,089** | **$13,704** | **$60,190** | **$4,196** | **$2,894** | **$2,963** | **13%** | **$7,657** |
| CCAC | $5,977 | $3,094 | $10,887 | $48,829 | $8,493 | $7,776 | $8,380 | 22% | $12,000 |
| DMCC | $5,052 | $2,911 | $10,243 | $38,818 | $9,481 | $7,776 | $8,543 | 20% | $11,000 |
| ERIE | $6,379 | $4,611 | $16,058 | $56,141 | $4,733 | $3,146 | $4,973 | 30% | $9,021 |
| GTC | $4,270 | $3,165 | $11,644 | $39,732 | $6,992 | $6,575 | $6,468 | 27% | $17,006 |
| GTCC | $8,160 | $1,055 | $12,707 | $35,873 | $9,674 | $7,748 | $8,318 | 33% | $15,750 |
| JJC | $6,847 | $3,409 | $16,815 | $56,842 | $4,558 | $4,699 | $4,134 | 6% | $8,977 |
| MESA | $6,480 | $2,336 | $10,311 | $26,835 | $9,797 | $8,791 | $9,317 | 13% | $8,725 |
| SJCC | $10,797 | $3,331 | $17,442 | $32,305 | $8,858 | $8,232 | $8,502 | 4% | $9,500 |
| TCC | $7,249 | $1,428 | $10,453 | $37,016 | $5,788 | $4,835 | $5,092 | 22% | $14,000 |
| WTCC | $7,212 | $2,200 | $12,476 | $26,016 | $5,758 | $4,607 | $5,307 | 24% | $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.

## Peer Comparisons: Mid-Plains Community College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **MPCC** | **Mid-Plains Community College** | **NE** | **2,216** | **22%** |
| CARL | Carl Sandburg College | IL | 1,860 | 48% |
| CLOU | Cloud County Community College | KS | 1,839 | 27% |
| COA | College of the Albemarle | NC | 2,557 | 23% |
| FVCC | Flathead Valley Community College | MT | 2,351 | 23% |
| HIGH | Highland Community College | KS | 3,109 | 31% |
| ILCC | Iowa Lakes Community College | IA | 2,051 | 24% |
| LMC | Lake Michigan College | MI | 3,202 | 31% |
| SECC | Southeastern Community College | IA | 2,548 | 31% |
| SMC | Southwestern Michigan College | MI | 2,130 | 36% |
| WNCC | Western Nebraska Community College | NE | 1,825 | 27% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **MPCC** | **1%** | **2%** | **8%** | **1%** | **2%** | **2%** | **85%** |
| CARL | 1% | 6% | 8% | 0% | 0% | 5% | 79% |
| CLOU | 1% | 5% | 8% | 0% | 6% | 4% | 76% |
| COA | 2% | 13% | 5% | 0% | 3% | 3% | 74% |
| FVCC | 1% | 0% | 1% | 3% | 1% | 4% | 90% |
| HIGH | 1% | 10% | 5% | 3% | 0% | 6% | 75% |
| ILCC | 1% | 5% | 5% | 0% | 3% | 0% | 85% |
| LMC | 2% | 14% | 11% | 1% | 0% | 4% | 68% |
| SECC | 3% | 11% | 9% | 4% | 4% | 3% | 65% |
| SMC | 2% | 11% | 5% | 1% | 0% | 3% | 77% |
| WNCC | 2% | 2% | 23% | 1% | 4% | 0% | 67% |

### *Remedial Student Course Taking and Success (Credential Seeking Cohort, 2013)*

| | | % of Cohort with Developmental Need in Subject | | | % Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject | |
|---|---|---|---|---|---|---|
| ID | Cohort | Math | English | Reading | Math | English |
| **MPCC** | **482** | **44%** | **34%** | **26%** | **40%** | **50%** |

### *Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2017)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **MPCC** | **354** | **46%** | **13%** | **27%** | **86%** |

### *Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2013)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **MPCC** | **482** | **47%** | **23%** | **2%** | **72%** |

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

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **MPCC** | **50%** | **24%** | **26%** | **40%** | **44%** | **42%** | **● 41%** | **◆ 32%** |
| CARL | NA | 45% | 44% | NA | 21% | 45% | 42% | 33% |
| CLOU | 33% | 33% | 26% | 0% | 45% | 53% | 47% | 45% |
| COA | 67% | 33% | 30% | NA | 33% | 36% | 35% | 33% |
| FVCC | 20% | 0% | 33% | 20% | 30% | 30% | 29% | 30% |
| HIGH | 25% | 36% | 41% | 18% | 34% | 38% | 37% | 33% |
| ILCC | 33% | 42% | 30% | 0% | 0% | 57% | 52% | 60% |
| LMC | 0% | 11% | 12% | 0% | 46% | 27% | 22% | 16% |
| SECC | 0% | 35% | 0% | 20% | 0% | 38% | 31% | 21% |
| SMC | 17% | 16% | 17% | 20% | 29% | 33% | 29% | 26% |
| WNCC | 50% | 31% | 26% | 0% | NA | 31% | 30% | 26% |

| Graduation Status at Six Years (2011-2012 Cohort) | | | | |
|---|---|---|---|---|
| | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| **MPCC** | **36%** | **7%** | **47%** | **26%** |
| CARL | 31% | 14% | 64% | 46% |
| CLOU | 33% | 10% | 48% | 31% |
| COA | 38% | 15% | 51% | 19% |
| FVCC | 32% | 14% | 37% | 32% |
| HIGH | 31% | 19% | 34% | 20% |
| ILCC | 57% | 15% | 35% | 24% |
| LMC | 20% | 10% | 21% | 14% |
| SECC | 43% | 22% | 41% | 15% |
| SMC | 26% | 10% | 22% | 21% |
| WNCC | 30% | 6% | 46% | 21% |

| Funding and Affordability (2018-2019, Unless Otherwise Noted) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Education and General Spending | | | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) | | | |
| ID | State and Local Appropriations Per FTE Student | Net Tuition and Fees Per FTE Student | Per FTE Student | Per Award | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | $0 - $30,000 | $30,001 - $48,000 | % of Undergrads with Federal Loans (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| **MPCC** | **$14,535** | **$2,120** | **$15,422** | **$47,968** | **$7,380** | **$4,795** | **$5,061** | **18%** | **$9,105** |
| CARL | $9,804 | $4,159 | $20,074 | $43,001 | $2,918 | $1,986 | $1,963 | 19% | $3,500 |
| CLOU | $6,335 | $2,558 | $12,507 | $30,865 | $9,944 | $8,600 | $9,185 | 20% | $8,093 |
| COA | $9,036 | $1,198 | $12,750 | $37,538 | $5,021 | $4,385 | $4,700 | 0% | Privacy Suppressed |
| FVCC | $10,943 | $4,587 | $18,008 | $72,634 | $9,092 | $8,021 | $8,323 | 17% | $10,500 |
| HIGH | $3,130 | $1,408 | $9,959 | $27,535 | $7,099 | $6,680 | $7,478 | 25% | $8,247 |
| ILCC | $13,062 | $3,971 | $20,881 | $87,526 | $9,947 | $8,411 | $6,939 | 30% | $10,957 |
| LMC | $15,803 | $4,024 | $19,118 | $73,515 | $8,918 | $7,182 | $7,885 | 14% | $12,500 |
| SECC | $7,571 | $3,426 | $18,621 | $50,463 | $6,936 | $4,925 | $6,527 | 41% | $10,500 |
| SMC | $9,421 | $4,604 | $17,174 | $71,206 | $8,638 | $6,646 | $8,650 | 24% | $12,000 |
| WNCC | $20,791 | $1,941 | $28,194 | $102,625 | $6,083 | $4,428 | $3,767 | 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.

## Peer Comparisons: Northeast Community College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **NECC** | **Northeast Community College** | **NE** | **5,016** | **23%** |
| CC | Casper College | WY | 3,650 | 21% |
| CCC | Central Community College | NE | 6,354 | 25% |
| CROW | Crowder College | MO | 4,521 | 44% |
| EAC | Eastern Arizona College | AZ | 6,040 | 18% |
| GC | Grayson College | TX | 4,372 | 32% |
| HCC | Hutchinson Community College | KS | 5,574 | 26% |
| IVCC | Illinois Valley Community College | IL | 2,958 | 29% |
| LBCC | Linn-Benton Community College | OR | 5,559 | 27% |
| SFCC | State Fair Community College | MO | 4,731 | 41% |
| WITC | Western Iowa Tech Community College | IA | 5,674 | 27% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **NECC** | **1%** | **1%** | **10%** | **1%** | **2%** | **1%** | **84%** |
| CC | 1% | 1% | 8% | 1% | 1% | 2% | 87% |
| CCC | 2% | 3% | 22% | 1% | 0% | 0% | 73% |
| CROW | 2% | 1% | 10% | 2% | 1% | 5% | 79% |
| EAC | 1% | 3% | 20% | 6% | 1% | 2% | 67% |
| GC | 2% | 8% | 10% | 5% | 1% | 2% | 72% |
| HCC | 1% | 6% | 12% | 1% | 1% | 3% | 76% |
| IVCC | 1% | 2% | 15% | 0% | 0% | 0% | 81% |
| LBCC | 3% | 1% | 13% | 1% | 3% | 5% | 73% |
| SFCC | 1% | 4% | 7% | 1% | 0% | 3% | 84% |
| WITC | 2% | 4% | 19% | 1% | 4% | 5% | 65% |

### *Remedial Student Course Taking and Success (Credential Seeking Cohort, 2013)*

| | | % of Cohort with Developmental Need in Subject | | | % Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject | |
|---|---|---|---|---|---|---|
| ID | Cohort | Math | English | Reading | Math | English |
| **NECC** | **885** | **23%** | **19%** | **15%** | **37%** | **76%** |

### *Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2017)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **NECC** | **985** | **46%** | **8%** | **34%** | **88%** |

### *Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2013)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **NECC** | **885** | **63%** | **16%** | **1%** | **80%** |

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

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **NECC** | **20%** | **45%** | **40%** | **0%** | **41%** | **54%** | **● 51%** | **● 45%** |
| CC | 40% | 20% | 34% | 0% | 25% | 39% | 39% | 29% |
| CCC | 60% | 0% | 30% | 20% | 0% | 39% | 35% | 34% |
| CROW | 25% | 63% | 36% | 45% | 26% | 35% | 35% | 31% |
| EAC | 64% | 29% | 43% | 25% | 33% | 43% | 40% | 20% |
| GC | 0% | 9% | 16% | 33% | 10% | 19% | 18% | 27% |
| HCC | 43% | 27% | 27% | 33% | 36% | 46% | 42% | 35% |
| IVCC | 0% | 10% | 14% | NA | 0% | 36% | 30% | 23% |
| LBCC | 7% | 14% | 19% | 0% | 10% | 23% | 20% | 22% |
| SFCC | 17% | 24% | 25% | 0% | 25% | 34% | 32% | 28% |
| WITC | 33% | 32% | 42% | 14% | 21% | 42% | 40% | 37% |

| Graduation Status at Six Years (2011-2012 Cohort) | | | | |
|---|---|---|---|---|
| | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| **NECC** | **● 49%** | **◆ 19%** | **● 52%** | **● 33%** |
| CC | 41% | 19% | 49% | 37% |
| CCC | 42% | 20% | 64% | 46% |
| CROW | 33% | 11% | 35% | 22% |
| EAC | 40% | 11% | 44% | 31% |
| GC | 23% | 20% | 29% | 31% |
| HCC | 32% | 10% | 40% | 22% |
| IVCC | 30% | 42% | 29% | 41% |
| LBCC | 17% | 11% | 32% | 17% |
| SFCC | 35% | 7% | 36% | 22% |
| WITC | 41% | 38% | 62% | 35% |

| Funding and Affordability (2018-2019, Unless Otherwise Noted) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Education and General Spending | | | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) | | | |
| ID | State and Local Appropriations Per FTE Student | Net Tuition and Fees Per FTE Student | Per FTE Student | Per Award | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | $0 - $30,000 | $30,001 - $48,000 | % of Undergrads with Federal Loans (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| **NECC** | **$13,298** | **$1,982** | **$18,231** | **$53,252** | **$8,447** | **$6,726** | **$6,473** | **22%** | **● $9,660** |
| CC | $14,813 | $2,782 | $21,566 | $68,340 | $5,754 | $5,746 | $5,878 | 18% | $9,000 |
| CCC | $14,209 | $2,022 | $21,148 | $31,483 | $8,408 | $6,332 | $7,241 | 17% | $6,860 |
| CROW | $3,260 | $2,937 | $12,926 | $27,760 | $5,111 | $4,145 | $4,967 | 13% | $8,955 |
| EAC | $6,618 | $862 | $9,972 | $21,977 | $6,299 | $5,912 | $6,117 | 0% | Privacy Suppressed |
| GC | $9,993 | $1,708 | $13,596 | $35,950 | $9,518 | $6,639 | $7,336 | 13% | $10,117 |
| HCC | $7,457 | $1,881 | $12,719 | $41,503 | $8,168 | $6,159 | $6,606 | 18% | $9,750 |
| IVCC | $12,945 | $2,853 | $15,431 | $35,203 | $6,209 | $4,715 | $5,682 | 5% | $9,000 |
| LBCC | $6,858 | $4,336 | $17,930 | $82,401 | $8,583 | $7,320 | $7,351 | 36% | $12,101 |
| SFCC | $3,614 | $3,741 | $14,023 | $44,008 | $4,179 | $3,801 | $3,844 | 18% | $10,429 |
| WITC | $4,288 | $3,506 | $15,801 | $24,825 | $7,710 | $5,665 | $5,287 | 40% | $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.

## Peer Comparisons: Southeast Community College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **SCC** | **Southeast Community College** | **NE** | **9,240** | **29%** |
| CFCC | Cape Fear Community College | NC | 8,378 | 33% |
| COCH | Cochise County Community College District | AZ | 3,670 | 37% |
| CLC | College of Lake County | IL | 14,193 | 19% |
| DMCC | Des Moines Area Community College | IA | 23,474 | 18% |
| ECC | Elgin Community College | IL | 9,567 | 26% |
| GTCC | Guilford Technical Community College | NC | 10,520 | 49% |
| HIND | Hinds Community College | MS | 12,521 | 47% |
| JJC | Joliet Junior College | IL | 14,726 | 21% |
| KCC | Kirkwood Community College | IA | 13,906 | 26% |
| MATC | Madison Area Technical College | WI | 15,202 | 23% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **SCC** | **5%** | **5%** | **9%** | **0%** | **0%** | **4%** | **78%** |
| CFCC | 2% | 12% | 9% | 1% | 0% | 3% | 74% |
| COCH | 2% | 5% | 44% | 1% | 1% | 5% | 42% |
| CLC | 6% | 6% | 44% | 0% | 2% | 3% | 40% |
| DMCC | 5% | 7% | 9% | 0% | 1% | 2% | 76% |
| ECC | 6% | 4% | 45% | 0% | 0% | 4% | 40% |
| GTCC | 5% | 38% | 10% | 1% | 1% | 2% | 42% |
| HIND | 1% | 58% | 2% | 0% | 0% | 3% | 36% |
| JJC | 3% | 9% | 28% | 0% | 0% | 4% | 55% |
| KCC | 2% | 9% | 6% | 0% | 2% | 3% | 76% |
| MATC | 5% | 7% | 11% | 1% | 1% | 4% | 72% |

### *Remedial Student Course Taking and Success (Credential Seeking Cohort, 2013)*

| | | % of Cohort with Developmental Need in Subject | | | % Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject | |
|---|---|---|---|---|---|---|
| ID | Cohort | Math | English | Reading | Math | English |
| **SCC** | **1,805** | **27%** | **19%** | **9%** | **54%** | **75%** |

### *Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2017)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **SCC** | **1,602** | **23%** | **16%** | **48%** | **87%** |

### *Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2013)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **SCC** | **1,805** | **44%** | **24%** | **4%** | **72%** |

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

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **SCC** | **14%** | **17%** | **14%** | **0%** | **13%** | **37%** | **● 33%** | **● 28%** |
| CFCC | 33% | 19% | 23% | 20% | 19% | 26% | 24% | 20% |
| COCH | 43% | 10% | 26% | 0% | 11% | 26% | 25% | 24% |
| CLC | 37% | 12% | 26% | 0% | 24% | 30% | 28% | 30% |
| DMCC | 32% | 11% | 27% | 14% | 25% | 34% | 31% | 26% |
| ECC | 37% | 29% | 29% | 50% | 35% | 38% | 35% | 31% |
| GTCC | 27% | 14% | 24% | 0% | 15% | 27% | 22% | 19% |
| HIND | 33% | 32% | 40% | 0% | 34% | 34% | 33% | 30% |
| JJC | 20% | 6% | 13% | 0% | 12% | 23% | 17% | 14% |
| KCC | 34% | 10% | 17% | 18% | 17% | 37% | 32% | 25% |
| MATC | 20% | 6% | 15% | 0% | 12% | 25% | 22% | 19% |

| Graduation Status at Six Years (2011-2012 Cohort) | | | | |
|---|---|---|---|---|
| | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
| **SCC** | **● 36%** | **♦ 15%** | **♦ 33%** | **♦ 17%** |
| CFCC | 33% | 16% | 46% | 28% |
| COCH | 13% | 18% | 22% | 20% |
| CLC | 30% | 18% | 33% | 26% |
| DMCC | 25% | 6% | 44% | 18% |
| ECC | 43% | 22% | 34% | 23% |
| GTCC | 20% | 16% | 24% | 18% |
| HIND | 25% | 13% | 24% | 15% |
| JJC | 22% | 14% | 29% | 14% |
| KCC | 28% | 11% | 39% | 24% |
| MATC | 32% | 42% | 38% | 48% |

| Funding and Affordability (2018-2019, Unless Otherwise Noted) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Education and General Spending | | | Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles) | | | |
| ID | State and Local Appropriations Per FTE Student | Net Tuition and Fees Per FTE Student | Per FTE Student | Per Award | Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid | $0 - $30,000 | $30,001 - $48,000 | % of Undergrads with Federal Loans (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
| **SCC** | **$10,157** | **$2,393** | **$15,615** | **$66,577** | **$7,461** | **$6,946** | **$7,573** | **54%** | **♦ $11,250** |
| CFCC | $7,497 | $1,661 | $11,268 | $37,994 | $7,738 | $7,783 | $7,372 | 15% | $10,500 |
| COCH | $5,253 | $961 | $6,013 | $17,626 | $7,240 | $5,856 | $6,543 | 7% | $8,239 |
| CLC | $14,263 | $2,744 | $15,641 | $45,479 | $4,003 | $3,742 | $4,136 | 4% | $7,500 |
| DMCC | $5,052 | $2,911 | $10,243 | $38,818 | $9,481 | $7,776 | $8,543 | 20% | $11,000 |
| ECC | $9,631 | $3,086 | $16,336 | $47,998 | $4,565 | $2,384 | $3,717 | 6% | $7,028 |
| GTCC | $8,160 | $1,055 | $12,707 | $35,873 | $9,674 | $7,748 | $8,318 | 33% | $15,750 |
| HIND | - | - | - | - | $3,775 | $3,109 | $3,556 | 37% | $8,500 |
| JJC | $6,847 | $3,409 | $16,815 | $56,842 | $4,558 | $4,699 | $4,134 | 6% | $8,977 |
| KCC | $7,786 | $4,026 | $15,082 | $55,816 | $9,824 | $8,067 | $8,831 | 29% | $12,241 |
| MATC | $17,283 | $3,722 | $23,803 | $52,861 | $9,138 | $7,258 | $8,584 | 25% | $14,188 |

*Note*. Finance data for Hinds Community College (HIND) was unavailable at the time of publication.

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.

## Peer Comparisons: Western Nebraska Community College

### *Peer Group Listing and Undergraduate Fall Enrollment (2018)*

| ID | Institution | State | Fall Undergraduate Enrollment | Low-Income (Pell) |
|---|---|---|---|---|
| **WNCC** | **Western Nebraska Community College** | **NE** | **1,825** | **27%** |
| CWC | Central Wyoming College | WY | 1,974 | 20% |
| COFF | Coffeyville Community College | KS | 1,898 | 42% |
| DC3 | Dodge City Community College | KS | 1,548 | 38% |
| FVCC | Flathead Valley Community College | MT | 2,351 | 23% |
| MPCC | Mid-Plains Community College | NE | 2,216 | 22% |
| RCC | Rockingham Community College | NC | 1,685 | 39% |
| SHAW | Shawnee Community College | IL | 1,125 | 47% |
| SECC | Southeastern Community College | IA | 2,548 | 31% |
| SIC | Southeastern Illinois College | IL | 1,650 | 27% |
| SURR | Surry Community College | NC | 3,073 | 27% |

### *Undergraduate Fall Enrollment by Race/Ethnicity (2018)*

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Nonresident Alien | Two or More Races | White |
|---|---|---|---|---|---|---|---|
| **WNCC** | **2%** | **2%** | **23%** | **1%** | **4%** | **0%** | **67%** |
| CWC | 1% | 1% | 11% | 10% | 1% | 4% | 72% |
| COFF | 1% | 17% | 5% | 4% | 2% | 11% | 60% |
| DC3 | 1% | 9% | 45% | 1% | 0% | 2% | 42% |
| FVCC | 1% | 0% | 1% | 3% | 1% | 4% | 90% |
| MPCC | 1% | 2% | 8% | 1% | 2% | 2% | 85% |
| RCC | 1% | 15% | 9% | 0% | 1% | 3% | 71% |
| SHAW | 1% | 14% | 4% | 2% | 0% | 0% | 80% |
| SECC | 3% | 11% | 9% | 4% | 4% | 3% | 65% |
| SIC | 1% | 3% | 1% | 0% | 1% | 3% | 91% |
| SURR | 2% | 2% | 17% | 0% | 0% | 1% | 77% |

### *Remedial Student Course Taking and Success (Credential Seeking Cohort, 2013)*

| | | % of Cohort with Developmental Need in Subject | | | % Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject | |
|---|---|---|---|---|---|---|
| ID | Cohort | Math | English | Reading | Math | English |
| **WNCC** | **404** | **61%** | **13%** | **13%** | **36%** | **41%** |

### *Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2017)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **WNCC** | **336** | **30%** | **2%** | **37%** | **69%** |

### *Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2013)*

| ID | Cohort | % Completed | % Transferred | % Still Enrolled | % Completed, Transferred, or Still Enrolled |
|---|---|---|---|---|---|
| **WNCC** | **404** | **41%** | **20%** | **2%** | **63%** |

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

| ID | Asian/Pacific Islander | Black | Hispanic | Native American | Two or More Races | White | Total | Low-Income (Pell) |
|---|---|---|---|---|---|---|---|---|
| **WNCC** | **50%** | **31%** | **26%** | **0%** | **NA** | **31%** | **◆ 30%** | **◆ 26%** |
| CWC | 0% | 25% | 34% | 17% | 14% | 43% | 38% | 5% |
| COFF | NA | 24% | 38% | 43% | 56% | 45% | 38% | 33% |
| DC3 | 33% | 27% | 40% | 0% | 36% | 30% | 33% | 32% |
| FVCC | 20% | 0% | 33% | 20% | 30% | 30% | 29% | 30% |
| MPCC | 50% | 24% | 26% | 40% | 44% | 42% | 41% | 32% |
| RCC | 0% | 17% | 20% | 0% | 17% | 32% | 28% | 31% |
| SHAW | NA | 39% | 25% | NA | NA | 38% | 38% | 33% |
| SECC | 0% | 35% | 0% | 20% | 0% | 38% | 31% | 21% |
| SIC | NA | 0% | 14% | NA | 40% | 48% | 42% | 30% |
| SURR | 100% | 0% | 35% | NA | 27% | 32% | 31% | 28% |

## Graduation Status at Six Years (2011-2012 Cohort)

| | First-Time Full-Time | First-Time Part-Time | Non-First-Time Full-Time | Non-First-Time Part-Time |
|---|---|---|---|---|
| **WNCC** | **◆ 30%** | **◆ 6%** | **● 46%** | **◆ 21%** |
| CWC | 30% | 7% | 60% | 34% |
| COFF | 41% | 43% | 41% | 42% |
| DC3 | 31% | 21% | 33% | 17% |
| FVCC | 32% | 14% | 37% | 32% |
| MPCC | 36% | 7% | 47% | 26% |
| RCC | 37% | 19% | 48% | 26% |
| SHAW | 29% | 21% | 15% | 13% |
| SECC | 43% | 22% | 41% | 15% |
| SIC | 32% | 22% | 27% | 14% |
| SURR | 31% | 19% | 21% | 16% |

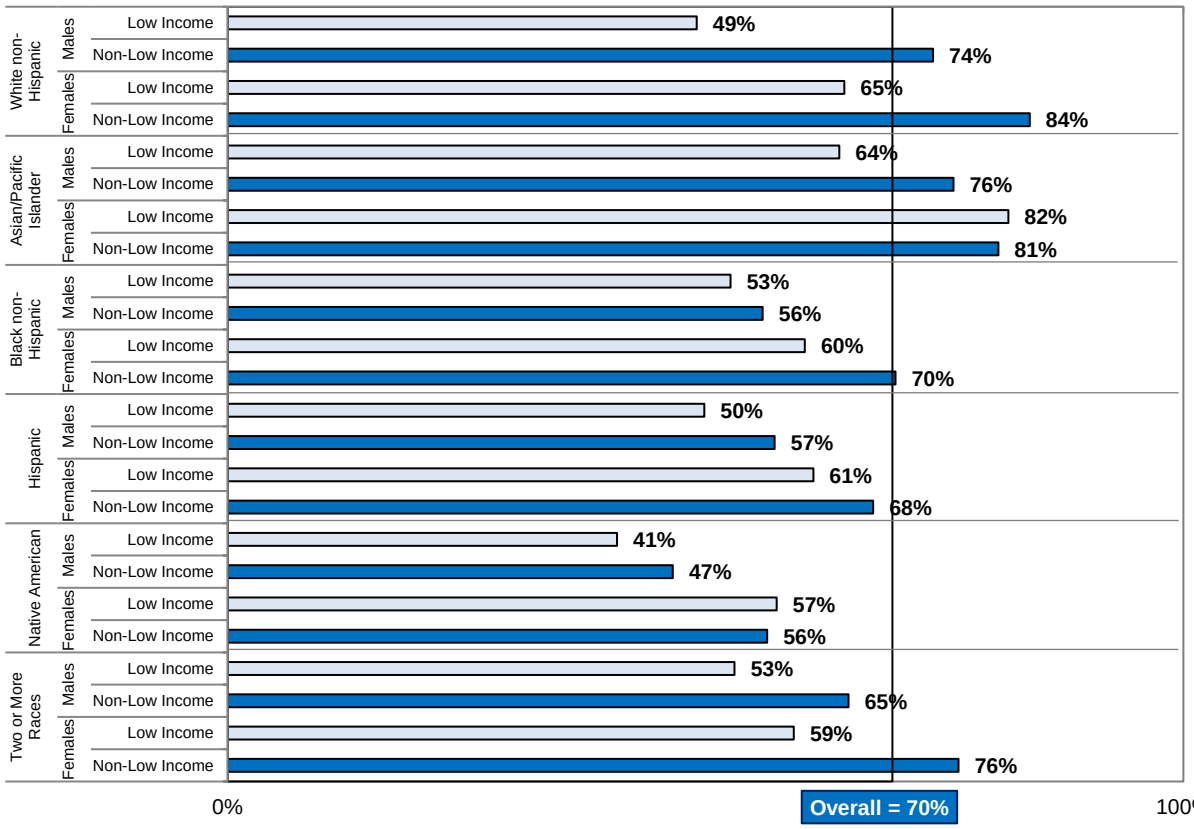
## Funding and Affordability (2018-2019, Unless Otherwise Noted)

| 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 (2017-2018) | Median Federal Loan Debt of Graduates (FY2017 & FY2018) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Per FTE Student | Per Award | | $0 - $30,000 | $30,001 - $48,000 | | |
| **WNCC** | **$20,791** | **$1,941** | **$28,194** | **$102,625** | **$6,083** | **$4,428** | **$3,767** | **16%** | **● $6,960** |
| CWC | $14,673 | $3,377 | $20,898 | $64,687 | $4,571 | $5,402 | $6,791 | 12% | $7,784 |
| COFF | $8,272 | $3,731 | $11,436 | $34,452 | $5,305 | $4,395 | $5,142 | 24% | $8,476 |
| DC3 | $13,896 | $2,499 | $21,572 | $106,926 | $4,967 | $3,803 | $3,039 | 14% | $7,800 |
| FVCC | $10,943 | $4,587 | $18,008 | $72,634 | $9,092 | $8,021 | $8,323 | 17% | $10,500 |
| MPCC | $14,535 | $2,120 | $15,422 | $47,968 | $7,380 | $4,795 | $5,061 | 18% | $9,105 |
| RCC | $11,177 | $1,225 | $15,845 | $41,834 | $3,688 | $2,251 | $3,058 | 0% | Privacy Suppressed |
| SHAW | $12,807 | $1,681 | $17,375 | $37,563 | $9,382 | $9,196 | $10,417 | 0% | Privacy Suppressed |
| SECC | $7,571 | $3,426 | $18,621 | $50,463 | $6,936 | $4,925 | $6,527 | 41% | $10,500 |
| SIC | $9,754 | $1,118 | $12,574 | $42,085 | $7,407 | $5,171 | $6,531 | 0% | Privacy Suppressed |
| SURR | $9,195 | $989 | $10,429 | $31,035 | $10,999 | $5,534 | $6,322 | 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.

## Non-Comparative Measures

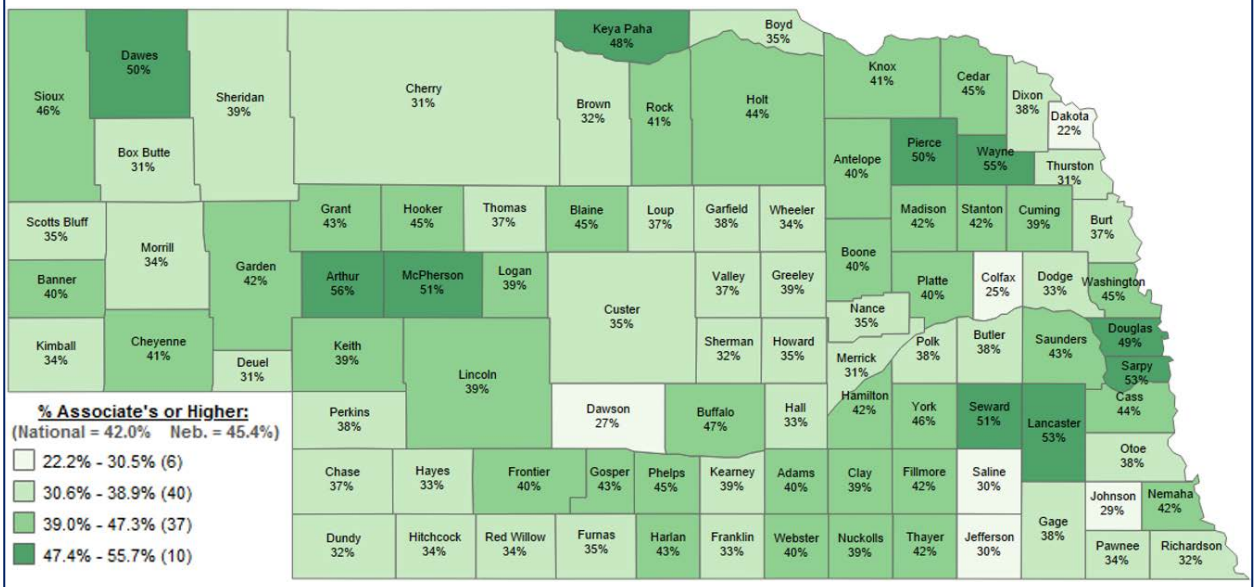
### *Public High School Graduates Going Directly to College (2018-2019)*



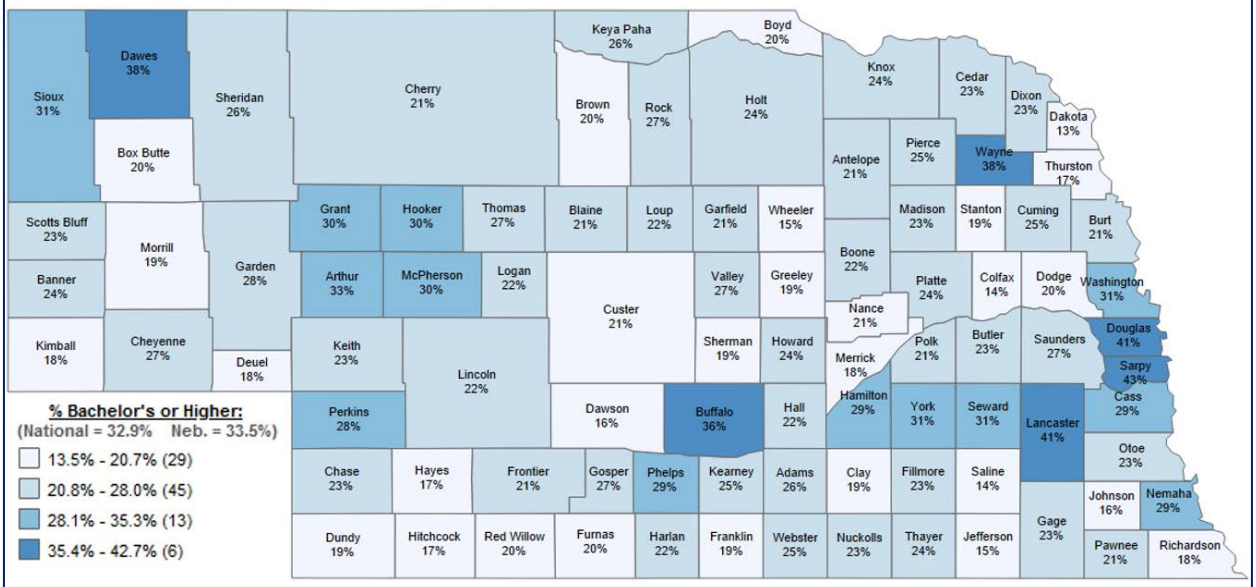

### *Nebraska's WIOA Measure of Postsecondary Participation by GED Completers (2018)*

| | Number of GED Completers in Cohort | Number Entering Postsecondary within One Year of Exiting Program | % Entering Postsecondary within One Year of Exiting Program |
|---|---|---|---|
| **Nebraska Department of Education** | **83** | **27** | **33%** |

***Percent of Population Age 25 to 64 with an Associate's Degree or Higher by County (2014-2018)***




***Percent of Population Age 25 to 64 with a Bachelor's Degree or Higher by County (2014-2018)***




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.

# Comprehensive Statewide Plan for Postsecondary Education Data Dictionary for *2020 Measuring Accomplishments*

## *National Comparisons*

| **EDUCATIONAL ATTAINMENT BY RACE/ETHNICITY AND AGE** | | | |
|---|---|---|---|
| **Data source:** | 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) | | |
| **Academic/cohort year:** | 2014-2018 | **Goal(s) measured:** | State 1, 2 |
| **Variables and calculations:** | Race/ethnicity derived from variables RAC1P (recoded detailed race code) and HISP (recoded detailed Hispanic origin):<br>White = White alone and not Spanish/Hispanic/Latino;<br>Black = Black or African American alone and not Spanish/Hispanic/Latino;<br>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;<br>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<br><br>Age group derived from variable AGEP (age):<br>25-34 years old = ≥ 25 and ≤ 34;<br>25-64 years old = ≥ 25 and ≤ 64<br><br>Educational attainment derived from variable SCHL (educational attainment):<br>Associate's plus = [Associate's degree] + [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree];<br>Bachelor's plus = [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree]<br><br>Educational attainment = [Number of (race/ethnic group) aged (age group) who have completed (education level)] / [Number of (race/ethnic group) aged (age group)] | | |
| **Notes:** | | | |

| **PUBLIC HIGH SCHOOL GRADUATION RATE** | | | |
|---|---|---|---|
| **Data source:** | U.S. Department of Education, National Center for Education Statistics, *Common Core of Data*, school year 2017-18. | | |
| **Academic/cohort year:** | 2017-2018 | **Goal(s) measured:** | Students 1<br>Partnerships 2 |
| **Variables and calculations:** | [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] | | |
| **Notes:** | ● Four-year regulatory adjusted cohort.<br>● See page 27 of the *2020 Progress Report* for data on the 2017 graduating class. Data for the 2018 graduating class will be included in the *2021 Progress Report.* | | |

| **PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS** | | | |
|---|---|---|---|
| **Data source:** | ACT, *The Condition of College & Career Readiness 2020* | | |
| **Academic/cohort year:** | Graduating class of 2020 | **Goal(s) measured:** | Students 1<br>Partnerships 2 |

| | | | |
|---|---|---|---|
| **Variables and calculations:** | 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]<br><br>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.<br><br>Percentage who met or exceeded college readiness benchmarks:<br>English = [Number of students in the graduating class who received a score of 18 or higher] / [Number of students in the graduating class who took the ACT];<br>Reading = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT];<br>Mathematics = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT];<br>Science = [Number of students in the graduating class who received a score of 23 or higher] / [Number of students in the graduating class who took the ACT]<br>All four = [Number of students in the graduating class who met or exceeded all four benchmarks] / [Number of students in the graduating class who took the ACT] | | |
| **Notes:** | ● States are only ranked if their estimated percent tested is 95% or higher. Fifteen states met this threshold.<br>● See page 36 of the *2020 Progress Report* for data on the 2019 graduating class. Data for the 2020 graduating class will be included in the *2021 Progress Report.* | | |
| **PERCENTAGE OF HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE** | | | |
| **Data source:** | First-time freshmen data from IPEDS Fall Enrollment Survey.<br>High school graduate data (estimate) from the Western Interstate Commission for Higher Education (WICHE), *Knocking at the College Door: Projections of High School Graduates,* 2018.<br>Data prepared by the National Center for Higher Education Management Systems (NCHEMS), February 2020. | | |
| **Academic/cohort year:** | Fall 2018 | **Goal(s) measured:** | Students 1<br>Partnerships 2 |
| **Variables and calculations:** | [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] | | |
| **Notes:** | ● See page 46 of the *2020 Progress Report*. | | |
| **PERCENTAGE OF POPULATION 25-49 YEARS WITHOUT AN ASSOCIATE'S DEGREE OR HIGHER ENROLLED IN COLLEGE** | | | |
| **Data source:** | U.S. Census Bureau, American Community Survey 5-Year PUMS file | | |
| **Academic/cohort year:** | 2014-2018 | **Goal(s) measured:** | Students 1, 2<br>State 2 |

| | | | |
|---|---|---|---|
| **Variables and calculations:** | Age group derived from variable AGEP (age):<br>25-49 years old = ≥ 25 and ≤ 49<br><br>Educational attainment derived from variable SCHL (educational attainment):<br>Without an associate's degree or higher = No schooling completed, Nursery school or preschool, Kindergarten, Grades 1-11, 12th grade - no diploma, Regular high school diploma, GED or alternative credential, Some college but less than one year, One or more years of college credit-no degree<br><br>Enrollment in college derived from variable SCH (school enrollment in last three months):<br>Enrolled in college = Yes (public school or public college, or Yes (private school, private college, or home school)<br><br>[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] | | |
| **Notes:** | | | |
| **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** | | | |
| **Data source:** | IPEDS Graduation Rate Survey (2019-20) | | |
| **Academic/cohort year:** | 2013 cohort - completed bachelor's degree by end of 2016-2017 academic year | **Goal(s) measured:** | Students 1, 2, 3<br>State 1 |
| **Variables and calculations:** | [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)] | | |
| **Notes:** | | | |
| **SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC FOUR-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE** | | | |
| **Data source:** | Huie, F., Ryu M., and Shapiro, D. (2020, February). *Completing College State Report* (Signature Report No. 18a). Herndon, VA: National Student Clearinghouse Research Center. | | |
| **Academic/cohort year:** | 2013 cohort - received any postsecondary credential by May 31, 2019 | **Goal(s) measured:** | Students 1, 2, 3 |
| **Variables and calculations:** | [Number received any postsecondary credential by May 31, 2019] / [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]<br><br>Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see the Methodological Notes of the NSC's Signature Report 18, *Completing College: 2020 National Report*. | | |
| **Notes:** | ● 43 states were ranked by NSC for this measure.<br>● See page 109 of the *2020 Progress Report* for data on the fall 2012 cohort. Data for the fall 2013 cohort will be included in the *2021 Progress Report.* | | |
| **SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC TWO-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE** | | | |
| **Data source:** | Huie, F., Ryu M., and Shapiro, D. (2020, February). *Completing College State Report* (Signature Report No. 18a). Herndon, VA: National Student Clearinghouse Research Center. | | |
| **Academic/cohort year:** | 2013 cohort - received any postsecondary credential by May 31, 2019 | **Goal(s) measured:** | Students 1, 2, 3 |

| | | | |
|---|---|---|---|
| **Variables and calculations:** | [Number received any postsecondary credential by May 31, 2019] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 10, 2014, or enrolled three-quarter-time for at least one term before December 31, 2014, or enrolled at least half-time for any two terms before December 31, 2014) who began their postsecondary studies in the fall of 2013 at a public two-year institution]<br><br>Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see the Methodological Notes of the NSC's Signature Report 18, *Completing College: 2020 National Report*. | | |
| **Notes:** | ● 35 states were ranked by NSC for this measure.<br>● See page 109 of the *2020 Progress Report* for data on the fall 2012 cohort. Data for the fall 2013 cohort will be included in the *2021 Progress Report.* | | |
| **STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT** | | | |
| **Data source:** | State Higher Education Executive Officers Association (SHEEO), *State Higher Education Finance (SHEF) Report: FY2019* | | |
| **Academic/cohort year:** | 2018-2019 academic year | **Goal(s) measured:** | Students 2<br>Institutions 2 |
| **Variables and calculations:** | Cost of living index = COLI<br><br>Enrollment mix index = EMI<br><br>Education appropriations are a measure of state and local support available for public higher education operating expenses, and exclude appropriations for independent institutions, financial aid for students attending independent or out-of-state institutions, research, hospitals, and medical education.<br><br>Net FTE enrollment excludes medical students.<br><br>State and local appropriations per FTE student = ([Education appropriations] / [Net FTE enrollment]) / [COLI * EMI] | | |
| **Notes:** | ● Further information about COLI and EMI calculations is available at https://shef.sheeo.org/wp-content/uploads/2020/04/SHEEO_SHEF_FY19_Data_Elements.pdf<br>● Net FTE enrollment is calculated by SHEEO using credit and contact hours submitted via the SHEF survey. | | |
| **NET TUITION REVENUE PER FTE STUDENT** | | | |
| **Data source:** | State Higher Education Executive Officers Association (SHEEO), *State Higher Education Finance (SHEF) Report: FY2019* | | |
| **Academic/cohort year:** | 2018-2019 academic year | **Goal(s) measured:** | Students 2<br>Institutions 2 |
| **Variables and calculations:** | Cost of living index = COLI<br><br>Enrollment mix index = EMI<br><br>Net tuition revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts, and medical student tuition and fees. Net tuition revenue used for capital debt service is included in the net tuition revenue figures.<br><br>Net FTE enrollment excludes medical students.<br><br>Net tuition revenue per FTE student = ([Net tuition revenue] / [Net FTE enrollment]) / [COLI * EMI] | | |

| | | | |
|---|---|---|---|
| **Notes:** | ● Further information about COLI and EMI calculations is available at https://shef.sheeo.org/wp-content/uploads/2020/04/SHEEO_SHEF_FY19_Data_Elements.pdf<br>● Net FTE enrollment is calculated by SHEEO using credit and contact hours submitted via the SHEF survey. | | |
| **STATE NEED-BASED GRANT AID PER FTE STUDENT** | | | |
| **Data source:** | FTE data from IPEDS Fall Enrollment Survey.<br>Data prepared by the National Association of State Student Grant and Aid Programs (NASSGAP), presented in the *50th Annual Survey Report on State-Sponsored Student Financial Aid, 2018-2019 Academic Year* (Table 12). | | |
| **Academic/cohort year:** | 2018-2019 academic year | **Goal(s) measured:** | Students 2<br>Institutions 2 |
| **Variables and calculations:** | [Estimated need-based undergraduate grant dollars] / [Undergraduate FTE] | | |
| **Notes:** | ● Undergraduate FTE is calculated by NASSGAP using IPEDS fall enrollment data. | | |
| **PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS: LOW-INCOME FAMILIES** | | | |
| **Data source:** | Net price data from IPEDS Student Financial Aid Survey.<br>Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file.<br>Data prepared by the Midwestern Higher Education Compact (MHEC). | | |
| **Academic/cohort year:** | 2017-2018 academic year (net price)<br><br>2018 (federal poverty level) | **Goal(s) measured:** | Students 2 |
| **Variables and calculations:** | Federal poverty level = $25,100 for all states.<br><br>Average net price, income $0-$30,000, public 2-year = differs by state. Nebraska = $6,367; median = $6,591.<br><br>Average net price, income $0-$30,000, public 4-year = differs by state. Nebraska = $12,358; median = $10,663.<br><br>Public two-year institutions = [Average of SFA1718. Average net price, income $0-$30,000, for students receiving Title IV Federal financial aid, 2017-18 public 2-yr] / [Federal poverty level for a family of four, in the past 12 months]<br><br>Public four-year institutions = [Average of SFA1718. Average net price, income $0-$30,000, for students receiving Title IV Federal financial aid, 2017-18 public 4-yr] / [Federal poverty level for a family of four, in the past 12 months] | | |
| **Notes:** | | | |
| **PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO-AND FOUR-YEAR INSTITUTIONS: MEDIAN FAMILY INCOME** | | | |
| **Data source:** | Net price data from IPEDS Student Financial Aid Survey.<br>Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file.<br>Data prepared by the Midwestern Higher Education Compact (MHEC). | | |
| **Academic/cohort year:** | 2017-2018 academic year (net price)<br><br>2018 (family income) | **Goal(s) measured:** | Students 2 |

| | |
|---|---|
| **Variables and calculations:** | Median family income = differs by state. Nebraska = $73,900; range = $52,374 - $104,496; median = $73,199.<br><br>Average net price for median family with child income, public 2-year = differs by state. Nebraska = $8,652; median = $10,087.<br><br>Average net price for median family with child income, public 4-year = differs by state. Nebraska = $15,055; median = $15,542.<br><br>Public two-year institutions = [Average of SFA1718. Average net price, income $30,001 - $48,000 OR income $48,001-$75,000 OR income $75,001 - $110,000, for students receiving Title IV Federal financial aid, 2017-18 public 2-yr] / [Median family income with child in the past 12 months]<br><br>Public four-year institutions = [Average of SFA1718. Average net price, income $30,001 - $48,000 OR income $48,001-$75,000 OR income $75,001 - $110,000, for students receiving Title IV Federal financial aid, 2017-18 public 4-yr] / [Median family income with child in the past 12 months] |
| **Notes:** | |

## *Peer Comparisons*

| **ENROLLMENT PERCENTAGES BY RACE/ETHNICITY AND LOW-INCOME STATUS (PELL)** | | | |
|---|---|---|---|
| **Data source:** | IPEDS Fall Enrollment Survey (2018-19) and Student Financial Aid Survey (2019-20) | | |
| **Academic/cohort year:** | Fall 2018 (enrollment by race/ethnicity)<br><br>Undergraduate students enrolled in fall 2018 who received Pell grant at any time during 2018-2019 academic year (low-income status) | **Goal(s) measured:** | Students 1, 2<br>State 1<br>Institutions 1 |
| **Variables and calculations:** | Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]<br><br>Percent of undergraduate students awarded Pell grants = [Number of undergraduate students awarded Pell grants] / [Total number of undergraduates, financial aid cohort] | | |
| **Notes:** | | | |
| **REMEDIAL STUDENT COURSE TAKING AND SUCCESS (CREDENTIAL SEEKING COHORT)** | | | |
| **Data source:** | Voluntary Framework of Accountability (VFA), *Public Outcomes Report (Data Collection Cycle 2020)* | | |
| **Academic/cohort year:** | 6-year cohort<br><br>Outcomes are for students who first entered college in fall 2013 (or the summer before). Progress is shown through the end of their first six years. | **Goal(s) measured:** | Students 1, 2, 3<br>Institutions 1 |

| | | | |
|---|---|---|---|
| **Variables and calculations:** | Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 credits by the end of year two.<br><br>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]<br><br>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] | | |
| **Notes:** | ● Comparisons are only available for community colleges.<br>● 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. | | |
| **PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR TWO (CREDENTIAL SEEKING COHORT)** | | | |
| **Data source:** | Voluntary Framework of Accountability (VFA), *Public Outcomes Report (Data Collection Cycle 2020)* | | |
| **Academic/cohort year:** | 2-year cohort<br><br>Outcomes are for students who first entered college in fall 2017 (or the summer before). Progress is shown through the end of their first two years. | **Goal(s) measured:** | Students 1, 2, 3<br>Institutions 1 |
| **Variables and calculations:** | Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 credits by the end of year two.<br><br>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]<br><br>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]<br><br>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]<br><br>Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled] | | |
| **Notes:** | ● Comparisons are only available for community colleges.<br>● Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.<br>● Credentials are earned at the reporting college. | | |
| **PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR SIX (CREDENTIAL SEEKING COHORT)** | | | |
| **Data source:** | Voluntary Framework of Accountability (VFA), *Public Outcomes Report (Data Collection Cycle 2020)* | | |
| **Academic/cohort year:** | 6-year cohort<br><br>Outcomes are for students who first entered college in fall 2013 (or the summer before). Progress is shown through the end of their first six years. | **Goal(s) measured:** | Students 1, 2, 3<br>Institutions 1 |

| | | | |
|---|---|---|---|
| **Variables and calculations:** | Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 credits by the end of year two.<br><br>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]<br><br>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]<br><br>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]<br><br>Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled] | | |
| **Notes:** | ● Comparisons are only available for community colleges.<br>● Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.<br>● Credentials are earned at the reporting college. | | |
| **GRADUATION RATES – 150 PERCENT OF NORMAL TIME BY RACE/ETHNICITY AND LOW-INCOME STATUS (PELL)** | | | |
| **Data source:** | IPEDS Graduation Rates Survey (2019-20) | | |
| **Academic/cohort year:** | 2013 cohort completed by end of 2018-2019 academic year;<br><br>2016 cohort completed by end of 2018-2019 academic year | **Goal(s) measured:** | Students 1, 2, 3<br>Institutions 1 |
| **Variables and calculations:** | Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]<br><br>Adjusted cohort = [Revised cohort] - [Exclusions]<br><br>4-year institutions: [4-year institutions, Completers within 150% of normal time] / [4-year institutions, Adjusted cohort]<br><br>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] | | |
| **Notes:** | ● Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.<br>● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available. | | |
| **FOUR-YEAR GRADUATION RATES** | | | |
| **Data source:** | IPEDS Graduation Rates Survey (2019-20) | | |
| **Academic/cohort year:** | 2013 cohort - completed by end of 2016-2017 academic year | **Goal(s) measured:** | Students 1, 2, 3<br>Institutions 1 |
| **Variables and calculations:** | [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)] | | |
| **Notes:** | ● Four-year graduation rates are only shown for four-year campuses.<br>● Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.<br>● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available. | | |

| | | | |
|---|---|---|---|
| **GRADUATION STATUS AT SIX YEARS** | | | |
| **Data source:** | IPEDS Outcome Measures Survey (2019-20) | | |
| **Academic/cohort year:** | 2011-2012 cohort: status at six years (August 31, 2017) | **Goal(s) measured:** | Students 1, 2, 3<br>Institutions 1 |
| **Variables and calculations:** | Percent of completers within six years = [Number of adjusted cohort receiving an award at 6 years] / [Adjusted cohort at 6 years] | | |
| **Notes:** | ● Graduation and enrollment status information are only reported for degree/certificate-seeking students.<br>● 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. | | |
| **STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT** | | | |
| **Data source:** | IPEDS Finance Survey (2019-20) | | |
| **Academic/cohort year:** | 2018-2019 academic year | **Goal(s) measured:** | Institutions 1, 2 |
| **Variables and calculations:** | State and local appropriations = [State appropriations] + [Local appropriations, education district taxes, and similar support]<br><br>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]<br><br>State and local appropriations per FTE student = [State and local appropriations] / [FTE] | | |
| **Notes:** | ● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data. | | |
| **NET TUITION AND FEES PER FTE STUDENT** | | | |
| **Data source:** | IPEDS Finance Survey (2019-20) | | |
| **Academic/cohort year:** | 2018-2019 academic year | **Goal(s) measured:** | Students 2<br>Institutions 1, 2 |
| **Variables and calculations:** | Net tuition and fees = [Tuition and fees, after deducting discounts and allowances]<br><br>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]<br><br>Net tuition and fees per FTE student = [Net tuition and fees] / [FTE] | | |
| **Notes:** | ● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data. | | |
| **EDUCATION AND GENERAL SPENDING PER FTE STUDENT AND PER AWARD** | | | |
| **Data source:** | IPEDS Finance Survey (2019-20) | | |
| **Academic/cohort year:** | 2018-2019 academic year | **Goal(s) measured:** | Institutions 1, 2 |
| **Variables and calculations:** | Education and general spending = [Instruction] + [Research] + [Public service] + [Academic support] + [Student services] + [Institutional support] + [Net scholarships and fellowship expenses]<br>*Note. O&M is already included in these totals*<br><br>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]<br><br>Awards = All degrees and certificates classified as first major.<br><br>Education and general spending per FTE student = [Education and general spending] / [FTE]<br><br>Education and general spending per award = [Education and general spending] / [Awards] | | |

| | | | |
|---|---|---|---|
| **Notes:** | ● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data. | | |
| **AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING GRANT OR SCHOLARSHIP AID** | | | |
| **Data source:** | IPEDS Student Financial Aid Survey (2019-20) | | |
| **Academic/cohort year:** | 2018-2019 academic year | **Goal(s) measured:** | Students 2<br>Institutions 1, 2 |
| **Variables and calculations:** | [Average net price-students awarded grant or scholarship aid] | | |
| **Notes:** | ● 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.<br>● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available. | | |
| **AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING FEDERAL FINANCIAL AID FROM THE TWO LOWEST INCOME QUINTILES** | | | |
| **Data source:** | IPEDS Student Financial Aid Survey (2019-20) | | |
| **Academic/cohort year:** | 2018-2019 academic year | **Goal(s) measured:** | Students 2<br>Institutions 1, 2 |
| **Variables and calculations:** | Lowest quintile = [Average net price (income 0-30,000)-students awarded Title IV Federal financial aid]<br><br>Second lowest quintile = [Average net price (income 30,001-48,000)-students awarded Title IV Federal financial aid] | | |
| **Notes:** | ● 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.<br>● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available. | | |
| **PERCENT OF UNDERGRADUATES WITH FEDERAL LOANS AND MEDIAN FEDERAL LOAN DEBT OF GRADUATES** | | | |
| **Data source:** | U.S. Department of Education, College Scorecard Data | | |
| **Academic/cohort year:** | 2017-2018 academic year (percent with loans)<br><br>NSLDS FY2017 and FY2018 pooled cohorts (federal loan debt) | **Goal(s) measured:** | Students 2<br>Institutions 1, 2 |
| **Variables and calculations:** | Percent of undergraduates with federal loans = [PCTFLOAN]<br><br>Median federal loan debt of graduates = [GRAD_DEBT_MDN] | | |
| **Notes:** | ● For more information, see the College Scorecard's *Data Documentation*, available at: https://collegescorecard.ed.gov/assets/FullDataDocumentation.pdf | | |
| **RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL SCIENCE FOUNDATION)** | | | |
| **Data source:** | National Science Foundation (NSF), Higher Education Research and Development Survey (HERD) | | |
| **Academic/cohort year:** | 2017-2018 academic year | **Goal(s) measured:** | State 3 |

| | | | |
|---|---|---|---|
| **Variables and calculations:** | Extramural funds = [Federal (01.a)] + [State and local governments (01.b)] + [Business (01.c)] + [Nonprofit organizations (01.d)] + [All other funding sources (01.f)]<br><br>Institutional funds = (01.e.4)<br><br>All sources = (01.g) = [Federal] + [State and local governments] + [Businesses] + [Nonprofit organizations] + [Institutional funds] + [All other funding sources]<br><br>Federally funded research = (01.a)<br><br>Federally funded health sciences research = (09D03)<br><br>Federal sources (not including health sciences research) = [Federally funded research] - [Federally funded health sciences research] | | |
| **Notes:** | ● 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.<br>● The University of Nebraska-Lincoln's extramural funds are not ranked because health sciences are included in extramural funds.<br>● Data for The University of Tennessee-Knoxville includes The University of Tennessee-Knoxville and The University of Tennessee-Knoxville, Institute of Agriculture. | | |
| **RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL INSTITUTES OF HEALTH)** | | | |
| **Data source:** | Data from the National Institutes of Health.<br>Data prepared by Blue Ridge Institute for Medical Research. | | |
| **Academic/cohort year:** | 2019 | **Goal(s) measured:** | State 3<br>Institutions 1, 3 |
| **Variables and calculations:** | Total health sciences research = [Schools of dentistry/oral hygiene] + [Schools of medicine] + [Schools of nursing] + [Schools of pharmacy] + [Schools of public health] + [Hospitals] | | |
| **Notes:** | ● NIH research and development expenditures are only shown for the University of Nebraska Medical Center.<br>● 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. | | |

## *Non-Comparative Measures*

| | | | |
|---|---|---|---|
| **PERCENTAGE OF PUBLIC HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE BY RACE/ETHNICITY, GENDER, AND INCOME** | | | |
| **Data source:** | High school graduate data from the Nebraska Department of Education (NDE).<br>College enrollment data from the National Student Clearinghouse (NSC).<br>Data prepared by Nebraska's Coordinating Commission for Postsecondary Education, presented via the *College Continuation Rate Dashboard*. | | |
| **Academic/cohort year:** | 2018-2019 | **Goal(s) measured:** | Students 1<br>Partnerships 2 |

| | | | |
|---|---|---|---|
| **Variables and calculations:** | Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]<br><br>Low-income students = students who are approved to receive free or reduced-price school lunches<br><br>Non-low-income students = students who are not approved to receive free or reduced-price school lunches<br><br>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] | | |
| **Notes:** | ● Data is only available for students who graduated on time (in four years or less) from Nebraska's public schools.<br>● Only graduates who continue onto college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree.<br>● Results are filtered for students who continued on to college between June 1, 2019, and May 31, 2020.<br>● See page 55 of the *2020 Progress Report* for data on the 2017-2018 graduating class. Data for the 2018-2019 graduating class will be included in the *2021 Progress Report.* | | |
| **NEBRASKA'S WIOA MEASURE OF POSTSECONDARY PARTICIPATION BY GED COMPLETERS** | | | |
| **Data source:** | Adult education data from the Nebraska Department of Education (NDE).<br>College enrollment data from the National Student Clearinghouse (NSC).<br>Data prepared by the Nebraska Department of Education, Adult Education, for the Workforce Innovation and Opportunity Act (WIOA) performance measures on exit-based indicators (reported via the National Reporting System Table 5, program year 2020). | | |
| **Academic/cohort year:** | 2018 (exited program between January 1, 2018-December 31, 2018) | **Goal(s) measured:** | Students 1, 3<br>State 1, 2, 4<br>Partnerships 1 |
| **Variables and calculations:** | Cohort includes students that:<br>• Entered the program without their GED; **and**<br>• Tested into the NRS, National Reporting System, educational functioning levels of ABE level 5 or ABE level 6 (approximately upper middle school through high school grade equivalency) either when they entered or while attending the program; **and**<br>• Earned at least 12 instructional hours in the program; **and**<br>• Exited the program between the dates of January 1, 2018 - December 31, 2018; **and**<br>• Earned their GED within a year of exiting the program.<br><br>[Number of students in the cohort that entered postsecondary within a year of exiting the program / [Number of students in the cohort] | | |
| **Notes:** | ● Only those who continue on to college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree.<br>● Results are filtered for those who continued on to college by December 31, 2019. | | |
| **EDUCATIONAL ATTAINMENT BY COUNTY** | | | |
| **Data source:** | U.S. Census Bureau, American Community Survey 5-year estimates, Table B15001 | | |
| **Academic/cohort year:** | 2014-2018 | **Goal(s) measured:** | State 1 |

| | |
|---|---|
| **Variables and calculations:** | 25 to 64 years = [25 to 34 years] + [35 to 44 years] + [45 to 64 years]<br><br>Associate's degree or higher = [Associate's degree] + [Bachelor's degree] + [Graduate or professional degree]<br><br>Bachelor's degree or higher = [Bachelor's degree] + [Graduate or professional degree]<br><br>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)] |
| **Notes:** | |

## *Measures to be Included in Forthcoming Measuring Accomplishments*

| | | | |
|---|---|---|---|
| **DUAL CREDIT, AP, AND OTHER EARLY COLLEGE ENROLLMENTS** | | | |
| **Data source:** | Nebraska Department of Education | | |
| **Academic/cohort year:** | N/A | **Goal(s) measured:** | Students 1<br>Partnerships 2 |
| **Variables and calculations:** | N/A | | |
| **Notes:** | ● Data is not currently available/accessible to the Coordinating Commission.<br>● State-level data will be used when the information is made available to the Commission. | | |
| **NUMBER OF RECENT HIGH SCHOOL GRADUATES PLACED INTO REMEDIAL EDUCATION** | | | |
| **Data source:** | Nebraska Department of Education | | |
| **Academic/cohort year:** | N/A | **Goal(s) measured:** | Students 1<br>Partnerships 2 |
| **Variables and calculations:** | N/A | | |
| **Notes:** | ● Data is not currently available/accessible to the Coordinating Commission.<br>● State-level data will be used when the information is made available to the Commission. | | |
| **NUMBER OF DEGREES AND CREDENTIALS AWARDED IN IDENTIFIED HIGH-NEED AREAS** | | | |
| **Data source:** | Degrees and credentials data from the IPEDS Completions Survey.<br>Workforce data from the Nebraska Department of Labor and/or the Bureau of Labor Statistics. | | |
| **Academic/cohort year:** | N/A | **Goal(s) measured:** | Students 4<br>State 2, 3<br>Institutions 3 |
| **Variables and calculations:** | N/A | | |
| **Notes:** | ● State-level data will be used when the information is analyzed by the Commission. | | |
| **ENROLLMENT IN NON-CREDIT, CONTINUING EDUCATION** | | | |
| **Data source:** | TBD | | |
| **Academic/cohort year:** | N/A | **Goal(s) measured:** | Students 3<br>State 2<br>Partnerships 1 |
| **Variables and calculations:** | N/A | | |
| **Notes:** | ● Data is not currently available/accessible to the Coordinating Commission.<br>● Institutional and state-level data will be used when the information is made available to the Commission. | | |

| EMPLOYMENT OUTCOMES OF COLLEGE GRADUATES | | | |
|---|---|---|---|
| **Data source:** | College graduate data from the public postsecondary institutions.<br>Employment outcomes data from the Nebraska Department of Labor.<br><br>Data will either be prepared by the Nebraska Department of Labor (*Graduate Outcomes Nebraska*) or by the Nebraska Department of Education (@NSWERS). | | |
| **Academic/cohort year:** | N/A | **Goal(s) measured:** | Students 4<br>State 2<br>Institutions 3 |
| **Variables and calculations:** | N/A | | |
| **Notes:** | ● Up-to-date data for all of Nebraska's institutions in not currently available/accessible to the Coordinating Commission.<br>● Institutional and sector-level data will be used when the information is made available to the Commission. | | |

NEBRASKA'S

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COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

# 2020 Biennial Report

## Covering Calendar Years 2019 and 2020

**APPROVED BY THE COORDINATING COMMISSION**

**December 3, 2020**

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Omaha, District 2

**Dr. John Bernthal,** Vice Chair
Lincoln, District 1

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**ccpe.nebraska.gov/reports**

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NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

# 2020 Biennial Report

*Provided pursuant to Neb. Rev. Stat. § 85-1412 (9)*

In 1990, Nebraskans saw a need for an independent entity to coordinate the state's public higher education institutions from a statewide — rather than an institutional — perspective. To accomplish this, voters amended the state Constitution, creating the Coordinating Commission for Postsecondary Education [Article VIII-14]. The Coordinating Commission is an independent agency with a governing board of Commissioners who are appointed by the Governor and confirmed by the Legislature. There are nine employees on the Commission's staff, making it one of the smallest agencies of its kind in the country.

The 2020 Biennial Report provides an overview of the Coordinating Commission's accomplishments during 2019 and 2020.

## THE COORDINATING COMMISSION IS RESPONSIBLE FOR:

- Creating and putting into action a comprehensive statewide plan to guide Nebraska's higher education system
- Partnering with Legislators to develop innovative and results-driven higher education policy
- Helping low-income Nebraska students attend college by awarding over $22 million in need-based financial aid programs and developing state financial aid strategy
- Administering the Community College Gap Assistance Program, which offers financial aid to students who want to work in high-need fields
- Ensuring the efficient use of taxpayer funds by approving or disapproving postsecondary construction projects that rely on tax funds and reviewing institutional biennial budget requests
- Approving or disapproving academic programs based on specific criteria: need, demand, unnecessary duplication, resources, and cost
- Assembling and analyzing statewide data and publishing reports tied to the state's higher education goals. The Coordinating Commission is the only Nebraska entity that does this kind of work on a statewide level
- Administering roughly $103 million in annual State appropriations to Nebraska's six community colleges
- Authorizing the operation of out-of-state and new Nebraska postsecondary institutions
- Saving Nebraska colleges and universities thousands of dollars through administration of of a nationwide distance learning agreement.

*What does the Commission do?*

**Implements a statewide, comprehensive plan to guide Nebraska's higher education system, in collaboration with the state's colleges and universities**

## Nebraska's *Comprehensive Statewide Plan for Postsecondary Education*

The Nebraska Constitution gives the Coordinating Commission the authority to adopt, and revise as needed, a comprehensive plan for postsecondary education. The Constitution states that this plan must include: (a) definitions of the role and mission of each public postsecondary educational institution within any general assignments of role and mission as prescribed by the Legislature and (b) plans for facilities which utilize tax funds designated by the Legislature.

The Commission's authority to adopt and revise a comprehensive plan is further elaborated in statute, which states that the purposes of the Commission shall be to: (1) develop an ongoing comprehensive statewide plan for the operation of an educationally and economically sound, vigorous, progressive, and coordinated system of postsecondary education, (2) identify and enact policies to meet the educational, research, and public service needs of the state, and (3) effect the best use of available resources through the elimination of unnecessary duplication of programs and facilities among Nebraska's public institutions. The same statute dictates that the Commission approach postsecondary education from a statewide perspective. The Legislature also established in statute that the comprehensive plan must include an assessment of the postsecondary educational needs of the state and include a number of policy guidelines.

The current comprehensive plan is the Commission's second. It was adopted in 2000 after the Legislature passed LB 816 in 1999, which called for a review and revision of the Commission's first comprehensive plan approved in June 1992. Throughout 2015 and 2016, the Commission went through the process of updating Chapter One of the plan.

Chapter One includes a vision statement for postsecondary education in Nebraska; an examination of the state's evolving demographic, economic, political, and educational forces and their potential impacts; a series of statewide goals; and, new to the plan, a number of national and institutional comparisons for the state's

public institutions and for state higher education as a whole. The comparisons aim for Nebraska to be among the 10 best states in national rankings – including educational attainment among adults -- and for individual campuses to rank among the five best institutions in peer comparisons. Currently, Nebraska ranks 9th in the percentage of adults aged 25-34 years old with an associate's degree or higher and 13th in the percentage of adults ages 25-64 with an associate's degree or higher.

The full plan is available on the Commission's website, ccpe.nebraska.gov/ reports.

## VISION FOR NEBRASKA POSTSECONDARY EDUCATION

Nebraskans will reap many benefits from affordable, accessible, and high-quality postsecondary education. Nebraska's people will value and support postsecondary institutions that are vital, vigorous, and visionary. Each postsecondary institution will fulfill its role and mission with distinction by being responsive to changing academic, workforce, societal, economic, cultural, and community development needs. Together, Nebraska's postsecondary institutions will provide access to educational opportunities that meet the diverse needs of students and citizens; create environments that foster student success; position Nebraska to excel in the global economy; and exercise careful, creative, and cooperative stewardship of available resources.

*- Chapter One, Comprehensive Statewide Plan for Postsecondary Education*

*What does the Commission do?*

**Administers student financial aid programs**

# Financial Aid

The Commission administers the Nebraska Opportunity Grant (NOG), the Access College Early (ACE) Scholarship Program, and the Community College Gap Assistance Program. The Commission also conducts annual audits of postsecondary institutions in the state that participate in the state financial aid programs.

## Nebraska Opportunity Grant

The Nebraska Opportunity Grant, formerly known as the Nebraska State Grant, is awarded to students in consultation with financial aid administrators at Nebraska's postsecondary institutions. These grants are awarded to students who are residents of Nebraska, attend a Nebraska postsecondary institution, and have a minimum Expected Family Contribution (EFC) as determined by completing the Free Application for Federal Student Aid (FAFSA).

In 2018-19, $11.4 million of the grant's funding came from State lottery funds and $6.6 million from the State's general funds. In 2019-20, lottery funding increased to $12.4 million, while the general funds appropriation stayed the same at $6.6 million.

### Nebraska Opportunity Grant Biennium History:

***2018-19***
**Total awarded: $17,978,264**

- 12,753 students received a grant (37% of eligible students)
  - Public institutions: 9,463 students - $1,470 average award
  - Private, non-profit: 2,985 students - $1,179 average award
  - Proprietary/for-profit: 305 students - $1,785 average award

**Average grant awarded: $1,410**

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***2019-20:***
**Total awarded: $18,740,356**

- 12,956 students received a grant (42% of eligible students)
  - Public institutions: 10,036 students - $1,470 average award
  - Private, non-profit: 2,674 students - $1,339 average award
  - Proprietary/for-profit: 246 students - $1,643 average award

**Average grant awarded: $1,446**

## Access College Early Scholarship Program

The Access College Early Scholarship Program awards scholarships to high school students from low-income families who enroll in a college course at a participating public or private postsecondary institution while the student is still in high school. The Commission recommended the creation of this program in 2007, funding it through the transfer of funds from a relatively inactive program, the Community Scholarship Foundation Program, to the ACE program. The programs is entirely funded from state General Funds now.

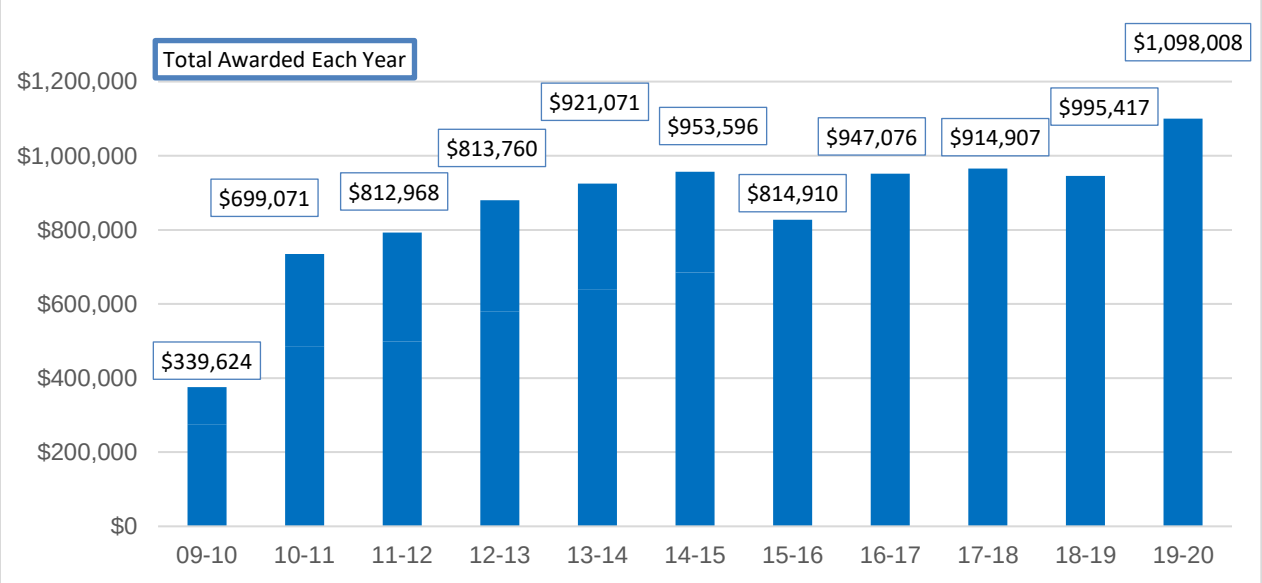
Current national research indicates that high school students who take college courses while in high school:

- Increase academic rigor during high school;
- Remain in school and graduate at higher rates;
- Enroll in college at an increased rate;
- Streamline their transitions from high school to college;
- Have a head start on their chosen postsecondary programs;
- Save money once in college; and
- Return for their college sophomore years at higher rates.

The Commission believes family income should not exclude a student from taking college courses while in high school.

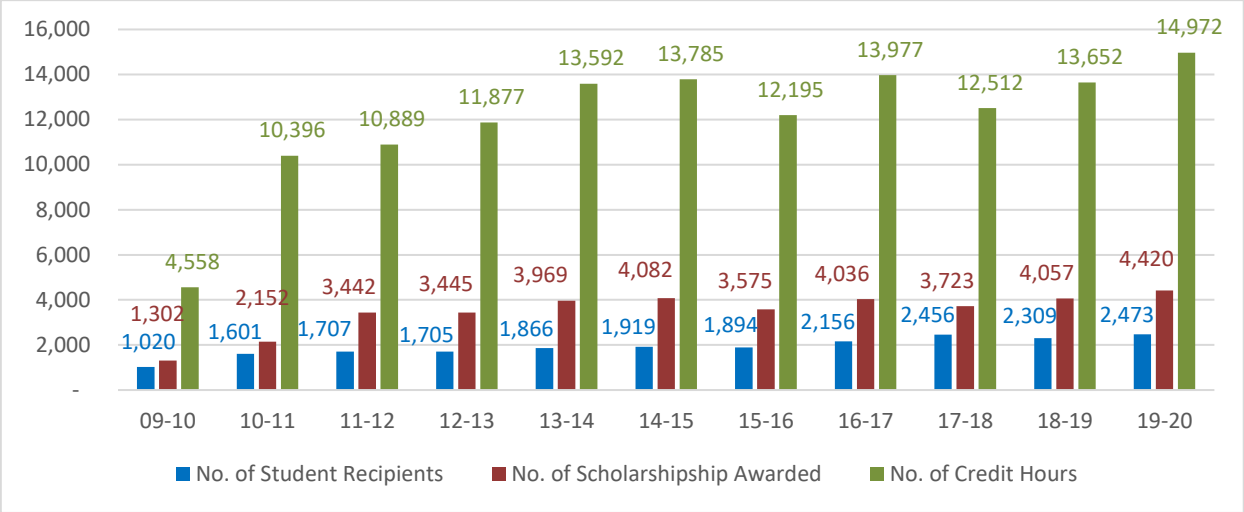
**ACE Scholarship Program Funding and Awards**

**2009-10 through 2019-20**

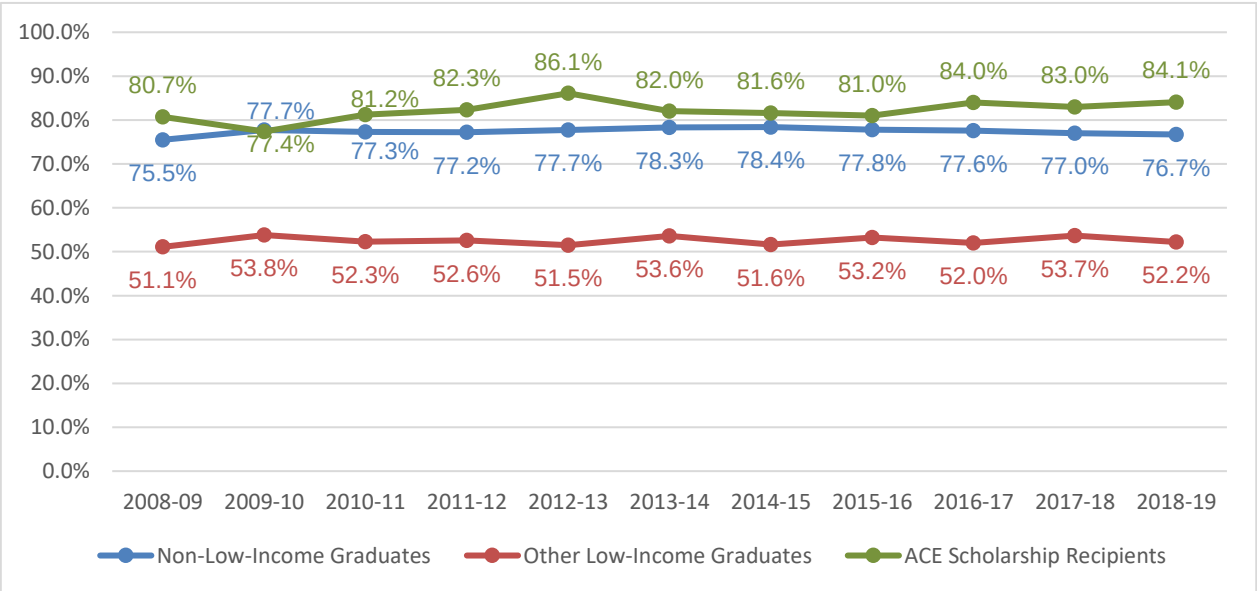



*(ACE charts continued on next page)*

## Growth of ACE Scholarship Program Awards, Recipients and Credit Hours 2009-10 through 2019-20



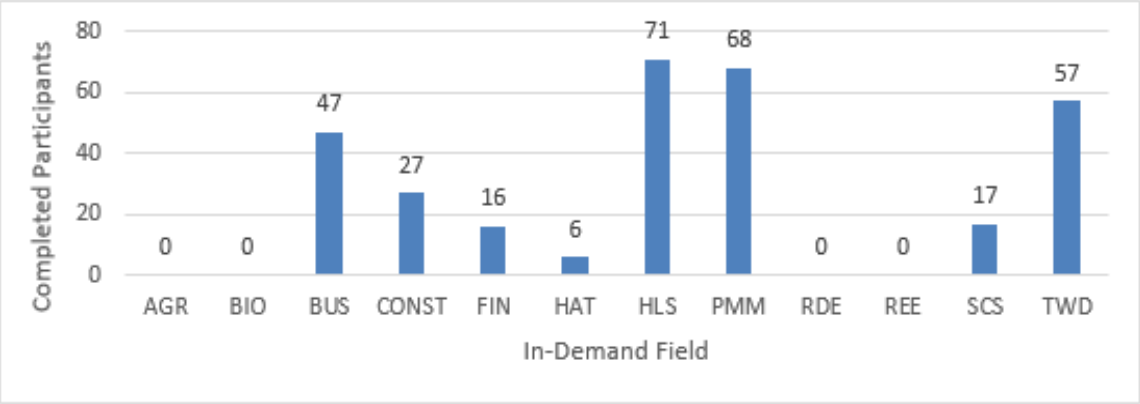

## Nebraska Public High School College Continuation Rates 2008-09 through 2018-19



## Community College Gap Assistance Program

In 2015 the Legislature gave authority to the Coordinating Commission to administer the Community College Gap Assistance Program, which had a formal start date of July 1, 2016. Through lottery funds, the Gap program receives roughly $1.4 million annually. These funds are distributed to the state's six community colleges, which recruit and select eligible low-income students enrolled in short-term non-credit and for-credit vocational programs to receive grants. Student grants can be used for tuition, direct training costs, required books and equipment, and fees, including those for industry testing services and background check services. Legislation requires that eligible programs be for "in-demand" occupations, such as health services; transportation, warehousing, and distribution logistics; agriculture and food processing; precision metals manufacturing; software and computer sciences; education; and hospitality and tourism.

**Gap Assistance Program Completed Participants**
**In-Demand Programs of Study Completed - 2018-19 and 2019-20**




| | | | |
|---|---|---|---|
| AGR | Agriculture and food processing | HLS | Health services |
| BIO | Biosciences | PMM | Precision metals manufacturing |
| BUS | Business management and administrative services | RDE | Research, development, and engineering services |
| CONST | Construction | REE | Renewable energy |
| FIN | Financial services | SCS | Software and computer services |
| HAT | Hospitalityand tourism | TWD | Transportation, warehousing, and distribution logistics |

*What does the Commission do?*

**Provides information and advice on higher education to the Legislature and Governor. Conducts research and publishes reports on issues regarding higher education.**

# Reports and Analysis

The Commission utilizes extensive data to produce a wide array of objective, comprehensive reports. This in-depth research provides an independent — and invaluable — voice within Nebraska's postsecondary education system. The Coordinating Commission is the only entity in the state that conducts such research.

CCPE research is used by Legislators, the Governor's office, media, higher education institutions, other state agencies, and the public. Following are descriptions of the Commission-produced reports during the last two years.

All of these reports are available on the Commission's website at ccpe.nebraska.gov/reports.

## Budget and Financial Analyses

**Postsecondary Education Operating Budget Recommendations for 2021-2023** *(October 2020)*
This is a statutorily required analysis of public institutional budget requests. It includes information about higher education appropriations, affordability, access and accountability, discussions of statewide funding issues, and recommendations. (*See page 16 of this document for more information.)*

**Capital Construction Budget Recommendations and Prioritization for 2021-2023** *(October 2020)*
This statutorily required report includes the Commission's funding and priority recommendations on capital construction budget requests from the Nebraska State College System, the University of Nebraska, and the Nebraska College of Technical Agriculture at Curtis. (*See page 15 of this document for more information.)*

**Tuition, Fees, and College Affordability Report**
*(September 2020)*
This statutorily required report covers public policy issues relating to tuition, fees, and financial aid for students in Nebraska. It shows how Nebraska's public postsecondary institutions rank on these points when compared to their Commission-designated peer institutions.

Among the report's general findings:

- As a result of relatively strong state and local tax support, tuition and fees at Nebraska's postsecondary institutions remain moderate compared to institutions in most states;
- Nevertheless, as tuition and mandatory fees continue to rise, financial aid is a necessity and increasingly important for many students;
- Participation and success rates for students from median-, low-, and very-low-income families would likely increase if additional financial assistance could be provided by the state.

**Did you know?**

In 2017-18, Nebraska ranked 35th from the top among states in need-based student aid grant dollars per undergraduate full-time equivalent student at $210. The national average was $667 per FTE student.

*Source: 2020 Tuition, Fees, and Financial Aid Report*

## Academic Analyses

**Delivering Courses Beyond Campus Walls** *(2019, 2020)*
Historically, this report has described the types of distance education courses available to Nebraska residents, which public institutions offer distance education, how distance education is delivered, and how many students are taking advantage of distance education. Due to the current ubiquity of distance education opportunities, since 2018 the Commission has collected and reported only data related to dual enrollment college courses offered to Nebraska high school students.

## Dashboards

**College Continuation Rates** (*Last revised July 2020*)
This dashboard provides our estimate of college-going rates for each of Nebraska's public high schools that awarded regular high school diplomas from 2007-2008 through 2018-19. Data users also can download an Excel file of the entire dataset, including our estimate of college-going rates, by county, for the high school graduating class of 2005-06 (includes public and private schools).

**Degrees and Other Awards** (*Last revised June 2020*)
These dashboards summarize the number of degrees and awards conferred by Nebraska's public colleges and universities, independent colleges and universities, and for-profit/career schools, as reported in the federal IPEDS surveys. The information corresponds to the data presented in the

Commission's *2020 Factual Look at Higher Education in Nebraska: Degrees and Other Awards Conferred 2008-2009 through 2018-2019*.

**Enrollment** (*Last revised September 2020*) These dashboards summarize enrollments at Nebraska's public colleges and universities, independent colleges and universities, and for-profit/career schools, as reported in the federal IPEDS surveys. The information corresponds to the data presented in the Commission's *2020 Factual Look at Higher Education in Nebraska: Enrollment (Fall enrollment: 2009 through 2019; 12-month enrollment: 2009-10 through 2018-19).*

**KEY FINDING: The Attainment Gap**

A consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that Nebraska's gap in educational attainment between whites and minorities (i.e., not white non-Hispanic) is the third largest in the nation. In Nebraska, 55.6% of 25- to 44-year old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 29.9% of 25- to 44-year-old minorities have completed an associate's degree or higher. The net difference is an attainment gap of 25.7 percentage points. Nationally, 51.2% of 25- to 44-year-old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 35.1% of 25- to 44-year-old minorities have completed an associate's degree or higher.

*- 2020 Nebraska Higher Education Progress Report*, pg. S19

## Other Analyses, Publications

**Nebraska Higher Education Progress Report** *(March 2019, 2020)*
This statutorily required annual report provides data to the Nebraska Legislature to monitor and evaluate progress toward achieving three key priorities for Nebraska's postsecondary education system developed by the 2003 LR 174 Higher Education Task Force and incorporated in Neb. Rev. Stat. § 85-1428 (3). They are:

- Increase the number of students who enter postsecondary education;
- Increase the proportion of students who enroll and successfully persist through degree program completion; and
- Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment.

**Factual Look at Higher Education in Nebraska** *(2019, 2020)* This annual analysis uses data from the federal IPEDS surveys to provide comparative data for Nebraska's higher education institutions. The report is released in two sections: Enrollment and Degrees and Other Awards.

**Measuring Accomplishments** (*2019, 2020*) This annual report is a companion piece to the *Comprehensive Statewide Plan for Postsecondary Education.* Data from a variety of sources is used to measure Nebraska's progress toward achieving the major statewide goals outlined in the *Comprehensive Plan* through national comparisons and institutional peer comparisons.

*What does the Commission do?*

**Authorizes academic programs**

# Academic Programs

## Existing Programs Review

The Commission is constitutionally required to review, monitor, and approve or disapprove each public institution's existing and proposed new academic programs to provide consistency with the *Comprehensive Plan* and to prevent unnecessary duplication.

During the 2019-2020 biennium, the Commission reviewed 296 existing programs. Of those, 283 were approved to continue and 13 were returned to the institution for further review. The institutions also reported that they had discontinued 42 programs—actions that do not require Commission approval.

The Commission also reviewed 17 program assessments after they were returned to the originating institutions with follow-up questions.

## Approval of Proposed New Academic Programs

In the past two years, the Commission reviewed and approved 24 proposals for new academic programs and organizational units at public institutions. One proposal was withdrawn. Another 59 proposed programs were reviewed and determined to be reasonable and moderate extensions of existing programs, thus requiring no action by the Commission.

## Consumer Protection

**Closed Institutions** When four-year institutions close, state statutes require their records to be transferred to the registrar at the University of Nebraska-Lincoln. The Commission facilitates record transfer and assists students in obtaining transcripts, often for several years after closure. Two campuses closed in the 2019-20 biennium: Purdue University Global Omaha campus and National American University Bellevue campus. The Commission staff assisted students from these two institutions as well as students from Wright Career College, ITT Technical Institute, and Grace University, which closed prior to the 2019-20 biennium.

**Student Complaints** State statutes provide an avenue for students to file a complaint against an institution if it has violated the Postsecondary Institution Act. Few student complaints rise to this level. Nevertheless, Commission staff assist students by answering questions and often walking them through the

complaint process at their institution, explaining financial aid issues, or putting them in touch with the appropriate person at their institution. Documented complaints conservatively average roughly 30 per year. Many others are answered by a phone call and are not formally recorded.

*What does the Commission do?*

**Considers and approves or disapproves proposals from new or out-of-state institutions to operate in Nebraska**

# New or out-of-state institutions

Any out-of-state institution seeking to offer courses or programs in Nebraska or any entity wishing to establish a new private institution in the state must receive approval from the Commission. These procedures are described in the Postsecondary Institution Act, passed by the Legislature and signed by the Governor during the 2011 Legislative session. (This was a revision of previous statutes.) Title 281, Nebraska Administrative Code, Chapter 7, provides the rules and regulations for implementing the Postsecondary Institution Act. These rules received final State approval in November 2014.

## New or out-of-state institutions authorized in the 2019-2020 biennium:

**North Park Theological Seminary**
(Chicago, Illinois)

In April 2020 North Park Theological Seminary was authorized to operate in Nebraska, teaching two weeks each year at Carol Joy Holling Camp near Ashland. The instruction is part of the Master of Arts in Christian Formation and Master of Arts in Christian Ministry programs.

**CHI Health School of Radiologic Technology**
(Omaha, Nebraska)

The predecessors of CHI Health School of Radiologic Technology have offered training in radiologic technology since the mid-1950s. In July 2019 the school offered an AAS degree in radiologic technology. At its July 2019 meeting, the Commission approved CHI Health to offer a Bachelor of Science degree in Radiologic Sciences (BSRS).

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*What does the Commission do?*

**Approves proposals for facilities**

# Capital Construction and Facilities

The Commission has two major responsibilities related to capital construction at public postsecondary education institutions.

***The first responsibility*** is to review, monitor, and approve or disapprove capital construction project requests that use more than $2 million in tax funds to construct, renovate, or acquire facilities, or more than $95,000 per year in additional tax funds to operate and maintain. Disapproved projects cannot receive state funds for construction or ongoing operating and maintenance costs. From January 2019 through December 2020, the Commission reviewed and approved 6 capital construction project proposals submitted by the institutions.

***The second responsibility*** is to review the biennial capital construction requests of the University of Nebraska, the Nebraska College of Technical Agriculture, and the Nebraska State College System. With its statewide perspective, the Commission provides a unified prioritization of all approved individual capital construction budget requests for higher education. The Commission makes these recommendations to the Governor and Legislature at the same time it makes recommendations on biennial operating budget requests. The Commission recommends a list, in priority order, of approved individual capital construction budget requests eligible for state funding. Only those requests that were approved by the governing boards and the Commission, or the Task Force on Building Renewal, and are requesting state funding in the biennial budget request are considered. The Commission identified ongoing routine maintenance and addressing deferred repair as two essential areas in need of new State and institutional funding for the 2021-2023 biennium. The Commission prioritized 13 individual capital construction budget requests for the coming biennium, with the highest priorities being:

1. LB 309 Fire & Life Safety – Class I Requests,
2. LB 309 Deferred Repair – Class I Requests,
3. (tie) University-wide Facilities Renewal Program, and
3. (tie) LB 309 Energy Conservation – Class I Requests.

The latest full report, *Capital Construction Budget Recommendations and Prioritization 2021-2023 Biennium*, is available at the Commission's website, ccpe.nebraska.gov/reports.

*What does the Commission do?*

**Reviews the institutions' budget proposals and makes recommendations on those requests to the Governor and Legislature**

# Budget Review and Recommendations

The Commission has constitutional responsibility to review and modify, if necessary to conform to the Comprehensive Statewide Plan for Postsecondary Education, the biennial budget requests of Nebraska's public postsecondary institutions and make recommendations on those requests to the Governor and Legislature.

Through this review, the Commission can assure consistency with the *Comprehensive Plan* and promote effective use of state funds in support of public postsecondary education in Nebraska. The Commission reviews budgets and makes its recommendations in October of every even-numbered year.

In fall 2020, the Commission reviewed 15 requests for additional state funding from the University of Nebraska System, the Nebraska College of Technical Agriculture at Curtis, the Nebraska State College System, and the community colleges.

Of those 15 requests, one was a new and expanded request for which the Commission recommended new general funds

In addition, there were 14 requests that were part of the continuation budget recommendation. The total dollars for institutional continuation costs and new and expanded requests was $45,090,733 for the biennium.

The full report, *2021-2023 Institutional Operating Budget Recommendations*, is available on the Commission's website, ccpe.nebraska.gov/reports.

*Nebraska's Coordinating Commission for Postsecondary Education*

# Initiatives, Programs, and Updates

### State Authorization Reciprocity Agreement

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a national council and administered by four regional education compacts. Nebraska was accepted as part of SARA in 2014. The Coordinating Commission is the state's portal agency for the initiative, meaning Nebraska institutions apply to the Commission to participate. As of December 2020, 25 Nebraska colleges and universities had joined SARA. All have renewed their participation annually and continue to be active members.

### Multi-State Collaborative on Military Credit

The Coordinating Commission is leading Nebraska's work as part of a 13-state initiative to help military service members, veterans, and their families overcome barriers to earning postsecondary credentials and entering the workforce. The Multi-State Collaborative on Military Credit (MCMC) aims to, among other things, identify effective policies and best practices that can be shared among participating states. Volunteers from state agencies, university systems, college campuses, and other organizations have been working together as part of the initiative. The Coordinating Commission has served as the MCMC facilitator in Nebraska, with a staff member serving on the MCMC steering committee. A recent focus has been to identify ways that Nebraska institutions might award credit to veterans for education or training received while in the military.

### FAFSA Completion Initiative

In 2015, the Coordinating Commission began leading an effort in Nebraska to encourage more high school students to apply for federal financial aid to attend college. As part of the U.S. Department of Education's FAFSA Completion Initiative, the Commission can provide certain designated entities – typically high schools – with limited data about their students'

progress in completing and filing the Free Application for Federal Student Aid (FAFSA). The FAFSA Initiative enables the designated entities to better target counseling, help with completing the FAFSA, and provide other resources to those students. Identifying such students can promote college access and success by ensuring students, particularly low-income students, have access to financial aid. The Commission received funding from the Legislature in 2015 for the implementation of the initiative's software.

**Dual Credit**

In 2019, the Coordinating Commission and the State Board of Education undertook a joint dual credit initiative to study ways to increase dual credit course-taking in Nebraska. The initiative was assisted by consultants from the Education Commission of the States and resulted in a report with recommendations directed at increased access, better communications with students and parents, credit transfer, increasing the number of qualified instructors, affordability, and improved data and reporting. The Coordinating Commission has implemented data collection improvements and requested additional funding for the Access College Early Scholarship program. During the 2020 legislative session, the Coordinating Commission worked with the Nebraska Department of Education and the Nebraska Legislature's Education Committee to target new lottery funds to dual credit priority areas in LB 920. That work will continue in 2021.

## New to the Commission

Governor Ricketts appointed two new Commissioners during the 2019-2020 biennium. Tim Daniels and Charles Garman, both of Omaha, were appointed in September 2019.

As of November 2020, there were two Commissioner vacancies (Districts 4 and 6).