Work Session
Minutes

Coordinating Commission for Postsecondary Education
Southeast Community College – Beatrice
Academic Excellence Center, Room 134, Beatrice, Nebraska

Wednesday, September 22, 2021

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 WORK SESSION ON SEPTEMBER 22, 2021. THE WORK SESSION WILL BEGIN AT 5:00 P.M. AND ADJOURN AT APPROXIMATELY 7:00 P.M.

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

Work Session called to order at 5:00 p.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Aspen called the work session to order at 5:00 p.m. and asked for roll call.

Commissioners Present

Colleen Adam	Gene Kelly
Gwenn Aspen	Mary Lauritzen
Tim Daniels	Molly O'Holleran
Dr. Deborah Frison	Dr. Paul Von Behren

Commissioners Absent

Charles Garman	W. Scott Wilson

Commission Staff Present

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

Dr. Michael Baumgartner

EDUCATION ATTAINMENT GOAL DISCUSSIONS

Dr. Michael Baumgartner, Executive Director, gave a report on setting a state educational attainment goal for Nebraska. Many other states have educational attainment goals, but Nebraska

currently does not. He discussed the purpose of setting a goal, how passing a legislative resolution could be undertaken, and how to incorporate the attainment goal into the Comprehensive Statewide Plan for Postsecondary Education. The report provided a list of statements of intent.

Gary Timm

FY22 DISTRIBUTION OF STATE FUNDING FOR COMMUNITY COLLEGES

Gary Timm, Chief Finance & Administrative Officer, spoke on the Community College State Aid Distribution for the fiscal year 2021-2022. He discussed the allocation of aid and provided a graph indicating appropriations for the community colleges and tribal community colleges.

Gary Timm and Mike Wemhoff

UPCOMING 2023-2025 BIENNIAL BUDGET REVIEW PROCESSES

Mr. Timm and Mike Wemhoff, Facilities Officer, reviewed the key deadlines regarding Commission recommendations for upcoming biennial operating and capital construction budget requests.

Dr. Kathleen Fimple

REVIEW NEW AND EXISTING ACADEMIC PROGRAM APPROVAL CRITERIA

Dr. Kathleen Fimple, Academic Programs Officer, reviewed the CCPE Statutes and Administrative Rules regarding new and existing academic program approvals. The Statutes and Guidelines for the Rules with definitions of the different academic programs were provided in the Work Session agenda.

The Work Session was adjourned at 7:07 p.m.

ADJOURNMENT

Chair Aspen adjourned the work session at 7:07 p.m.

MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
Southeast Community College,
Academic Excellence Center, Room 134
4771 West Scott Road, Beatrice, Nebraska
Thursday, September 23, 2021

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 SEPTEMBER 23, 2021. THE MEETING WILL BEGIN AT 9:30 A.M. AND ADJOURN AT APPROXIMATELY 1:00 P.M.

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

GWENN ASPEN, CHAIR

Meeting called to order at 9:20 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Aspen called the meeting to order at 9:20 a.m. and asked for introductions.

Commissioners Present

Colleen Adam	Mary Lauritzen
Gwenn Aspen	Molly O'Holleran
Tim Daniels	Dr. Paul Von Behren
Dr. Deborah Frison	W. Scott Wilson
Gene Kelly	

Commissioners Absent

Charles Garman

Commission Staff Present

Dr. Michael Baumgartner	Gary Timm
Dr. Kathleen Fimple	Mike Wemhoff
Jill Heese	Joe Velasquez (Zoom moderator)
Helen Pope	

Dr. Paul Illich, Southeast Community College

WELCOME

Chair Aspen thanked Rachel Kreikemeier, Admission Representative, for guiding the group tour of the SCC facilities and introduced Southeast Community College President Dr. Paul Illich, who welcomed the Commissioners and staff to the SCC Beatrice Campus. Dr. Illich stated his appreciation for the working partnership with the Commission on capital construction and program approvals at Southeast Community College across all of the campuses.

Minutes of July 22, 2021, approved

MINUTES OF JULY 22, 2021, COMMISSION MEETING

Commissioner O'Holleran made a motion to approve the July 22, 2021, minutes as written. Commissioner Adam seconded the motion. A roll call vote was taken. Commissioner Frison abstained. The remaining eight Commissioners present voted yes. The motion carried.

Chair's Report

CHAIR'S REPORT

Chair Aspen asked for a moment of silence to honor Commissioner Dr. John Bernthal, who recently passed away. His passing is a tremendous loss for the Commission as he was an amazing friend and thoughtful leader. He is leaving a legacy of many educational contributions to the state of Nebraska.

Chair Aspen presented outgoing Commission Chair Frison with a plaque on behalf of the Commissioners and staff in sincere appreciation for her dedicated service as Chair of the Coordinating Commission from July 1, 2019, to June 30, 2021.

2022 CCPE Meeting calendar approved

2022 CCPE MEETING CALENDAR

Chair Aspen presented the 2022 CCPE Meeting calendar for approval.

Commissioner Daniels made a motion to approve the 2022 CCPE Meeting Calendar. Commissioner Lauritzen seconded the motion. A roll call vote was taken. All nine Commissioners voted yes. The motion carried.

Nominating Committee

NOMINATING COMMITTEE

Nominating Committee Chair Lauritzen reported that the committee made up of Commissioners Daniels, Aspen, Von Behren, and herself met and nominates Commissioner Von Behren to serve as Vice Chair from September 23, 2021, through June 30, 2022, to replace Commissioner Bernthal.

Commissioner Von Behren approved as new Vice Chair

Commissioner Lauritzen, on behalf of the Nominating Committee, made a motion to approve Commissioner Paul Von Behren to serve as Vice Chair from September 23, 2021, through June 30, 2022. A roll call vote was taken. Commissioner Von Behren abstained. The

remaining eight Commissioners present voted yes. The motion carried.

Chair Aspen stated that with Commissioner Von Behren voted as Vice Chair, his position as a member of the Executive Committee needs to be filled. Commissioner Frison nominated Commissioner Adam to serve as a member of the Executive Committee from September 23, 2021, through June 30, 2022. Commissioner Adam agreed to the nomination.

Commissioner Adam elected as a member of the Executive Committee

Commissioner Frison made a motion to elect Commissioner Adam to serve as a member of the Executive Committee from September 23, 2021, through June 30, 2022. Commissioner O'Holleran seconded the motion. A roll call vote was taken. Commissioner Adam abstained. The remaining eight Commissioners voted yes. The motion carried.

Executive Director's Report

EXECUTIVE DIRECTOR'S REPORT

Out-of-Service area applications authorized

The following out-of-service area applications were authorized by the executive director:

1. Offered by Central Community College
   Interactive two-way video, from CCC Columbus campus to Deshler High School, Deshler, NE
   - Math 1600 Calculus I - 5 credits
     August 16, 2021 - December 10, 2021

2. Offered by Central Community College
   Interactive two-way video, from CCC Columbus campus to Elgin Pope John XXIII Central Catholic High School, Elgin, NE
   - ENGL 1010 English Composition - 3 credits
     August 16, 2021 - December 10, 2021

3. Offered by University of Nebraska at Omaha
   On site at Crete High School, Crete, NE
   - Spanish 2120 - Intermediate Spanish II - 3 credits
     Fall 2021 & Spring 2022

4. Offered by University of Nebraska at Omaha
   On site at Lincoln East High School, Lincoln, NE
   - English 1010 - Intro to Genre Studies: Prose - 3 credits
     Fall 2021
   - English 1020 - Intro to Genre Studies: Poetry, Drama and Film - 3 credits
     Spring 2022

5. Offered by University of Nebraska at Omaha
   On site at McCook Sr. High School, McCook, NE
   - English 1010 - Intro to Genre Studies: Prose - 3 credits
     Fall 2021

- English 1020 - Intro to Genre Studies: Poetry, Drama and Film - 3 credits
  Spring 2022

6. Offered by Mid-Plains Community College - North Platte
   On site at Gering High School, Gering, NE
   - BLDC 1005 - Safety - 1 credit
     August 13 - August 17, 2021
   - BLDC 1170 - Framing - 8 credits
     August 13 - December 22, 2021

Dr. Baumgartner reported on recent institutional visits and meetings

Dr. Baumgartner reported that he visited Central Community College in Grand Island in July to see the completed Center for Health and Technology Building with President Matt Gotschall, and then traveled to CCC Columbus to tour the Center for Science and Technology, which is still under construction, with campus president Kathy Fuchser.

In August Dr. Baumgartner visited Metropolitan Community College's South Omaha campus to see the new Automotive Technology Center and the renovated Center for Advanced Manufacturing with President Randy Schmailzl and Stan Horrell, Director of Campus Planning and Sustainability.

Dr. Baumgartner noted that last week he was hosted at the University of Nebraska at Kearney by Dr. Charlie Bicak, Senior Vice Chancellor for Academic Affairs, toured the new Discovery Hall, and met with Chancellor Kristensen, three new deans (Drs. Teten, Reid, and Jares) and members of UNK's Academic Affairs leadership team. They have invited the Commission to meet at UNK, and while 2022 is full, we hope to meet there in 2023.

Dr. Baumgartner stated that on September 24 he will be meeting with the new University of Nebraska at Omaha Chancellor Joanne Li and Dr. Martha Garcia-Murillo, the new dean of Information Science and Technology.

Dr. Baumgartner to testify on LR 180

Dr. Baumgartner has been asked to testify before the Education Committee next week on LR 180, which requires an in-depth review of how at-risk and economically disadvantaged students are identified as a qualification factor for state-funded, education-related programs at the primary, secondary, and postsecondary education levels. For Commission purposes, the use of Free and Reduced Lunch eligibility to qualify for the Access College Early scholarship is most pertinent, though we also use the Free Application for Federal Student Aid (FAFSA) to determine eligibility for the Nebraska Opportunity Grant program.

Dr. Baumgartner announced that we have signed a contract with Nebraska Indian Community College for their participation in the Community College Gap Assistance Program. Little Priest Community College has chosen not to participate at this time.

Dr. Baumgartner spoke on staff meetings and activities

Reporting on staff happenings, Dr. Baumgartner noted that Dr. Kathleen Fimple has participated in multiple virtual NC-SARA meetings, and plans to attend the SHEEO Policy Conference in DC in November. In November Dr. Baumgartner plans to attend the Midwestern Higher Education Commission meeting in Grand Rapids, MI, and the Higher Learning Commission State Agencies Annual Meeting in Chicago. Financial Aid Officer, Ritchie Morrow is on the road auditing CCPE's financial aid programs at campuses.

Public Hearing on Matters of General Concern

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

Chair Aspen closed the public hearing on Matters of General Concern.

Public Hearing on Academic Programs Committee Items

Dr. David Jackson, University of Nebraska

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. David Jackson, Vice Provost from the University of Nebraska, came forward to state that a number of representatives from the University system were present and available to discuss the program proposals on the agenda. He pointed out that several programs have been discontinued as is noted in the Information Items appendix, and the University continues to actively discontinue any programs that don't apply to students.

Chair Aspen closed the public hearing on Academic Programs Committee Items.

Academic Programs Committee

Commissioner Kelly spoke

ACADEMIC PROGRAMS COMMITTEE

Commissioner Kelly, new AP Committee Chair, stated the AP Committee reviewed the Pillar Seminary application at their recent conference call and asked Dr. Fimple to present the proposal.

Pillar Seminary, Omaha, Nebraska - Application for a Recurrent Authorization to Operate - Administrative Office

Commissioner Kelly and Dr. Fimple presented the application.

Mr. Nick Reuting, Pillar Seminary

APC recommendation

Pillar Seminary, Omaha, Nebraska - Application for a Recurrent Authorization to Operate – Administrative Office

Mr. Nick Reuting, Director of Finance and Operations from Pillar Seminary, came forward to thank the Commissioners for taking the time to consider the proposal and stated that he is available to answer any questions they may have. Dr. Fimple presented background information and noted the application is to have an administrative office in Nebraska.

Commissioner Kelly read the AP Committee recommendation.
Committee Recommendation:
Approve the recurrent authorization to operate for:

Institution:	Pillar Seminar
President:	Mr. Dan Lowery
Level of authorization:	Authorized to establish in the state an administrative office for the seminary

offering the Master of Divinity and a Master of Arts and a certificate in Contextual Leadership

Length of authorization: Three years (valid through October 1, 2024)

Conditions of authorization: Pillar Seminary continues to submit documentation to DEAC and becomes accredited following DEAC procedures.

Pillar Seminary, Omaha, Nebraska - Application for a Recurrent Authorization to Operate - Administrative Office approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the Application for a Recurrent Authorization to Operate - Administrative Office at Pillar Seminary, Omaha Nebraska. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska at Omaha - Proposal for a New Instructional Program - History and Government, MA

University of Nebraska at Omaha - Proposal for a New Instructional Program - History and Government, MA

Commissioner Kelly and Dr. Fimple presented the proposal

Commissioner Kelly and Dr. Fimple presented the proposal. Dr. Danielle Battisti, Associate Professor and Graduate Program Chair from the Department of History at the University of Nebraska at Omaha, gave a brief description of the program and answered questions from the Commissioners.

Dr. Danielle Battisti, University of Nebraska at Omaha

APC recommendation

Commissioner Kelly stated the AP Committee recommendation is to approve the Master of Arts in History and Government at the University of Nebraska at Omaha.

University of Nebraska at Omaha - Proposal for a New Instructional Program - History and Government, MA approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's Proposal for a New Instructional Program - History and Government, MA. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Acting, BFA

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Acting, BFA

Commissioner Kelly and Dr. Fimple presented the proposal

Commissioner Kelly and Dr. Fimple presented the proposal and were joined by Ms. Christina Kirk, Director, Johnny Carson School of Theatre and Film, University of Nebraska-Lincoln, and Dr. Chris Marks, Associate Dean, Hixson-Lied College of Fine and Performing Arts, University of Nebraska-Lincoln. Dr. Fimple described the purpose of the degree and noted there were many positive letters received in support of this program.

Ms. Christina Kirk, University of Nebraska-Lincoln

Dr. Chris Marks, University of Nebraska-Lincoln

APC recommendation

Commissioner Kelly stated the AP Committee recommendation is to approve the Bachelor of Fine Arts in Acting at the University of Nebraska-Lincoln.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Acting, BFA approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program - Acting, BFA.

A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Environmental Engineering, BS

Commission Kelly and Dr. Fimple presented the proposal

Dr. Shannon Bartelt-Hunt, University of Nebraska-Lincoln

APC recommendation

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Environmental Engineering, BS

Commissioner Kelly and Dr. Fimple presented the proposal. Dr. Fimple discussed accreditation and market analysis noting a regional student demand for the program. Dr. Shannon Bartelt-Hunt, Chair, Department of Civil and Environmental Engineering from the University of Nebraska-Lincoln, was present in support of the program proposal.

Commissioner Kelly stated the AP Committee recommendation is to approve the Bachelor of Science degree in Environmental Engineering at the University of Nebraska-Lincoln.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Environmental Engineering, BS approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program - Environmental Engineering, BS. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Statistics and Data Analytics, BS

Commissioner Kelly and Dr. Fimple presented the proposal

Dr. Tiffany Heng-Moss, University of Nebraska-Lincoln

Dr. Bertran Clark, University of Nebraska-Lincoln

Dr. Erin E. Blankenship, University of Nebraska-Lincoln

APC recommendation

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Statistics and Data Analytics, BS

Commissioner Kelly and Dr. Fimple presented the proposal. Dr. Fimple noted that UNL stated local companies are looking for statisticians. Dr. Tiffany Heng-Moss, Dean, College of Agricultural Sciences and Natural Resources, added that there is a definite need for this program and no credentialed stand-alone program exists at the undergraduate level in statistics and data analytics. Dr. Bertran Clarke, Department Head of Statistics, spoke via Zoom indicating how this program is different from other statistics programs. Dr. Erin E. Blankenship, Associate Dean and Professor of Statistics in the College of Agricultural Sciences and Natural Resources, was also available via Zoom.

Commissioner Kelly stated the AP Committee recommendation is to approve the Bachelor of Science degree in Statistics and Data Analytics at the University of Nebraska-Lincoln.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Statistics and Data Analytics, BS approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program - Statistics and Data Analytics, BS. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Biomedical Engineering, PhD

Commissioner Kelly and Dr. Fimple presented the proposal

Dr. Dan Linzell, UNL

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Biomedical Engineering, PhD

Commissioner Kelly and Dr. Fimple presented the proposal. Dr. Fimple provided background information and described the need and demand for the program. Dr. Dan Linzell, Associate Dean for Graduate and International Programs in the College of Engineering from the University

of Nebraska-Lincoln, came forward along with Dr. Jackson to answer Commissioners' questions.

APC recommendation

Commissioner Kelly stated the AP Committee recommendation is to approve the PhD in Biomedical Engineering at the University of Nebraska-Lincoln.

University of Nebraska-Lincoln - Proposal for a New Instructional Program - Biomedical Engineering, PhD approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program - Biomedical Engineering, PhD. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska Medical Center - Proposal for a New Instructional Program - Respiratory Therapy, Master of Respiratory Care (MRC)

University of Nebraska Medical Center - Proposal for a New Instructional Program - Respiratory Therapy, Master of Respiratory Care (MRC)

Commissioner Kelly and Dr. Fimple presented the proposal

Dr. Kyle Meyer, University of Nebraska Medical Center

Dr. Tammy Webster, University of Nebraska Medical Center

Commissioner Kelly and Dr. Fimple presented the proposal. Dr. Fimple pointed out that the Commission on Accreditation for Respiratory Care (CoARC) changed the accreditation standard to require all new entry-level programs to award a baccalaureate or graduate degree. The three current programs in Nebraska are associate level. Dr. Kyle Meyer, Dean, College of Allied Health Professions at the University of Nebraska Medical Center, came forward to discuss the need and demand for the program and answer Commissioners' questions. Dr. Tammy Webster, Assistant Dean for Academic Affairs and Associate Professor in the Department of Clinical, Diagnostic, and Therapeutic Sciences at the University of Nebraska Medical Center, was present to support the program proposal.

APC recommendation

Commissioner Kelly stated the AP Committee recommendation is to approve the Master of Respiratory Care degree at the University of Nebraska Medical Center.

University of Nebraska Medical Center - Proposal for a New Instructional Program - Respiratory Therapy, Master of Respiratory Care (MRC) approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center Proposal for a New Instructional Program - Respiratory Therapy, Master of Respiratory Care (MRC). A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska Medical Center - Proposal for a New Organizational Unit - Genome Editing and Education Center - Nebraska

University of Nebraska Medical Center - Proposal for a New Organizational Unit - Genome Editing and Education Center-Nebraska

Commissioner Kelly and Dr. Fimple presented the proposal

Dr. Channabasavaiah Gurumurthy, University of Nebraska Medical Center

Commissioner Kelly and Dr. Fimple presented the proposal. Dr. Channabasavaiah Gurumurthy, Professor and Director, Mouse Genome Engineering Core Facility, in the Department of Pharmacology and Experimental Neuroscience at the University of Nebraska Medical Center, joined the discussion via Zoom, providing additional information regarding advantages the proposed center would provide.

APC recommendation

Commissioner Kelly stated the AP Committee recommendation is to approve the Genome Editing and Education Center at the University of Nebraska Medical Center.

University of Nebraska Medical Center - Proposal for a New Organizational Unit - Genome Editing and Education Center - Nebraska approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center's Proposal for an Organizational Unit - Genome Editing and Education Center-Nebraska. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Chair Aspen called for a break at 11:10 a.m. The meeting resumed at 11:20 a.m.

Bryan College of Health Sciences, Lincoln, Nebraska - Application for Authorization to Operate on a Continuing Basis

Commission Kelly and Dr. Fimple presented the proposal

Bryan College of Health Sciences, Lincoln, Nebraska - Application for Authorization to Operate on a Continuing Basis

Commissioner Kelly and Dr. Fimple presented the proposal. Dr. Fimple stated that when a new college or out-of-state institution wants to operate in Nebraska they have to apply to the Commission and they are granted a recurrent authorization to operate, usually for a five-year period during which they provide a yearly report. Our statutes state that when they reach 20 years, they can ask for an authorization to operate on a continuing basis.

APC recommendation

Commissioner Kelly stated the AP Committee recommendation is to authorize Bryan College of Health Sciences to operate on a continuing basis.

Bryan College of Health Sciences, Lincoln, Nebraska - Application for Authorization to Operate on a Continuing Basis approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the application from Bryan College of Health Sciences, Lincoln, Nebraska for Authorization to Operate on a Continuing Basis. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

St. Gregory the Great Seminary, Seward, Nebraska - Application for Authorization to Operate on a Continuing Basis

Commissioner Kelly and Dr. Fimple presented the proposal

St. Gregory the Great Seminary, Seward, Nebraska - Application for Authorization to Operate on a Continuing Basis

Commissioner Kelly and Dr. Fimple presented the proposal. Dr. Fimple noted that St. Gregory the Great Seminary is accredited by the Higher Learning Commission.

APC recommendation

Commissioner Kelly stated the AP Committee recommendation is to authorize St. Gregory the Great Seminary to operate on a continuing basis.

St. Gregory the Great Seminary, Seward, Nebraska - Application for Authorization to Operate on a Continuing Basis approved

Commissioner Kelly, on behalf of the Academic Programs Committee, moved to approve the application from St. Gregory the Great Seminary, Seward, Nebraska, for Authorization to Operate on a Continuing Basis. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

2019-2020 Existing Program Review

Dr. Fimple discussed the program review

Dr. Jodi Kupper, Nebraska State College System

2019-2020 Existing Program Review

The following programs were approved by the Executive Director for continuation. Dr. Fimple commented that anything listed on the report in bold is below the Commission minimum performance standard, and the institutions are asked for justification. Dr. Jodi Kupper, Vice Chancellor at the Nebraska State College System, indicated that the state colleges have incorporated the in-depth review into any low threshold programs. The Board of Trustees has asked for a review of number of graduates every year of those programs to monitor any changes in enrollment.

Chadron State College

- Social Work (BA)

University of Nebraska at Kearney

- Social Work (BS)
- Political Science (BA/BS, BAE)

University of Nebraska-Lincoln

- Political Science (BA, BS, MA)

University of Nebraska at Omaha

- Social Work (MSW)
- Political Science (BA/BS, MS)
- Government (Grad Certificate)
- Intelligence and National Security (Grad Certificate)
- Global Information Operations (Grad Certificate)

Wayne State College

- Political Science (BA, BS)

University of Nebraska at Kearney - Existing Program Review - Public Administration (BS) and University Of Nebraska at Omaha - Existing Program Review - Social Work (BS)

Dr. Fimple and Dr. David Jackson, University of Nebraska, discussed the programs

APC recommendation

University of Nebraska at Kearney - Existing Program Review - Public Administration (BS) and University of Nebraska at Omaha - Existing Program Review - Social Work (BS)

Dr. Fimple presented the 2019-2020 programs requiring additional review. Dr. Jackson spoke briefly noting the University has a process in place to collect information from the department and develop a strategy with them and then the Board of Regents decides either to continue or discontinue programs such as these.

Commissioner Kelly stated the AP Committee recommendation is to approve the Existing Program Review for both UNK - Public Administration (BS), and UNO - Social Work (BS), with in-depth reviews due by July 1, 2022.

University of Nebraska at Kearney - Existing Program Review - Public Administration (BS) and University Of Nebraska at Omaha - Existing Program Review - Social Work (BS) approved

Commissioner O'Holleran made a motion to approve the University of Nebraska at Kearney's Existing Program Review - Public Administration (BS), and the University of Nebraska at Omaha's Existing Program Review - Social Work (BS) with an in-depth review on both programs due by July 1, 2022. Commissioner

Aspen seconded the motion. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Report on Institutional Activities Related to Existing Programs

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

- CCC - Advanced Energy, Certificate
- CCC - Plastic Engineering Technology, Certificate
- CSC - Advanced English Studies, BA
- CSC - English Studies, BA
- UNO - Teaching Spanish to Heritage/Bilingual Learners, Graduate Certificate
- UNO - Machine Learning, Graduate Certificate
- UNO - French, Graduate Certificate *
- UNO - Sociology, Graduate Certificate *
- UNL - School of Computing

Discontinue Programs

Discontinued Programs

- CSC - Literature, BA
- UNL - Bachelor of Arts in Computer Science (BS will be retained)

* Meets HLC requirements for teaching dual credit courses

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

Dr. David Boocker, University of Nebraska at Omaha

Ms. Brooke Hay, University of Nebraska

Mr. Ryan Swanson, University of Nebraska

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

Dr. David Boocker, Dean, College of Arts and Sciences at UNO, Mr. Ryan Swanson, University of Nebraska Associate Vice President for Facilities, Planning & Capital Programs, and Ms. Brooke Hay, University of Nebraska Assistant Vice President for Facilities, Planning & Capital Programs, introduced themselves and indicated they were present in support of the UNO Dodge Campus Kayser Hall Renovation project.

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

Budget, Construction, and Financial Aid Committee

Commissioner Daniels spoke

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Daniels, new BCF Committee Chair, stated that at the May Commission meeting, the Commission approved the Samuel Bak Academic Learning Center. Since then, the Commission has received the request from UNO to approve renovating Kayser Hall to house the Samuel Bak Museum and the Academic Learning Center. The BCF Committee recently met on a conference call to discuss this project proposal.

University of Nebraska at Omaha / Dodge Campus - Capital Construction Project - Kayser Hall Renovation

Mike Wemhoff presented the project proposal

University of Nebraska at Omaha / Dodge Campus - Capital Construction Project - Kayser Hall Renovation

Mike Wemhoff, Facilities Officer, presented the project proposal. The University of Nebraska at Omaha is proposing a major renovation at Kayser Hall on the Dodge Campus that would include gallery storage, museum exhibition space, and offices for the Academic Learning Center. Mr. Wemhoff noted that there has been no major renovation to the building since its construction in 1971. Dr. Boocker answered Commissioner's questions regarding funding and utilization of space.

BDF Committee recommendation

Commissioner Daniels read the BCF Committee recommendation to approve the University of Nebraska at Omaha's proposal to utilize State appropriations to renovate and equip Kayser Hall as outlined in the governing board approved program statement on June 25, 2021, along with supplemental information provided.

University of Nebraska at Omaha / Dodge Campus - Capital Construction Project - Kayser Hall Renovation approved

Commissioner Daniels, on behalf of the Budget, Construction, and Financial Aid Committee moved to approve the University of Nebraska at Omaha / Dodge Campus's Capital Construction Project - Kayser Hall Renovation. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Public Hearing on Planning and Consumer Information Committee Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

There was no testimony on Planning and Consumer Information Items.

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

Commissioner Von Behren left the meeting at 11:55 a.m.

Chair Aspen called for a break at 11:55 a.m. The meeting resumed at 12:06 p.m.

Planning and Consumer Information Committee

Commissioner Lauritzen spoke

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen filled in for Commissioner Garman, new PCI Committee Chair, in his absence. She introduced Jill Heese, Research Director, to present the Enrollment section of the *2021 Factual Look at Higher Education in Nebraska.*

2021 Factual Look at Higher Education in Nebraska: Enrollment

Ms. Jill Heese presented the report

2021 Factual Look at Higher Education in Nebraska: Enrollment

Ms. Heese delivered a PowerPoint presentation summarizing the Enrollment section of the *2021 Factual Look at Higher Education in Nebraska*. The report is primarily an online publication used by legislative staff, institutional researchers, and Commission staff looking at 10-year trends from fall 2010 through fall 2020. She noted that historic FTE numbers changed slightly. CCPE previously calculated each institution's FTE but is now using FTE values calculated by IPEDS. Total fall enrollment was down 2.6 percent over the last year and down 7.1 percent over the 10-year period. The report includes graphs and details regarding enrollment for students by sector, student

level, full-time/part-time classification, gender, race/ethnicity, age, and distance education status.

Ms. Heese added that she has created a 6-digit CIP data dashboard, which enables end users to easily analyze Nebraska's postsecondary award data. She provided a demonstration on using the dashboard on the CCPE website.

Next Commission meeting is December 2, 2021

FUTURE MEETINGS

The next Commission meeting will be Thursday, December 2, 2021, 8:30 a.m. at the Apothecary/Ridnour Building, 5th Floor, North Loft, Lincoln, Nebraska.

COMMISSIONER COMMENTS

Commissioner Lauritzen comments

Commissioner Lauritzen commented that this is her 21st year on the Commission and it never fails to amaze her as she always learns something new about postsecondary education.

Chair Aspen comments

Chair Aspen thanked the Commissioners for their presence and a very productive Work Session Wednesday evening.

Meeting adjourned at 12:54 p.m.

ADJOURNMENT

Chair Aspen adjourned the meeting at 12:54 p.m.

Quarterly Report as of September 30, 2021

Administrative Funds (Program 640)

	2021-2022 Appropriations	*2021-2022 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed 25.00%*
PERSONAL SERVICES				
PSL	*$971,032*			
Permanent Salaries	$875,432	$201,886	$673,546	23.1%
Benefits	$243,531	$56,472	$187,059	23.2%
Subtotal	$1,118,963	$258,358	$860,605	23.1%
OPERATING EXPENSES				
Postage	$2,005	$510	$1,495	25.4%
Communication	$12,656	$1,969	$10,687	15.6%
Data Processing	$64,937	$11,591	$53,346	17.8%
Publication & Printing	$10,953	$953	$10,000	8.7%
Awards Expense	$330	$130	$200	39.4%
Dues & Subscriptions	$4,332	$954	$3,378	22.0%
MHEC Dues	$115,000	$115,000	$0	100.0%
Conference Registration Fees	$2,500	-$129	$2,629.0	-5.2%
Electricity	$2,720	$667	$2,053	24.5%
Rent Expense	$53,100	$12,805	$40,295	24.1%
Office Supplies	$1,571	$143	$1,428	9.1%
Rep. & Maint. Office Equipment	$500	$487	$13	97.4%
Food Expenses	$1,500	$0	$1,500	0.0%
Education Supplies	$1,000	$0	$1,000	0.0%
Account & Auditing Services	$5,705	$5,705	$0	100.0%
Purchasing Assessment	$186	$172	$14	92.5%
Insurance Expense	$200	$0	$200	0.0%
Other	$899	$146	$753	16.2%
Subtotal	$280,094	$151,103	$128,991	53.9%
STAFF TRAVEL				
Board & Lodging	$5,500	$1,115	$4,385	20.3%
Commercial Transportation	$2,000	$267	$1,733	13.4%
State-Owned Transportation	$2,139	$216	$1,923	10.1%
Mileage	$1,000	$441	$559	44.1%
Other	$500	$0	$500	0.0%
Subtotal	$11,139	$2,039	$9,100	18.3%
COMMISSIONER TRAVEL				
Board & Lodging	$4,500	$1,366	$3,134	30.4%
Commercial Transportation	$0	$0	$0	0.00%
Mileage	$6,500	$1,697	$4,803	26.1%
Other	$500	$16	$484	3.2%
Subtotal	$11,500	$3,079	$8,421	26.8%
TOTAL EXPENDITURES	$1,421,696	$414,579	$1,007,117	29.2%
General Fund	$1,386,696	$413,412	$973,284	
Cash Fund	$35,000	$1,167	$33,833	
Total	$1,421,696	$414,579	$1,007,117	29.2%

Note: The percentage of budget spent without including the MHEC dues is 22.9%.
The MHEC dues are paid in full ($115,000) during the first month of the fiscal year.

Quarterly Report as of September 30, 2021

Nebraska Opportunity Grant Program (NOG)

	2021-2022 Appropriations	*2021-2022 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* 25.00%
GOVERNMENT AID				
Other Government Aid	$22,948,302	$7,170,146	$15,778,156	31.2%
TOTAL EXPENDITURES	$22,948,302	$7,170,146	$15,778,156	31.2%
General Fund	$7,593,430	$0	$7,593,430	
Cash Fund	$15,354,872	$7,170,146	$8,184,726	
Total	$22,948,302	$7,170,146	$15,778,156	31.2%

Community College Gap Assistance Program

	2021-2022 Appropriations	*2021-2022 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* 25.00%
PERSONAL SERVICES				
PSL	*$28,118*			
Permanent Salaries	$24,997	$1,766	$23,231	7.1%
Benefits	$15,054	$266	$14,788	1.8%
Subtotal	$40,051	$2,032	$38,019	5.1%
OPERATING EXPENSES				
Data Processing	$500	$0	$500	0.0%
Communications	$550	$0	$550	0.0%
Dues & Subscriptions	$100	$0	$100	0.0%
Conference Registration	$150	$0	$150	0.0%
Other Contractual Services	$43,218	$0	$43,218	0.0%
Subtotal	$44,518	$0	$44,518	0.0%
STAFF TRAVEL				
Personal Vehicle Mileage	$200	$0	$200	0.0%
Subtotal	$200	$0	$200	
GOVERNMENT AID				
Other Government Aid	$2,067,304	$357,295	$1,710,009	17.3%
TOTAL EXPENDITURES	$2,152,073	$359,327	$1,792,746	16.7%
Cash Fund	$2,152,073	$359,327	$1,792,746	
Total	$2,152,073	$359,327	$1,792,746	16.7%

Quarterly Report as of September 30, 2021

Access College Early Scholarship (ACE)

	2021-2022 Appropriations	*2021-2022 Current Expenditures*	*Balance Remaining*	*% of Budget Expended Time Elapsed* 25.00%
GOVERNMENT AID				
Other Government Aid	$1,254,465	-$25,141	$1,279,606	-2.0%
TOTAL EXPENDITURES	$1,254,465	-$25,141	$1,279,606	-2.0%
General Fund	$1,254,465	-$25,141	$1,279,606	
Total	$1,254,465	-$25,141	$1,279,606	-2.0%

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska Medical Center (UNMC)**
Program:	**Medical Physiology**
Award:	**Master of Science (MS)**
Mode of Delivery:	**Online (synchronous and asynchronous)**
Institution's Existing Degree(s) in Same or Similar Discipline:	**PhD in Integrative Physiology and Molecular Medicine**
Proposal Received by Commission:	**October 12, 2021**
Proposed Start Date:	**Upon approval by the Commission**

Description

The proposed degree is designed to meet the needs of several prospective student populations, including: 1) students seeking community college teaching positions or adjunct teaching positions at a four-year institution in physiology; 2) students seeking to enhance their knowledge in physiology to improve their rank and earning potential in physiology-based, basic science and/or clinical research laboratories; and 3) students seeking to broaden and deepen their physiology knowledge base in their pursuit of admission to a medical school, health professional school, or PhD physiology program. Admission to the program would require a bachelor' degree with the recommendation that students have completed four specific science classes and calculus.

The 30-credit hour curriculum would include existing coursework focused on medical physiology, cell physiology, cardiovascular pathophysiology, advanced topics in physiology, and pharmacology for the physiologist. Two courses in health professions education would be required as well as biostatistics and scientific writing. The program would be delivered both synchronously and asynchronously and could be completed in two academic semesters (nine months). Part-time students could take up to five years to finish the degree. There is no thesis required but students would need to pass a two-part comprehensive exam near the end of the second semester with a minimum score of 70% on both parts. The second part of the exam is tailored to either students intending to teach or those hoping to become a researcher or enter a professional school. All courses would be applicable and transferable to a physiology PhD program, particularly the Integrative Physiology and Molecular Medicine.

The program would be reviewed annually and revised as needed to meet student needs and reflect new developments in the discipline.

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

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

REVIEW CRITERIA

A. Need for the Program

High----------Low				
	√			

UNMC asserts that there is an increasing need for physiology educators at the undergraduate level. The U.S. Bureau of Labor Statistics reported that jobs in education and health services in Nebraska rose from 155,300 in January 2021 to an estimated 157,500 in March 2021. A market analysis conducted by the University of Nebraska Online determined that the occupational outlook for numerous education and health service positions in Nebraska would increase approximately 7.5% to 10% from 2018 to 2028. UNMC also reported that community colleges and undergraduate institutions in Nebraska often reach out to the Department of Cellular and Integrative Physiology to ascertain the possibility of university faculty teaching physiology at their institution. Most often the faculty cannot spare the time and graduate students usually don't meet the requirement of having at least a master's degree to teach at the undergraduate level. Letters of support from Wayne State College and Metropolitan Community College reinforced this position.

The proposal states that every year the Department denies admission to five to ten applicants for the Integrative Physiology and Molecular Medicine doctoral program because of concerns over their previous academic performance. A master's in physiology would be the ideal way to demonstrate their ability. However, there are no graduate programs in physiology in Nebraska and few in the country (see Section C). Likewise, individuals wanting to work in a biomedical research lab can improve their competitiveness for positions with the master's degree. Two letters of support came from current research technologists who expressed interest in the program.

In broader circumstances, for students seeking admission to a medical or health professional school earning a short-term master's degree in a field related to their area of interest, such as physiology, would improve their chances of admission. Two letters of support came from individuals who believe that a program similar to that proposed would have more quickly and better prepared them for medical school courses.

Additional letters of support were provided by the director of the MS in Health Sciences at UNK and the director of the MS in Medical Anatomy at UNMC.

The labor statistics provided are for the broad category of education and health services. Many of those positions would not require education in physiology nor would some applicants for those positions be interested in a degree in a narrow discipline. Other evidence is anecdotal.

B. Demand for the Program

High----------Low				
	√			

Based on the information discussed in Section A, UNMC predicted the following enrollments: five students in year one, 10 in year two, 15 in year three, 25 in year four, and 40 in year five.

In addition to Section A information, an indicator of demand is the number of applicants to the MS in Medical Anatomy program. The program is similar to the proposed MS in Medical Physiology in that it is one year long and most enrollments are from students attempting to improve their chances of being admitted to a medical or health professional school. Medical Anatomy receives 60 to 80 applications per year but can accept only 16 to 18 students. It is also offered face-to-face only, making the proposed online Medical Physiology program more attractive to a wider audience. And with so few programs available nationally, the online delivery of the proposed program provides opportunity for rural residents in the state and students in other locations within the U.S.

While there is a need for physiology educators and the proposed curriculum includes two education courses, there is no evidence that current instructors in related fields would enroll in a 30-credit hour program. However, given the history of applications to the Medical Anatomy program the number of enrollees should be sufficient to support a viable program.

C. Avoidance of Unnecessary Duplication

High----------Low				
√				

A Master of Science in Medical Physiology is not currently offered in Nebraska. UNMC has a one-year, on-campus MS in Medical Anatomy that attracts many students attempting admission to medical school. The Commission recently approved an online MS in Health Sciences at UNK. Creighton has a similar program but it is not online. There is an MS program in Medical Physiology at the University of Illinois-Chicago and Case Western Reserve University (offered online). A program at the University of Southern California takes two years to complete, and the University of Wisconsin offers a program that takes one year but is on-ground and part of the medical school curriculum. The University of Florida has a one-year, online MS in Physiology and Pharmacology. Other institutions have programs featuring physiology but coupled with another field, e.g., kinesiology or biophysics.

D. Resources: Faculty/Staff

High----------Low				
√				

The Department of Cellular and Integrative Physiology has 12 full-time graduate faculty, three instructors, and 3.5 FTE administrative staff. The program would be led by a director who is an associate professor in the Department. A program committee would be created consisting of the director and four graduate faculty. The program would also have a Program Advisory Committee whose members would include directors of similar programs at peer institutions and potential employers of graduates.

The proposal lists eight faculty members who are involved in developing the existing courses into an online format. One additional Assistant Professor would be needed for implementation and maintenance of the program as well as a full-time support staff person. Both are included in the budget. PhD students in the Integrative Physiology and Molecular Medicine doctoral program could serve as teaching assistants.

E. Resources: Physical Facilities/Equipment

High----------Low				
	√			

The Department of Cellular and Integrative Physiology is located on the fifth and sixth floors of the Durham Research Center. Faculty have individual offices, and there are two conference rooms recently equipped

with audio/visual technology. If needed, faculty could utilize these rooms to teach their synchronous courses. Asynchronous courses would be delivered using the faculty member's laptop, tablet, or office computer equipped with two-way video conferencing and streaming internet video.

F. Resources: Library/Information Access

High----------Low				
√				

UNMC reports that in fall 2020 an extensive renovation of the Leon S. McGoogan Health Science Library was completed. The renovated space includes individual study rooms, small conference rooms, and a writing and e-learning center. The library provides access to over 27,000 journals, more than 40 databases, and 100,000 books and e-books. Remote students can access the electronic services offered by the library. In addition, the UNMC Chancellor's Office provides all students with the ability to receive up to 50 free digitally delivered or interlibrary loaned books and/or journal articles each year.

G. Budget

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

PROJECTED COSTS		**ANTICIPATED REVENUES**	
Faculty and Staff	$966,670	Existing Funds	
General Operating[1]	$25,000	New State Funds	
Equipment[2]	$6,000	New Local Funds	
Software/access to online modules[3]	$150,000	Tuition and Fees[6]	$1,701,450
Library/information resources [4]	$15,000	Other[7]	$375,712
Other[5]	$107,460		
Five-Year TOTAL	$1,270,130	Five-Year TOTAL	$2,077,162

[1] Includes faculty development, memberships, communications, data processing, etc.
[2] Laptops, web cameras, etc.
[3] For individual students, faculty, and staff. Expenses will increase as enrollments increase.
[4] Online learning management system
[5] Student scholarships starting in year two
[6] Based on students taking 30 credit hours per year at $597 per credit hour tuition. See Section B for enrollments.
[7] College of Medicine Dean's Office for first two years of faculty and staff salaries

Committee Recommendation: Approve the Master of Science degree in Medical Physiology at the University of Nebraska Medical Center

First Regular Program Review: Due June 30, 2027

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	**University of Nebraska Medical Center (UNMC)**
Program:	**Perioperative Nursing**
Award:	**Undergraduate Certificate**
Mode of Delivery:	**Hybrid (online didactic instruction, in-person labs, and supervised clinicals)**
Institution's Existing Degree(s) in Same or Similar Discipline:	**BSN, MSN, PhD, DNP, and Graduate Certificates in Nursing**
Proposal Received by Commission:	**October 12, 2021**
Proposed Start Date:	**Upon approval by the Commission; possibly January 2022 (at the request of clinical partners) with subsequent transition to summers only**

Description

The proposed certificate is designed to prepare registered nurses to function at a staff nurse level in perioperative nursing. Perioperative nursing includes patient pre-operative care, time in the operating room, and patient post-operative and recovery time. Admission to the program would require a student to have an unencumbered RN license in Nebraska (or have newly graduated from a pre-licensure program) and a minimum GPA of 2.0 from their pre-licensure program. Newly graduated students would be required to achieve licensure prior to completion of the program.

The 14-credit hour curriculum could be completed in a 15-week semester. The six new courses (all 400-level) would incorporate 225 hours of lab, simulation, and supervised clinical experience. The didactic portion of the program would be provided utilizing both synchronous and asynchronous delivery, while labs and simulations would be in-person. Clinical experiences would take place in hospitals within the student's geographic location.

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 UNMC College of Nursing holds community advisory committee meetings at all five nursing locations in the state. Testifiers reported that, in addition to an overall nursing shortage, there is a shortage of nurses with a perioperative specialty. UNMC states that there are also many experienced nurses approaching retirement. The UNMC nursing partners report that recruiting is difficult because of the need to pay high salaries due to on-call requirements.

According to the proposal, much of the shortage can be attributed to the structure of most nursing pre-licensure programs where very limited, if any, instruction in perioperative nursing is offered. Hospitals must then train the nurses themselves, which is a long, expensive, and time-consuming undertaking, especially in acute care hospitals. Four sources were cited in support of these statements, including a 2019 article in the AORN Journal (Association of periOperative Nurses) and a 2018 blog titled "Growing perioperative nurse shortage puts medical facilities at risk."

Two letters of support were provided. The Chief Nursing Officer for Nebraska Medicine stated the need for perioperative nurses at Nebraska Medicine but also across the state. The Vice President for Patient Care Services and Chief Nursing Officer at Bryan Medical Center reiterated the need, calling it critical, and noted the long on-boarding requirement (six months or more). The certificate would increase the number of nurses prepared in this specialty area and decrease the time for them to become adept within their individual surgical settings.

The proposal also noted that the program would allow hospitals to reduce the cost of on-the-job training, provide a structured program with enhanced learning experiences, and allow nurses who think they might be interested to have a better understanding of the specialty and thus improve retention.

The state of Nebraska has no licensure or certification requirement for a perioperative nurse. There is a certification, offered by the Competency and Credentialing Institute (CCI), that an individual can apply for. Requirements include having an RN license and two years of clinical experience. CCI provides study materials and a credentialing exam. The credential awarded is Certified Perioperative Nurse (CNOR).

There is clearly a need evidenced by UMNC's clinical partners as well as the partners' interest in initiating the program as soon as possible (see Section D).

B. Demand for the Program

High----------Low				
		√		

UNMC anticipates offering the program every summer and enrolling 20 students at each offering. Documentation of demand is based heavily on the need reported by UNMC clinical partners and the availability of instructional resources. To determine demand by potential students, UNMC is conducting a survey of current UNMC nursing students. Of the 109 preliminary responses, 59 indicated a definite interest in perioperative nursing and 60 preferred a summer offering. There was no discussion of interest by nurses currently working in hospitals, but several partners indicated they would be willing to assist students with costs which could be an incentive to enrollment.

C. Avoidance of Unnecessary Duplication

High----------Low				
√				

There are no undergraduate certificates in perioperative nursing in Nebraska. The proposal states that the AORN offers a single course that can be accessed by hospitals. Internet searches by UNMC could only identify anesthesia advanced practice RN programs.

Commission staff identified several short certificate programs (three to six credits) at community colleges in the United States. A perioperative certificate for RNs is available at some institutions in Canada.

D. Resources: Faculty/Staff

High----------Low				
	√			

UNMC reports that there are two faculty members qualified to teach in the program. An additional 1.5 FTE instructor and .5 FTE assistant professor would be needed. These positions are included in the budget as well as a .15 FTE student services advisor and a .25 FTE learning resource center technician to support the simulation lab.

The proposal notes that UNMC is working with its clinical partners to ensure quality precepted clinical experiences. The partners are supportive of the program, so much so that they are encouraging UNMC to initiate it in spring 2022 if possible.

E. Resources: Physical Facilities/Equipment

High----------Low				
	√			

The program would utilize both synchronous and asynchronous delivery for the didactic portion of the curriculum with in-person labs and simulations. The College of Nursing has five locations in the state: Kearney, Lincoln, Norfolk, Omaha, and Scottsbluff. All five locations could offer the distance delivery courses via Zoom. In-person activities could take place in Omaha or Lincoln—the two locations with operating room (OR) simulation rooms. If demand increases, UNMC would invest in additional OR simulation sites, starting with Kearney.

Clinical hours would take place in hospitals within the students' geographic locale with faculty visits in person or by Zoom with the students and the preceptor at the site.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

The proposal asserts that no new resources would be needed. With multiple degrees in nursing and existing library technology for remote access to holdings, there should be sufficient resources for program delivery.

G. Budget

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

PROJECTED COSTS		**ANTICIPATED REVENUES**	
Faculty and Staff	$470,782	Existing Funds	
General Operating[1]	$23,808	New State Funds	
Equipment[2]	$42 250	New Local Funds	
Other[3]	$10,000	Tuition and Fees[4]	$546,840
Five-Year TOTAL	$546,840	Five-Year TOTAL	$546,840

[1] Includes simulation lab supplies, communications for distance education delivery, and equipment depreciation, maintenance, and repair
[2] Simulation lab equipment
[3] Faculty recruitment, program marketing, student recruitment costs
[4] Based on 20 students taking 14 credit hours per year at $378 per credit hour resident tuition in years one and two; $388 tuition in year three; $399 in year four; and $410 in year five. No fees would be assessed.

Committee Comment: The need for the program is clearly documented by UNMC clinical partners. The evidence of demand for the program by current nursing students is preliminary but promising. The demand by employed nurses isn't apparent, but the employer need serves as an indicator of the likely viability of the proposed program.

Committee Recommendation: Approve the Undergraduate Certificate in Perioperative Nursing at the University of Nebraska Medical Center

First Regular Program Review: Due June 30, 2027

Black Studies—BA, BS, BMS (Bachelor of Multi-disciplinary Studies, formerly Bachelor of General Studies or BGS)
University of Nebraska at Omaha
In-Depth Review

Background:

(Averages are for five years unless otherwise noted)

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1999 (1st review)	BA 0.4 BGS 0.6	752	4,956	Continue
2006 (2nd review)	BA 0.8 BGS 1.2	630	4,990	Many cross-listed courses. Approved by the Executive Director.
2013 (3rd review)	BA 0.8 BGS 1.2	579	4,366	Interdisciplinary. Approved by the Executive Director.
2020 (4th review)	BA 1.8 BS 0.2	365	2,480	Doesn't meet CCPE definition of interdisciplinary. Continue, with in-depth review.
2021 (in-depth review)	BA 1.8 BS 0.6 BMS 0.4	361	2,397	

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

Summary of UNO's 2021 In-Depth Review

- The program is an integral part of the General Education curriculum.
- The program has engaged in community outreach and support for students from underserved populations.
- In 2017 the program began transitioning from a BA degree to a BS degree.
- A few students select Black Studies as a second major. Many students select it as a minor with enrollments in the minor between fall 2015 and fall 2020 ranging from a low of 18 to a high of 40.
- From 2015 to 2019 total enrollments in the BA, BS, BMS, and second major combined averaged 12.8, with a low of eight in 2015 and a high of 17 in 2017. The estimated enrollment for fall 2020 was 19.
- Following a program review in 2019-20 the program began implementing the resulting recommendations. There are four points in this action plan.
    - Clarify the process for a double major
    - Clearly identify the four-year degree pathways
    - Connect with the new Interdisciplinary Studies concentration in Exploratory Studies
    - Review and revise the Introduction to Black Studies course to better recruit and support majors.
- The faculty are also working with faculty in the College of Arts and Sciences interdisciplinary programs and sociology and anthropology to develop an alternative structure for offering interdisciplinary degrees.
- The Board of Regents approved continuation of the program on June 25, 2021. The program will provide annual updates for the College of Arts and Sciences and the Board of Regents on the action steps, retention, and completion.

Committee Comment: The Commission has a definition of an interdisciplinary program for purposes of program review. If a program meets one of two options, it is not required to meet the Commission's performance standards. The program can be an individualized, custom-designed program for a single student, 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. Black Studies has an identified

curriculum and numerous courses of its own, including Introduction to Black Studies, Africana Worldviews, Black American Culture, and Special Topics in Black Studies. It also has over seven FTE faculty. Consequently, it does not meet either definition for an interdisciplinary program.

The Department of Black Studies was established in 1971 with the first Commission review more than 25 years later. The following points should be considered in evaluating the program.

- Since the second Commission review in 2006, the program has consistently awarded an average of approximately two baccalaureate degrees each year. In the in-depth review, the average for 2015-2020 was 2.8.
- The number of graduates in 2019-20 was five—tied with 2000-01 for the largest number graduated since the first Commission review.
- The SCH and SCH/FTE have steadily declined since the first review in 1999, but continue to exceed the minimum performance standards.
- More students were enrolled in degree programs and minors in fall 2019 (55 students) than in any of the previous four years. Enrollment in fall 2020 was estimated to be 50.
- While the program does not meet the CCPE minimum performance standard of an average of seven degrees awarded per year, the number of students intending to earn a minor is quite large. This suggests that the program is well-suited to serve as a minor or second-major (as the action plan is targeting).
- Not all of the strategies in the action plan have been fully implemented and some that have been have not had time to produce results.

***Committee Recommendation**:* **Continue the Black Studies program at UNO with a report on the Board of Regents' monitoring due December 13, 2024.**

[The next regular program review is due June 30, 2027.]

Interior Design—BS
University of Nebraska at Kearney
Follow-up Report

All figures in red are for the Department of Family and Consumer Science or the Department of Family Studies and Interior Design.

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1997 (1st review)	BS 15.0	424	3,822	Option under Family and Consumer Science
2004 (2nd review)	BS 28.4	628	4,911	Family Studies and Interior Design reported together
2011 (3rd review)	BS 39.4	651	5,861	Family Studies and Interior Design reported together
2018 (4th review)	BS 5.4	659	6,026	Program rebranded as Product and Design Comprehensive. Continue, with report on number of graduates
2020 (report)	BS 7.4	Not reported	Not reported	

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

Summary of UNK's 2020 Report

- The program was rebranded to Product and Design Comprehensive in 2016.
- The number of graduates estimated for 2021 is 13. That would make the five-year average 8.8.
- The number of majors has increased from 45 in 2014-15 to 59 in 2019-20.
- Enrollments for fall 2021 increased, likely contributable to face-to-face meetings with prospective students and their parents.
- The program continues to collaborate with construction management programs.
- High school visits were put on hold during Covid, but will resume when appropriate.
- Based on an articulation agreement with Metropolitan Community College, UNK plans to explore possible agreements with community colleges in Kansas and Colorado.
- The program overhauled its web page, produced a spring show, and provided research opportunities for students.
- Despite the pandemic, all students completed an internship.
- A reaccreditation visit is scheduled for fall 2021 by the Council for Interior Design Accreditation.
- On June 25, 2021, the Board of Regents approved continuing the BS in Interior Design Comprehensive.

Committee Comment: UNK has implemented strategies for recruitment and retention. The average number of graduates now exceeds Commission performance standards.

Committee Recommendation: **Continue the BS in Interior Design at the University of Nebraska at Kearney**

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

Building Construction Technology—AAS, Diploma, Certificate
Mid-Plains Community College
In-Depth Review

Items in red are for the Building Construction/Architectural Drafting-CAD Technology Department

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1999 (1st review)	AAS 4.4 Technical Diploma 3.8 Vocational Diploma 6.6 Certificate 2.0	432	1261	Continue
2006 (2nd review)	AAS 2.2 Diploma 8.6 Certificate 0.4	290	573	Approved by the Executive Director
2013 (3rd review)	AAS 4.6 Diploma 4.2 Certificate 1.4	266	623	Approved by the Executive Director
2020 (4th review)	AAS 3.2 Diploma 2.4 Certificate 0.8	170	326	Challenges were identified but no action plan provided. In-depth review
2021 (in-depth review)	Not reported	Not reported	Not reported	

*CCPE minimum performance standard is 10 for associate programs and below
**CCPE minimum performance standard is 275

Summary of MPCC's 2021 In-Depth Review

- The program has seen an increase in enrollments with 13 students enrolled in fall 2020 and 17 enrolled in fall 2021.
- Activities that have taken place since the 2020 program review include:
  - Worked with North Platte Public Schools to market and promote the program resulting in three high school students enrolling in fall 2020 and two of them continuing for fall 2021.
  - Focused on working with additional high schools
  - Hosted on-campus tours for high school students
  - Provided additional scholarships.
- Moving forward, the following action steps will be taken:
  - Participate in Fridays at the College that allows high school students to spend a morning on campus exploring career and technical programs (underway fall 2021)
  - Promote dual credit opportunities when working with high schools
  - Work with local home builders to establish relationships and potential internships
  - Find additional scholarship money
  - Look at potential additional coursework to make the program more attractive to students
  - Have former students and faculty travel with recruiters
  - Invite more high schools to participate in hands-on activities
- The city of North Platte is positioned to see a housing boom in the next three to five years. MPCC has been in discussion with city administrators and local businesses regarding the role the program might play in providing employees in a field that is already short staffed.
- The college recommends continuing the program.

Staff Comment: In the 2013 review (when the program averaged 10.2 graduates) the college noted that the program had a yearly average of 11 students in the first year who continue on to the second

year. Based on those figures, the enrolment of 13 and 17 students in the last two fall semesters bodes well for the program. Strategies have been identified and partially implemented; some have not had time to show results.

***Staff Recommendation**:* **Continue the Building Construction Technology program at Mid-Plains Community College.**

[The next regular program review is due June 30, 2027.]

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 (2015-2020)**							
		SCH	**SCH/ FTE**	**Associate**		**Diploma**	**Certificate**	**Total Awards**	**Justification if under standard**
CCC	Agricultural Sciences	2078	476	AAS	21.4	23.4	74.8	119.6	
NECC	Agriculture - all programs of study:	6637	454						
	Agribusiness			AAS	18.2				
	Agronomy			AAS	19.6				
	Animal Science			AAS	13.2				
	Dairy Certification					0.0			
	Diversified Agriculture			AAS	18.0				
	Precision Agriculture			AAS	**9.75**				New
	Mechanized Agriculture			AAS	**7.4**				Gen.Ed/Other
	Agriculture Transfer			AA/AS	14.2			100.35	
SCC	Agriculture Management & Production, Livestock & Precision Agriculture	6784	562	AAS	79.0		2.4	81.4	
NCTA	Agribusiness Management Systems	1495	559	AAS	8.6		0.4		
				AS	1.0			10.0	
NCTA	Agricultural Production Systems	3077	497	AAS	37.4				
				AS	7.4				
	Beef Production						1.0		
	Crop Production						0.2		
	Diversified Agriculture						1.2		
	Agricultural Chemical Application						1.0		
	Agriculture Welding						0.5		
	Irrigation Technology						3.6		
	Agriculture						0		
	Equine Training Management						0.4	52.7	
MCC	Horticulture & Land Systems Management	2540	490	AAS	12.6		5.6	18.2	
NECC	Horticulture Golf Course Management	333	**206**	AAS	**7.0**			7.0	Other: New Curriculum
SCC	Horticulture & Turfgrass Management	612	366	AAS	**4.5**			4.5	New

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	**Program**	**5 yr Average (2015-2020)**							
		SCH	**SCH/ FTE**	**Associate**		**Diploma**	**Certificate**	**Total Awards**	**Justification if under standard**
MCC	Manufacturing, Power and Process Operations	815	370	AAS	**2.6**		**2.2**	4.8	Employer Demand High
MCC	Workforce Innovation Prototype Design	400	407	AAS	**.5**		**0**	.5	New
NECC	Wind Energy	398	**172**	AAS	**5.0**	**1.0**		6.0	Need and Demand
SCC	Energy Generation Operations	1463	575	AAS	21.2			21.2	
NECC	Veterinary Technology	1274	338	AAS	14.8			14.8	
NCTA	Veterinary Technology Systems	2282	597	AAS	28.0			28.0	

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	**Program**	**5 yr Average (2015-2020)**								
		SCH	**SCH/ FTE***	**Baccalaureate Degrees awarded**		**Masters Degrees awarded**		**Doctorate Degrees awarded**		**Justification if under standard**
CSC	Rangeland Management	2941	591	BS	24.6					
UNL	Animal Science	5803	632	BSAS	85.8	MS	17.2	PhD	6.2	
UNL	Agricultural and Environmental Sciences Communication	6078	994	BS	8.8					
UNL	Veterinary Technology			BSVT	**1.0**					Need
UNL	Veterinary Science	545.4	381	BSVS	11.8					
UNL	Integrative Biomedical Sciences							PhD	**2.4**	Need

*For the University this is SCH/Instructional Faculty FTE

Commission Minimum Performance Standard

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 (2015-20)							
Institution	**Program**	**Degree**	**Degrees Awarded**	**SCH**	**FTE**	**SCH/ FTE***	**Need (selected summarized comments from institutional reviews)**	**Governing Board Action**	**Recommend CCPE Action**	**CCPE Comments**
UNL	Veterinary Science	MS	**1.0**				Unique program serving a small but important employment and expertise niche	Continuation	In-Depth Review	Last review, when average # of degrees was 3.2, improved funding was reported that was expected to result in better recruitment

Committee Recommendation: In-depth review of the MS degree in Veterinary Science at UNL due July 15, 2022.

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

Reports Received September 2021

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of annual reports submitted in September 2021. Reports received after September will be summarized at a later Commission meeting. Dates in the left-hand column are the time frame during which enrollment and graduation data was collected. No action is required.

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Andrews University *(Original approval 6/14/18)* *AY 2020-21*	Master of Arts in Pastoral Ministry	MAPM	0	0	0	No enrollments in Nebraska due to the pandemic.
CHI Health School of Radiologic Technology *(Original approval 7-25-19)* *AY 2020-21*	Radiologic Science	BS	7	8	7	
Crown College *(Original approval 8/11/2017)* *Summer 2020-spring 2021*	Care Ministries	AS		1		
	Biblical Foundations	Certificate	1			
	Christian Ministry	BS	3	1		
	Christian Studies	MA	2	2		
	Counseling	MA	28	5		
	Ministry Leadership	MA	7	10		
	Psychology/counseling	BS	4			

*on date of report **for most recent year

Information Items

Reasonable and Moderate Extensions

CSC - Healthcare Management, Graduate Certificate

CSC - Digital Marketing, Graduate Certificate

UNK - Spanish for the Helping Professions, Undergraduate Certificate

Discontinued Program

MCC - Dental Assisting, Certificate of Achievement

ACCESS COLLEGE EARLY SCHOLARSHIP
2020-21 YEAR-END REPORT

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

Committee Draft
November 17, 2021

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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.

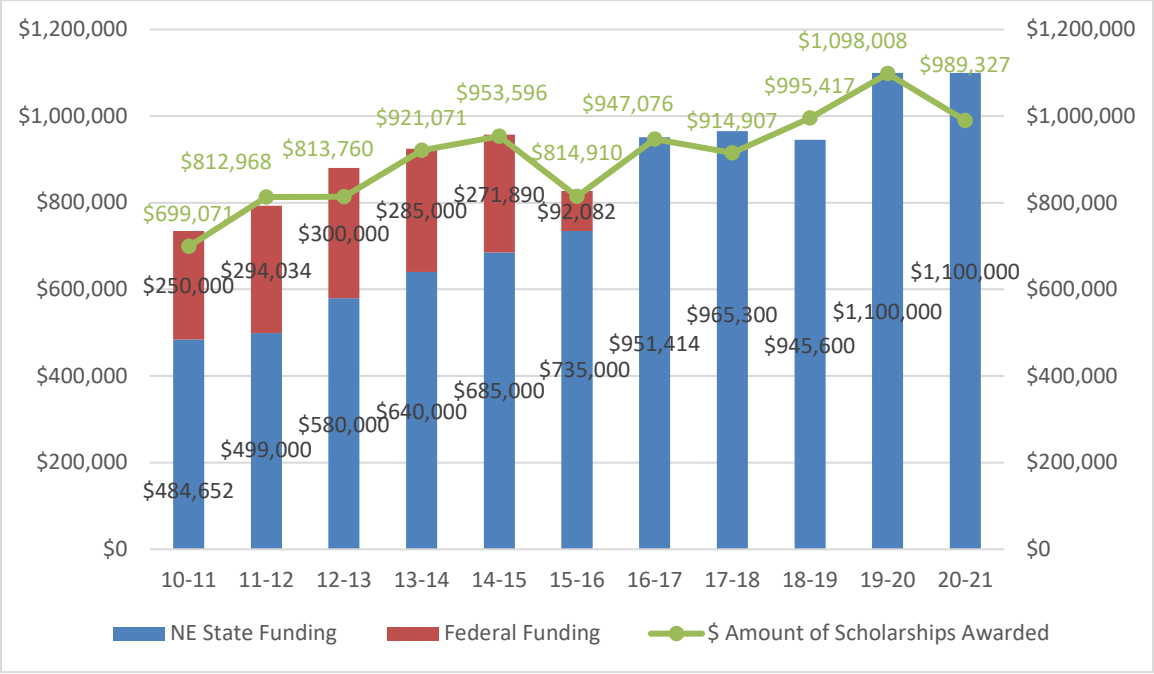
Distribution of the 2020-21 Access College Early Scholarship

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 2020-21 the ACE Scholarship program was funded with $1,100,000 General funds appropriated by the Legislature.

Nebraska colleges and universities enrolled 2,433 low-income, Nebraska high school students from 231 high schools who received 4,518 ACE Scholarships in 2020-21. The total amount awarded was $989,327.32, with the average award per scholarship equaling $218.97.

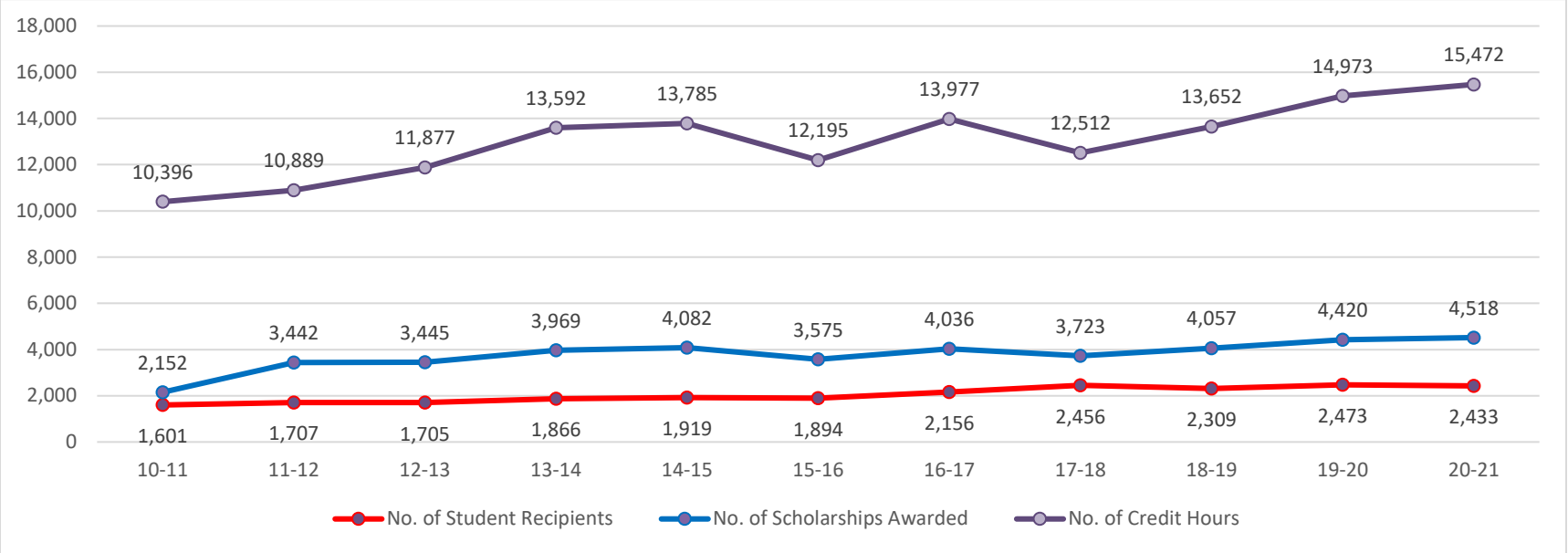
The ACE Scholarship allowed these high school students from low-income families to enroll in 15,472 credit hours of college course work. Seventy-six percent of the grades received by these students were a B or better. (See page 10)

Total ACE Scholarships Funding & Awarded

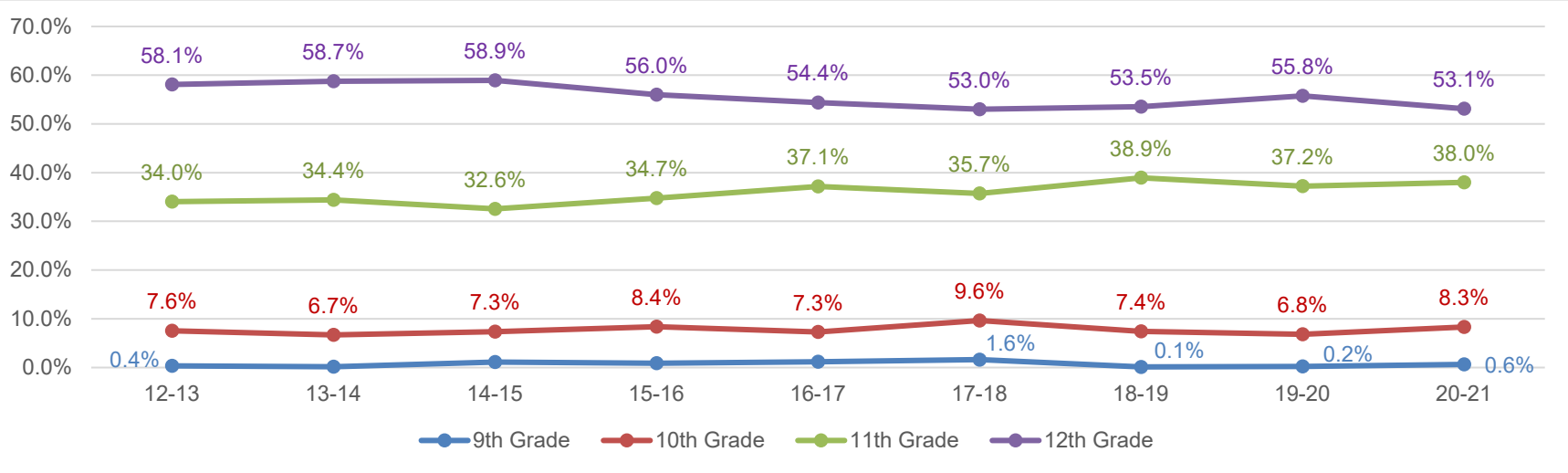


[1] The number of scholarships awarded to a student is limited each year based on available funding and an estimated number of students who will be applying. For 2020-21 students were limited to three scholarships for the year.

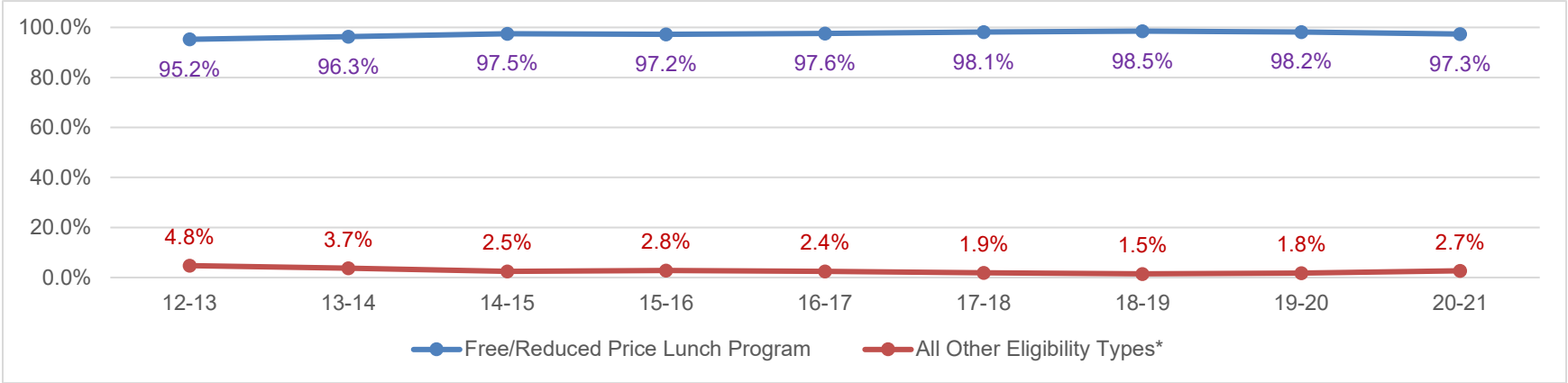
ACE Scholarship Recipients, Scholarships Awarded, and Credit Hours Taken



High School Grade Level of ACE Scholarship Recipients

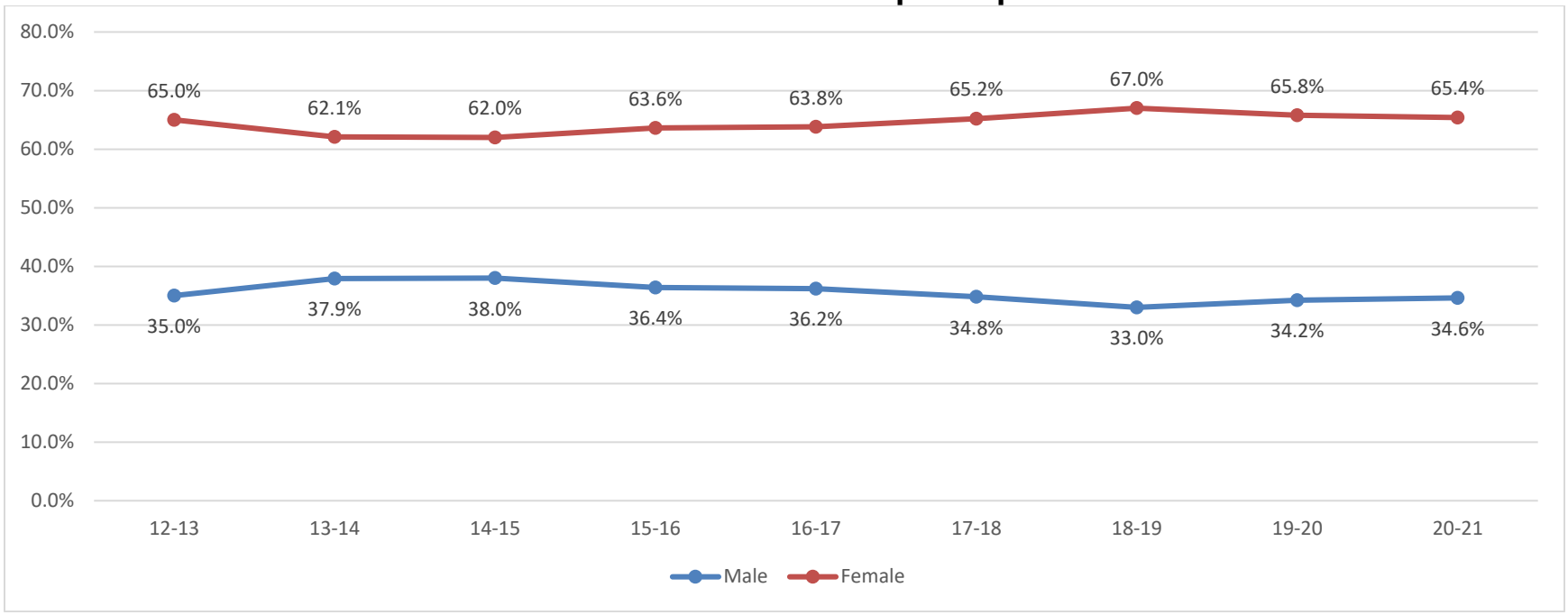


Eligibility of ACE Recipients

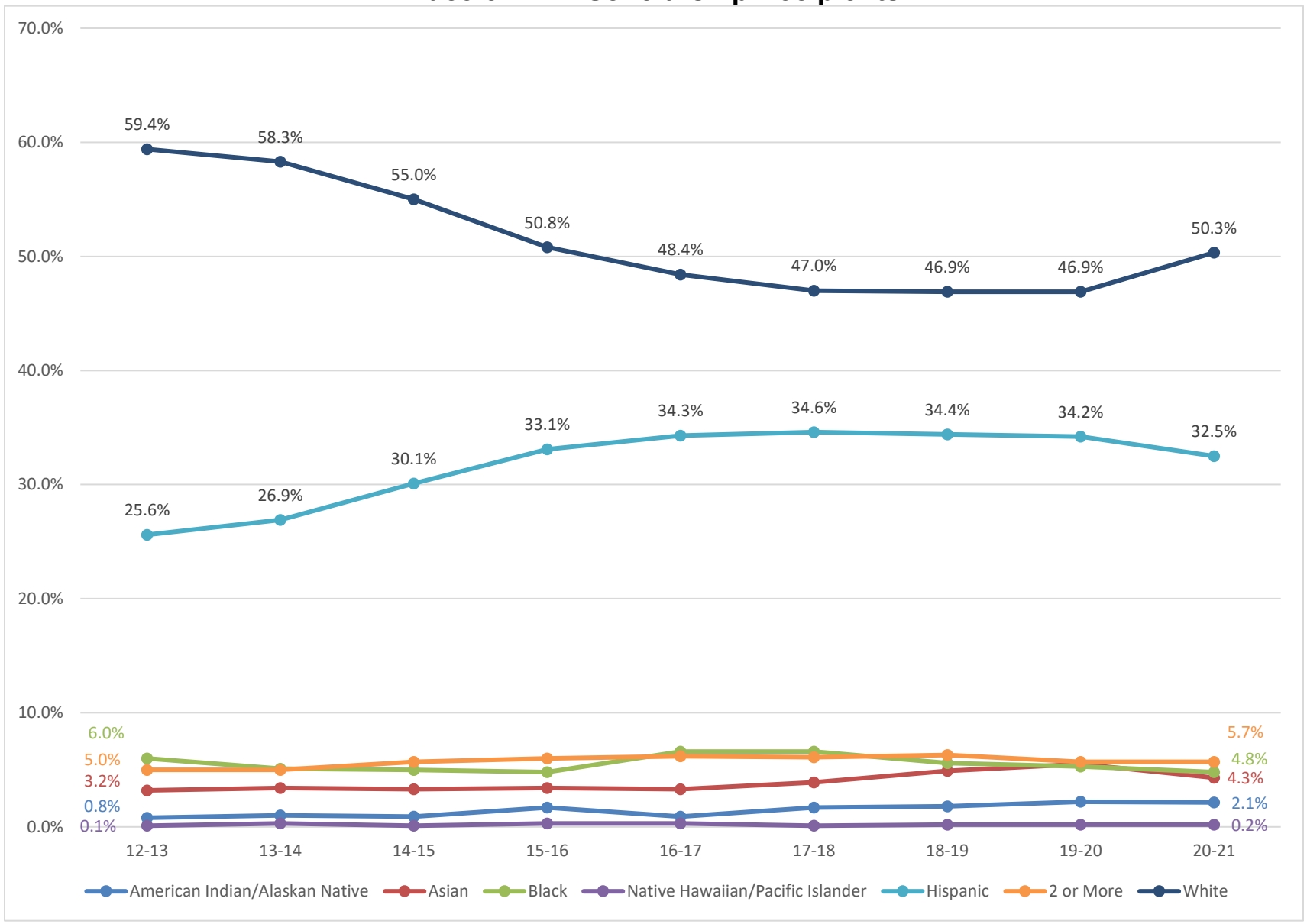


*All Other Eligibility Types Include: CPSE – Career Program of Study; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program; Other Hardship

Gender of ACE Scholarship Recipients



Race of ACE Scholarship Recipients



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 2019-20, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2020, and May 31, 2021.

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.

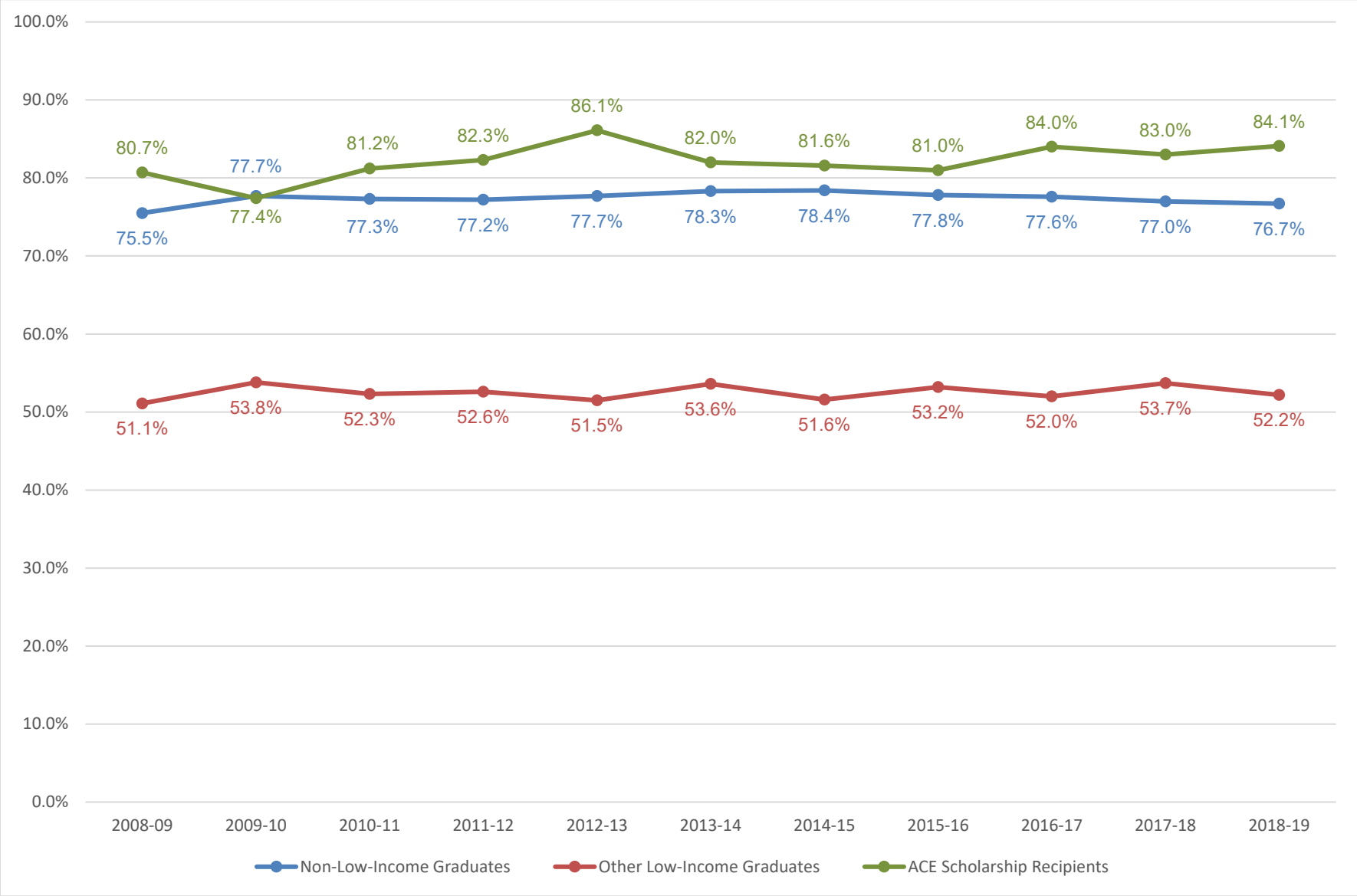
Non-low-income students are students who are not approved for free or reduced-price school lunches.[1]

Since the Commission relies on college enrollment records from the NSC, students who continue 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.

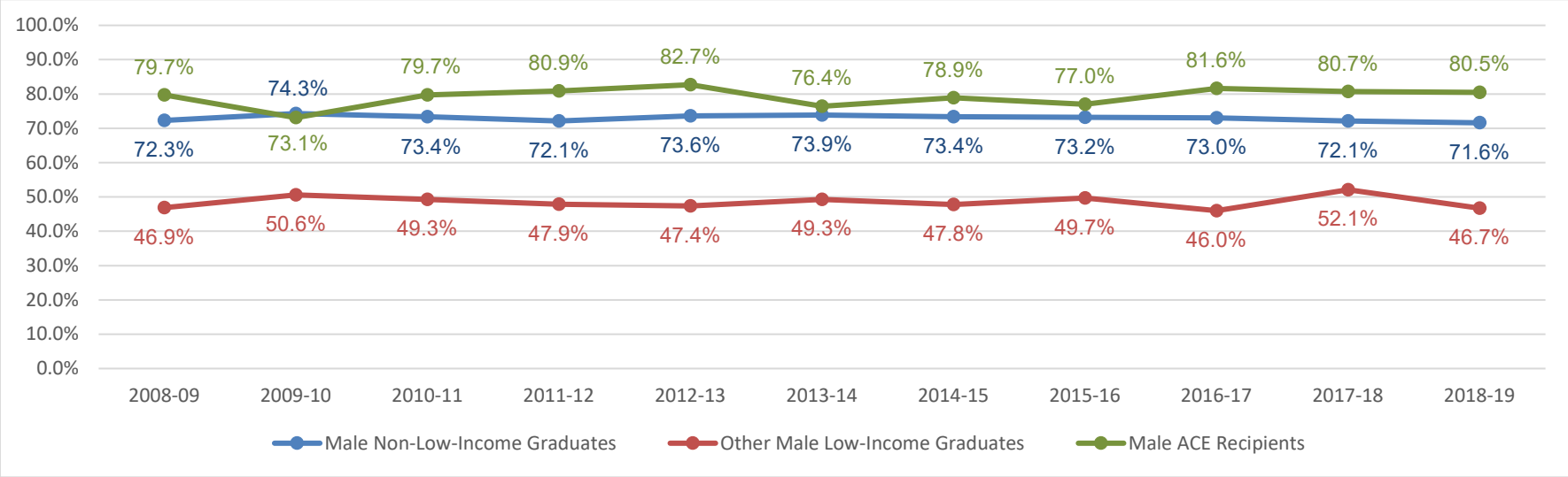
Students who were homeschooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students.

[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.

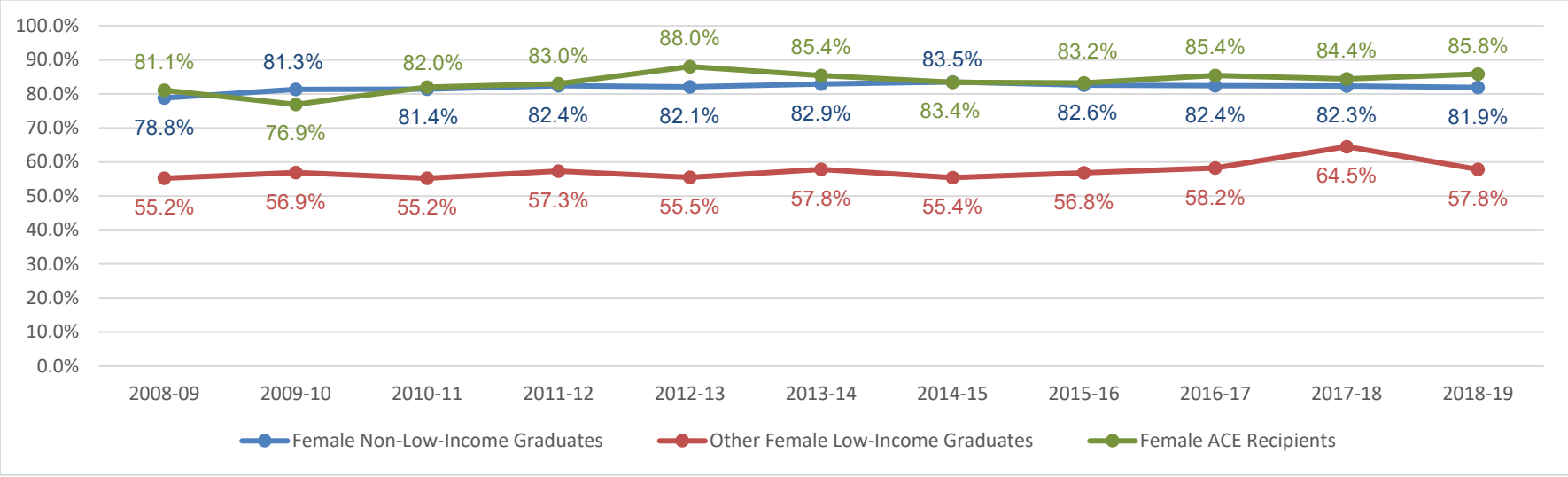
Public High School College Continuation Rate



Male Public High School College Continuation Rate



Female Public High School College Continuation Rate



2020-21 Access College Early Scholarship				
College	**Amount Awarded**	**Number of Students**	**Number of Scholarships**	**Average per Scholarship**
Bryan College of Health (BCH)	$200.00	1	1	$200.00
Central Community College (CCC)	$172,298.00	483	756	$227.91
Chadron State College (CSC)	$10,719.08	24	36	$297.75
Concordia University (CU)	$6,390.00	16	24	$266.25
Little Priest Tribal College (LPTC)	$18,649.00	14	32	$582.78
Metropolitan Community College (MCC)	$36,652.00	257	375	$97.74
Midland University (MU)	$32,000.00	98	128	$250.00
Mid-Plains Community College (MPCC)	$51,071.00	80	161	$317.21
NE College of Technical Agriculture (NCTA)	$1,181.50	9	9	$131.28
Nebraska Indian Community College (NICC)	$5,780.00	9	16	$361.25
Northeast Community College (NECC)	$102,728.00	367	641	$160.26
Nebraska Wesleyan University (NWU)	$175,465.00	311	532	$329.82
Peru State College (PSC)	$24,000.00	75	122	$196.72
Southeast Community College (SCC)	$56,957.25	181	335	$170.02
University of Nebraska at Kearney (UNK)	$14,550.00	51	64	$227.34
University of Nebraska-Lincoln (UNL)	$2,356.00	4	5	$471.20
University of Nebraska at Omaha (UNO)	$159,054.00	398	610	$260.74
Western Nebraska Community College (WNCC)	$70,523.49	175	364	$193.75
Wayne State College (WSC)	$49,245.00	208	309	$159.37

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.

2020-21 Access College Early Scholarship Grades Earned per Course																
College	**A+**	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D+**	**D**	**D-**	**F**	**W**	**IP****	**Hours^**
BCH@																
CCC	70	123		83	132		45	62		11	19	1	28	25		2,311
CSC		20			11			2			2			1		522
CU	1	6	5	5	5		2									75
LPTC		8			11			9			4					101
MCC		163		1	83		2	64			15		24	21	1	1735.5
MU	2	52	1		39		1	23			8		2			390
MPCC	13	65		20	25		9	16		1	3		2	7		508
NCTA		3	1			1		1		1			2			17
NICC		8	4		1	2		1								34
NECC	154	198		85	78		27	38		3	7		28	23		1,968.5
NWU	51	198	50	67	76	13	25	24	3	3	6	3	6	7		1,847
PSC		74		7	24		2	7			4		4			398
SCC	68	86		41	37		42	19		8	8		10	16		1,016.5
UNK	8	27	10	8	6	1	1				1			2		193
UNL@																
UNO	44	243	30	27	138	13	15	64	4	3	21		7	1		1,990
WNCC	35	89	27	27	42	14	19	25	14	3	16	9	28	16		1,146.5
WSC		153	26	16	50	10	5	26	4	4	5	1	6	3		1,201

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

2020-21 Access College Early Scholarship Gender & Race									
College	**Female**	**Male**	**American Indian/Alaskan Native**	**Asian**	**Black**	**Native Hawaiian/Pacific Islander**	**Hispanic**	**2 or More**	**White**
BCH@									
CCC	306	177	4	3	21	1	168	28	258
CSC	17	7		1	1		3	2	17
CU	9	7						1	15
LPTC	7	7	9				1	3	1
MCC	174	83	4	9	14		128	14	88
MU	77	21	1	5	5	1	74	4	8
MPCC	55	25			3		7	3	67
NCTA	7	2							9
NICC	6	3	2						7
NECC	225	142	5	3	11	1	67	20	260
NWU	201	110	4	30	13		81	18	165
PSC	46	29	1	1			11	2	60
SCC	114	67	4	4	3	1	17	9	143
UNK	39	12	1	3			31	4	12
UNL@									
UNO	289	109	4	49	52	1	189	32	71
WNCC	110	65	11	2	3		58	2	99
WSC	143	65	4	7	8	1	93	14	81

@ Data masked due to low numbers

	2020-21 Access College Early Scholarship Grade & Eligibility* Criteria										
College	**9th**	**10th**	**11th**	**12th**	**CPSE**	**F/R**	**Other Hardship**	**SNAP**	**SSI**	**TANF**	**WIC**
BCH@											
CCC	3	7	169	304		470	3	9	1		
CSC			12	12		24					
CU	2		3	11		12	4				
LPTC			8	6		14					
MCC	3	30	107	117		250	3	4			
MU			91	7		96		1	1		1
MPCC		4	34	42		75		5			
NCTA		2	3	4		9					
NICC		7	1	1		9					
NECC		16	133	218		360	1	3	3		
NWU		2	136	173		302	4	2	2		1
PSC		3	39	33		74			1		
SCC		7	66	108		172	4	5			
UNK		2	32	17		47		4			
UNL@											
UNO	4	101	115	178		389	4	5			
WNCC		12	59	104		173		2			
WSC	2	23	68	115		207		1			

*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 2020-21
Number of Scholarships Awarded by High School

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

Bryan College of Health (1):
Bancroft-Rosalie (1, 1)

Central Community College (64):
Adams Central (Hastings) (5, 9)
Alma (2, 2)
Arapahoe (5, 10)
Arcadia (3, 5)
Aurora (13, 22)
Axtell (2, 3)
Blue Hill (11, 19)
Cambridge (1, 2)
Central Catholic (Grand Island) (5, 7)
Central City (15, 21)
Central Valley (Greeley) (7, 13)
Clarkson (5, 7)
Columbus (16, 28)
Cornerstone (Bellevue) (1, 1)
Cozad (7, 12)
Cross Co (Stromsburg) (1, 1)
David City (1, 1)
Doniphan-Trumbull (3, 4)
East Butler (Brainard) (7, 10)
Elm Creek (6, 10)
Elwood (5, 7)
Fullerton (4, 9)
Gibbon (5, 7)
Grand Island (91, 104)
Hampton (4, 4)
Harvard (12, 23)
Hastings, (10, 14)
Holdrege (4, 5)
Holy Family (Lindsay) (2, 4)
Home (2, 4)
Kearney (6, 8)
Kearney Catholic (1, 2)
Lakeview (Columbus) (8, 18)
Lawrence-Nelson (11, 30)
Leigh (2, 7)
Lexington (78, 108)
Litchfield (4, 8)
Loup City (2, 3)
Madison (9, 9)
Northwest (Grand Island) (21, 44)
Ord (13, 23)
Osceola (3, 5)
Overton (1, 1)
Palmer (10, 21)
Pleasanton (5, 8)
Ravenna (3, 8)
Red Cloud (4, 6)
Riverside (Cedar Rapids) (1, 1)
Sandy Creek (Fairfield) (10, 19)
Scotus Central (Columbus) (2, 3)
S-E-M (Sumner) (1, 1)
Shelby-Rising City (6, 10)

Central Community College (cont.)
Shelton (2, 2)
Silver Lake (Roseland) (1, 1)
Southern Valley (Oxford) (2, 2)
Spalding Academy (3, 10)
St Cecilia (Hastings) (1, 1)
St Edward (3, 5)
St Paul (2, 4)
Sutton (1, 1)
Thedford (1, 1)
Twin River (Genoa) (3, 5)
Wilcox-Hildreth (3, 4)
Wood River (5, 9)

Chadron State College (4):
Chadron (16, 28)
Gordon-Rushville (1, 1)
Scottsbluff (4, 4)
Sidney (3, 3)

Concordia (4):
Blue Hill (2, 2)
Home School (6, 9)
Lincoln Southwest (1, 1)
Seward (7, 12)

Little Priest Tribal College (2)
Homer (2, 2)
Winnebago (12, 30)

Metropolitan Community College (23):
Arlington (5, 12)
Bellevue East (2, 3)
Bellevue West (2, 4)
Cornerstone Christian (Bellevue (1, 1)
DC West (Valley) (11, 21)
Fort Calhoun (5, 13)
Fremont (73, 97)
Gretna (10, 31)
Home School (3, 5)
Logan View (Hooper) (2, 5)
Millard North (Omaha) (2, 4)
Millard South (Omaha) (6, 18)
Omaha Benson (4, 4)
Omaha Bryan (44, 47)
Omaha Burke (8, 8)
Omaha Central (4, 4)
Omaha North (8, 12)
Omaha Northwest (1, 1)
Omaha South (50, 54)
Papillion-LaVista (6, 16)
Platteview (2, 2)
Plattsmouth (2, 3)
Ralston (6, 10)

Midland University (5):
Omaha Bryan (35, 50)
Omaha Burke (9, 10)
Omaha Central (3, 5)
Omaha North (3, 3)
Omaha South (48, 60)

Mid-Plains Community College (22):
Brady (2, 3)
Broken Bow (7, 12)
Callaway (6, 14)
Chase Co (Imperial) (1, 2)
Clarkson (1, 2)

Mid-Plains Community College (cont.)

Cody-Kilgore (1, 2)
Dundy Co (Benkelman) (4, 7)
Gothenburg (1, 2)
Hemingford (1, 1)
Hershey (1, 1)
Hitchcock Co (Trenton) (3, 6)
Home (2, 2)
Keya Paha Co (Springview) (1, 2)
Maxwell (9, 16)
McCook (4, 6)
Medicine Valley (Curtis) (1, 3)
Mullen (4, 11)
North Platte (20, 47)
Ogallala (1, 2)
Paxton (2, 3)
Perkins Co (Grant) (3, 7)
Stapleton (1, 4)
Sutherland (3, 5)
Thedford (1, 1)

Nebraska College of Technical Agriculture (7):

Arcadia (1, 1)
Burwell (2, 2)
Cambridge (1, 1)
Fort Calhoun (1, 1)
Hemingford (1, 1)
Plattsmouth (1, 1)
Pleasanton (2, 2)

Nebraska Indian Community College (1)

Bancroft-Rosalie (9, 16)

Nebraska Wesleyan (47):

Alma (3, 6)
Aurora (1, 2)
Bancroft-Rosalie (1, 1)
Bishop Neumann (Wahoo) (2, 4)
Bridgeport (18, 18)
Centennial (Utica) (1, 1)
Central Valley (Greeley) (7, 13)
Columbus (2, 2)
Cozad (1, 1)
Duchesne Academy (Omaha) (1, 2)
Elkhorn South (Omaha) (3, 6)
Franklin (2, 5)
Guardian Angels (West Point) (1, 3)
Hampton (3, 3)
Hastings (10, 21)
Lakeview (Columbus) (1, 1)
Lexington (37, 81)
Lincoln Christian (1, 2)
Lincoln East (6, 10)
Lincoln High (6, 7)
Lincoln North Star (77, 146)
Lincoln Northeast (12, 18)
Lincoln Southeast (7, 11)
Lincoln Southwest (3, 6)
Marian (Omaha) (3, 4)
Mullen (1, 1)
Norfolk (4, 5)
Norris (7, 10)
Northeast (Lyons) (1, 2)
Oakland-Craig (1, 1)
Overton (1, 1)
Pius X (Lincoln) (2, 2)
Platteview (5, 8)

Nebraska Wesleyan University (cont.)

Pleasanton (2, 3)
Riverside (Cedar Rapids) (6, 15)
Roncalli (Omaha) (1, 1)
Seward (3, 3)
Sidney (13, 33)
Sioux Co (Harrison) (2, 2)
South Sioux (25, 25)
Southern Valley (Oxford) (4, 7)
St Cecilia (Hastings) (1, 1)
Stuart (9, 15)
Waverly (3, 5)
Wayne (4, 7)
West Point-Beemer (5, 9)
Westside (Omaha) (2, 2)

Northeast Community College (51):

Ainsworth (3, 3)
Bancroft-Rosalie (40, 77)
Battle Creek (6, 13)
Bloomfield (5, 9)
Boone Central (Albion) (2, 3)
Boyd Co (Spencer) (10, 19)
Burwell (10, 16)
Cedar Cath (Hartington) (3, 6)
Chambers (4, 6)
Clarkson (1, 1)
Creighton (11, 33)
Elgin (1, 1)
Elkhorn Valley (Tilden) (2, 4)
Ewing (4, 11)
Guardian Angels Cath (West Point) (3, 4)
Hartington-Newcastle (4, 8)
Homer (8, 13)
Howells-Dodge (2, 3)
Keya Paha Co (Springview) (1, 2)
Laurel-Concord-Coleridge (4, 8)
Leigh (1, 1)
Madison (7, 8)
Mullen (1, 1)
Neligh-Oakdale (5, 9)
Newman Grove (2, 4)
Niobrara (1, 1)
Norfolk (54, 85)
Norfolk Catholic (2, 2)
Oakland-Craig (2, 7)
O'Neill (9, 14)
Orchard (6, 13)
Palmer (1, 2)
Pender (6, 12)
Pierce (9, 10)
Plainview (4, 4)
Ponca (1, 2)
Randolph (1, 2)
Rock Co (Bassett) (5, 13)
South Sioux (23, 27)
St Mary’s (O’Neill) (1, 2)
Stanton (4, 6)
Stuart (11, 22)
Summerland (1, 2)
Verdigre (5, 9)
Wakefield (5, 9)
Wausa (2, 2)
Wayne (3, 3)
West Holt (12, 19)
West Point-Beemer (37, 69)
Wisner-Pilger (9, 19)
Wynot (12, 22)

Peru State College (18):

Arcadia (2, 5)
Axtell (1, 1)
Beatrice (9, 20)
Crete (1, 1)
Cross Co (Stromsburg) (2, 2)
Elkhorn (Omaha) (1, 2)
Homer (1, 1)
HTRS (Humboldt) (7, 9)
Johnson Co (Tecumseh) (11, 16)
Lourdes Central (Nebraska City) (2, 3)
McCool Junction (1, 1)
North Bend (9, 27)
Pleasanton (1, 1)
Riverside (Cedar Rapids) (4, 5)
Scribner-Snyder (1, 2)
Southern (Wymore) (1, 1)
Tri County (Dewitt) (7, 11)
York (14, 14)

Southeast Community College (40):

Ashland-Greenwood (3, 5)
Beatrice (6, 11)
Crete (1, 3)
Deshler (4, 9)
Fairbury (1, 2)
Falls City (20, 46)
Fillmore Central (Geneva) (1, 2)
Friend (5, 9)
Hampton (1, 1)
Heartland (Henderson) (1, 1)
Home (2, 4)
HTRS (Humboldt) (7, 11)
Johnson Co (Tecumseh) (1, 1)
Johnson-Brock (4, 5)
Lincoln North Star (9, 13)
Lincoln Northeast (3, 4)
Lincoln Southeast (3, 5)
Lincoln Southwest (4, 6)
Mead (1, 4)
Meridian (Daykin) (1, 2)
Milford (5, 9)
Norris (Firth) (1, 1)
Palmyra (3, 3)
Parkview Christian (Lincoln) (2, 3)
Pawnee City (6, 13)
Pius X (Lincoln) (1, 2)
Plattsmouth (5, 8)
Raymond Central (2, 5)
Seward (4, 6)
Shickley (1, 1)
Southern (Wymore) (6, 8)
Syracuse-Dunbar-Avoca (1, 1)
Thayer Central (Hebron) (1, 2)
Wahoo (1, 2)
Waverly (6, 14)
Weeping Water (2, 5)
Wilber-Clatonia (3, 3)
York (52, 103)
Yutan (1, 2)

University of Nebraska at Kearney (5):

Central City (1, 1)
Elwood (5, 6)
Gibbon (3, 6)
Kearney (13, 22)
Lexington (29, 29)

University of Nebraska – Lincoln (4):

Chadron (1, 1)
Lexington (1, 2)
Lincoln East (1, 1)
Lincoln High (1, 1)

University of Nebraska at Omaha (26):

Bellevue East (2, 5)
Bellevue West (11, 21)
Creighton Prep (Omaha) (2, 4)
Crete (6, 6)
Douglas Co West (Valley) (2, 2)
Elkhorn (Omaha) (1, 1)
Elkhorn South (Omaha) (1, 1)
Home (1, 2)
Marian (Omaha) (2, 4)
Mercy (Omaha) (1, 1)
Millard South (Omaha) (2, 5)
Millard West (Omaha) (3, 7)
Omaha Benson (32, 45)
Omaha Bryan (75, 90)
Omaha Burke (39, 68)
Omaha Central (24, 40)
Omaha North (28, 47)
Omaha Northwest (24, 35)
Omaha South (111, 170)
Papillion-La Vista (1, 2)
Papillion-La Vista South (5, 9)
Plattsmouth (5, 7)
Ralston (8, 16)
Roncalli (Omaha) (1, 1)
Skutt (Omaha) (1, 2)
Westside (Omaha) (10, 19)

Wayne State College (20):

Bancroft-Rosalie (18, 27)
Boone Central (Albion) (2, 5)
Doniphan-Trumbull (1, 2)
Elgin (1, 1)
Emerson-Hubbard (1, 2)
Fullerton (8, 11)
Grand Island (97, 163)
Harvard (4, 4)
Howells-Dodge (1, 1)
Humphrey (1, 1)
Litchfield (1, 1)
Norfolk (1, 2)
Oakland-Craig (5, 9)
Riverside (Cedar Rapids) (3, 3)
Shelton (1, 1)
South Sioux (43, 47)
Twin River (Genoa) (1, 2)
Wausa (5, 10)
Wayne (8, 8)
West Point-Beemer (5, 9)

Western Nebraska Community College (17):

Alliance (2, 4)
Banner Co (Harrisburg) (3, 9)
Bayard (2, 2)
Bridgeport (27, 47)
Chadron (4, 4)
Cody-Kilgore (6, 11)
Crawford (4, 9)
Garden County (Oshkosh) (2, 3)
Gering (2, 7)
Gordon-Rushville (14, 31)
Hemingford (2, 2)

Western Nebraska Community College (cont.)

Hyannis (1, 3)
Minatare (2, 3)
Mitchell (3, 3)
Scottsbluff (94, 215)
Sidney (5, 8)
South Platte (Big Springs) (2, 3)

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 (1)

Central Community College (29):
- Agriculture Sciences (7)
- Adv Mfg Design Tech (8)
- Auto Body (15)
- Biological Sciences (20)
- Business Admin (6)
- Business Tech (3)
- Chemistry (12)
- Construction Tech (7)
- Criminal Justice (13)
- Drafting & Design Tech (7)
- Economics (9)
- English (152)
- Entrepreneurship (11)
- History (47)
- Health Occupations (68)
- Humanities (1)
- Information Tech (19)
- Mathematics (115)
- Media Arts (8)
- Music (26)
- Nutrition (3)
- Physical Education (4)
- Physical Science (3)
- Political Science (12)
- Psychology (28)
- Sociology (32)
- Spanish (3)
- Speech (104)
- Welding Tech (13)

Chadron State College (5):
- History (3)
- Mathematics (9)
- Marketing (4)
- Psychology (3)
- Sociology (1)

Concordia (5)
- Business (1)
- Chemistry (3)
- English (14)
- History (1)
- Spanish (5)

Little Priest Tribal College (4)
- Biology (5)
- Native Am Studies (11)
- Political Science (7)
- Speech (9)

Metropolitan Community College (33):

- Accounting (2)
- Art (1)
- Auto Collision Tech (3)
- Biology (9)
- Business Admin (2)
- Criminal Justice (8)
- Design/Media Arts (3)
- Early Childhood (15)
- Economics (6)
- Emergency Medical Services (5)
- English (71)
- Entrepreneurship (5)
- Finance (31)
- French (1)
- Geography (5)
- German (1)
- Health Info Mngt Systems (15)
- History (3)
- Health (21)
- Human Resources (4)
- Industrial/Commercial Trade (30)
- Information Tech (10)
- Mathematics (43)
- Music (2)
- Photography (1)
- Physics (8)
- Political Science (2)
- Psychology (13)
- Sociology (21)
- Spanish (5)
- Speech (21)
- Welding (7)
- Workplace Skills (1)

Midland University (2):

- Chemistry (6)
- History (122)

Mid-Plains Community College (20):

- Accounting (2)
- Agriculture (1)
- Art (2)
- Biology (13)
- Business Admin (5)
- Chemistry (3)
- English (48)
- History (13)
- Mathematics (39)
- Music (1)
- Nursing Asst (6)
- Office Tech (5)
- Philosophy (2)
- Physical Science (1)
- Political Science (4)
- Psychology (8)
- Sociology (2)
- Spanish (2)
- Speech (2)
- Welding (2)

Nebraska College of Technical Agriculture (2):

- Agronomy (5)
- Animal Science (4)

Nebraska Indian Community College (3)

- Biology (14)
- Business Admin (1)
- History (1)

Nebraska Wesleyan (14):

- Art (1)
- Biology (19)
- Business Admin (9)
- Chemistry (10)
- Communication Studies (6)
- Economics (8)
- English (263)
- French (2)
- History (102)
- Mathematics (71)
- Music (1)
- Physics (4)
- Political Science (6)
- Spanish (20)

Northeast Community College (27):

- Accounting (4)
- Agriculture (5)
- Automotive Tech (5)
- Biology (16)
- Building Construction (15)
- Business (4)
- Criminal Justice (1)
- Drafting (2)
- Early Childhood (1)
- Economics (4)
- Education (1)
- English (134)
- History (34)
- Health Education (25)
- Health/Physical Ed/Rec (17)
- Home Economics (1)
- Information Tech (7)
- Mathematics (123)
- Music (2)
- Nurse Aide (54)
- Paramedic (9)
- Political Science (6)
- Psychology (81)
- Sociology (20)
- Spanish (6)
- Speech (53)
- Welding (16)

Peru State College (9):

- Biological Science (19)
- Education (1)
- English (32)
- History (4)
- Mathematics (19)
- Physics (3)
- Psychology (28)
- Sociology (3)
- Speech (13)

Southeast Community College (23):

- Agriculture (3)
- Bioscience (5)
- Business Admin (12)
- Chemistry (5)
- Criminal Justice (10)
- Design & Drafting (1)
- Early Childhood Ed (3)
- Economics (3)
- Education (5)
- English (55)

Southeast Community College (cont.)

Entrepreneurship (5)
Food Service/Hospitality (2)
History (23)
Health (23)
Human Services (1)
Horticulture (1)
Information Tech (4)
Mathematics (58)
Medical Assisting (7)
Physics (1)
Political Science (10)
Precision Machining & Auto Tech (2)
Psychology (49)
Sociology (6)
Speech (17)
Welding (24)

University of Nebraska at Kearney (6):

Art (1)
Biology (1)
Chemistry (1)
English (20)
History (12)
Spanish (29)

University of Nebraska – Lincoln (4):

Criminal Justice (1)
Computer Science (1)
Math (2)
Textiles, Merchandising, and Fashion Design (1)

University of Nebraska at Omaha (24):

Anthropology (1)
Art/Art History (3)
Biology (36)
Communication Disorders (1)
Computer Science/IST (32)
Cybersecurity (3)
English (137)
Geography (93)
History (34)
Kinesiology (3)
Latino/Latin Am Studies (1)
Mathematics (43)
Marketing (1)
Music (1)
Philosophy (1)
Physics (23)
Political Science (103)
Psychology (15)
Religion (2)
Sociology (1)
Spanish (47)
Special Education (1)
Teacher Ed (25)
Writer's Workshop (3)

Wayne State College (17):

Art (2)
Biology (5)
Business Admin (4)
Communication Arts (24)
Earth Science (17)
Education (39)
English (60)

Wayne State College (cont.)

History (18)
Human Services (2)
Mathematics (68)
Physical Education (6)
Physical Sciences (1)
Physics (5)
Political Science (26)
Psychology (4)
Sociology (4)
Spanish (24)

Western Nebraska Community College (26):

Auto Body Tech (23)
Automotive Tech (19)
Biological Sciences (15)
Business Admin (4)
Chemistry (1)
Criminal Justice (12)
Early Childhood Ed (5)
Economics (1)
Education (9)
Emergency Medical Services (1)
English (98)
History (19)
Health (25)
Human Services (21)
Information Tech (3)
Mathematics (33)
Nursing Assistant (19)
Nursing Practical (2)
Philosophy (1)
Political Science (1)
Personal Development (2)
Psychology (7)
Sociology (4)
Spanish (3)
Speech (2)
Welding (34)

NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

NEBRASKA OPPORTUNITY GRANT
2020-21 YEAR-END REPORT

Coordinating Commission for Postsecondary Education
November 17, 2021

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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 2018-19 academic year, when analyzing national need-based undergraduate grant dollars per undergraduate enrollment, Nebraska ranked 34th in the country, one spot higher than our ranking from 2017-18.

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 2020-21 NOG program award year:

- $21,087,141 was awarded
- 13,109 students received a Nebraska Opportunity Grant
- $1,608.60 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

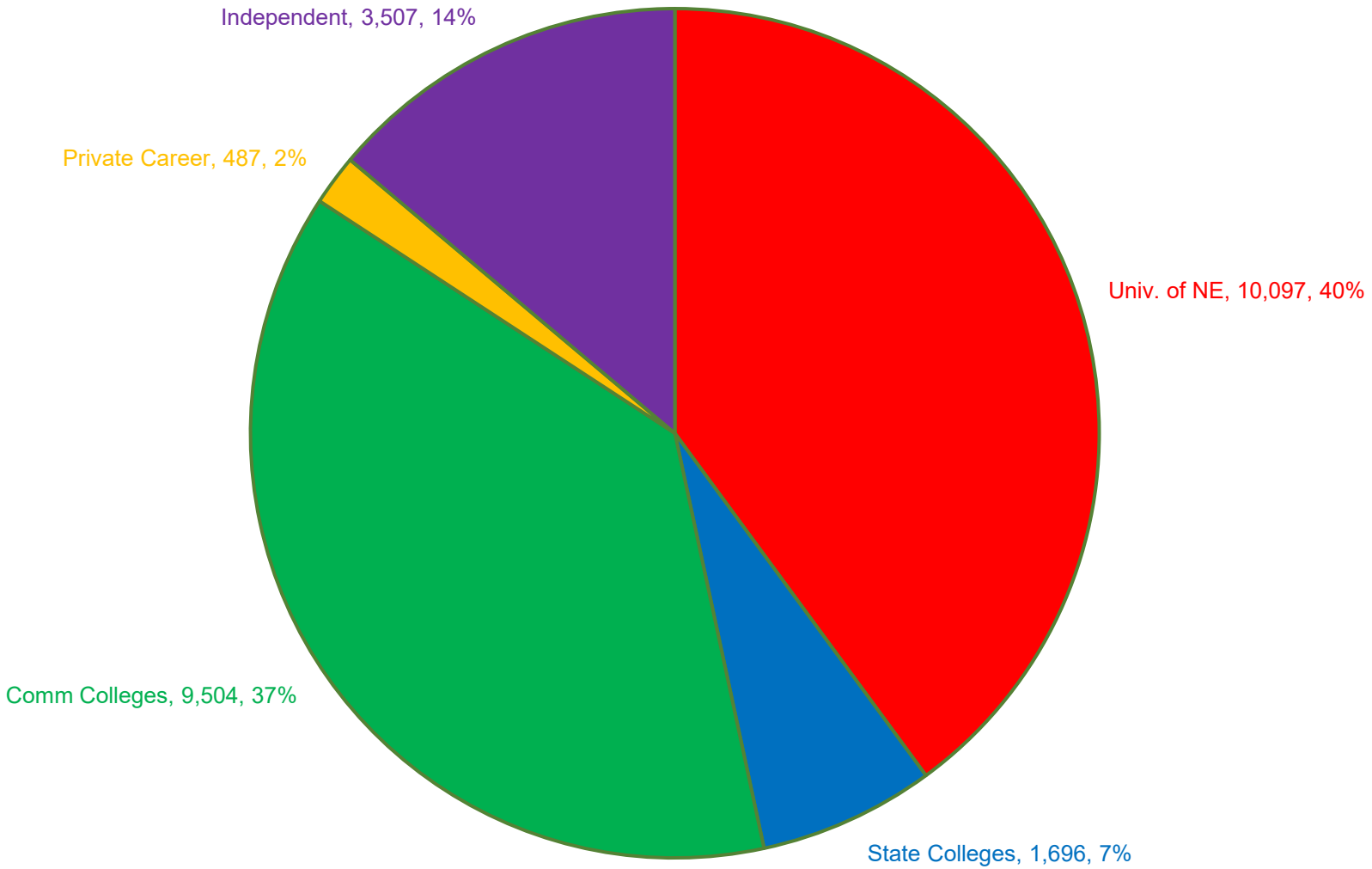
Private Career Colleges

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

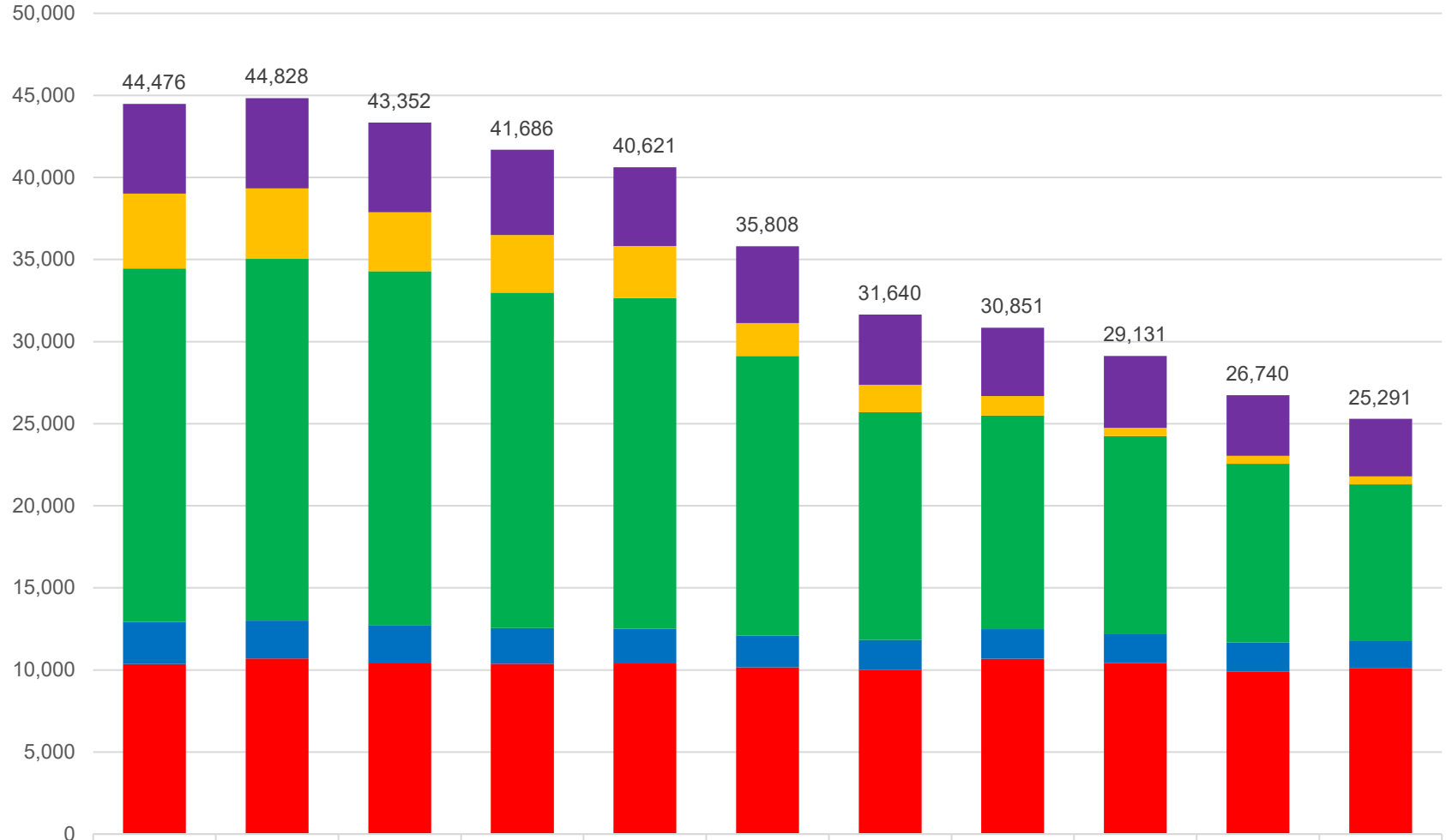
Independent Colleges & Universities

- 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 Indian Community College
- Nebraska Methodist College
- Nebraska Wesleyan University
- Purdue University Global
- Union College
- York College

2020-21 Nebraska Resident Pell Grant-Eligible Students by Sector (percentage is of total enrollment)

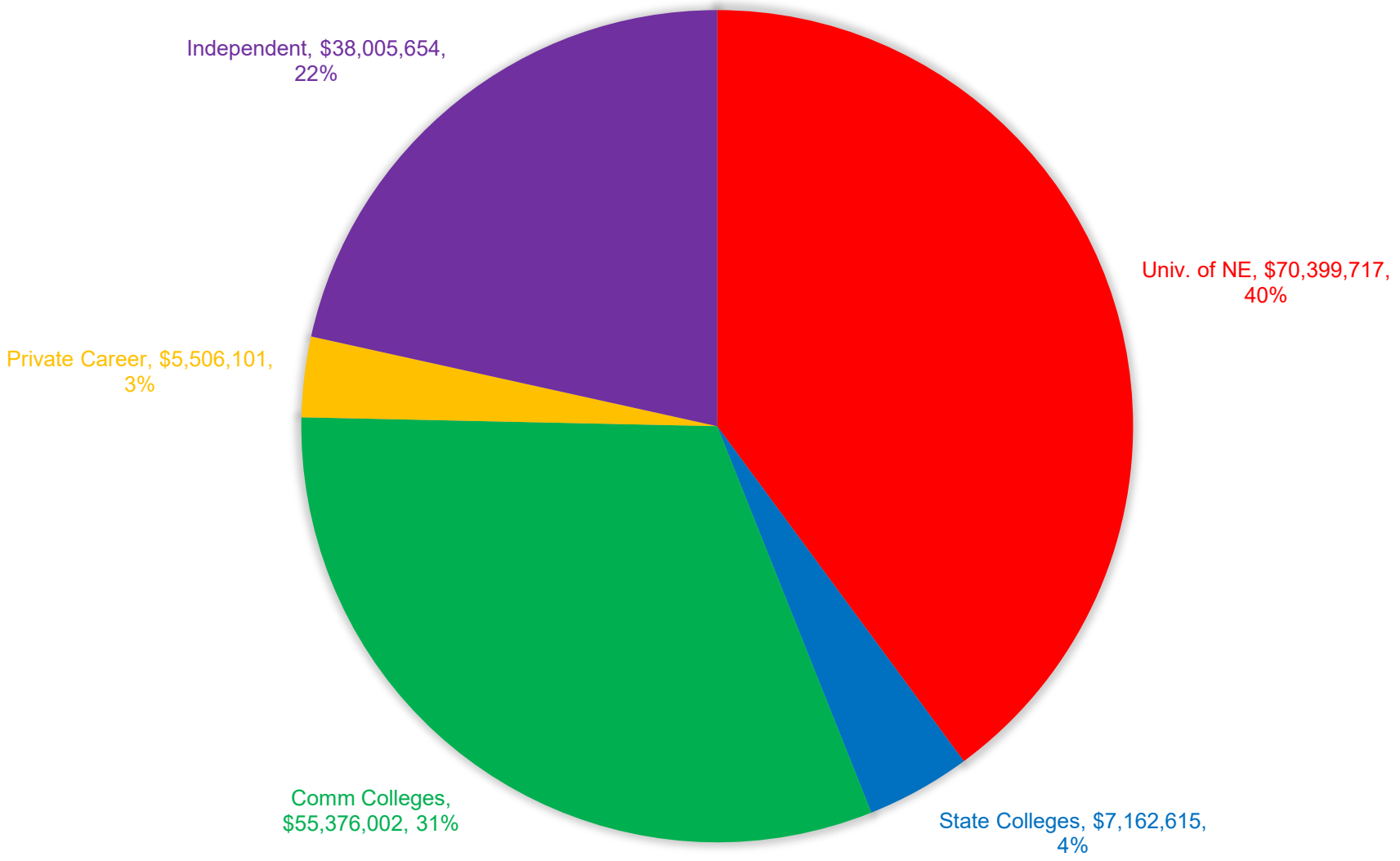


Nebraska Resident Pell Grant-Eligible Students by Sector

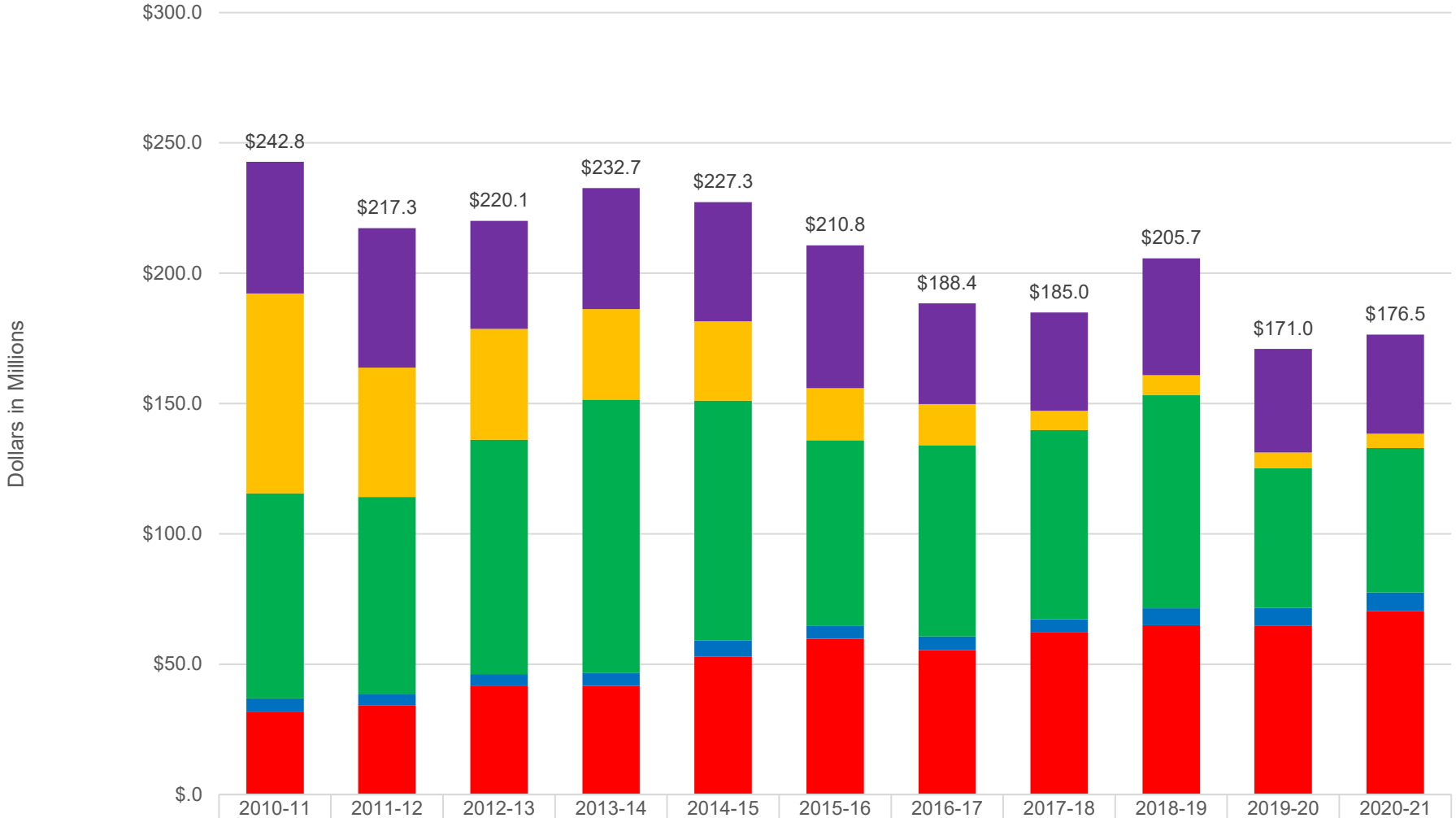


	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total	44,476	44,828	43,352	41,686	40,621	35,808	31,640	30,851	29,131	26,740	25,291
Independent	5,467	5,489	5,464	5,194	4,799	4,681	4,270	4,170	4,390	3,696	3,507
Private Career	4,555	4,298	3,607	3,504	3,168	2,009	1,674	1,174	499	480	487
Comm Colleges	21,521	22,043	21,548	20,433	20,132	17,019	13,861	13,032	12,021	10,894	9,504
State Colleges	2,580	2,304	2,296	2,177	2,135	1,944	1,824	1,805	1,815	1,762	1,696
Univ. of NE	10,353	10,694	10,437	10,378	10,387	10,155	10,011	10,670	10,406	9,908	10,097

2020-21 UNMET NEED OF PELL GRANT-ELIGIBLE STUDENTS (PERCENTAGE IS OF TOTAL AMOUNT)



Nebraska Resident Pell Grant-Eligible Unmet Need by Sector



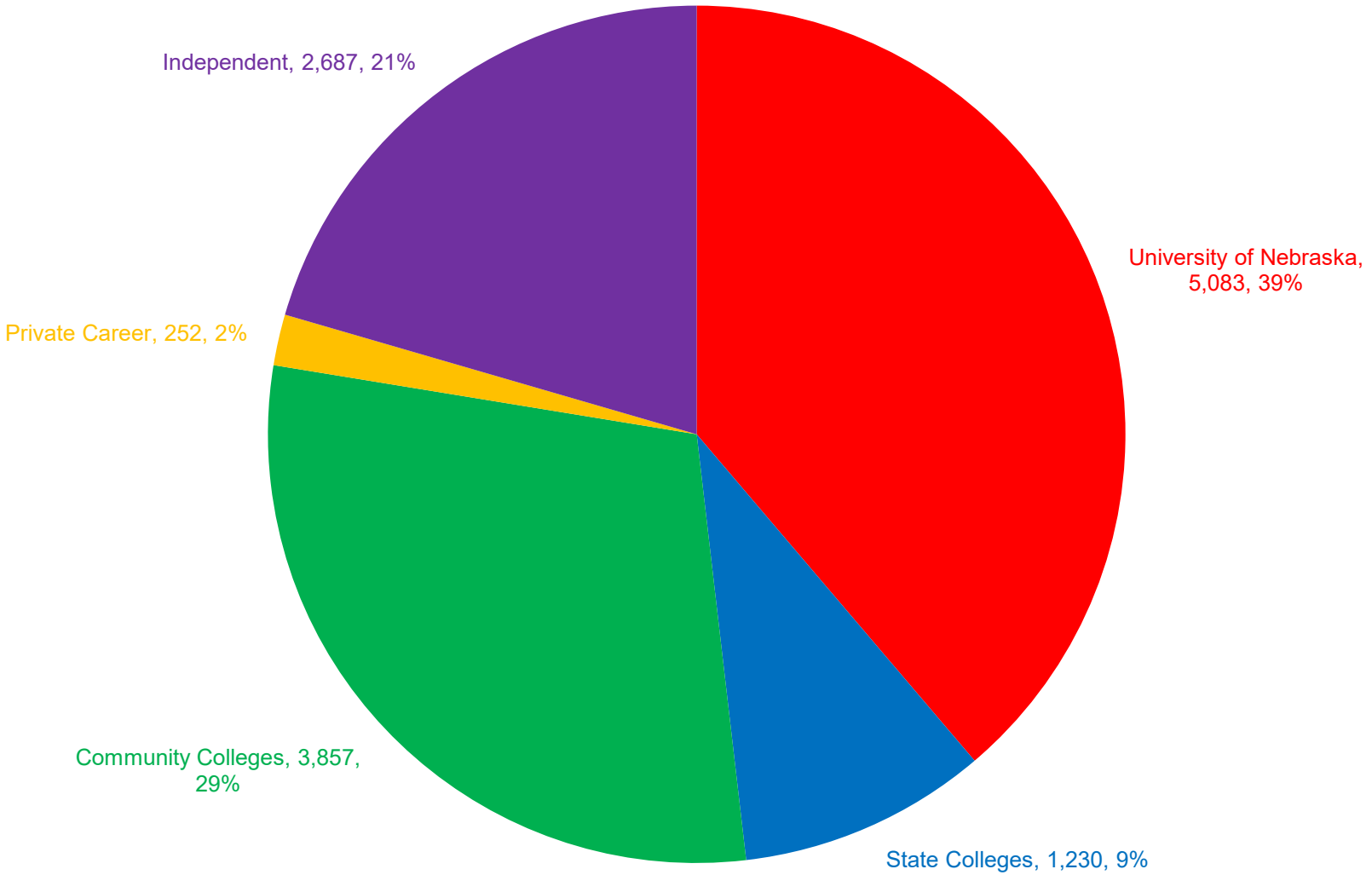
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total	$242.8	$217.3	$220.1	$232.7	$227.3	$210.8	$188.4	$185.0	$205.7	$171.0	$176.5
Independent	$50.6	$53.5	$41.4	$46.4	$45.8	$54.9	$38.6	$37.8	$44.8	$39.7	$38.0
Private Career	$76.6	$49.6	$42.6	$34.8	$30.5	$20.0	$15.8	$7.4	$7.7	$6.0	$5.5
Community Colleges	$78.7	$75.8	$89.9	$104.9	$92.0	$71.2	$73.3	$72.6	$81.8	$53.6	$55.4
State Colleges	$5.1	$4.3	$4.4	$4.9	$6.1	$4.9	$5.3	$5.1	$6.5	$6.8	$7.2
Univ. of NE	$31.8	$34.1	$41.8	$41.7	$53.0	$59.8	$55.3	$62.1	$64.9	$64.8	$70.4

NOG Yearly Process

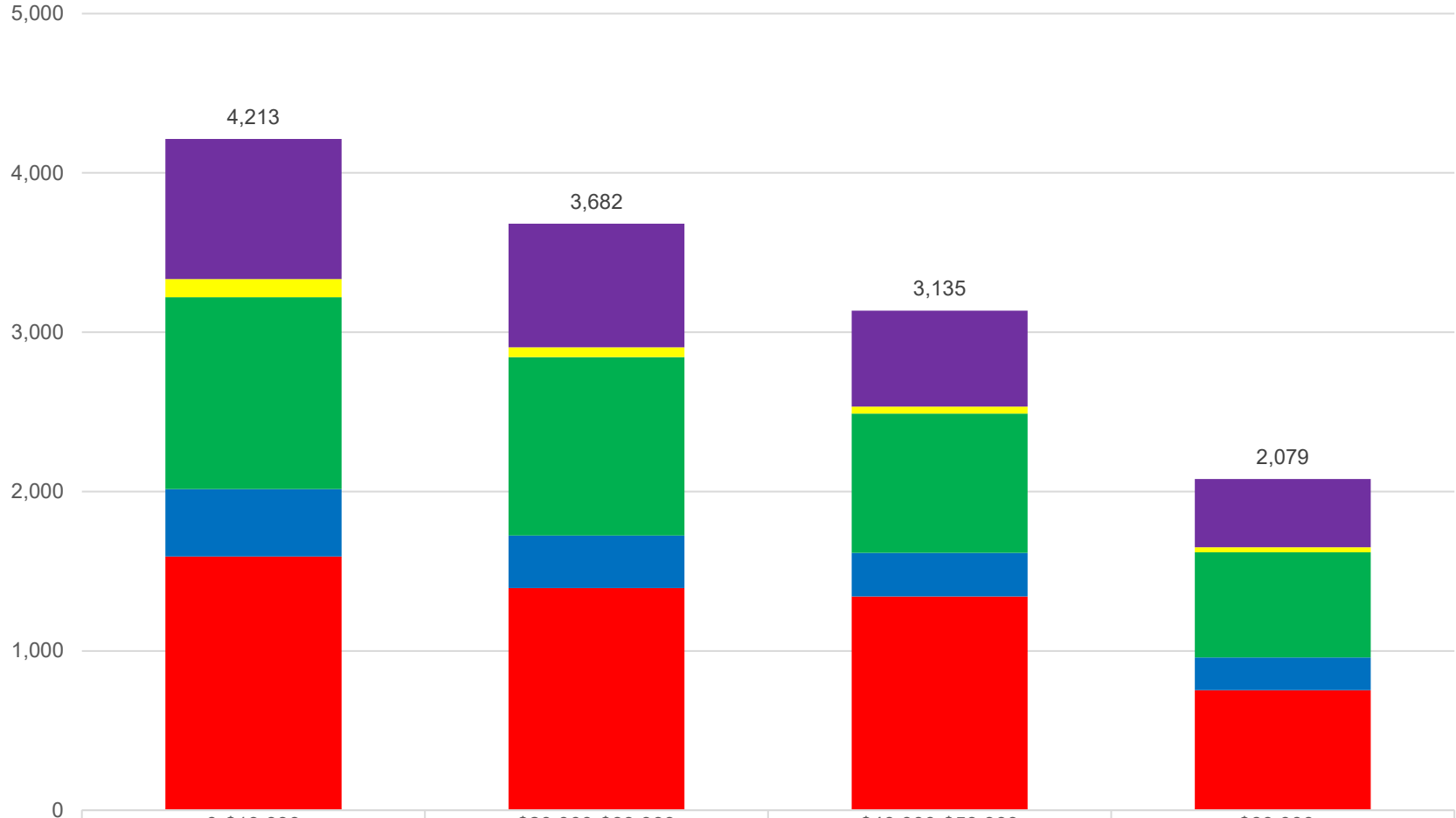
Each year the Commission allocates NOG funding that has been appropriated by the Legislature to participating institutions. In order to provide these institutions timely information, funding estimates are used until a final appropriation bill is approved in late spring. Allocations are calculated using 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

2020-21 NOG Recipients by Sector

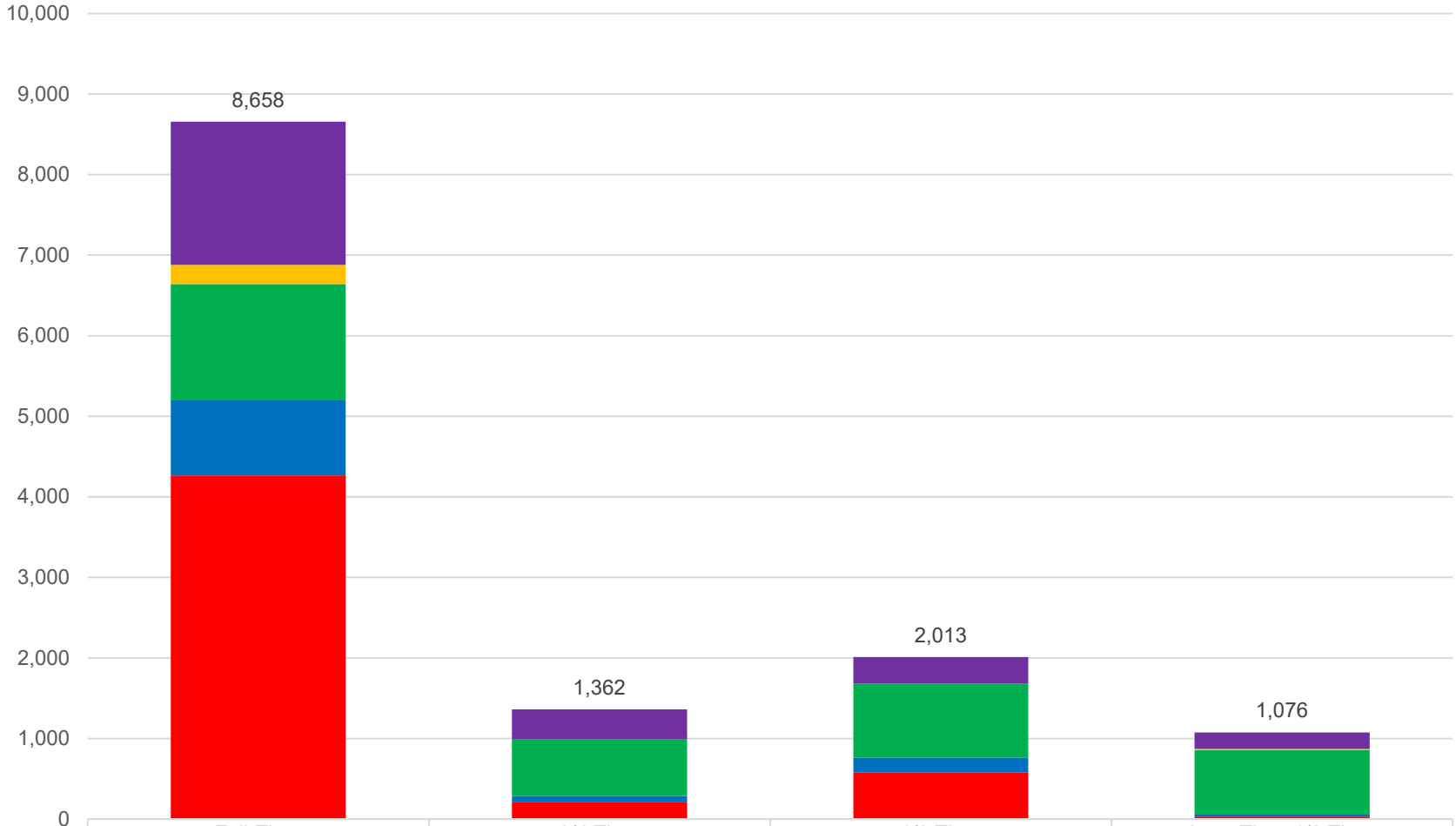


2020-21 NOG Recipients by Family Income



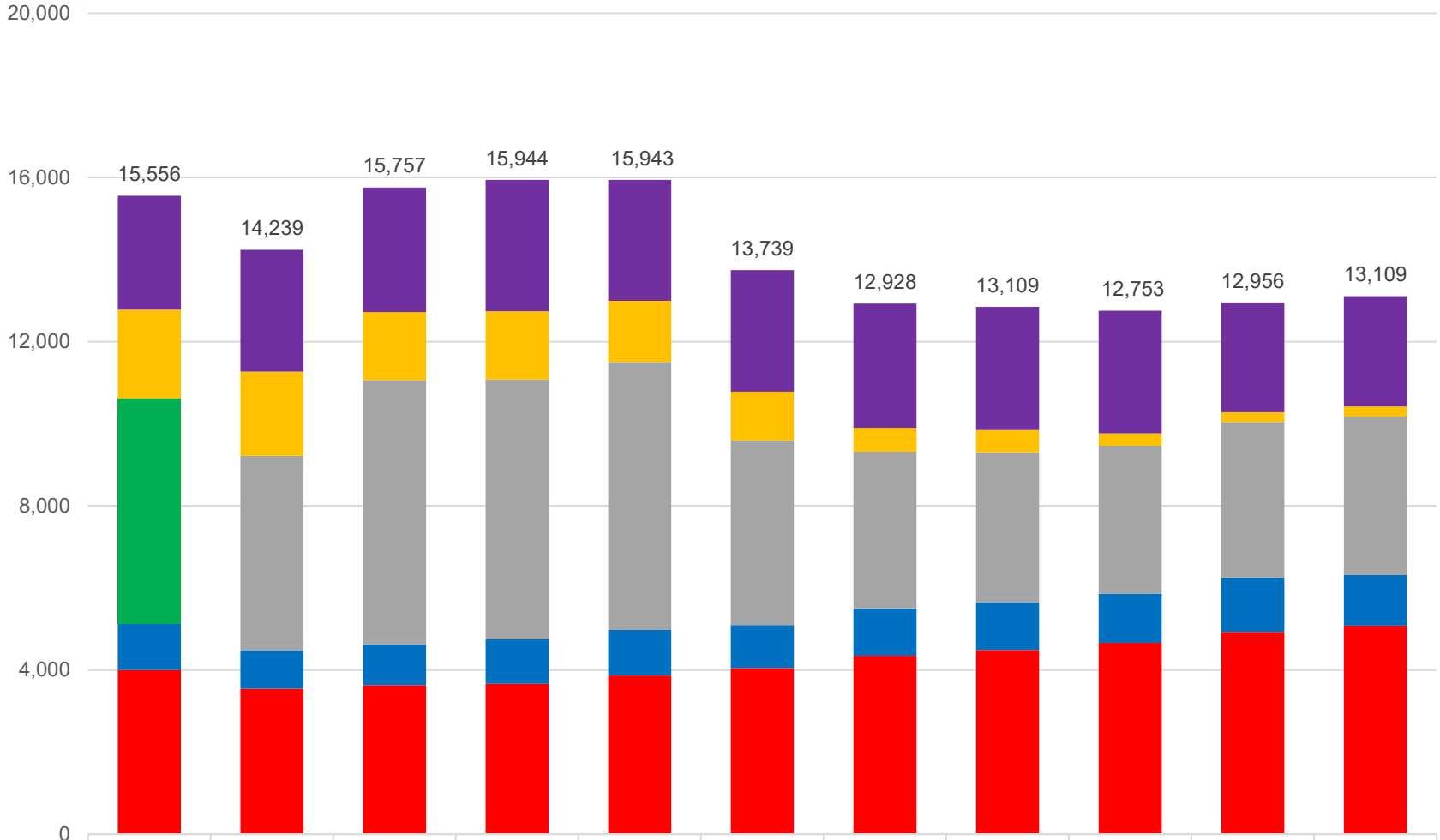
	0-$19,999	$20,000-$39,999	$40,000-$59,999	$60,000+
Total	4,213	3,682	3,135	2,079
Independent	880	777	601	429
Private Career	114	61	45	32
Comm Colleges	1,203	1,120	874	660
State Colleges	423	329	274	204
Univ. of NE	1,593	1,395	1,341	754

2020-21 Recipients by Sector by Enrollment



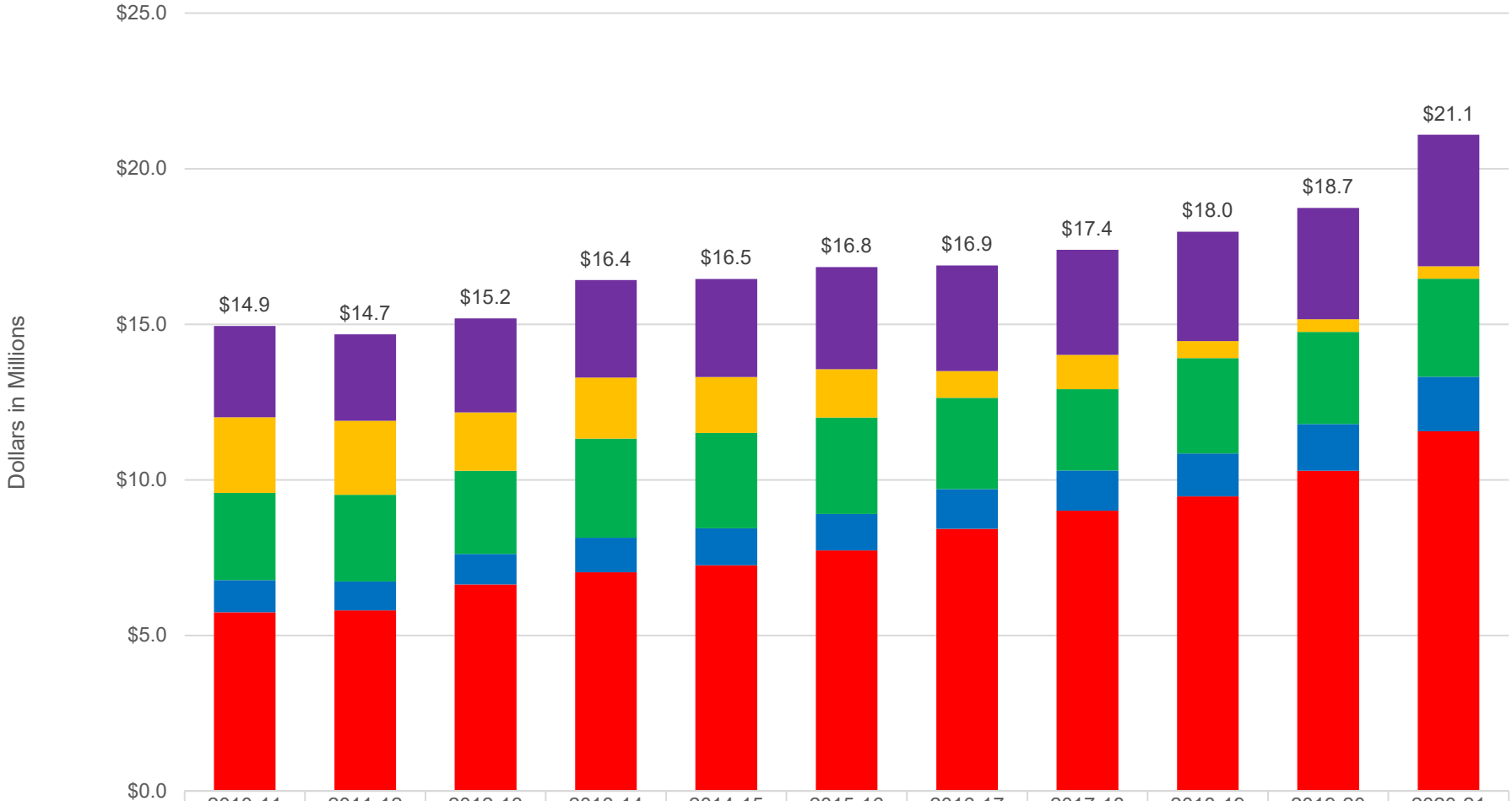
	Full-Time	3/4 Time	1/2 Time	Less Than 1/2 Time
Total	8,658	1,362	2,013	1,076
Independent	1,779	374	330	204
Private Career	237	0	0	15
Comm Colleges	1,436	700	918	803
State Colleges	940	82	185	23
Univ. of NE	4,266	206	580	31

NOG Recipients by Sector



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total	15,556	14,239	15,757	15,944	15,943	13,739	12,928	13,109	12,753	12,956	13,109
Independent	2,779	2,968	3,037	3,208	2,950	2,956	3,029	3,003	2,985	2,674	2,687
Private Career	2,163	2,051	1,658	1,664	1,489	1,195	581	542	305	246	252
Comm Colleges	5,496	4,746	6,439	6,320	6,530	4,492	3,814	3,663	3,607	3,784	3,857
State Colleges	1,124	934	996	1,090	1,109	1,053	1,160	1,156	1,198	1,324	1,230
Univ. of NE	3,994	3,540	3,627	3,662	3,865	4,043	4,344	4,485	4,658	4,928	5,083

NOG Amount Awarded by Sector



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total	$14.9	$14.7	$15.2	$16.4	$16.5	$16.8	$16.9	$17.4	$18.0	$18.7	$21.1
Independent	$2.9	$2.8	$3.0	$3.1	$3.1	$3.3	$3.4	$3.4	$3.5	$3.6	$4.2
Private Career	$2.4	$2.4	$1.9	$2.0	$1.8	$1.6	$0.9	$1.1	$.5	$.4	$.4
Comm Colleges	$2.8	$2.8	$2.7	$3.2	$3.1	$3.1	$2.9	$2.6	$3.1	$3.0	$3.1
State Colleges	$1.0	$0.9	$1.0	$1.1	$1.2	$1.2	$1.3	$1.3	$1.4	$1.5	$1.8
Univ. of NE	$5.7	$5.8	$6.6	$7.0	$7.3	$7.7	$8.4	$9.0	$9.5	$10.3	$11.6

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)	11,553 37.7%	5,083 38.8%	44.0%	$11,560,388 54.8%	$2,274.32
State Colleges (3)	2,112 6.9%	1,230 9.4%	58.2%	$1,752,168 8.3%	$1,424.53
Community Colleges (6)	12,594 41.0%	3,857 29.4%	30.6%	$3,149,919 14.9%	$816.68
Private Career Schools (5)	483 1.6%	252 1.9%	52.2%	$402,908 1.9%	$1,598.84
Independent Colleges & Universities (16)	3,940 12.8%	2,687 20.5%	68.2%	$4,221,758 20.0%	$1,571.18
Total	30,682 100.0%	13,109 100.0%	42.7%	$21,087,141 100.0%	$1,608.60

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%				

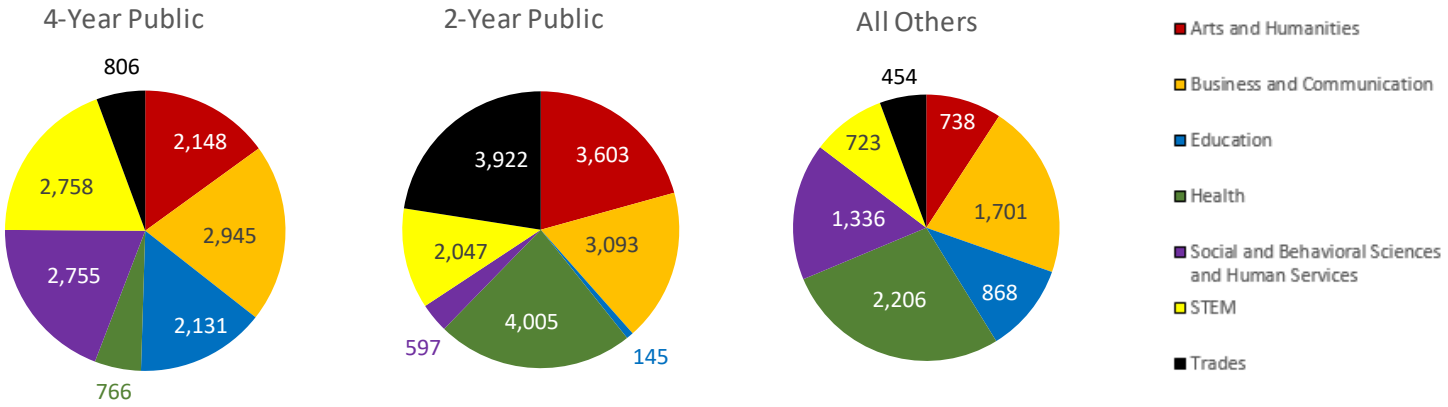
Cumulative Graduation Rates by Year: First-time Students Initially Enrolled in a 4-Year Institution and Received NOG Beginning with Their First Academic Year

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 aw ard.)	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

2020-21 Annual Report

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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 and an identified affordability and workforce preparation "gap." 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.

With the passage of LB 528 (2021), eligible institutions were expanded to include accredited, not-for-profit, two-year postsecondary institutions with a physical presence in Nebraska. References to community colleges in this report include these institutions.

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 (amended by LB 528 (2021), community colleges may use up to ten (10) percent 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.

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 fifth year of the Gap Assistance program shows an increase in both applications and participants accepted into the program likely as a result of Covid-19. Metropolitan Community College led the way with 49% of the total number of approved participants in 2020-21 followed by Southeast Community College with 19%.

Cumulative Statistics (2016-17 through 2020-21)

Training Status (as of fiscal year end)	*2016-17*	*2017-18*	*2018-2019*	*2019-20*	*2020-21*	*Cumulative*
Number of Completed Applications	144	184	265	208	464	1,265
Number of Approved Participants	127	170	238	197	439	1,171

Training Status (as of June 30, 2021)	*CCC*	*MCC*	*MPCC*	*NECC*	*SCC*	*WNCC*	*Total*
Number of Completed Applications	217	549	107	150	187	55	1,265
Number of Approved Participants	184	548	72	142	173	52	1,171
As of June 30, 2021							
Total Allocation	$787,002	$2,622,710	$325,816	$641,805	$1,651,387	$349,361	$6,378,081
Remaining Balance	$145,779	$626,749	$186,723	$443,013	$1,286,510	$241,880	$2,930,654

As of July 28, 2021, there were 340 approved programs in the 13 in-demand occupational areas eligible for Gap Assistance funding [See Appendix A]. Health services and transportation, warehousing, and distribution logistics were the most utilized programs in FY2020-21 followed by business management and administrative services programs. [See Table 5 for FY2020-21 figures and Table 13 for cumulative figures.]

Of the 439 approved participants of the Gap Assistance program during FY2020-21, 170 (38.7%) were male and 269 (61.3%) were female compared to FY2018-19 when 58.8% were male and 41.2% were female. Males and females 31-35 years of age years of age took the greatest advantage of the program during its fifth year. [See Table 7 for FY2019-20 figures and Table 15 for cumulative figures.]

The top in-demand fields of male participants during FY2020-21 were transportation, warehousing, and distribution logistics. The top in-demand field for female participants for the fifth year in a row was health services. [See Table 8 for FY2019-20 figures and Table 16 for cumulative figures.]

Of the approximately $921,500 in direct costs incurred by the community colleges during FY2020-21, 79% was used for tuition, 19% was used for direct training costs, 2% 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 - 2020-21

Fiscal Year Budget	
Carry Forward from Prior Fiscal Year	$3,344,274
Current Year Allocation	$608,293
Total Available for Current Fiscal Year	$3,952,567

Community College Line Item Expenses	***Quarter 1***	***Quarter 2***	***Quarter 3***	***Quarter 4***	***Year End Total***
Direct Costs:					
Tuition	$75,234	$206,729	$224,723	$218,177	$724,863
Direct training costs	$38,561	$40,595	$45,974	$53,825	$178,955
Required books and equipment	$6,000	$3,410	$3,123	$2,656	$15,189
Fees	$18	$619	$809	$1,111	$2,557
Subtotal	$119,813	$251,353	$274,629	$275,769	$921,564
Administrative Costs:					
Staff support/admin	$30,384	$24,593	$22,129	$23,243	$100,349
Total	$150,197	$275,946	$296,758	$299,012	$1,021,913
Carried Forward to Next Fiscal Year					$2,930,654

Training Status	***Quarter 1***	***Quarter 2***	***Quarter 3***	***Quarter 4***	***Year End ****
Number of Completed Applications	122	92	163	87	464
Number of Approved Participants	114	86	159	80	439
Status of Approved Participants					
Waiting to Participate	10	17	16	12	29
Enrolled, not completed	100	50	104	55	122
Completed Training	53	73	59	91	276
Completion Rate (cumulative)	85%	81%	68%	81%	78%
Did Not Complete Training	9	17	28	22	76

* As of June 30, 2021

Employment Status	***Year End Total***
New Employment within their Field	54
Retained Employment	47
Unemployed but Continuing Further Education	39
Looking for Work/Unemployed	66
Deceased	0
No Response/Unable to Contact	70
Overall Employment Rate of Respondents *	60%
Overall New Employment Rate of Respondents *	32%

* 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 - 2020-21

College	Fiscal Year Allocation	Available Funds *	Total Expenditures	Completed Applications	Approved Participants
Central Community College	$0	$335,182	$189,403	70	61
Metropolitan Community College	$608,293	$1,214,610	$587,861	216	215
Mid-Plains Community College	$0	$225,150	$38,427	44	31
Northeast Community College	$0	$482,444	$39,431	36	36
Southeast Community College	$0	$1,418,501	$131,991	86	84
Western Nebraska Community College	$0	$276,680	$34,800	12	12
Total	$608,293	$3,952,567	$1,021,913	464	439

*Available funds include unspent funds from prior fiscal years.

Table 3: Gap Assistance Program Expenditures by College - 2020-21

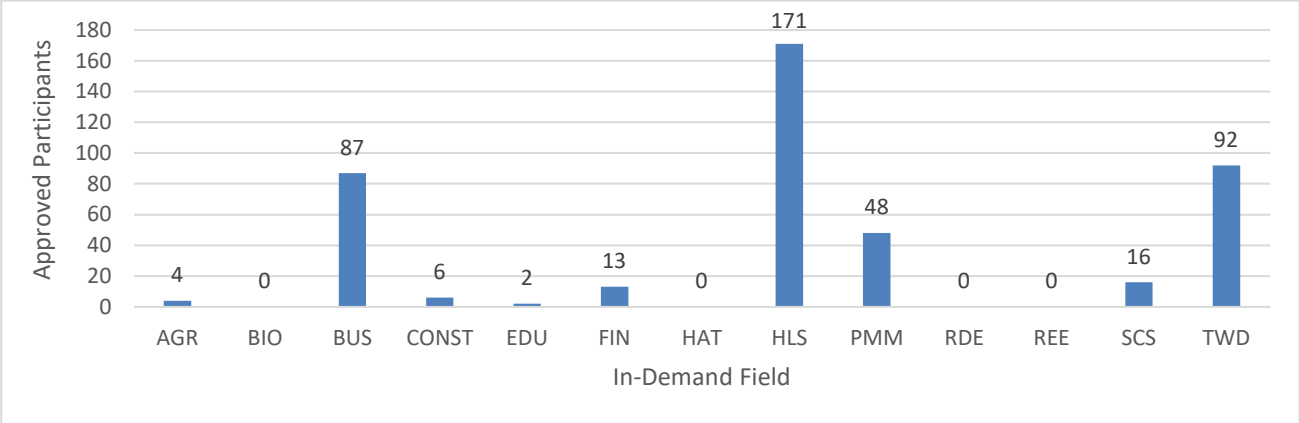
College	Tuition	Direct Training Costs	Books and Equipment	Fees	Staff Support & Admin.
Central Community College	$0	$178,955	$0	$0	$10,448
Metropolitan Community College	$527,032	$0	$0	$0	$60,829
Mid-Plains Community College	$25,054	$0	$7,133	$0	$6,240
Northeast Community College	$32,415	$0	$4,312	$2,557	$147
Southeast Community College	$105,562	$0	$3,744	$0	$22,685
Western Nebraska Community College	$34,800	$0	$0	$0	$0
Total	$724,863	$178,955	$15,189	$2,557	$100,349

Table 4: Gap Assistance Program Completers by College - 2020-21

College	Completed Training *	Did Not Complete	Completion Rate	Cost per Completion
Central Community College	30	11	73%	$6,313
Metropolitan Community College	159	43	79%	$3,697
Mid-Plains Community College	16	12	57%	$2,402
Northeast Community College	19	7	73%	$2,075
Southeast Community College	38	3	93%	$3,473
Western Nebraska Community College	14	0	100%	$2,486
Total	276	76	78%	$3,703

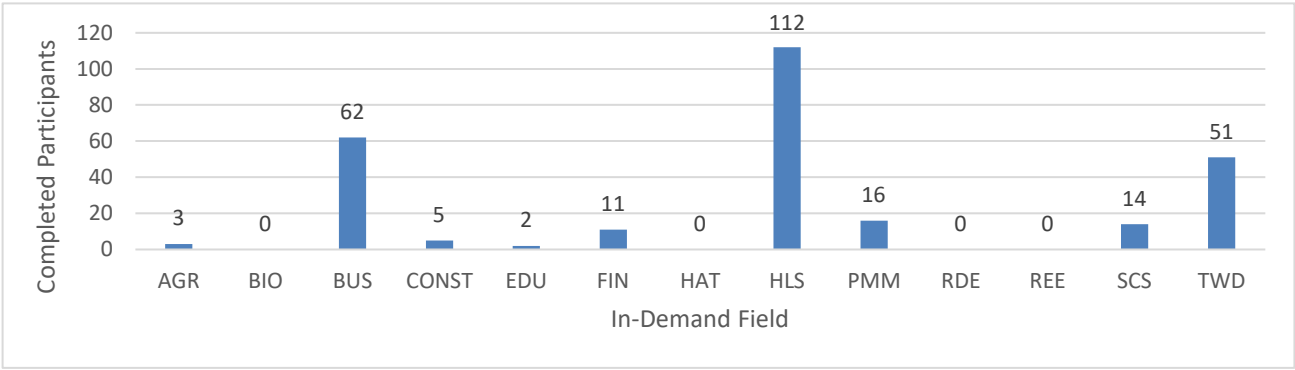
* As of June 30, 2021. Does not include students enrolled but not completed as of June 30, 2021.

Table 5: Gap Assistance Program Approved Participants
In-Demand Programs of Study Enrolled - 2020-21



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

Table 6: Gap Assistance Program Completed Participants
In-Demand Programs of Study Completed - 2020-21



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

Table 7: Gap Assistance Program Approved Participants by Age and Gender - 2020-21

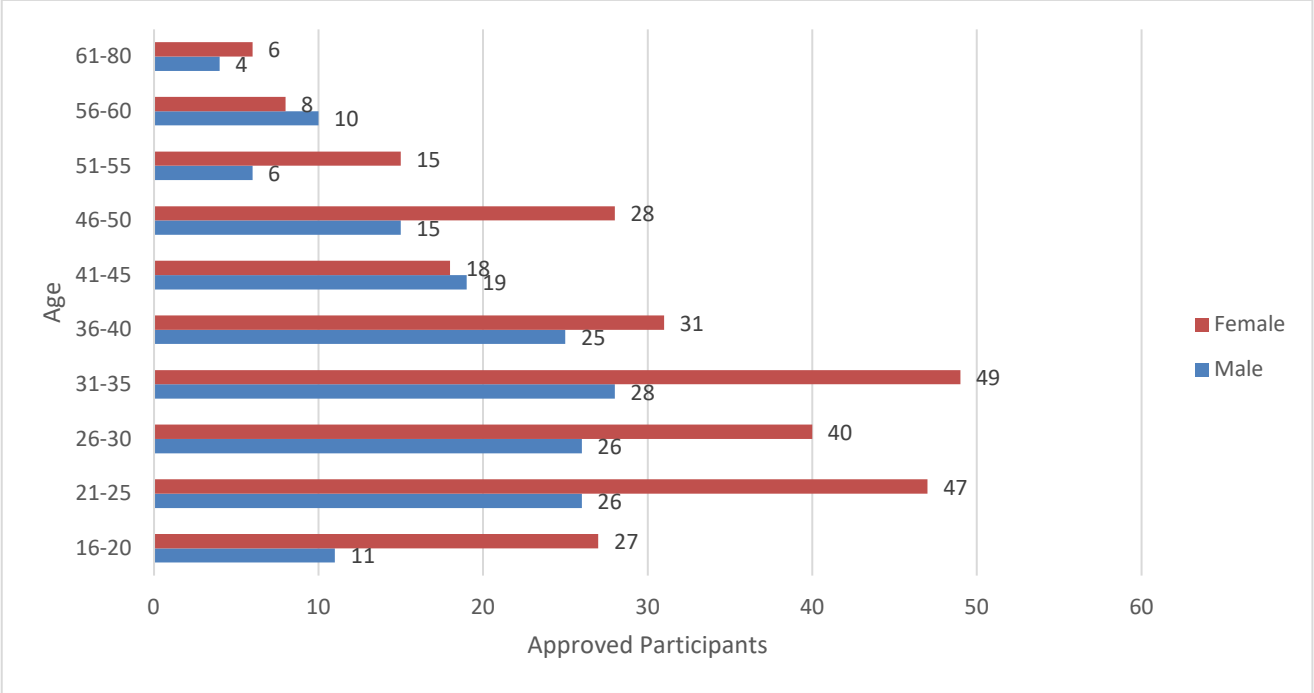
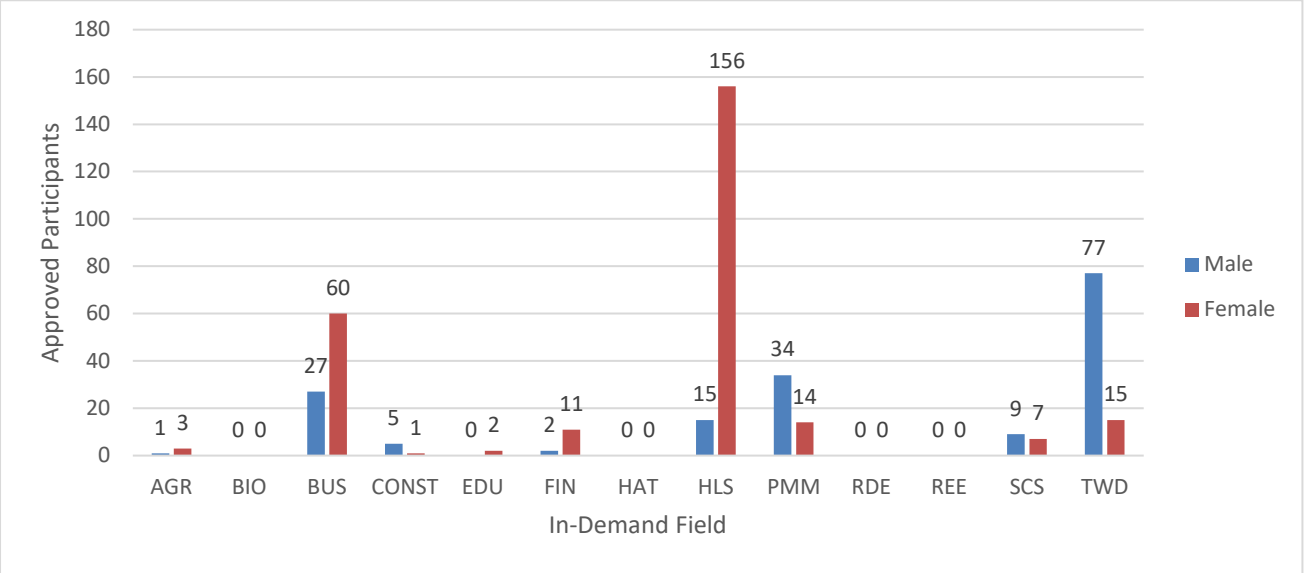


Table 8: Gap Assistance Program Approved Participants In-Demand Field by Gender - 2020-21



AGR	Agriculture and food processing
BIO	Biosciences
BUS	Business management and administrative services
CONST	Construction
EDU	Education
FIN	Financial services
HLS	Health services
HAT	Hospitality and tourism
PMM	Precision metals manufacturing
REE	Renewable energy
RDE	Research, development, and engineering services
SCS	Software and computer services
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*	*2020-21*	*Cumulative*
Total Appropriated	$1,463,247	$1,464,827	$1,466,290	$1,466,992	$1,467,708	$7,329,064
CCPE Administrative Costs	$49,651	$17,158	$9,137	$11,395	$5,964	$93,305
Allocated to Community Colleges	$1,413,596	$1,446,000	$1,458,200	$1,451,992	$608,293	$6,378,081

Community College Line Item Expenses	*2016-17*	*2017-18*	*2018-2019*	*2019-20*	*2020-21*	*Cumulative*
Direct Costs:						
Tuition	$97,482	$228,483	$554,034	$640,991	$724,863	$2,245,853
Direct training costs	$75,711	$130,984	$141,660	$43,395	$178,955	$570,705
Required books and equipment	$38,551	$14,765	$21,426	$9,419	$15,189	$99,350
Fees	$2,479	$988	$1,202	$1,137	$2,557	$8,363
Subtotal	$214,223	$375,220	$718,322	$694,942	$921,564	$2,924,271
Administrative Costs:						
Staff support/admin	$97,156	$107,098	$111,848	$106,705	$100,349	$523,156
Total	$311,379	$482,318	$830,170	$801,647	$1,021,913	$3,447,427
Carried Forward to Next Fiscal Year						$2,930,654

Training Status (as of fiscal year end)	*2016-17*	*2017-18*	*2018-2019*	*2019-20*	*2020-21*	*Cumulative*
Number of Completed Applications	144	184	265	208	464	1,265
Number of Approved Participants	127	170	238	197	439	1,171
Status of Approved Participants						
Waiting to Participate	3	4	11	4	29	15
Enrolled, not completed	33	42	39	65	122	83
Completed Training	72	122	194	126	276	790
Completion Rate	77%	76%	81%	78%	78%	78%
Did Not Complete Training	21	39	46	36	76	218

Employment Status	*Cumulative*
New Employment within their Field	238
New Employment outside their Field	26
Retained Employment	165
Unemployed but Continuing Further Education	81
Looking for Work/Unemployed	91
Deceased	0
No Response/Unable to Contact	215
Overall Employment Rate of Respondents *	82%
Overall New Employment Rate of Respondents *	48%

* 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	$641,223	$145,779	217	184	122
Metropolitan Community College	$2,622,710	$1,995,961	$626,749	549	548	389
Mid-Plains Community College	$325,816	$139,093	$186,723	107	72	41
Northeast Community College	$641,805	$198,792	$443,013	150	142	104
Southeast Community College	$1,651,387	$364,877	$1,286,510	187	173	93
Western Nebraska Community College	$349,361	$107,481	$241,880	55	52	41
Total	$6,378,081	$3,447,427	$2,930,654	1,265	1,171	790

* Remaining funds include unspent funds from prior fiscal years.
** As of June 30, 2021. Does not include students enrolled but not completed as of June 30, 2021.

Table 11: Gap Assistance Program Expenditures by College - Cumulative

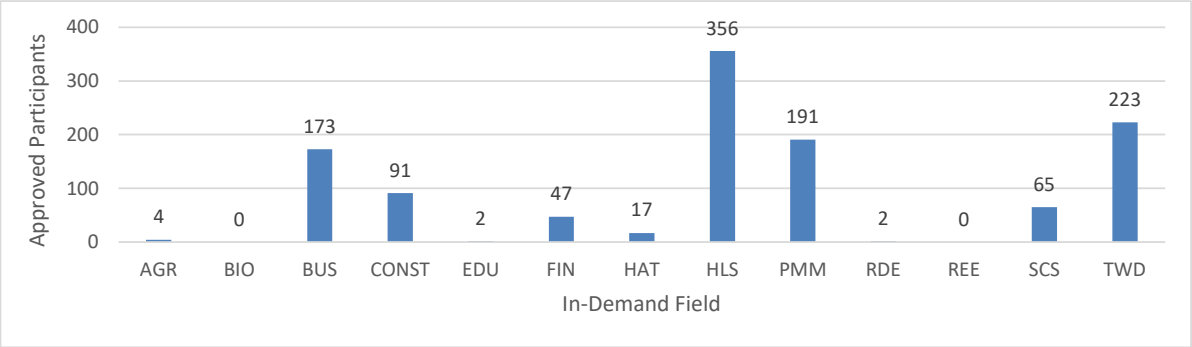
College	Tuition	Direct Training Costs	Books and Equipment	Fees	Staff Support & Admin.	Total Expenditures
Central Community College	$0	$522,820	$0	$353	$118,050	$641,223
Metropolitan Community College	$1,673,220	$8,431	$53,411	$350	$260,549	$1,995,961
Mid-Plains Community College	$88,847	$3,015	$19,571	$115	$27,545	$139,093
Northeast Community College	$165,147	$1,316	$13,853	$7,545	$10,931	$198,792
Southeast Community College	$217,549	$35,123	$9,041	$0	$103,164	$364,877
Western Nebraska Community College	$101,090	$0	$3,474	$0	$2,917	$107,481
Total	$2,245,853	$570,705	$99,350	$8,363	$523,156	$3,447,427

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	122	39	76%	$641,223	$5,256
Metropolitan Community College	389	105	79%	$1,995,961	$5,131
Mid-Plains Community College	41	25	62%	$139,093	$3,393
Northeast Community College	104	25	81%	$198,792	$1,911
Southeast Community College	93	15	86%	$364,877	$3,923
Western Nebraska Community College	41	9	82%	$107,481	$2,621
Total	790	218	78%	$3,447,427	$4,364

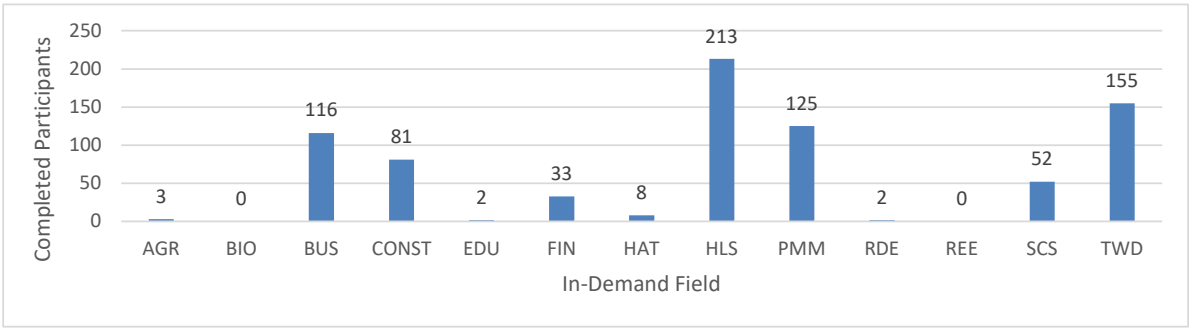
* As of June 30, 2021. Does not include students enrolled but not completed as of June 30, 2021.

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



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

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

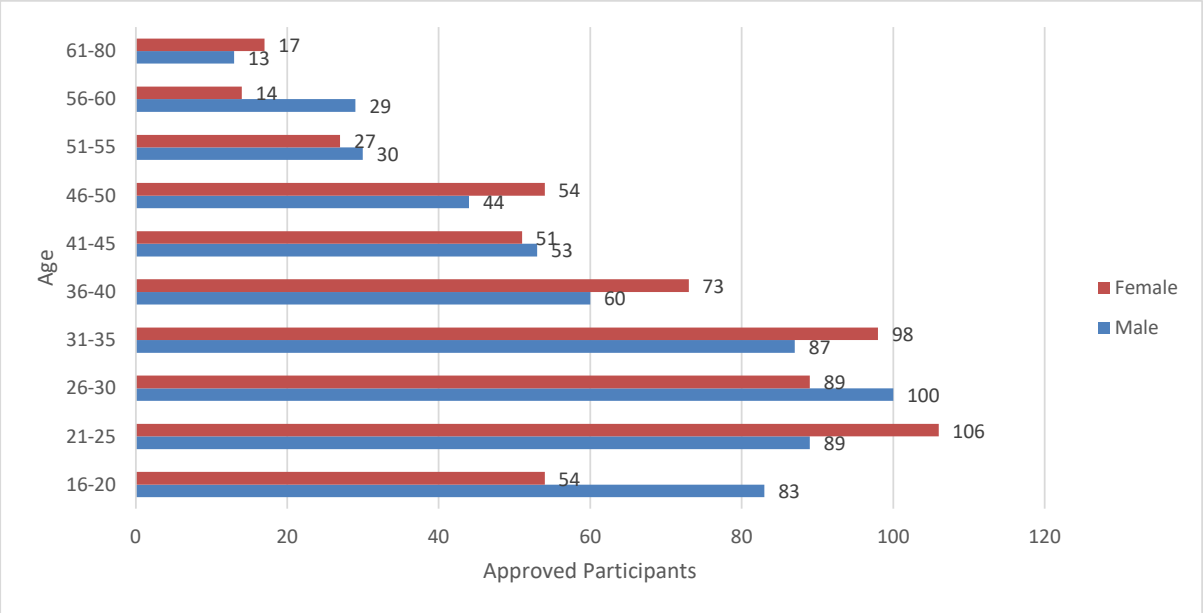
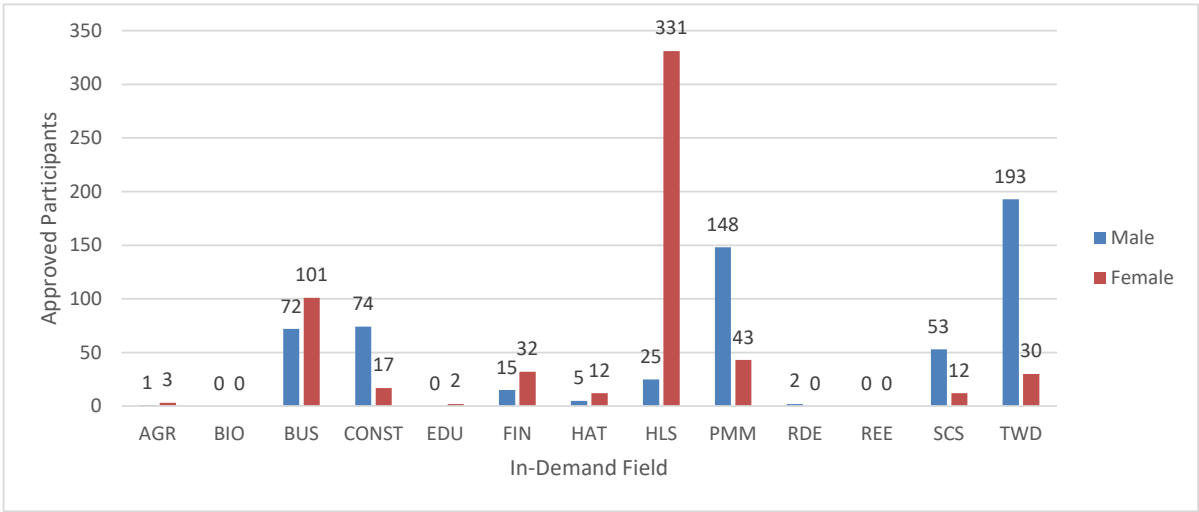


Table 16: Gap Assistance Program Approved Participants In-Demand Field by Gender - Cumulative



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

Appendix A

Approved Gap Assistance Programs of Study
As of July 28, 2021

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Hours	
MCC	Veterinary Assistant	Agriculture and food processing	140		
SCC	Precision Agriculture Certificate	Agriculture and food processing		24	
SCC	Biotechnology Certificate	Biosciences		15	
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 Professional Business Analysis Emphasis	Business management and administrative services	191		
MCC	Associate Project Professional Quality Manager Emphasis	Business management and administrative services	258		
MCC	Customer Experience Leadership	Business management and administrative services	40	22.5	*
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	Digital Marketing + Career Placement Program	Business management and administrative services	280		
MCC	Lean Six Sigma Green Belt CPP	Business management and administrative services	128		
MCC	Project Professional	Business management and administrative services	170		
MCC	Project Professional Business Analysis Emphasis	Business management and administrative services	191		
MCC	Project Professional Quality Manager Emphasis	Business management and administrative services	258		
MCC	Workplace Technology Program	Business management and administrative services		22.5	
MPCC	Accounting Fundamentals	Business management and administrative services	24		
MPCC	Administrative Assistant	Business management and administrative services	32		
MPCC	Administrative Assistant with Accounting Fundamentals and Microsoft Excel	Business management and administrative services	80		
MPCC	Business Software Specialist Certificate	Business management and administrative services		12	
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	Medical Terminology/Coding 1	Business management and administrative services		6	
MPCC	Entrepreneurship Certificate	Business management and administrative services	48		
MPCC	Entrepreneurship Business Plan	Business management and administrative services		3	
MPCC	Paralegal Certificate	Business management and administrative services	90		
MPCC	QuickBooks Training	Business management and administrative services	16		
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	48		
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	Business management and administrative services		13	
WNCC	Microsoft Office Specialist Certification Prep	Business management and administrative services	80		
WNCC	Bookkeeping for Small Business	Business management and administrative services		12	
WNCC	Management Specialist	Business management and administrative services		12	
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	Heating, Air Conditioning & Basic Refrigeration Certificate	Construction		12	
CCC	Interior Finish Carpentry Certificate	Construction		13	
CCC	Residential Framing Certificate	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	Heating, Ventilation, Air Conditioning and Refrigeration Technology Heat Pump Certificate	Construction		15	
MPCC	Plumbing Apprenticeship Certificate	Construction	47		

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Approved Gap Assistance Programs of Study
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Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Hours
MPCC	Tile Installation Program	Construction	20	
SCC	Building Construction Tech Certificate	Construction		16
SCC	Commercial Design and Estimating	Construction		6.5
SCC	Concrete in Practice	Construction	34	
SCC	Construction Process Certificate	Construction		12
SCC	Drafting and Design Technology/Technician	Construction		15
SCC	Electrical Construction Certificate	Construction		23
SCC	Electrical Construction/Residential Certificate	Construction		20
SCC	Electrical, Electronic and Communications Engineering Technology/Technician	Construction		20
SCC	Residential Design and Estimating	Construction		7
MPCC	Child Development	Education		3
MPCC	Early Childhood Ed Student Teaching/Positive Guidance/Child Development	Education		9
MPCC	Intro to Early Childhood Ed/Early Childhood Curriculum Planning/Child Development	Education		9
MPCC	Intro to Professional Education	Education		3
MPCC	Issues of Unity and Diversity	Education		3
MPCC	Local Substitute Teacher Requirements: Issues of Unity and Diversity/Intro to Professional Education	Education		6
NECC	Local Substitute	Education		6
NECC	Local Substitute Plus	Education		12
NECC	Child Development Associate (CDA) - Family Child Care	Education		11.5
NECC	Child Development Associate (CDA) - Infant & Toddler	Education		9
NECC	Child Development Associate (CDA) - Preschool	Education		8
SCC	Infant/Toddler Option	Education		17
SCC	In-Home Care Provider Option	Education		16
SCC	Preschool Option	Education		16
WNCC	Coaching Career Pathways Certificate	Education		15
WNCC	Para-Educator Certificate	Education		9
WNCC	Para-Educator Career Pathways Certificate	Education		15
WNCC	Infant/Toddler Child Development Career Pathways Certificate	Education		15
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	
MPCC	Emergency Medical Technician I with CPR/First Aid/AID	Health services	75	4
MPCC	Fire Fighter I	Health services	108	
MPCC	Fire Fighter I + Hazmat Operations	Health services	140	
MPCC	Fire Fighter II	Health services	24	
MPCC	Fire Fighter I, II + Hazmat Operations	Health services	164	
MPCC	Fundamentals of Phlebotomy	Health services		2
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	Medication Aide AND Nursing Assistant Course	Health services		7
MPCC	Medication Aid/Nursing Assistant/Math for Health Occupations	Health services		9
MPCC	Nursing Assistant Course	Health services		4
MPCC	Nursing Concepts V/Clinical V/American Heart BLS	Health services		8.5
NECC	Certified Pharmacy Technician Exam Preparation	Health services	16	
NECC	CNA (Certified Nurse Aide)	Health services		3
NECC	Emergency Medical Responder	Health services		3.5
NECC	EMT I and EMT II	Health services		9.5
NECC	Healthcare Aide	Health services	121	
NECC	Healthcare Aide - Lapsed CNA License	Health services	49	
NECC	Medication Aide	Health services		3
NECC	Pre-hospital Emergency Care for Nurses	Health services		3
NECC	Paramedic Simulations/Exam Prep	Health services		1
SCC	Dental Terminology Course	Health services		3
SCC	Electrocardiogram Tech Course	Health services		3
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	Health Services	240	

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Approved Gap Assistance Programs of Study
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Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Hours
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	Drafting & Design Technology Certificate	Precision metals manufacturing		12
CCC	Environmental Health & Safety Generalist Certificate	Precision metals manufacturing		12
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	
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	Instrumentation Certificate	Precision metals manufacturing		13
CCC	Intro to Technical Diagrams	Precision metals manufacturing	16	
CCC	Intro to Welding & Blueprint Reading	Precision metals manufacturing	96	
CCC	Manual Welding Certificate	Precision metals manufacturing		14
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	Quality Inspection Certificate	Precision metals manufacturing		12
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	

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Approved Gap Assistance Programs of Study
As of July 28, 2021

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Hours
MPCC	Basic Welding Techniques & Safety	Precision metals manufacturing	24	
MPCC	Oxyacetylene Welding	Precision metals manufacturing	80	
MPCC	Ready to Work: MIG Welding Skills	Precision metals manufacturing	28	
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	73	
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	155	
NECC	Manufacturing Maintenance - Mechanical Pathway Level 2	Precision metals manufacturing	75	
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	Production Welding	Precision metals manufacturing	36	
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	Mechanical Drafter Career Pathways Certificate	Precision metals manufacturing		15
WNCC	Stick Welding Certificaiton	Precision metals manufacturing		6
WNCC	Technical Designer Career Pathways Certificate	Precision metals manufacturing		15
WNCC	TIG Welding Certification	Precision metals manufacturing		6
WNCC	Welding I	Precision metals manufacturing	135	
WNCC	Welding II	Precision metals manufacturing	240	
WNCC	Wire Welding Certification	Precision metals manufacturing		6
CCC	Solar Power Certificate	Renewable energy		12
CCC	Wind Power Certificate	Renewable energy		12
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		15
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	

Appendix A

Approved Gap Assistance Programs of Study
As of July 28, 2021

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Hours
MCC	IT Desktop Support Technician	Software and computer services		18
MCC	IT Operations Specialist	Software and computer services	284	
MCC	Red Hat Certified System Administrator	Software and computer services	72	
MPCC	A+ Network Programming Certificate	Software and computer services	64	
MPCC	CompTIA A+	Software and computer services	24	
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	
MPCC	Network Technology Certificate	Software and computer services		15
MPCC	PC Support Certification	Software and computer services		15
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	Data Engineering Bootcamp	Software and computer services	39	
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	Front End Software Developer Bootcamp	Software and computer services	27	
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	Automotive Technology Certificate	Transportation, warehousing, and distribution logistics		12
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	CDL A With E Restrictions CPP	Transportation, warehousing, and distribution logistics	280	
MCC	Class A CDL Driver Training + Career Placement Program	Transportation, warehousing, and distribution logistics	40	15.5
MCC	Class A CDL w/E Restrictions + CPP	Transportation, warehousing, and distribution logistics	80	6
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	Commercial Driver's License (CDL) Prep Course	Transportation, warehousing, and distribution logistics	16	
MPCC	Basic Engine & Electrical Certificate	Transportation, warehousing, and distribution logistics		14
MPCC	Basic Engine & Electrical Repair Certificate	Transportation, warehousing, and distribution logistics		12
MPCC	Fuel Systems Certificate	Transportation, warehousing, and distribution logistics		15
MPCC	Fuel Systems Certificate + Commercial Driver's License (CDL) Prep Course	Transportation, warehousing, and distribution logistics	16	15
MPCC	Logistics Certificate	Transportation, warehousing, and distribution logistics		15
MPCC	Powertrain Certificate	Transportation, warehousing, and distribution logistics		15
MPCC	Transmission & Drive Line Certificate	Transportation, warehousing, and distribution logistics		12
MPCC	Tune-Up 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	

Appendix A

Approved Gap Assistance Programs of Study
As of July 28, 2021

Community College	Gap Program of Study	In-demand Occupation Selection	Length Contact Hours	Length Credit Hours
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	
SCC	Professional Truck Driving Training Course	Transportation, warehousing, and distribution logistics		9
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	

* MCC credit hours are on a quarter basis. All other colleges credit hours are semester credit hours.

Comprehensive Statewide Plan for Postsecondary Education

Changes Made and Important Notes: 2021 Measuring Accomplishments Packet

Overall Changes:

- N/A

National Comparisons:

- Educational attainment by race/ethnicity and age (2015-2019): Added detail for more race/ethnic groups.
- Percentage of ACT-tested high school graduates who met or exceeded all four college readiness benchmarks (2021): NDE did not require ACT testing for 2021 graduates. An estimated 86% of Nebraska's 2021 high school graduates took the ACT test. Therefore, states were only ranked if their estimated percent tested was 70% or higher.

Peer Comparisons:

- NCTA's peer group listing name changes: Lake Area Technical Institute (LATI) is now Lake Area Technical College (LATC) and Mitchell Technical Institute (MTI) is now Mitchell Technical College (MTC).
- Remedial student course taking and success (credential seeking cohort, 2013), Persistence/attainment outcomes by end of year two (credential seeking cohort, 2017), and Persistence/attainment outcomes by end of year six (credential seeking cohort, 2013): Data for 2014 and 2018 cohorts will not be available until early 2022. Therefore, this data is a repeat of what was reported in the 2020 report.

Non-Comparative Measures:

- N/A

Data Dictionary:

- Removed the section, "Measures to be included in forthcoming Measuring Accomplishments." We will make additions to future reports when/if the data are made available to CCPE.

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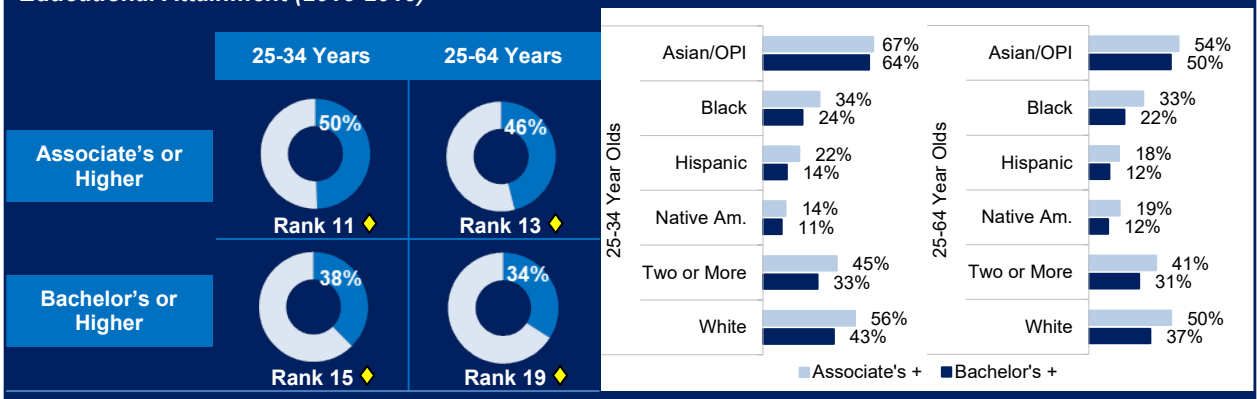
Comprehensive Statewide Plan for Postsecondary Education
2021 Measuring Accomplishments

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 (2015-2019)



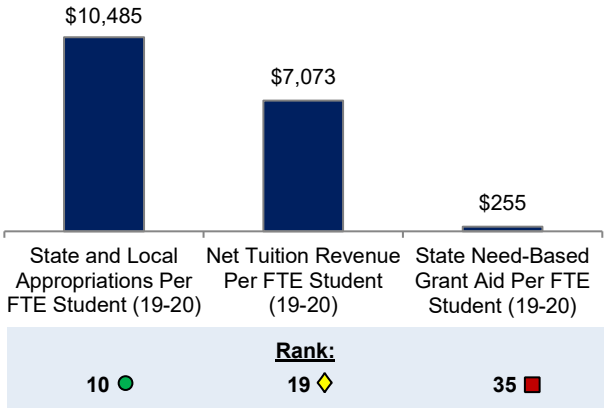
High School Graduation Rate, Preparation for College, and College Enrollment

	Nebraska	Rank	
Public High School Graduation Rate (2018-2019)	88%	13	♦
Percentage of ACT-Tested High School Graduates who Met or Exceeded All Four College Readiness Benchmarks (2021)	23%	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 (2015-2019)	5%	28	■

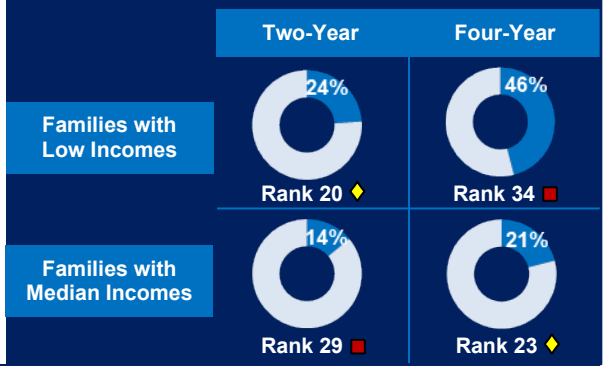
College Completion Rates

	Nebraska	Rank	
Four-Year Completion Rate for First-Time, Full-Time Baccalaureate-Seeking Students at Public Four-Year Institutions who Completed a Bachelor's Degree at their First Campus (2014 Cohort)	35%	33	■
Six-Year Completion Rate for First-Time Students who Started at Public Four-Year Institutions and Completed a Credential Anywhere (2014 Cohort)	70%	17	♦
Six-Year Completion Rate for First-Time Students who Started at Public Two-Year Institutions and Completed a Credential Anywhere (2014 Cohort)	42%	18	♦

Funding and Affordability



Percentage of Family Income Needed to Pay for Full-Time Enrollment at Public Institutions (2018-2019)



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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
NCTA	**Nebraska College of Technical Agriculture**	**NE**	**331**	**29%**
ILCC	Iowa Lakes Community College	IA	2,035	24%
LATC	Lake Area Technical College	SD	2,228	32%
MTC	Mitchell Technical College	SD	1,162	39%
MSC	Morrisville State College	NY	2,781	56%
NCTC	Northland Community and Technical College	MN	3,220	29%
OSAT	Ohio State University Agricultural Technical Institute	OH	594	29%
SOCC	South Central College	MN	2,775	41%
STCM	State Technical College of Missouri	MO	1,724	32%
SUNY	SUNY College of Agriculture and Technology at Cobleskill	NY	2,267	47%
VTC	Vermont Technical College	VT	1,696	31%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
NCTA	**0%**	**0%**	**4%**	**0%**	**0%**	**2%**	**93%**
ILCC	2%	6%	5%	1%	3%	0%	83%
LATC	1%	1%	2%	3%	0%	0%	93%
MTC	1%	1%	3%	3%	0%	1%	91%
MSC	1%	24%	8%	0%	1%	3%	62%
NCTC	1%	8%	5%	2%	0%	4%	79%
OSAT	0%	1%	2%	0%	0%	2%	93%
SOCC	2%	11%	11%	0%	2%	3%	72%
STCM	1%	1%	2%	0%	0%	2%	94%
SUNY	2%	11%	12%	0%	1%	3%	71%
VTC	2%	3%	2%	0%	2%	3%	88%

Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2017 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
NCTA	**NA**	**0%**	**50%**	**NA**	**0%**	**48%**	**● 48%**	**● 77%**
ILCC	25%	11%	34%	33%	0%	52%	46%	41%
LATC	83%	50%	36%	54%	NA	69%	68%	66%
MTC	80%	33%	83%	50%	82%	73%	73%	66%
MSC	83%	22%	23%	0%	26%	45%	38%	32%
NCTC	29%	13%	11%	71%	21%	53%	43%	38%
OSAT	100%	0%	40%	NA	33%	43%	42%	32%
SOCC	14%	10%	20%	0%	46%	38%	31%	23%
STCM	100%	33%	75%	100%	86%	72%	72%	69%
SUNY	38%	36%	33%	100%	40%	46%	43%	40%
VTC	100%	0%	0%	NA	29%	68%	64%	59%

Graduation Status at Six Years (2012-2013 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
NCTA	**● 53%**	**NA**	**♦ 43%**	**NA**
ILCC	50%	9%	54%	21%
LATC	70%	51%	NA	NA
MTC	70%	24%	76%	64%
MSC	37%	10%	53%	44%
NCTC	42%	33%	57%	41%
OSAT	35%	0%	45%	40%
SOCC	34%	19%	47%	34%
STCM	69%	36%	75%	71%
SUNY	41%	33%	55%	46%
VTC	55%	33%	82%	59%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
NCTA	**$13,434**	**$3,088**	**$18,851**	**$49,834**	**$12,912**	**$9,937**	**$10,496**	**36%**	**-**
ILCC	$14,260	$3,838	$22,007	$86,197	$9,804	$7,773	$8,906	27%	$11,000
LATC	$5,034	$5,657	$11,539	$27,571	$12,075	$9,646	$10,622	68%	$12,000
MTC	$3,865	$1,918	$13,618	$33,073	$11,274	$9,102	$9,821	55%	$12,000
MSC	$15,907	$4,913	$29,255	$119,797	$18,198	$15,062	$17,133	68%	$18,335
NCTC	$7,334	$3,928	$16,043	$40,634	$10,243	$9,073	$10,135	35%	$13,000
OSAT	$7,020	$7,006	$22,727	$55,671	$17,792	$14,723	$15,357	48%	-
SOCC	$7,375	$4,027	$16,962	$58,833	$9,923	$8,773	$9,188	33%	$12,000
STCM	$2,713	$6,196	$15,919	$42,868	$7,218	$9,273	$10,279	47%	$10,500
SUNY	$14,512	$4,672	$29,045	$102,141	$16,644	$12,792	$15,111	59%	$16,367
VTC	$5,841	$16,438	$28,835	$63,928	$21,279	$16,801	$17,560	57%	$12,000

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

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

Peer Comparisons: University of Nebraska at Kearney

Peer Group Listing and Undergraduate Fall Enrollment (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNK	**University of Nebraska at Kearney**	**NE**	**4,429**	**36%**
EIU	Eastern Illinois University	IL	6,229	35%
ESU	Emporia State University	KS	3,405	34%
MSUM	Minnesota State University Moorhead	MN	4,673	30%
NWMS	Northwest Missouri State University	MO	5,710	31%
PSU	Pittsburg State University	KS	5,181	36%
SUP	Shippensburg University of Pennsylvania	PA	5,274	33%
UCM	University of Central Missouri	MO	8,904	29%
WCU	Western Carolina University	NC	10,469	36%
WIU	Western Illinois University	IL	5,958	48%
WSU	Winona State University	MN	6,978	26%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
UNK	**1%**	**2%**	**12%**	**0%**	**7%**	**2%**	**75%**
EIU	3%	18%	14%	0%	2%	2%	60%
ESU	1%	5%	7%	0%	6%	11%	70%
MSUM	2%	4%	3%	1%	5%	4%	80%
NWMS	1%	5%	4%	0%	3%	3%	84%
PSU	1%	3%	6%	1%	3%	6%	79%
SUP	1%	12%	6%	0%	1%	5%	75%
UCM	1%	9%	5%	0%	2%	5%	78%
WCU	1%	5%	7%	1%	2%	4%	80%
WIU	1%	20%	13%	0%	1%	3%	62%
WSU	3%	3%	5%	0%	3%	3%	83%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
UNK	**43%**	**22%**	**56%**	**0%**	**22%**	**61%**	**● 59%**	**● 49%**
EIU	57%	34%	43%	33%	34%	60%	51%	43%
ESU	44%	26%	35%	33%	26%	50%	46%	41%
MSUM	50%	17%	41%	25%	17%	58%	55%	52%
NWMS	47%	29%	47%	60%	29%	58%	54%	44%
PSU	80%	38%	53%	45%	38%	54%	53%	42%
SUP	52%	38%	41%	50%	38%	55%	51%	40%
UCM	55%	37%	49%	60%	37%	54%	51%	40%
WCU	55%	59%	67%	14%	59%	65%	64%	60%
WIU	50%	30%	39%	NA	30%	61%	46%	38%
WSU	54%	43%	48%	NA	43%	62%	61%	54%

Four-Year Graduation Rates (2014 Cohort) and Graduation Status at Six Years (2012-2013 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	**◆ 33%**	**● 58%**	**◆ 21%**	**◆ 56%**	**● 44%**
EIU	35%	57%	8%	69%	40%
ESU	27%	45%	24%	58%	40%
MSUM	34%	48%	36%	63%	47%
NWMS	35%	48%	0%	61%	23%
PSU	43%	50%	6%	61%	31%
SUP	35%	52%	0%	63%	29%
UCM	31%	48%	7%	65%	41%
WCU	43%	61%	24%	67%	61%
WIU	30%	46%	28%	69%	48%
WSU	41%	64%	42%	72%	70%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
UNK	**$8,705**	**$6,472**	**$17,395**	**$69,823**	**$16,570**	**$14,087**	**$14,018**	**44%**	**● $19,261**
EIU	$7,082	$5,040	$17,754	$54,894	$13,551	$11,015	$10,056	48%	$21,500
ESU	$6,822	$6,933	$15,971	$47,384	$14,437	$11,465	$12,971	64%	$19,500
MSUM	$6,227	$6,082	$16,423	$53,693	$17,324	$12,675	$14,194	56%	$20,500
NWMS	$4,259	$7,317	$13,461	$43,298	$13,375	$9,906	$10,608	54%	$21,794
PSU	$6,139	$5,714	$14,557	$51,834	$14,006	$11,469	$10,742	54%	$19,500
SUP	$5,684	$9,130	$22,978	$89,955	$21,631	$18,076	$19,488	68%	$25,000
UCM	$5,169	$7,260	$16,130	$47,543	$13,394	$11,006	$12,120	49%	$22,000
WCU	$11,767	$3,902	$15,322	$58,882	$13,221	$9,305	$11,625	55%	$22,466
WIU	$7,446	$6,664	$27,912	$81,329	$15,361	$12,265	$12,112	66%	$25,126
WSU	$5,811	$6,316	$16,293	$62,472	$17,185	$11,721	$12,963	59%	$22,750

Research and Development Expenditures (National Science Foundation, 2019)

ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
UNK	**● $2,028,000**	**$891,000**	**$2,919,000**	**● $1,193,000**
PSU	$2,513,000	$0	$2,513,000	$289,000
WCU	$2,156,000	$477,000	$2,633,000	$1,243,000
WIU	$2,029,000	$344,000	$2,373,000	$1,495,000

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNL	**University of Nebraska-Lincoln**	**NE**	**20,478**	**22%**
CSUF	Colorado State University-Fort Collins	CO	25,789	23%
ISU	Iowa State University	IA	28,294	20%
LSUA	Louisiana State University & Agricultural & Mechanical College	LA	25,826	24%
UTK	The University of Tennessee-Knoxville	TN	23,290	25%
UI	University of Iowa	IA	23,482	19%
KU	University of Kansas	KS	19,667	20%
UKY	University of Kentucky	KY	22,236	22%
UMC	University of Missouri-Columbia	MO	22,589	21%
UON	University of Oklahoma-Norman Campus	OK	21,768	23%
WASH	Washington State University	WA	26,062	29%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
UNL	**3%**	**3%**	**7%**	**0%**	**8%**	**3%**	**75%**
CSUF	3%	2%	15%	0%	4%	5%	71%
ISU	4%	3%	7%	0%	6%	3%	79%
LSUA	5%	14%	7%	0%	2%	3%	69%
UTK	4%	6%	5%	0%	1%	4%	80%
UI	4%	3%	8%	0%	5%	4%	75%
KU	5%	4%	9%	0%	6%	5%	71%
UKY	3%	7%	5%	0%	3%	4%	77%
UMC	3%	7%	5%	0%	2%	4%	78%
UON	7%	5%	11%	4%	4%	9%	61%
WASH	7%	3%	16%	1%	4%	7%	62%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
UNL	**66%**	**53%**	**51%**	**40%**	**53%**	**68%**	**◆ 66%**	**◆ 56%**
CSUF	72%	65%	66%	65%	65%	71%	70%	59%
ISU	71%	54%	70%	57%	54%	77%	75%	63%
LSUA	73%	57%	66%	56%	57%	72%	70%	57%
UTK	77%	61%	67%	56%	61%	72%	71%	61%
UI	80%	56%	68%	50%	56%	73%	72%	62%
KU	65%	39%	54%	20%	39%	67%	63%	46%
UKY	74%	49%	57%	64%	49%	69%	66%	53%
UMC	78%	62%	64%	78%	62%	75%	73%	62%
UON	77%	59%	68%	54%	59%	73%	72%	59%
WASH	56%	47%	51%	38%	47%	63%	59%	51%

Four-Year Graduation Rates (2014 Cohort) and Graduation Status at Six Years (2012-2013 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
UNL	**◆ 42%**	**◆ 64%**	**● 47%**	**◆ 67%**	**◆ 47%**
CSUF	47%	72%	46%	73%	54%
ISU	50%	74%	47%	70%	42%
LSUA	39%	66%	40%	69%	42%
UTK	51%	72%	30%	70%	52%
UI	54%	72%	51%	68%	51%
KU	46%	64%	53%	64%	48%
UKY	47%	66%	46%	59%	39%
UMC	50%	69%	46%	66%	51%
UON	46%	66%	23%	59%	40%
WASH	37%	59%	26%	72%	50%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
UNL	**$10,853**	**$9,441**	**$31,032**	**$136,376**	**$17,341**	**$11,672**	**$13,453**	**39%**	◆ **$21,250**
CSUF	$115	$16,439	$37,904	$142,534	$17,609	$11,924	$12,736	40%	$20,500
ISU	$7,727	$11,927	$32,472	$117,651	$16,105	$9,766	$11,427	48%	$22,635
LSUA	$8,199	$12,061	$27,527	$114,076	$20,352	$11,318	$15,403	32%	$20,500
UTK	$12,865	$12,331	$37,234	$140,870	$21,133	$10,433	$13,970	39%	$20,500
UI	$8,322	$15,398	$46,789	$145,966	$17,452	$13,554	$15,508	43%	$22,500
KU	$10,578	$13,090	$44,429	$155,693	$20,054	$15,666	$16,288	42%	$21,375
UKY	$10,638	$13,113	$61,955	$211,347	$19,831	$12,593	$13,424	40%	$23,200
UMC	$7,136	$10,863	$35,239	$94,571	$16,930	$11,005	$11,386	38%	$21,500
UON	$4,706	$14,492	$30,278	$103,579	$21,836	$16,103	$16,846	36%	$21,000
WASH	$8,737	$10,441	$30,374	$108,447	$17,931	$7,689	$8,719	41%	$20,000

Research and Development Expenditures (National Science Foundation, 2019)

ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
UNL	**$198,725,000**	**$118,095,000**	**$316,820,000**	◆ **$102,235,000**
CSUF	$341,317,000	$57,160,000	$398,477,000	$259,922,000
ISU	$228,765,000	$129,709,000	$358,474,000	$140,452,000
LSUA	$189,277,000	$107,220,000	$296,497,000	$79,844,000
UTK	$185,210,000	$133,879,000	$319,089,000	$147,809,000
UI	$300,968,000	$207,385,000	$508,353,000	$134,208,000
KU	$245,565,000	$107,078,000	$352,643,000	$109,894,000
UKY	$284,942,000	$125,639,000	$410,581,000	$152,360,000
UMC	$151,960,000	$126,833,000	$278,793,000	$99,769,000
UON	$228,174,000	$74,505,000	$302,679,000	$123,765,000
WASH	$237,212,000	$132,121,000	$369,333,000	$124,868,000

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNMC	**University of Nebraska Medical Center**	**NE**	**918**	**25%**
MUSC	Medical University of South Carolina	SC	325	13%
OSU	Ohio State University-Main Campus	OH	46,818	20%
UTK	The University of Tennessee-Knoxville	TN	23,290	25%
UA	University of Arizona	AZ	34,516	29%
UCON	University of Connecticut	CT	18,847	22%
UI	University of Iowa	IA	23,482	19%
KU	University of Kansas	KS	19,667	20%
UKY	University of Kentucky	KY	22,236	22%
UU	University of Utah	UT	24,485	24%
VCU	Virginia Commonwealth University	VA	22,837	29%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
UNMC	**3%**	**2%**	**7%**	**1%**	**0%**	**2%**	**85%**
MUSC	4%	9%	6%	0%	0%	4%	77%
OSU	8%	7%	5%	0%	9%	4%	67%
UTK	4%	6%	5%	0%	1%	4%	80%
UA	6%	4%	27%	1%	7%	5%	50%
UCON	11%	7%	12%	0%	11%	3%	56%
UI	4%	3%	8%	0%	5%	4%	75%
KU	5%	4%	9%	0%	6%	5%	71%
UKY	3%	7%	5%	0%	3%	4%	77%
UU	7%	1%	13%	0%	6%	6%	67%
VCU	14%	20%	11%	0%	3%	7%	44%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
UNMC	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**
MUSC	NA	NA	NA	NA	NA	NA	NA	NA
OSU	87%	79%	83%	75%	79%	88%	87%	80%
UTK	77%	61%	67%	56%	61%	72%	71%	61%
UA	75%	43%	62%	26%	43%	67%	65%	55%
UCON	83%	75%	75%	100%	75%	86%	83%	75%
UI	80%	56%	68%	50%	56%	73%	72%	62%
KU	65%	39%	54%	20%	39%	67%	63%	46%
UKY	74%	49%	57%	64%	49%	69%	66%	53%
UU	77%	50%	57%	43%	50%	68%	67%	58%
VCU	74%	67%	64%	50%	67%	66%	66%	62%

Four-Year Graduation Rates (2014 Cohort) and Graduation Status at Six Years (2012-2013 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%**	**● 92%**
MUSC	NA	NA	NA	93%	NA
OSU	65%	83%	47%	70%	55%
UTK	51%	72%	30%	70%	52%
UA	49%	64%	40%	69%	51%
UCON	73%	84%	63%	81%	75%
UI	54%	72%	51%	68%	51%
KU	46%	64%	53%	64%	48%
UKY	47%	66%	46%	59%	39%
UU	34%	68%	29%	72%	58%
VCU	44%	66%	17%	68%	65%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
UNMC	**$40,142**	**$15,476**	**$120,746**	**$408,702**	**NA**	**NA**	**NA**	**61%**	**$15,000**
MUSC	-	-	-	-	-	-	-	71%	$15,000
OSU	-	-	-	-	-	-	-	36%	$21,000
UTK	-	-	-	-	-	-	-	39%	$20,500
UA	-	-	-	-	-	-	-	36%	$20,171
UCON	-	-	-	-	-	-	-	44%	$22,000
UI	-	-	-	-	-	-	-	43%	$22,500
KU	-	-	-	-	-	-	-	42%	$21,375
UKY	-	-	-	-	-	-	-	40%	$23,200
UU	-	-	-	-	-	-	-	29%	$18,088
VCU	-	-	-	-	-	-	-	48%	$22,500

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

Research and Development Expenditures (National Institutes of Health, 2020)	
ID	Total Health Sciences School Research
UNMC	**$89,351,334**
MUSC	$122,874,968
OSU	$181,110,690
UTK	$45,318,850
UA	$139,881,044
UCON	$68,040,006
UI	$169,219,603
KU	$80,568,830
UKY	$139,444,265
UU	$188,162,118
VCU	$72,161,379

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNO	**University of Nebraska at Omaha**	**NE**	**12,245**	**34%**
CSU	Cleveland State University	OH	11,564	40%
EMU	Eastern Michigan University	MI	14,872	38%
NKU	Northern Kentucky University	KY	11,868	27%
UTC	The University of Tennessee-Chattanooga	TN	10,297	33%
UCO	University of Central Oklahoma	OK	13,339	35%
UCCS	University of Colorado, Colorado Springs	CO	10,706	30%
UMSL	University of Missouri-St Louis	MO	13,026	21%
UNCG	University of North Carolina at Greensboro	NC	16,581	48%
UNF	University of North Florida	FL	14,734	30%
WSU	Wichita State University	KS	12,623	32%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
UNO	**5%**	**7%**	**15%**	**0%**	**5%**	**5%**	**64%**
CSU	4%	15%	7%	0%	5%	4%	65%
EMU	3%	18%	6%	0%	2%	4%	66%
NKU	2%	6%	4%	0%	3%	3%	82%
UTC	3%	10%	6%	0%	1%	3%	78%
UCO	4%	9%	13%	3%	4%	11%	56%
UCCS	4%	4%	19%	0%	1%	8%	63%
UMSL	5%	14%	4%	0%	2%	2%	73%
UNCG	5%	30%	12%	0%	2%	5%	46%
UNF	6%	9%	14%	0%	2%	5%	64%
WSU	7%	6%	13%	1%	10%	5%	57%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
UNO	**58%**	**32%**	**45%**	**20%**	**32%**	**51%**	● **49%**	● **47%**
CSU	67%	30%	35%	50%	30%	53%	48%	41%
EMU	51%	30%	48%	0%	30%	52%	47%	40%
NKU	64%	32%	50%	17%	32%	48%	47%	35%
UTC	60%	48%	39%	60%	48%	51%	50%	46%
UCO	39%	29%	33%	32%	29%	38%	35%	31%
UCCS	67%	29%	40%	25%	29%	47%	45%	38%
UMSL	63%	41%	27%	0%	41%	61%	56%	46%
UNCG	63%	60%	60%	20%	60%	58%	59%	56%
UNF	73%	64%	60%	100%	64%	67%	66%	63%
WSU	61%	28%	43%	38%	28%	50%	48%	42%

Four-Year Graduation Rates (2014 Cohort) and Graduation Status at Six Years (2012-2013 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
UNO	♦ **25%**	● **48%**	● **30%**	♦ **56%**	♦ **39%**
CSU	27%	44%	26%	58%	40%
EMU	20%	45%	13%	59%	49%
NKU	28%	41%	12%	58%	49%
UTC	32%	47%	13%	57%	34%
UCO	12%	36%	18%	55%	37%
UCCS	25%	44%	17%	55%	37%
UMSL	34%	52%	20%	64%	45%
UNCG	37%	53%	23%	60%	46%
UNF	39%	63%	32%	69%	50%
WSU	25%	46%	14%	55%	32%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
UNO	**$5,983**	**$7,837**	**$17,379**	**$66,076**	**$13,314**	**$10,578**	**$11,294**	**38%**	**● $19,724**
CSU	$5,597	$10,417	$20,113	$72,074	$16,007	$13,272	$14,813	55%	$22,250
EMU	$4,950	$11,526	$16,771	$52,368	$15,342	$12,465	$13,265	53%	$25,920
NKU	$4,137	$10,005	$19,009	$78,947	$9,664	$4,632	$5,947	44%	$24,250
UTC	$5,662	$6,634	$18,923	$80,442	$14,888	$8,625	$11,059	47%	$20,635
UCO	$4,743	$7,929	$16,046	$61,141	$16,746	$13,425	$14,549	51%	$20,500
UCCS	$0	$10,945	$17,874	$73,846	$15,852	$11,543	$11,395	41%	$20,901
UMSL	$5,307	$8,839	$23,677	$74,852	$10,039	$9,991	$8,324	28%	$20,838
UNCG	$10,137	$6,411	$20,363	$76,012	$9,853	$7,645	$9,190	60%	$22,695
UNF	$7,793	$5,007	$15,664	$53,931	$9,789	$4,367	$6,074	32%	$16,341
WSU	$7,260	$8,787	$31,293	$107,182	$14,357	$11,687	$12,272	45%	$21,478

Research and Development Expenditures (National Science Foundation, 2019)

ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
UNO	**● $11,460,000**	**$2,842,000**	**$14,302,000**	**● $6,818,000**
CSU	$61,254,000	$18,823,000	$80,077,000	$47,656,000
EMU	$2,521,000	$4,654,000	$7,175,000	$1,336,000
NKU	$1,594,000	$769,000	$2,363,000	$1,178,000
UTC	$4,335,000	$4,945,000	$9,280,000	$2,393,000
UCO	$2,136,000	$3,546,000	$5,682,000	$1,397,000
UCCS	$4,296,000	$424,000	$4,720,000	$3,072,000
UMSL	$8,951,000	$4,746,000	$13,697,000	$4,574,000
UNCG	$20,521,000	$5,804,000	$26,325,000	$16,499,000
UNF	$5,884,000	$6,457,000	$12,341,000	$4,017,000
WSU	$120,083,000	$8,712,000	$128,795,000	$29,634,000

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
CSC	**Chadron State College**	**NE**	**1,923**	**35%**
BHSU	Black Hills State University	SD	3,684	23%
EOU	Eastern Oregon University	OR	2,867	40%
MSU	Minot State University	ND	2,836	22%
NSU	Northern State University	SD	3,008	15%
NWMS	Northwest Missouri State University	MO	5,710	31%
NWOS	Northwestern Oklahoma State University	OK	1,767	48%
PSC	Peru State College	NE	1,869	34%
TSU	Truman State University	MO	4,939	19%
WSU	Wayne State College	NE	3,148	33%
WCU	Western Colorado University	CO	3,073	17%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
CSC	**1%**	**4%**	**10%**	**1%**	**2%**	**4%**	**78%**
BHSU	1%	1%	5%	4%	2%	5%	82%
EOU	6%	2%	12%	2%	2%	5%	71%
MSU	2%	4%	8%	2%	10%	5%	70%
NSU	2%	2%	2%	1%	5%	3%	84%
NWMS	1%	5%	4%	0%	3%	3%	84%
NWOS	1%	7%	12%	9%	1%	2%	68%
PSC	1%	7%	8%	0%	1%	4%	80%
TSU	3%	4%	3%	0%	8%	4%	79%
WSU	1%	3%	10%	1%	3%	3%	79%
WCU	2%	6%	22%	1%	0%	3%	67%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
CSC	**0%**	**11%**	**52%**	**21%**	**50%**	**43%**	**◆ 42%**	**● 41%**
BHSU	33%	0%	38%	11%	35%	42%	39%	31%
EOU	20%	40%	19%	25%	35%	30%	28%	26%
MSU	50%	25%	58%	33%	36%	51%	55%	34%
NSU	44%	23%	20%	17%	21%	49%	45%	36%
NWMS	47%	29%	47%	60%	46%	58%	54%	44%
NWOS	0%	21%	24%	12%	20%	32%	26%	31%
PSC	0%	13%	19%	33%	43%	41%	36%	25%
TSU	86%	63%	62%	0%	65%	77%	75%	69%
WSU	43%	31%	29%	33%	18%	56%	53%	42%
WCU	50%	29%	45%	75%	52%	52%	50%	45%

Four-Year Graduation Rates (2014 Cohort) and Graduation Status at Six Years (2012-2013 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
CSC	**◆ 24%**	**◆ 43%**	**◆ 8%**	**◆ 48%**	**● 38%**
BHSU	20%	31%	13%	49%	28%
EOU	9%	30%	6%	44%	38%
MSU	36%	45%	15%	48%	33%
NSU	29%	46%	4%	50%	33%
NWMS	35%	48%	0%	61%	23%
NWOS	13%	27%	3%	45%	32%
PSC	20%	34%	12%	48%	43%
TSU	61%	72%	19%	67%	65%
WSU	32%	42%	0%	55%	51%
WCU	28%	47%	50%	55%	30%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
CSC	**$9,418**	**$5,196**	**$17,667**	**$60,919**	**$15,156**	**$13,533**	**$13,026**	**49%**	**$19,500**
BHSU	$4,035	$6,200	$16,903	$78,459	$16,706	$14,108	$14,928	43%	$25,000
EOU	$9,719	$7,761	$20,152	$63,656	$15,436	$11,158	$13,148	48%	$20,000
MSU	$7,810	$6,434	$16,948	$66,766	$11,949	$8,920	$9,060	36%	$20,154
NSU	$8,563	$5,468	$21,483	$114,619	$16,404	$13,085	$13,172	29%	$22,250
NWMS	$4,259	$7,317	$13,461	$43,298	$13,375	$9,906	$10,608	54%	$21,794
NWOS	$4,654	$4,408	$14,179	$57,460	$10,747	$7,736	$7,929	48%	$17,250
PSC	$6,317	$4,005	$14,660	$62,559	$14,216	$11,995	$12,026	45%	$22,358
TSU	$7,849	$5,160	$15,967	$55,231	$12,621	$7,208	$8,898	39%	$20,689
WSU	$6,919	$4,969	$14,598	$63,379	$14,055	$10,608	$11,672	51%	$20,118
WCU	$0	$10,467	$19,246	$80,553	$16,951	$13,146	$13,136	40%	$22,713

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
PSC	**Peru State College**	**NE**	**1,869**	**34%**
BHSU	Black Hills State University	SD	3,684	23%
CSC	Chadron State College	NE	1,923	35%
CU	Concord University	WV	1,570	48%
EOU	Eastern Oregon University	OR	2,867	40%
FSU	Fairmont State University	WV	3,563	39%
MSU	Minot State University	ND	2,836	22%
NWOS	Northwestern Oklahoma State University	OK	1,767	48%
VCSU	Valley City State University	ND	1,524	20%
WSU	Wayne State College	NE	3,148	33%
WLU	West Liberty University	WV	2,183	37%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
PSC	**1%**	**7%**	**8%**	**0%**	**1%**	**4%**	**80%**
BHSU	1%	1%	5%	4%	2%	5%	82%
CSC	1%	4%	10%	1%	2%	4%	78%
CU	1%	6%	1%	0%	6%	3%	83%
EOU	6%	2%	12%	2%	2%	5%	71%
FSU	1%	4%	2%	0%	2%	3%	87%
MSU	2%	4%	8%	2%	10%	5%	70%
NWOS	1%	7%	12%	9%	1%	2%	68%
VCSU	1%	2%	5%	1%	2%	4%	84%
WSU	1%	3%	10%	1%	3%	3%	79%
WLU	1%	3%	1%	0%	3%	2%	90%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
PSC	**0%**	**13%**	**19%**	**33%**	**43%**	**41%**	**◆ 36%**	**◆ 25%**
BHSU	33%	0%	38%	11%	35%	42%	39%	31%
CSC	0%	11%	52%	21%	50%	43%	42%	41%
CU	25%	15%	67%	100%	29%	40%	38%	36%
EOU	20%	40%	19%	25%	35%	30%	28%	26%
FSU	50%	18%	18%	NA	47%	36%	35%	28%
MSU	50%	25%	58%	33%	36%	51%	55%	34%
NWOS	0%	21%	24%	12%	20%	32%	26%	31%
VCSU	NA	17%	25%	50%	20%	52%	45%	27%
WSU	43%	31%	29%	33%	18%	56%	53%	42%
WLU	50%	43%	33%	0%	33%	53%	53%	49%

Four-Year Graduation Rates (2014 Cohort) and Graduation Status at Six Years (2012-2013 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	**◆ 20%**	**◆ 34%**	**● 12%**	**◆ 48%**	**● 43%**
BHSU	20%	31%	13%	49%	28%
CSC	24%	43%	8%	48%	38%
CU	28%	37%	9%	45%	26%
EOU	9%	30%	6%	44%	38%
FSU	25%	35%	25%	51%	44%
MSU	36%	45%	15%	48%	33%
NWOS	13%	27%	3%	45%	32%
VCSU	25%	40%	11%	54%	52%
WSU	32%	42%	0%	55%	51%
WLU	37%	46%	27%	32%	9%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
PSC	**$6,317**	**$4,005**	**$14,660**	**$62,559**	**$14,216**	**$11,995**	**$12,026**	**45%**	◆ **$22,358**
BHSU	$4,035	$6,200	$16,903	$78,459	$16,706	$14,108	$14,928	43%	$25,000
CSC	$9,418	$5,196	$17,667	$60,919	$15,156	$13,533	$13,026	49%	$19,500
CU	$5,750	$3,169	$14,125	$53,064	$8,677	$7,070	$7,337	50%	$18,799
EOU	$9,719	$7,761	$20,152	$63,656	$15,436	$11,158	$13,148	48%	$20,000
FSU	$5,621	$3,935	$14,182	$55,867	$10,608	$8,285	$9,871	55%	$22,772
MSU	$7,810	$6,434	$16,948	$66,766	$11,949	$8,920	$9,060	36%	$20,154
NWOS	$4,654	$4,408	$14,179	$57,460	$10,747	$7,736	$7,929	48%	$17,250
VCSU	$8,464	$5,738	$20,302	$64,925	$12,108	$7,877	$8,570	30%	$21,460
WSU	$6,919	$4,969	$14,598	$63,379	$14,055	$10,608	$11,672	51%	$20,118
WLU	$4,218	$7,346	$13,062	$50,068	$13,812	$12,326	$14,778	57%	$24,551

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
WSC	**Wayne State College**	**NE**	**3,148**	**33%**
BHSU	Black Hills State University	SD	3,684	23%
CSC	Chadron State College	NE	1,923	35%
ESU	Emporia State University	KS	3,405	34%
MSU	Minot State University	ND	2,836	22%
NSU	Northern State University	SD	3,008	15%
NWMS	Northwest Missouri State University	MO	5,710	31%
NWOS	Northwestern Oklahoma State University	OK	1,767	48%
PSC	Peru State College	NE	1,869	34%
SMSU	Southwest Minnesota State University	MN	6,636	11%
UWRF	University of Wisconsin-River Falls	WI	5,588	26%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
WSC	**1%**	**3%**	**10%**	**1%**	**3%**	**3%**	**79%**
BHSU	1%	1%	5%	4%	2%	5%	82%
CSC	1%	4%	10%	1%	2%	4%	78%
ESU	1%	5%	7%	0%	6%	11%	70%
MSU	2%	4%	8%	2%	10%	5%	70%
NSU	2%	2%	2%	1%	5%	3%	84%
NWMS	1%	5%	4%	0%	3%	3%	84%
NWOS	1%	7%	12%	9%	1%	2%	68%
PSC	1%	7%	8%	0%	1%	4%	80%
SMSU	2%	3%	5%	0%	2%	3%	86%
UWRF	3%	1%	4%	0%	2%	3%	88%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
WSC	**43%**	**31%**	**29%**	**33%**	**18%**	**56%**	● **53%**	● **42%**
BHSU	33%	0%	38%	11%	35%	42%	39%	31%
CSC	0%	11%	52%	21%	50%	43%	42%	41%
ESU	44%	26%	35%	33%	44%	50%	46%	41%
MSU	50%	25%	58%	33%	36%	51%	55%	34%
NSU	44%	23%	20%	17%	21%	49%	45%	36%
NWMS	47%	29%	47%	60%	46%	58%	54%	44%
NWOS	0%	21%	24%	12%	20%	32%	26%	31%
PSC	0%	13%	19%	33%	43%	41%	36%	25%
SMSU	75%	11%	28%	0%	21%	51%	48%	41%
UWRF	38%	40%	49%	0%	32%	61%	58%	53%

Four-Year Graduation Rates (2014 Cohort) and Graduation Status at Six Years (2012-2013 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	● **32%**	◆ **42%**	◆ **0%**	● **55%**	● **51%**
BHSU	20%	31%	13%	49%	28%
CSC	24%	43%	8%	48%	38%
ESU	27%	45%	24%	58%	40%
MSU	36%	45%	15%	48%	33%
NSU	29%	46%	4%	50%	33%
NWMS	35%	48%	0%	61%	23%
NWOS	13%	27%	3%	45%	32%
PSC	20%	34%	12%	48%	43%
SMSU	33%	45%	8%	56%	38%
UWRF	37%	55%	29%	64%	50%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
WSC	**$6,919**	**$4,969**	**$14,598**	**$63,379**	**$14,055**	**$10,608**	**$11,672**	**51%**	**$20,118**
BHSU	$4,035	$6,200	$16,903	$78,459	$16,706	$14,108	$14,928	43%	$25,000
CSC	$9,418	$5,196	$17,667	$60,919	$15,156	$13,533	$13,026	49%	$19,500
ESU	$6,822	$6,933	$15,971	$47,384	$14,437	$11,465	$12,971	64%	$19,500
MSU	$7,810	$6,434	$16,948	$66,766	$11,949	$8,920	$9,060	36%	$20,154
NSU	$8,563	$5,468	$21,483	$114,619	$16,404	$13,085	$13,172	29%	$22,250
NWMS	$4,259	$7,317	$13,461	$43,298	$13,375	$9,906	$10,608	54%	$21,794
NWOS	$4,654	$4,408	$14,179	$57,460	$10,747	$7,736	$7,929	48%	$17,250
PSC	$6,317	$4,005	$14,660	$62,559	$14,216	$11,995	$12,026	45%	$22,358
SMSU	$6,388	$4,219	$14,437	$69,291	$14,340	$10,578	$10,945	18%	$21,823
UWRF	$3,457	$6,107	$16,303	$66,519	$13,633	$8,438	$9,478	56%	$20,500

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
CCC	**Central Community College**	**NE**	**6,368**	**24%**
BHC	Black Hawk College	IL	4,472	29%
CCCC	Central Carolina Community College	NC	5,714	28%
EAC	Eastern Arizona College	AZ	6,027	16%
HCC	Hutchinson Community College	KS	5,315	26%
IHCC	Indian Hills Community College	IA	3,612	33%
ICCC	Iowa Central Community College	IA	5,237	33%
JC	Jackson College	MI	4,632	40%
LCCC	Laramie County Community College	WY	4,154	24%
PJC	Paris Junior College	TX	4,858	29%
SC	Shasta College	CA	9,307	36%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
CCC	**2%**	**3%**	**24%**	**1%**	**0%**	**0%**	**71%**
BHC	4%	11%	16%	0%	0%	4%	65%
CCCC	2%	16%	22%	1%	1%	3%	57%
EAC	1%	3%	21%	5%	1%	2%	67%
HCC	1%	7%	13%	1%	1%	4%	75%
IHCC	1%	5%	7%	0%	3%	3%	79%
ICCC	3%	11%	11%	1%	2%	2%	70%
JC	2%	11%	6%	0%	0%	4%	76%
LCCC	1%	2%	16%	1%	1%	4%	74%
PJC	1%	10%	19%	1%	1%	2%	65%
SC	4%	2%	19%	2%	0%	7%	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
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 (2017 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
CCC	45%	15%	28%	29%	NA	45%	● **39%**	● **34%**
BHC	67%	12%	34%	0%	26%	37%	35%	28%
CCCC	50%	38%	27%	0%	43%	36%	35%	26%
EAC	15%	39%	55%	32%	33%	51%	46%	22%
HCC	38%	40%	38%	43%	31%	47%	44%	36%
IHCC	30%	15%	24%	50%	18%	40%	35%	33%
ICCC	18%	13%	31%	11%	6%	42%	34%	29%
JC	25%	5%	11%	0%	14%	14%	12%	10%
LCCC	17%	25%	25%	50%	0%	28%	27%	29%
PJC	45%	23%	40%	23%	42%	39%	37%	35%
SC	19%	12%	19%	10%	15%	25%	23%	19%

Graduation Status at Six Years (2012-2013 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
CCC	**41%**	**19%**	**67%**	**49%**
BHC	30%	16%	32%	13%
CCCC	36%	19%	38%	22%
EAC	43%	14%	43%	37%
HCC	37%	10%	41%	23%
IHCC	34%	11%	62%	25%
ICCC	31%	12%	47%	35%
JC	17%	8%	13%	10%
LCCC	28%	5%	31%	26%
PJC	34%	20%	30%	9%
SC	31%	14%	44%	22%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
CCC	**$14,994**	**$2,118**	**$21,772**	**$30,626**	**$8,558**	**$6,498**	**$6,913**	**15%**	**$7,000**
BHC	$13,785	$2,484	$17,648	$84,512	$5,742	$3,092	$3,969	10%	$8,000
CCCC	$8,448	$1,067	$13,880	$41,607	$6,100	$4,963	$5,268	0%	Privacy Suppressed
EAC	$8,323	$1,027	$11,479	$28,977	$9,498	$7,919	$7,735	0%	Privacy Suppressed
HCC	$8,192	$2,198	$13,512	$27,918	$7,673	$4,975	$5,551	15%	$10,064
IHCC	$8,965	$4,252	$17,685	$51,291	$8,048	$7,064	$7,571	33%	$11,375
ICCC	$7,277	$4,296	$14,353	$49,600	$9,931	$8,872	$7,776	39%	$11,000
JC	$6,395	$5,250	$17,260	$69,429	$11,153	$9,507	$10,719	27%	$14,750
LCCC	$14,365	$4,419	$20,183	$67,951	$6,413	$4,527	$5,617	26%	$9,774
PJC	$3,667	$2,200	$7,541	$18,868	$7,048	$6,682	$7,122	1%	$4,750
SC	$8,518	$626	$15,784	$51,082	$7,646	$4,344	$4,535	5%	$10,500

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
MCC	**Metropolitan Community College**	**NE**	**14,300**	**26%**
CCAC	Community College of Allegheny County	PA	16,031	29%
DMCC	Des Moines Area Community College	IA	23,258	18%
ERIE	Erie Community College	NY	10,031	41%
GTC	Greenville Technical College	SC	11,123	37%
GTCC	Guilford Technical Community College	NC	11,070	47%
JJC	Joliet Junior College	IL	14,318	21%
MESA	Mesa Community College	AZ	20,351	26%
SJCC	San Jacinto Community College	TX	32,452	25%
TCC	Tulsa Community College	OK	16,407	36%
WTCC	Wake Technical Community College	NC	22,003	30%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
MCC	**4%**	**11%**	**17%**	**1%**	**1%**	**4%**	**62%**
CCAC	4%	18%	4%	0%	0%	4%	69%
DMCC	5%	7%	9%	0%	1%	2%	76%
ERIE	5%	18%	5%	1%	1%	4%	65%
GTC	3%	20%	12%	0%	1%	4%	61%
GTCC	5%	38%	11%	1%	1%	3%	42%
JJC	3%	9%	29%	0%	0%	4%	54%
MESA	4%	6%	32%	4%	2%	4%	48%
SJCC	6%	9%	62%	0%	1%	2%	21%
TCC	5%	8%	12%	7%	2%	12%	54%
WTCC	5%	23%	14%	0%	3%	3%	52%

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 (2017 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
MCC	**16%**	**12%**	**13%**	**0%**	**16%**	**18%**	**♦ 16%**	**♦ 15%**
CCAC	19%	6%	11%	0%	12%	19%	16%	13%
DMCC	29%	16%	28%	0%	26%	33%	31%	25%
ERIE	36%	14%	14%	19%	21%	30%	25%	23%
GTC	12%	7%	11%	25%	8%	14%	12%	8%
GTCC	35%	15%	27%	50%	30%	33%	27%	25%
JJC	19%	7%	15%	0%	18%	22%	18%	14%
MESA	20%	9%	14%	10%	13%	22%	18%	14%
SJCC	36%	21%	27%	0%	19%	28%	27%	25%
TCC	46%	8%	25%	20%	19%	22%	22%	19%
WTCC	32%	11%	25%	43%	26%	32%	28%	24%

Graduation Status at Six Years (2012-2013 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
MCC	**17%**	**8%**	**21%**	**12%**
CCAC	22%	15%	22%	15%
DMCC	31%	12%	48%	20%
ERIE	29%	17%	37%	23%
GTC	18%	12%	32%	20%
GTCC	20%	16%	23%	20%
JJC	25%	14%	31%	16%
MESA	19%	9%	17%	8%
SJCC	34%	19%	33%	16%
TCC	21%	10%	26%	22%
WTCC	28%	17%	29%	22%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
MCC	**$8,848**	**$2,055**	**$14,892**	**$73,796**	**$4,079**	**$3,325**	**$3,257**	**12%**	**$7,721**
CCAC	$6,535	$3,008	$12,607	$51,526	$8,707	$7,891	$8,933	16%	$12,750
DMCC	$5,204	$2,779	$10,410	$40,094	$9,296	$8,177	$8,122	18%	$10,667
ERIE	$6,528	$3,773	$17,182	$63,383	$4,118	$2,510	$4,110	26%	$9,250
GTC	$4,337	$3,050	$11,851	$43,550	$7,332	$6,793	$6,628	21%	$15,445
GTCC	$7,834	$997	$12,056	$42,821	$10,857	$10,003	$10,908	32%	$14,533
JJC	$7,153	$3,201	$17,715	$61,522	$5,562	$4,304	$5,045	6%	$9,048
MESA	$6,845	$2,292	$11,124	$29,355	$10,337	$10,484	$10,927	12%	$8,000
SJCC	$11,735	$3,276	$18,056	$35,208	$9,625	$9,224	$9,327	3%	$9,551
TCC	$7,531	$800	$12,220	$42,759	$6,313	$5,293	$5,983	20%	$13,980
WTCC	$7,206	$2,140	$12,754	$22,451	$5,269	$3,886	$4,842	26%	$14,191

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
MPCC	**Mid-Plains Community College**	**NE**	**2,125**	**22%**
CARL	Carl Sandburg College	IL	1,925	49%
CLOU	Cloud County Community College	KS	1,802	26%
COA	College of the Albemarle	NC	2,600	22%
FVCC	Flathead Valley Community College	MT	2,406	21%
HIGH	Highland Community College	KS	2,866	25%
ILCC	Iowa Lakes Community College	IA	2,035	24%
LMC	Lake Michigan College	MI	3,022	32%
SECC	Southeastern Community College	IA	2,478	31%
SMC	Southwestern Michigan College	MI	2,141	37%
WNCC	Western Nebraska Community College	NE	1,722	28%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
MPCC	**1%**	**2%**	**8%**	**1%**	**2%**	**2%**	**84%**
CARL	1%	6%	9%	0%	0%	4%	80%
CLOU	1%	5%	8%	1%	7%	4%	74%
COA	1%	13%	5%	1%	3%	4%	73%
FVCC	1%	0%	2%	3%	1%	3%	89%
HIGH	2%	10%	5%	3%	0%	6%	74%
ILCC	2%	6%	5%	1%	3%	0%	83%
LMC	2%	13%	13%	0%	0%	4%	69%
SECC	4%	11%	11%	6%	9%	3%	57%
SMC	2%	12%	5%	1%	0%	4%	76%
WNCC	2%	3%	24%	2%	4%	0%	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
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 (2017 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
MPCC	**0%**	**18%**	**37%**	**100%**	**42%**	**49%**	**● 47%**	**● 40%**
CARL	0%	17%	29%	NA	18%	44%	36%	34%
CLOU	100%	58%	29%	0%	27%	52%	47%	43%
COA	100%	40%	30%	67%	13%	40%	40%	41%
FVCC	33%	0%	0%	50%	40%	31%	30%	28%
HIGH	0%	43%	30%	31%	23%	38%	37%	28%
ILCC	25%	11%	34%	33%	0%	52%	46%	41%
LMC	17%	8%	17%	NA	15%	25%	21%	37%
SECC	50%	19%	0%	10%	43%	47%	33%	33%
SMC	67%	4%	4%	33%	18%	37%	29%	20%
WNCC	29%	45%	31%	29%	NA	38%	37%	29%

Graduation Status at Six Years (2018-2013 Cohort)				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
MPCC	**● 34%**	**● 18%**	**◆ 41%**	**◆ 22%**
CARL	33%	13%	72%	51%
CLOU	34%	46%	54%	50%
COA	28%	18%	35%	21%
FVCC	34%	19%	34%	26%
HIGH	31%	19%	34%	20%
ILCC	50%	9%	54%	21%
LMC	29%	13%	26%	24%
SECC	90%	63%	62%	15%
SMC	31%	11%	32%	23%
WNCC	27%	9%	56%	23%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
MPCC	**$15,377**	**$2,105**	**$17,196**	**$59,935**	**$6,852**	**$4,219**	**$4,352**	**17%**	**● $8,811**
CARL	$9,621	$4,603	$20,335	$48,752	$4,030	$2,816	$2,250	18%	$4,092
CLOU	$6,597	$2,727	$13,326	$34,213	$10,461	$7,650	$8,781	18%	$8,000
COA	$10,047	$1,123	$13,172	$33,689	$4,613	$3,036	$4,876	0%	Privacy Suppressed
FVCC	$11,951	$4,584	$18,908	$81,156	$8,947	$6,246	$9,126	15%	$10,998
HIGH	$3,514	$2,385	$11,275	$31,344	$6,554	$5,605	$4,798	27%	$8,598
ILCC	$14,260	$3,838	$22,007	$86,197	$9,804	$7,773	$8,906	27%	$11,000
LMC	$17,503	$4,532	$21,743	$84,745	$8,614	$6,230	$7,920	26%	$10,075
SECC	$8,167	$3,384	$20,338	$61,778	$6,719	$4,752	$5,443	26%	$10,970
SMC	$9,082	$4,463	$17,273	$74,830	$8,421	$6,918	$7,617	21%	$11,409
WNCC	$22,024	$1,775	$31,767	$110,397	$5,488	$3,495	$3,985	14%	$9,476

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
NECC	**Northeast Community College**	**NE**	**5,258**	**20%**
CC	Casper College	WY	3,619	22%
CCC	Central Community College	NE	6,368	24%
CROW	Crowder College	MO	4,401	35%
EAC	Eastern Arizona College	AZ	6,027	16%
GC	Grayson College	TX	4,473	32%
HCC	Hutchinson Community College	KS	5,315	26%
IVCC	Illinois Valley Community College	IL	2,841	29%
LBCC	Linn-Benton Community College	OR	5,533	30%
SFCC	State Fair Community College	MO	4,288	38%
WITC	Western Iowa Tech Community College	IA	5,976	26%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
NECC	**1%**	**1%**	**11%**	**1%**	**2%**	**1%**	**83%**
CC	1%	1%	8%	1%	1%	1%	86%
CCC	2%	3%	24%	1%	0%	0%	71%
CROW	2%	1%	10%	2%	1%	4%	80%
EAC	1%	3%	21%	5%	1%	2%	67%
GC	2%	8%	13%	5%	1%	0%	71%
HCC	1%	7%	13%	1%	1%	4%	75%
IVCC	1%	2%	16%	0%	0%	2%	78%
LBCC	3%	1%	14%	1%	2%	5%	72%
SFCC	1%	4%	7%	1%	1%	4%	84%
WITC	2%	4%	19%	1%	5%	4%	64%

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 (2017 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
NECC	**50%**	**11%**	**37%**	**20%**	**53%**	**57%**	**● 53%**	**● 49%**
CC	0%	71%	32%	67%	36%	40%	40%	36%
CCC	45%	15%	28%	29%	NA	45%	39%	34%
CROW	29%	25%	36%	42%	20%	37%	35%	32%
EAC	15%	39%	55%	32%	33%	51%	46%	22%
GC	0%	18%	31%	9%	29%	21%	23%	20%
HCC	38%	40%	38%	43%	31%	47%	44%	36%
IVCC	100%	17%	42%	NA	0%	40%	41%	35%
LBCC	13%	18%	14%	17%	13%	24%	21%	19%
SFCC	25%	17%	23%	0%	22%	36%	33%	29%
WITC	50%	31%	32%	8%	27%	45%	39%	37%

Graduation Status at Six Years (2012-2013 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
NECC	**● 53%**	**● 21%**	**● 48%**	**● 30%**
CC	41%	19%	42%	37%
CCC	41%	19%	67%	49%
CROW	33%	7%	43%	20%
EAC	43%	14%	43%	37%
GC	26%	14%	34%	30%
HCC	37%	10%	41%	23%
IVCC	34%	39%	26%	28%
LBCC	19%	11%	29%	16%
SFCC	38%	10%	44%	22%
WITC	38%	27%	59%	41%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
NECC	**$13,192**	**$2,017**	**$17,816**	**$56,505**	**$8,813**	**$6,320**	**$7,170**	**21%**	**◆ $10,071**
CC	$15,700	$2,932	$22,135	$67,721	$6,373	$5,550	$6,430	15%	$9,687
CCC	$14,994	$2,118	$21,772	$30,626	$8,558	$6,498	$6,913	15%	$7,000
CROW	$3,363	$2,797	$13,987	$33,329	$4,695	$4,045	$4,335	15%	$8,250
EAC	$8,323	$1,027	$11,479	$28,977	$9,498	$7,919	$7,735	0%	Privacy Suppressed
GC	$9,596	$1,657	$13,333	$38,561	$5,347	$1,048	$2,651	11%	$10,250
HCC	$8,192	$2,198	$13,512	$27,918	$7,673	$4,975	$5,551	15%	$10,064
IVCC	$14,429	$2,772	$11,533	$27,361	$4,863	$3,562	$4,189	5%	$7,900
LBCC	$10,851	$4,483	$21,235	$99,293	$11,192	$9,623	$10,167	34%	$12,000
SFCC	$3,248	$3,835	$13,441	$45,441	$6,343	$6,179	$6,195	16%	$10,415
WITC	$4,284	$3,512	$15,669	$28,590	$8,784	$7,071	$6,388	35%	$10,999

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
SCC	**Southeast Community College**	**NE**	**9,756**	**26%**
CFCC	Cape Fear Community College	NC	8,629	31%
COCH	Cochise County Community College District	AZ	3,672	38%
CLC	College of Lake County	IL	13,743	20%
DMCC	Des Moines Area Community College	IA	23,258	18%
ECC	Elgin Community College	IL	9,931	25%
GTCC	Guilford Technical Community College	NC	11,070	47%
HIND	Hinds Community College	MS	11,827	48%
JJC	Joliet Junior College	IL	14,318	21%
KCC	Kirkwood Community College	IA	13,788	26%
MATC	Madison Area Technical College	WI	14,480	23%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
SCC	**5%**	**5%**	**9%**	**0%**	**0%**	**4%**	**77%**
CFCC	2%	11%	10%	1%	1%	3%	73%
COCH	2%	5%	44%	1%	1%	5%	42%
CLC	6%	6%	45%	0%	2%	3%	38%
DMCC	5%	7%	9%	0%	1%	2%	76%
ECC	6%	4%	47%	0%	1%	4%	38%
GTCC	5%	38%	11%	1%	1%	3%	42%
HIND	1%	56%	2%	0%	0%	4%	37%
JJC	3%	9%	29%	0%	0%	4%	54%
KCC	2%	9%	6%	0%	2%	3%	77%
MATC	5%	7%	13%	0%	1%	4%	69%

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 (2017 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
SCC	**25%**	**12%**	**22%**	**0%**	**15%**	**33%**	**◆ 31%**	**◆ 26%**
CFCC	45%	17%	34%	29%	4%	28%	26%	21%
COCH	0%	41%	26%	0%	36%	36%	29%	28%
CLC	29%	25%	32%	NA	24%	34%	32%	35%
DMCC	29%	16%	28%	0%	26%	33%	31%	25%
ECC	39%	23%	44%	0%	33%	43%	42%	41%
GTCC	35%	15%	27%	50%	30%	33%	27%	25%
HIND	57%	39%	60%	33%	36%	37%	39%	35%
JJC	19%	7%	15%	0%	18%	22%	18%	14%
KCC	24%	9%	18%	0%	26%	38%	33%	27%
MATC	6%	25%	22%	40%	9%	26%	24%	22%

Graduation Status at Six Years (2012-2013 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
SCC	**● 38%**	**● 18%**	**◆ 36%**	**◆ 19%**
CFCC	19%	10%	16%	7%
COCH	12%	17%	23%	17%
CLC	30%	18%	33%	25%
DMCC	31%	12%	48%	20%
ECC	41%	23%	39%	22%
GTCC	20%	16%	23%	20%
HIND	26%	28%	36%	29%
JJC	25%	14%	31%	16%
KCC	29%	11%	39%	22%
MATC	37%	45%	36%	37%

Funding and Affordability (2019-2020, 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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
SCC	**$12,598**	**$2,009**	**$18,802**	**$109,877**	**$5,114**	**$4,293**	**$5,170**	**46%**	**◆ $11,181**
CFCC	$7,244	$1,613	$11,504	$31,004	$8,798	$8,975	$9,297	11%	$10,000
COCH	$6,258	$993	$6,765	$22,023	$6,446	$5,864	$6,685	6%	$8,239
CLC	$15,416	$2,929	$17,713	$34,709	$3,940	$3,802	$4,248	3%	$8,500
DMCC	$5,204	$2,779	$10,410	$40,094	$9,296	$8,177	$8,122	18%	$10,667
ECC	$9,898	$3,099	$17,736	$37,828	$4,159	$2,273	$2,878	6%	$7,000
GTCC	$7,834	$997	$12,056	$42,821	$10,857	$10,003	$10,908	32%	$14,533
HIND	$4,559	$1,519	$9,547	$23,131	$4,045	$3,361	$3,608	33%	$9,250
JJC	$7,153	$3,201	$17,715	$61,522	$5,562	$4,304	$5,045	6%	$9,048
KCC	$8,514	$2,994	$15,924	$59,198	$8,727	$7,182	$8,353	29%	$12,000
MATC	$19,725	$4,285	$27,026	$59,215	$9,328	$7,567	$8,473	23%	$14,250

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 (2019)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
WNCC	**Western Nebraska Community College**	**NE**	**1,722**	**28%**
CWC	Central Wyoming College	WY	1,946	20%
COFF	Coffeyville Community College	KS	1,758	38%
DC3	Dodge City Community College	KS	1,493	27%
FVCC	Flathead Valley Community College	MT	2,406	21%
MPCC	Mid-Plains Community College	NE	2,125	22%
RCC	Rockingham Community College	NC	2,013	32%
SHAW	Shawnee Community College	IL	1,083	38%
SECC	Southeastern Community College	IA	2,478	31%
SIC	Southeastern Illinois College	IL	1,732	26%
SURR	Surry Community College	NC	3,382	34%

Undergraduate Fall Enrollment by Race/Ethnicity (2019)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
WNCC	**2%**	**3%**	**24%**	**2%**	**4%**	**0%**	**65%**
CWC	1%	1%	13%	11%	1%	4%	69%
COFF	1%	16%	8%	4%	2%	8%	63%
DC3	1%	9%	43%	0%	4%	2%	40%
FVCC	1%	0%	2%	3%	1%	3%	89%
MPCC	1%	2%	8%	1%	2%	2%	84%
RCC	1%	16%	11%	0%	1%	3%	69%
SHAW	1%	14%	5%	1%	0%	0%	79%
SECC	4%	11%	11%	6%	9%	3%	57%
SIC	1%	3%	2%	0%	0%	3%	91%
SURR	1%	3%	18%	0%	0%	2%	76%

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 (2017 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
WNCC	29%	45%	31%	29%	NA	38%	● **37%**	♦ **29%**
CWC	NA	0%	14%	7%	33%	42%	33%	25%
COFF	NA	28%	45%	57%	42%	45%	41%	44%
DC3	0%	35%	30%	29%	0%	37%	33%	33%
FVCC	33%	0%	0%	50%	40%	31%	30%	28%
MPCC	0%	18%	37%	100%	42%	49%	47%	40%
RCC	0%	11%	36%	0%	13%	28%	27%	27%
SHAW	NA	16%	60%	NA	NA	54%	49%	43%
SECC	50%	19%	0%	10%	43%	47%	33%	33%
SIC	100%	6%	25%	0%	60%	42%	40%	35%
SURR	100%	0%	38%	NA	60%	35%	35%	37%

Graduation Status at Six Years (2012-2013 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
WNCC	**◆ 27%**	**◆ 9%**	**● 56%**	**● 23%**
CWC	28%	10%	41%	9%
COFF	46%	40%	38%	35%
DC3	35%	18%	45%	14%
FVCC	34%	19%	34%	26%
MPCC	34%	18%	41%	22%
RCC	31%	17%	36%	25%
SHAW	39%	26%	39%	28%
SECC	90%	63%	62%	15%
SIC	42%	16%	46%	3%
SURR	37%	32%	15%	10%

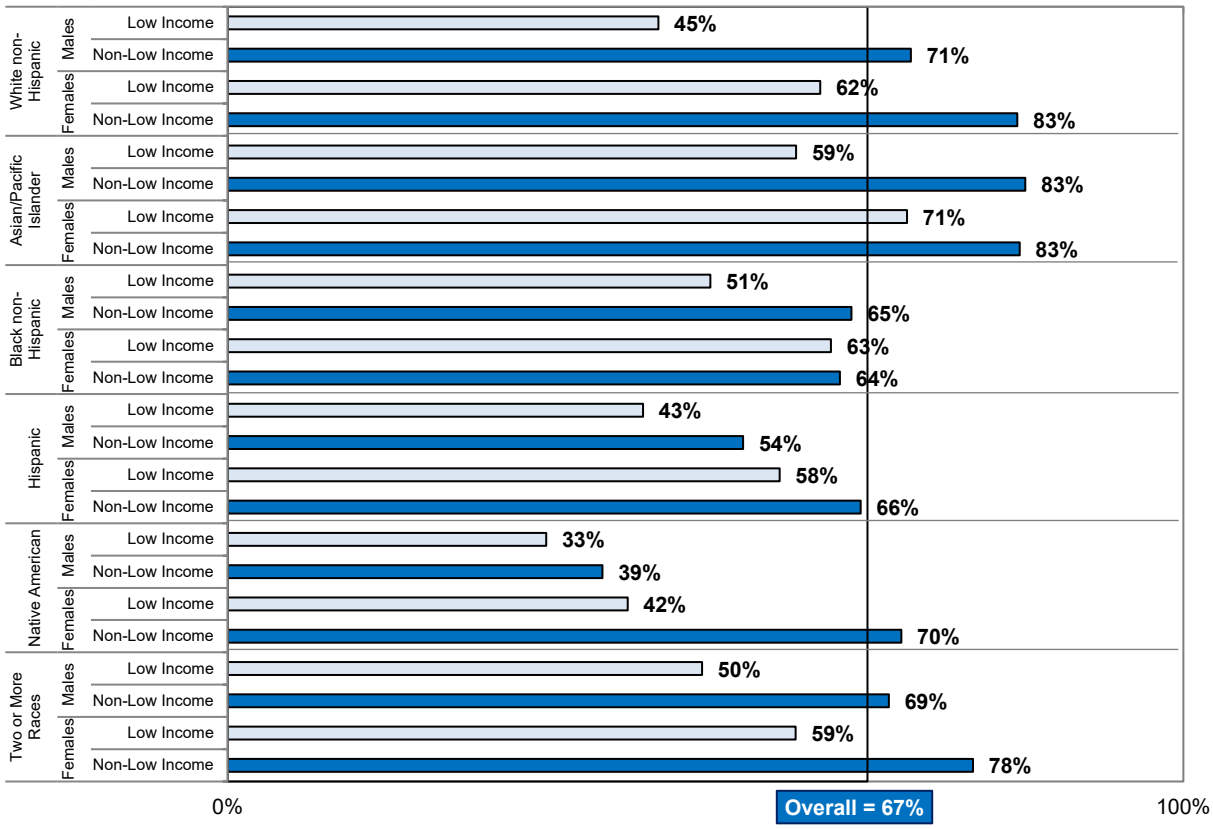
Funding and Affordability (2019-2020, Unless Otherwise Noted)

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 (2018-2019)	Median Federal Loan Debt of Graduates (FY2018 & FY2019)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
WNCC	**$22,024**	**$1,775**	**$31,767**	**$110,397**	**$5,488**	**$3,495**	**$3,985**	**14%**	**● $9,476**
CWC	$15,039	$3,634	$21,747	$70,211	$5,827	$7,427	$7,835	11%	$7,910
COFF	$8,732	$3,232	$13,360	$43,024	$6,183	$5,401	$4,943	25%	$8,240
DC3	$15,347	$3,493	$19,084	$93,832	$7,248	$4,498	$4,824	10%	$6,500
FVCC	$11,951	$4,584	$18,908	$81,156	$8,947	$6,246	$9,126	15%	$10,998
MPCC	$15,377	$2,105	$17,196	$59,935	$6,852	$4,219	$4,352	17%	$8,811
RCC	$9,230	$1,135	$14,767	$46,556	$5,573	$6,292	$6,803	0%	Privacy Suppressed
SHAW	$14,576	$1,953	$19,819	$37,230	$3,390	$3,331	$4,504	0%	Privacy Suppressed
SECC	$8,167	$3,384	$20,338	$61,778	$6,719	$4,752	$5,443	26%	$10,970
SIC	$10,323	$1,200	$13,639	$38,020	$6,863	$3,247	$3,592	0%	Privacy Suppressed
SURR	$8,094	$904	$10,147	$30,939	$7,196	$5,070	$5,542	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

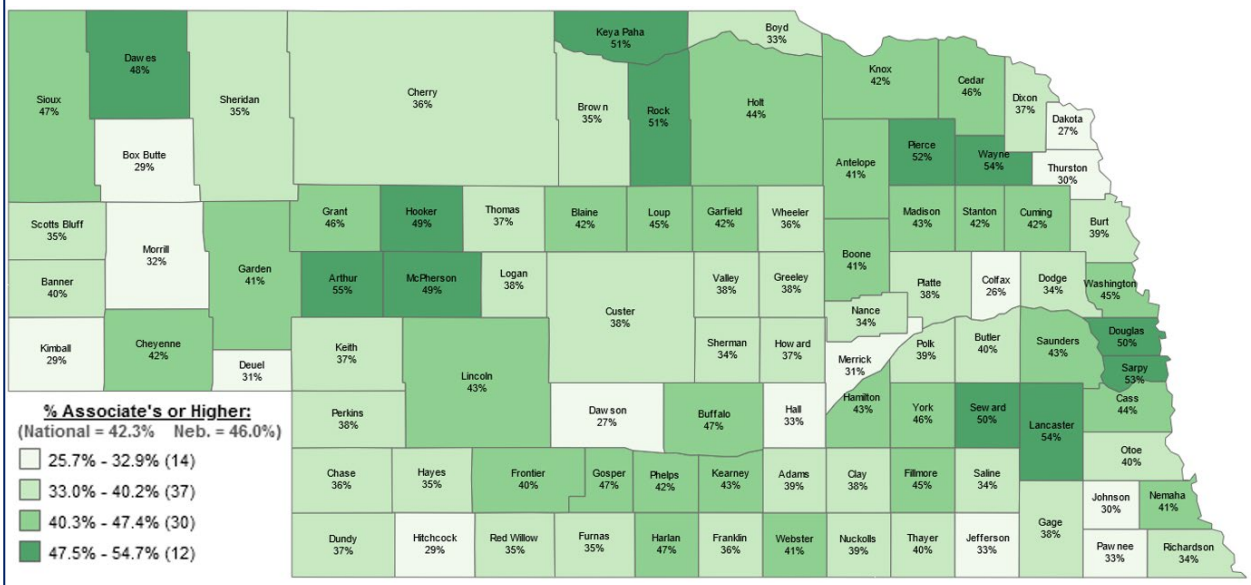
Public High School Graduates Going Directly to College (2019-2020)



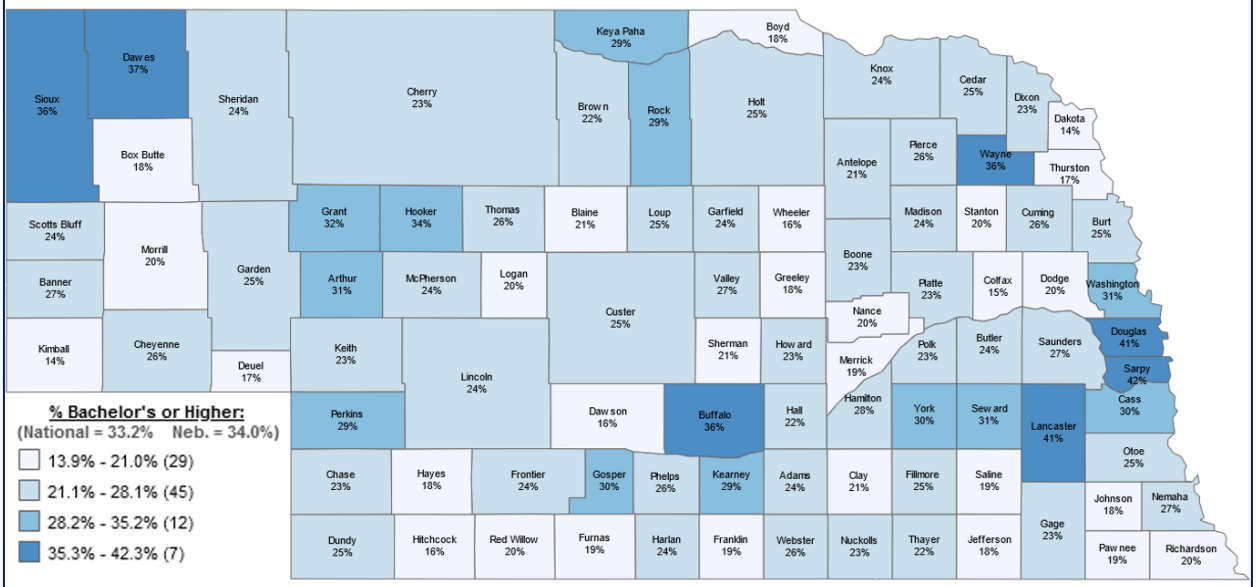
Nebraska's WIOA Measure of Postsecondary Participation by GED Completers (2019)

	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	**103**	**25**	**24%**

Percent of Population Age 25 to 64 with an Associate's Degree or Higher by County (2015-2019)



Percent of Population Age 25 to 64 with a Bachelor's Degree or Higher by County (2015-2019)



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 *2021 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:	2015-2019	**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): Asian/Other Pacific Islander = Asian alone, Native Hawaiian and other Pacific Islander alone, and Not Spanish/Hispanic/Latino; Black = Black or African American alone and not Spanish/Hispanic/Latino; Hispanic = Mexican, Puerto Rican, Cuban, Dominican, Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, Other Central American, Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, Uruguayan, Venezuelan, Other South American, Spaniard, Other Spanish/Hispanic/Latino Native American = American Indian alone, Alaska Native alone, American Indian and Alaska Native tribes specified, American Indian or Alaska Native (not specified and no other races), and Not Spanish/Hispanic/Latino; Two or More Races = Two or more races and Not Spanish/Hispanic/Latino; White = White alone and not Spanish/Hispanic/Latino; Age group derived from variable AGEP (age): 25-34 years old = ≥ 25 and ≤ 34; 25-64 years old = ≥ 25 and ≤ 64 Educational attainment derived from variable SCHL (educational attainment): Associate's plus = [Associate's degree] + [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree]; Bachelor's plus = [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree] 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 2018-19.		
Academic/cohort year:	2018-2019	**Goal(s) measured:**	Students 1 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. ● See page 25 of the *2021 Progress Report* for data on the 2018 graduating class. Data for the 2019 graduating class will be included in the *2022 Progress Report.*		

PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS	
Data source:	ACT, *U.S. High School Graduating Class Trends, 2021*

Academic/cohort year:	Graduating class of 2021	**Goal(s) measured:**	Students 1 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] 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. Percentage who met or exceeded college readiness benchmarks: English = [Number of students in the graduating class who received a score of 18 or higher] / [Number of students in the graduating class who took the ACT]; Reading = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT]; Mathematics = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT]; Science = [Number of students in the graduating class who received a score of 23 or higher] / [Number of students in the graduating class who took the ACT] All four = [Number of students in the graduating class who met or exceeded all four benchmarks] / [Number of students in the graduating class who took the ACT]		
Notes:	● States are only ranked if their estimated percent tested is 70% or higher. Sixteen states met this threshold. ● See page 36 of the *2021 Progress Report* for data on the 2020 graduating class. Data for the 2021 graduating class will be included in the *2022 Progress Report.*		
PERCENTAGE OF HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE			
Data source:	First-time freshmen data from IPEDS Fall Enrollment Survey. 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. Data prepared by the National Center for Higher Education Management Systems (NCHEMS), February 2020.		
Academic/cohort year:	Fall 2018	**Goal(s) measured:**	Students 1 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 44 of the *2021 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:	2015-2019	**Goal(s) measured:**	Students 1, 2 State 2

Variables and calculations:	Age group derived from variable AGEP (age): 25-49 years old = ≥ 25 and ≤ 49 Educational attainment derived from variable SCHL (educational attainment): Without an associate's degree or higher = No schooling completed, Nursery school or preschool, Kindergarten, Grades 1-11, 12th grade - no diploma, Regular high school diploma, GED or alternative credential, Some college but less than one year, One or more years of college credit-no degree Enrollment in college derived from variable SCH (school enrollment in last three months): Enrolled in college = Yes (public school or public college, or Yes (private school, private college, or home school) [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 (2020-21)		
Academic/cohort year:	2014 cohort - completed bachelor's degree by end of 2017-2018 academic year	**Goal(s) measured:**	Students 1, 2, 3 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:	Causey, J., Huie, F., Lang, R., Ryu, M., & Shapiro, D. (December 2020). *Completing College 2020: A National View of Student Completion Rates for 2014 Entering Cohort* (Signature Report 19). Herndon, VA: National Student Clearinghouse Research Center.		
Academic/cohort year:	2014 cohort - received any postsecondary credential by June 30, 2020	**Goal(s) measured:**	Students 1, 2, 3
Variables and calculations:	[Number received any postsecondary credential by June 30, 2020] / [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 2013 at a public four-year institution] Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see the Methodological Notes of the NSC's Signature Report 19, *Completing College 2020*.		
Notes:	● 45 states were ranked by NSC for this measure. ● See page 107 of 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:	Causey, J., Huie, F., Lang, R., Ryu, M., & Shapiro, D. (December 2020). *Completing College 2020: A National View of Student Completion Rates for 2014 Entering Cohort* (Signature Report 19). Herndon, VA: National Student Clearinghouse Research Center.		
Academic/cohort year:	2014 cohort - received any postsecondary credential by June 30, 2020	**Goal(s) measured:**	Students 1, 2, 3

Variables and calculations:	[Number received any postsecondary credential by June 30, 2020] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 10, 2015, or enrolled three-quarter-time for at least one term before December 31, 2015, or enrolled at least half-time for any two terms before December 31, 2015) who began their postsecondary studies in the fall of 2014 at a public two-year institution] Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see the Methodological Notes of the NSC's Signature Report 19, *Completing College 2020*.		
Notes:	● 36 states were ranked by NSC for this measure. ● See page 107 of 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: FY2020*		
Academic/cohort year:	2019-2020 academic year	**Goal(s) measured:**	Students 2 Institutions 2
Variables and calculations:	Cost of living index = COLI Enrollment mix index = EMI 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. Net FTE enrollment excludes medical students. 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/2021/05/SHEEO_SHEF_FY20_Data_Elements.pdf ● 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: FY2020*		
Academic/cohort year:	2019-2020 academic year	**Goal(s) measured:**	Students 2 Institutions 2
Variables and calculations:	Cost of living index = COLI Enrollment mix index = EMI 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. Net FTE enrollment excludes medical students. 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/2021/05/SHEEO_SHEF_FY20_Data_Elements.pdf ● 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. Data prepared by the National Association of State Student Grant and Aid Programs (NASSGAP), presented in the *51st Annual Survey Report on State-Sponsored Student Financial Aid, 2019-2020 Academic Year* (Table 12).		
Academic/cohort year:	2019-2020 academic year	**Goal(s) measured:**	Students 2 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. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC).		
Academic/cohort year:	2018-2019 academic year (net price) 2019 (federal poverty level)	**Goal(s) measured:**	Students 2
Variables and calculations:	Federal poverty level = $25,750 for all states. Average net price, income $0-$30,000, public 2-year = differs by state. Nebraska = $6,127; median = $6,591. Average net price, income $0-$30,000, public 4-year = differs by state. Nebraska = $11,779; median = $11,145. Public two-year institutions = [Average of SFA1819. Average net price, income $0-$30,000, for students receiving Title IV Federal financial aid, 2018-19 public 2-yr] / [Federal poverty level for a family of four, in the past 12 months] Public four-year institutions = [Average of SFA1819. Average net price, income $0-$30,000, for students receiving Title IV Federal financial aid, 2018-19 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. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC).		
Academic/cohort year:	2018-2019 academic year (net price) 2019 (family income)	**Goal(s) measured:**	Students 2

Variables and calculations:	Median family income = differs by state. Nebraska = $80,271; range = $53,104 - $111,761; median = $76,465. Average net price for median family with child income, public 2-year = differs by state. Nebraska = $11,163; median = $10,182. Average net price for median family with child income, public 4-year = differs by state. Nebraska = $17,185; median = $16,715. Public two-year institutions = [Average of SFA1819. 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, 2018-19 public 2-yr] / [Median family income with child in the past 12 months] Public four-year institutions = [Average of SFA1819. 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, 2018-19 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 (2019-20) and Student Financial Aid Survey (2020-21)		
Academic/cohort year:	Fall 2019 (enrollment by race/ethnicity) Undergraduate students enrolled in fall 2019 who received Pell grant at any time during 2019-2020 academic year (low-income status)	**Goal(s) measured:**	Students 1, 2 State 1 Institutions 1
Variables and calculations:	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander] Percent of undergraduate students awarded Pell grants = [Number of undergraduate students awarded Pell grants] / [Total number of undergraduates, financial aid cohort]		
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 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 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. Percent of cohort with developmental need in subject = [Number of students in the credential seeking cohort with a developmental need in (subject)] / [Number of students in the credential seeking cohort] Percent who needed developmental education who progressed to successfully complete a college-level course in the subject = [Number of students in the credential seeking cohort with a developmental need in (subject) that completed developmental education in (subject) and progressed to successfully complete a college-level course in (subject) by the end of year six] / [Number of students in the credential seeking cohort]		
Notes:	● Comparisons are only available for community colleges. ● 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 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 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. 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] 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] 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] Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled]		
Notes:	● Comparisons are only available for community colleges. ● Outcomes are not exhaustive and will not sum to 100% of the students in the cohort. ● 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 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 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. 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] 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] 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] Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled]		
Notes:	● Comparisons are only available for community colleges. ● Outcomes are not exhaustive and will not sum to 100% of the students in the cohort. ● 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 (2020-21)		
Academic/cohort year:	2014 cohort completed by end of 2019-2020 academic year; 2017 cohort completed by end of 2019-2020 academic year	**Goal(s) measured:**	Students 1, 2, 3 Institutions 1
Variables and calculations:	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander] Adjusted cohort = [Revised cohort] - [Exclusions] 4-year institutions: [4-year institutions, Completers within 150% of normal time] / [4-year institutions, Adjusted cohort] 2-year institutions: [Degree or certificate-seeking students (2-yr institution), Completers within 150% of normal time total] / [Degree or certificate-seeking students (2-yr institution), Adjusted cohort]		
Notes:	● Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen. ● 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 (2020-21)		
Academic/cohort year:	2014 cohort - completed by end of 2017-2018 academic year	**Goal(s) measured:**	Students 1, 2, 3 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. ● Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen. ● 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:	2012-2013 cohort: status at six years (August 31, 2018)	**Goal(s) measured:**	Students 1, 2, 3 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. ● 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 (2020-21)		
Academic/cohort year:	2019-2020 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] FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice] 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 (2020-21)		
Academic/cohort year:	2019-2020 academic year	**Goal(s) measured:**	Students 2 Institutions 1, 2
Variables and calculations:	Net tuition and fees = [Tuition and fees, after deducting discounts and allowances] FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice] 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 (2020-21)		
Academic/cohort year:	2019-2020 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] *Note. O&M is already included in these totals* FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice] Awards = All degrees and certificates classified as first major. Education and general spending per FTE student = [Education and general spending] / [FTE] 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 (2020-21)		
Academic/cohort year:	2019-2020 academic year	**Goal(s) measured:**	Students 2 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. ● 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 (2020-21)		
Academic/cohort year:	2018-2019 academic year	**Goal(s) measured:**	Students 2 Institutions 1, 2
Variables and calculations:	Lowest quintile = [Average net price (income 0-30,000)-students awarded Title IV Federal financial aid] 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. ● 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:	2018-2019 academic year (percent with loans) NSLDS FY2018 and FY2019 pooled cohorts (federal loan debt)	**Goal(s) measured:**	Students 2 Institutions 1, 2
Variables and calculations:	Percent of undergraduates with federal loans = [PCTFLOAN] 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:	2018-2019 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)] Institutional funds = (01.e.4) All sources = (01.g) = [Federal] + [State and local governments] + [Businesses] + [Nonprofit organizations] + [Institutional funds] + [All other funding sources] Federally funded research = (01.a) Federally funded health sciences research = (09D03) 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. ● The University of Nebraska-Lincoln's extramural funds are not ranked because health sciences are included in extramural funds. ● 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. Data prepared by Blue Ridge Institute for Medical Research.		
Academic/cohort year:	2020	**Goal(s) measured:**	State 3 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. ● 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). College enrollment data from the National Student Clearinghouse (NSC). Data prepared by Nebraska's Coordinating Commission for Postsecondary Education, presented via the *College Continuation Rate Dashboard*.		
Academic/cohort year:	2019-2020	**Goal(s) measured:**	Students 1 Partnerships 2

Variables and calculations:	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander] Low-income students = students who are approved to receive free or reduced-price school lunches Non-low-income students = students who are not approved to receive free or reduced-price school lunches 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. ● Only graduates who continue onto college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree. ● Results are filtered for students who continued on to college between June 1, 2019, and May 31, 2021. ● See page 53 of the *2021 Progress Report* for data on the 2018-2019 graduating class. Data for the 2019-2020 graduating class will be included in the *2022 Progress Report.*		
NEBRASKA'S WIOA MEASURE OF POSTSECONDARY PARTICIPATION BY GED COMPLETERS			
Data source:	Adult education data from the Nebraska Department of Education (NDE). College enrollment data from the National Student Clearinghouse (NSC). Data prepared by the Nebraska Department of Education, Adult Education, for the Workforce Innovation and Opportunity Act (WIOA) performance measures on exit-based indicators (reported via the National Reporting System Table 5, program year 2021).		
Academic/cohort year:	2019 (exited program between January 1, 2019-December 31, 2019)	**Goal(s) measured:**	Students 1, 3 State 1, 2, 4 Partnerships 1
Variables and calculations:	Cohort includes students that: • Entered the program without their GED; **and** • 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** • Earned at least 12 instructional hours in the program; **and** • Exited the program between the dates of January 1, 2019 - December 31, 2019; **and** • Earned their GED within a year of exiting the program. [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. ● Results are filtered for those who continued on to college by December 31, 2020.		
EDUCATIONAL ATTAINMENT BY COUNTY			
Data source:	U.S. Census Bureau, American Community Survey 5-year estimates, Table B15001		
Academic/cohort year:	2015-2019	**Goal(s) measured:**	State 1

Variables and calculations:	25 to 64 years = [25 to 34 years] + [35 to 44 years] + [45 to 64 years] Associate's degree or higher = [Associate's degree] + [Bachelor's degree] + [Graduate or professional degree] Bachelor's degree or higher = [Bachelor's degree] + [Graduate or professional degree] 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:	