

**MEETING AGENDA**  
**Coordinating Commission for Postsecondary Education**  
**Apothecary Building, 5<sup>th</sup> Floor, North Loft**  
**140 North 8<sup>th</sup> Street, Lincoln, Nebraska**  
**Thursday, December 8, 2022**  
**8:30 a.m. (CT)**

Note: Items on which the Commission will take action are indicated in **bold**.

**I. CALL TO ORDER**

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.

**II. WELCOME**

Introductions – Paul Von Behren, Vice Chair, Coordinating Commission for Postsecondary Education

**III. MINUTES**

A. **Action Item:** Approve the October 13, 2022, Commission Meeting Minutes (Appendix 1)

**IV. CHAIR'S REPORT**

**V. EXECUTIVE DIRECTOR'S REPORT**

**VI. PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**

Individuals commenting on general matters are allowed five minutes each.

**VII. PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

Individuals commenting on items listed under Academic Programs are allowed five minutes each.

**VIII. ACADEMIC PROGRAMS COMMITTEE**

A. **Action Item:** Application for a Recurrent Authorization to Operate - Chamberlain University (Appendix 2)

B. **Action Items:** In-Depth Reviews/Monitoring Reports for Programs Previously Reviewed  
(Appendix 3)

- UNL - Music, PhD
- UNL - Art History, MA
- UNK- English Literature, MA
- UNL - Natural Resource and Environmental Economics, BSNE
- UNMC - Biostatistics, PhD

C. Existing Program Review (Appendix 4)  
Information Items:

Chadron State College

- Education, BSE
  - Curriculum and Instruction, ME
- Special Education, BSE

Peru State College

- Education, BA, BS
  - Curriculum and Instruction, MEd

Wayne State College

- Education, BS
  - Curriculum and Instruction, MSE
- Early Childhood & Family Studies, BS
- Special Education, BA, BS, MSE
- School Administration, MSE, EdS

University of Nebraska-Lincoln

- Teaching, Learning & Teacher Education, BS-Ele, BS-Sec, MEd, MA
  - Early Literacy, Graduate Certificate
  - K-3 Mathematics Specialist, Graduate Certificate
  - Teaching English to Speakers of Other Languages, Graduate Certificate
  - Response to Intervention: Reading, Graduate Certificate
  - World Language Teaching: German, Graduate Certificate
  - World Language Teaching: Spanish Graduate Certificate
  - Mathematics Education, Graduate Certificate
  - Social Justice & Diversity Education, Graduate Certificate
- Educational Studies, EdD, PhD
- Special Education, BSEH, MA, MEd, EdS
  - Autism Spectrum Disorders & Severe, Graduate Certificate
  - Disabilities (inactivated 2021)
  - Early Childhood Special Education, Graduate Certificate
  - Sensory Disabilities, Graduate Certificate
- Educational Administration, MA, MEd, EdD
  - Community College Leadership, Graduate Certificate
  - Educational Administration and Supervision, Graduate Certificate
- Human Sciences, PhD

- Educational Psychology, MA, PhD, EdS
  - Mixed Methods Research, Graduate Certificate

#### University of Nebraska at Omaha

- Teacher Education
  - Elementary Education/Special Education, BS
  - Elementary Education, BS, MS
  - Library Science, BMS, BS
  - Secondary Education/Special Education, BS
  - Secondary Education, BS, MS
  - Literacy, MS
  - Instruction in Urban Schools, Graduate Certificate
- Special Education & Communication Disorders
  - Communication Disorders, BS
  - Early Childhood Inclusive, BS
  - Special Education, MS
  - Speech-Language Pathology, MS
- Educational Leadership, MS
  - Educational Administration, EdD
  - Educational Administration & Supervision, EdS

#### University of Nebraska at Kearney

- Elementary Education
  - Early Childhood Inclusive, BAE
  - Elementary Education K-6, BAE
  - Middle Level 5-9 Subject, BAE, BSE
  - Business Education, BAE
  - Reading PK-12, MAE
  - Science/Math Education, MSE
  - Instructional Technology, MSE
  - Curriculum and Instruction, MAE
- Special Education, BAE, MAE
- Educational Administration, MAE, EdS
  - School Superintendent

#### Discontinued Programs:

#### University of Nebraska-Lincoln

- Human Sciences, EdD
- Food Technology for Companion Animals, BS
- Veterinary Science, MS

#### University of Nebraska at Kearney

- Art History, BA

D. **Action Item:** Revisions to Guidelines for Submitting Proposals for New Instructional Programs and New Organizational Units: Appendix A: Definitions of Programs (Appendix 5)

E. **Information Item:** Annual Reports from Institutions Holding a Recurrent Authorization to Operate (Appendix 6)

- Andrews University, Berrien Springs, MI
- Pillar Seminary, Omaha, NE

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

Individuals commenting on items listed under Budget Committee are allowed five minutes each.

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

A. **Action Item:** Postsecondary Education Operating Budget Recommendations 2022-23 Deficit Request (Appendix 7)

B. **Action Item:** Southeast Community College - Milford Campus - Construction Technologies Center (Appendix 8)

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

Individuals commenting on items listed under Planning Committee are allowed five minutes each.

**XII. PLANNING AND CONSUMER INFORMATION COMMITTEE**

A. **Information Item:** *2022 Measuring Accomplishments*, companion piece to Chapter One of the *Comprehensive Statewide Plan for Postsecondary Education* (Appendix 9)

**XIII. EXECUTIVE COMMITTEE**

A. **Action Item:** 2022 Biennial Report required by Neb. Rev. Stat. 85-1412(9) (Appendix 10)

**XIV. FUTURE MEETINGS**

The next Commission meeting will be a virtual meeting via Zoom on Friday, January 20, 2023, 8:30 a.m.

**XV. COMMISSIONER COMMENTS**

**XVI. ADJOURNMENT**

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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION 140 North 8<sup>th</sup> Street, Suite 300, Lincoln, Nebraska Videoconference Via ZOOM Thursday, October 13, 2022 8:30 a.m. (CT)

### *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 VIRTUAL MEETING ON OCTOBER 13, 2022. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 10:00 A.M.

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

GWENN ASPEN, CHAIR

### *Meeting called to order at 8:30 a.m.*

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

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

#### **Commissioners Present**

Gwenn Aspen  
Tim Daniels  
Dr. Deborah Frison  
Dr. Dennis Headrick

Mary Lauritzen  
Molly O'Holleran  
Dr. Paul Von Behren  
W. Scott Wilson

#### **Commission Staff Present**

Dr. Michael Baumgartner  
Jeremy Chancellor  
Dr. Kathleen Fimple  
Jill Heese  
Kadi Lukesh

J. Ritchie Morrow  
Helen Pope  
Gary Timm  
Joe Velasquez (ZOOM moderator)

### *Minutes of September 8, 2022, Commission Meeting approved*

#### **MINUTES OF SEPTEMBER 8, 2022, COMMISSION MEETING**

Commissioner O'Holleran made a motion to approve the September 8, 2022, Commission Meeting minutes as written. Commissioner Frison seconded the motion. A roll call vote was taken. Voting aye: Aspen, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. Abstaining: Daniels. The motion carried.

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*Minutes of September 8, 2022, Work Session approved*

### **MINUTES OF SEPTEMBER 8, 2022, WORK SESSION**

**Commissioner Frison made a motion to approve the September 8, 2022, Work Session minutes as written. Commissioner Von Behren seconded the motion. A roll call vote was taken. Voting aye: Aspen, Frison, Headrick, O'Holleran, Von Behren, and Wilson. Abstaining: Daniels and Lauritzen. The motion carried.**

*Chair's Report*

### **CHAIR'S REPORT**

Chair Aspen did not have a report.

*Executive Director's Report*

*Out-of-service area applications approved*

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

The following out-of-service area application requests were approved by the executive director:

- Offered by Mid-Plains Community College  
Interactive two-way video, from Mid-Plains Community College to Gering High School, Gering, NE
  - BLDC 1005 - Safety - 1 credit  
September 6 - September 26, 2022
- Offered by Mid-Plains Community College  
Interactive two-way video, from Mid-Plains Community College to Gering High School, Gering, NE
  - BLDC 1170 - Framing Construction - 8 credits  
September 6 - December 22, 2022
- Offered by Mid-Plains Community College  
Interactive two-way video, from Mid-Plains Community College to Gering High School, Gering, NE
  - BLDC 1225 - Building City Code & State Standards - 1 credit  
September 27 - October 17, 2022
- Offered by Mid-Plains Community College  
Interactive two-way video, from Mid-Plains Community College to Gering High School, Gering, NE
  - BLDC 1300 - Energy Efficiency in Residential - 1 credit  
October 18 - November 7, 2022

*Kadi Lukesh presented First Quarter Report*

Kadi Lukesh, Office Manager/Budget Coordinator, presented the First Quarter Budget Report. Ms. Lukesh noted this quarter ended September 30 and that one-time annual payments made were listed on the administrative funds. Ms. Lukesh gave brief overviews of the Nebraska Opportunity Grant Program (NOG), the Community College Gap Assistance Program, the Access College Early Scholarship (ACE), the Guaranty Recovery Program, the Community College American Rescue Plan Act (ARPA) Grants, and the Community College ARPA Funds (Agency 83) - Dual Enrollment report. Ms. Lukesh answered questions from the Commissioners.

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*Dr. Baumgartner spoke on  
Commissioner Frison*

Dr. Baumgartner reported that Commissioner Deborah Frison was recently selected as Deputy Commissioner of Education assuming the duties of the Commissioner at the Board of Education after Commissioner Blomstedt steps down in January.

*Participation in higher education  
roundtable*

Dr. Kathleen Fimple, Academic Programs Officer, and Dr. Baumgartner participated in a higher education roundtable in September regarding the attainment goal. The roundtable included many of Nebraska's education, legislative, foundation, and chamber of commerce leaders. Dr. Fimple recently attended the Nebraska Safety Center Advisory Committee meeting and the Nebraska Academic Partnership Conference for agriculture programs.

*LR 373 hearing*

On September 30, the Education Committee held a hearing on LR 373 to examine the possibility of developing a policy and implementing a statewide process of awarding college credit for military education and training. The committee appears to want to pursue the topic further.

*MHEC meetings*

On October 10 and 11, Dr. Baumgartner attended the Midwest Higher Education Compact's (MHEC) Midwest Credential Transparency Alliance meeting in Chicago, and will be attending MHEC's annual meeting in Columbus, Ohio in November.

*Nebraska Lottery funded programs*

In the next couple of weeks Dr. Baumgartner will be speaking to the Education Committee regarding our lottery funded programs and financial aid for foster youth.

*Executive Assistant 10-year  
recognition*

Dr. Baumgartner stated that Executive Assistant Helen Pope will be recognized for 10 years of service at the Commission next week at the capitol.

*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 Budget,  
Construction, and Financial Aid  
Committee Items*

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

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

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

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*Budget, Construction, and Financial  
Aid Committee*

*Commissioner Tim Daniels*

*Postsecondary Education Operating  
and State Aid Budget Recommendation  
for the 2023-2025 Biennium*

*Gary Timm presented the budget  
recommendations*

*Dr. Jeffrey Gold, University of Nebraska*

*Budget Committee recommendation*

*Postsecondary Education Operating  
and State Aid Budget Recommendation  
for the 2023-2025 Biennium approved*

*Commissioner O'Holleran was absent  
during the vote*

*Northeast Community College - Maclay  
Replacement Project - Norfolk Campus  
- Library Resource Center Remodel -  
Norfolk Campus*

*Jeremy Chancellor presented the  
project proposal*

*Dr. Leah Barret, Northeast Community  
College*

*Budget Committee recommendation*

*Northeast Community College - Maclay  
Replacement Project - Norfolk Campus  
- Library Resource Center Remodel -  
Norfolk Campus approved*

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

Commissioner Daniels stated due to various issues, the full Committee could not attend the recent conference call, therefore bringing the items for consideration to the full Commission.

**Postsecondary Education Operating and State Aid Budget  
Recommendations for the 2023-2025 Biennium**

Gary Timm, Chief Finance & Administration Officer, presented the budget recommendations after review of the requests from the University of Nebraska, the Nebraska State College System, and the community colleges. The Commission recommends funding of the institution's budget requests and that the state continue to concentrate on providing financial aid for students from low-income families and continue state support for public postsecondary institutions. Dr. Jeffrey Gold, Chancellor at the University of Nebraska, and Mr. Timm answered Commissioner's questions.

Committee recommendation: As a quorum was not attained for the Budget, Construction, and Financial Aid Committee, the item is forwarded to the full Commission with no recommendation.

**Commissioner Daniels moved to approve the Postsecondary Education Operating and State Aid Budget Recommendations for the 2023-2025 Biennium. Commissioner Headrick seconded the motion. A roll call vote was taken. Those voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, Von Behren, and Wilson. The motion carried.**

**Northeast Community College - Maclay Replacement Project - Norfolk  
Campus - Library Resource Center Remodel - Norfolk Campus**

Jeremy Chancellor, Facilities Officer, presented the proposal, indicating Northeast Community College is proposing a complete demolition of the existing Don F. Maclay Building and replacing it with a 52,000 square foot building that will house various programs, maximize efficiency, and maintaining student access in the middle of the campus at the total cost of \$25,024,393. The proposal also includes a complete interior renovation of the Library Resources Center at a cost of \$2,091,887.

Dr. Leah Barrett, President of Northeast Community College, and Kali Eklund from Wilkins, Architecture, Design and Planning, provided information on the projects and answered questions from the Commissioners.

Committee recommendation: As a quorum was not attained for the Budget, Construction, and Financial Aid Committee, the item is forwarded to the full Commission with no recommendation.

**Commissioner Lauritzen made a motion to approve the Northeast Community College - Maclay Replacement Project on the Norfolk**



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Campus and the Library Resource Center Remodel on the Norfolk Campus. Commissioner Daniels seconded the motion. A roll call vote was taken. Those voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.

*Public Hearing on Planning and  
Consumer Information 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.**

*Planning and Consumer Information  
Committee*

*Commissioner Mary Lauritzen*

**PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner Lauritzen, Committee Chair, introduced Jill Heese, Research Director, to present the Enrollment portion of the *2022 Factual Look at Higher Education in Nebraska*.

*2022 Factual Look at Higher Education  
in Nebraska - Enrollment*

*Jill Heese presented the report*

**2022 Factual Look at Higher Education in Nebraska: Enrollment**

Ms. Heese delivered a PowerPoint presentation summarizing the Enrollment section of the *2022 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 2011 through fall 2021. She noted that the impact of COVID-19 can be seen beginning with fall 2020 enrollments, particularly at the community colleges. Total fall enrollment for all sectors was down 1.1 percent over the last year and down 6.8 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 gave a brief tutorial of the Enrollment Data Dashboard that is available on the Commission's website.

*Next Commission meeting will be  
Thursday, December 8, 2022*

**FUTURE MEETINGS**

The next Commission meeting will be Thursday, December 8, 2022, 8:30 a.m. at the Apothecary Building, 140 North 8<sup>th</sup> Street, 5<sup>th</sup> Floor, North Loft, Lincoln, Nebraska.

*Meeting adjourned at 10:10 a.m.*

**ADJOURNMENT**

Chair Aspen adjourned the meeting at 10:10 a.m.



## NEW POSTSECONDARY INSTITUTION APPLICATION For a Recurrent Authorization to Operate in Nebraska

<b>Institution:</b>	<b>Chamberlain University, Chicago, Illinois</b>
<b>Legal Status:</b>	<b>For-profit</b>
<b>Site for Courses:</b>	<b>To be determined—clinical partners only</b>
<b>Program:</b>	<b>Bachelor of Science in Nursing (BSN)</b>
<b>Institution's Existing Degree in Same or Similar Discipline:</b>	<b>Same as offered on-ground and online</b>
<b>Proposed Start Date:</b>	<b>Upon approval</b>

### Introduction

Chamberlain University traces its roots to the nineteenth century and the establishment of the Deaconess School of Nursing, later the Deaconess College of Nursing. In March 2005, Adtalem Global Education, Inc, a global education provider headquartered in the United States, acquired Deaconess and changed the name of the institution to Chamberlain College of Nursing. In 2017 the college became Chamberlain University. Based in Illinois (two campuses) the university has campuses in 14 additional states along with a substantial online presence.

Currently the university consists of a College of Nursing and a College of Health Professions, enrolling almost 35,000 students, with over 88% attending part-time. The institution offers eleven certificate programs, a bachelor of science in nursing, four master's degrees, and one doctorate. Eight of its degree programs or options are available entirely online.

Chamberlain University has been accredited by the Higher Learning Commission (HLC) since 1985 and by the Commission on Collegiate Nursing Education (CCNE) since 2004. Both accreditors are recognized by the U.S. Department of Education.

This application is for authorization for Chamberlain University to establish clinical partner sites for cohorts of students from the online BSN program. The program is a pre-licensure BSN (versus an RN to BSN for students who are already nurses).

**NOTE:** Chamberlain University is currently authorized to place online students in clinical sites in Nebraska by virtue of being a SARA member. SARA allows institutions to place no more than 10 students at a single site without approval from the state. However, Nebraska statutes only allow an institution to place individual students at clinical sites without CCPE approval (if the institution does not belong to SARA). Chamberlain is thinking forward to the possibility of a time when the institution no longer meets SARA's requirements due to changes in federal regulation, SARA policy, or institutional circumstances. This approval would allow Chamberlain to seamlessly continue to place students in Nebraska should any of these circumstances occur.

## REVIEW CRITERIA

**A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)**

Adtalem Global Education, Inc. is a for-profit entity that includes four other educational entities as well as Chamberlain. During 2021-22 Adtalem sold several of its education-related subsidiaries, leaving five subsidiaries, including the recently acquired Walden University.

High-----Low				
		√		

Financial statements for Adtalem were provided for FY21 and FY22. Separate financial statements for Chamberlain have only been done since FY22.

**Composite Financial Score** – The U.S. Department of Education requires institutions participating in Title IV programs to satisfy financial responsibility standards. The Department of Education calculates a score on a scale of -1.0 to 3.0, with 1.5 being the minimum score showing financial responsibility. Adtalem financial statements for FY21 included reference to the acquisition of Walden e-Learning and Walden University for \$1.5 billion and recognition that as a result of this acquisition, Adtalem expects its consolidated composite score to fall below 1.5 at its next financial responsibility test. The FY22 statements also anticipated the composite score to fall below 1.5. This would result in the Department of Education requiring heightened cash monitoring and/or requiring Adtalem to post a letter of credit to participate in federal and state financial assistance programs.

Below are the composite scores for the following financial statement years for Adtalem Global Education and Walden.

Fiscal Year Ended	6/30/17	6/30/18	6/30/19	6/30/20	6/30/21 (est.)	6/30/22 (est.)
Adtalem	2.1	2.5	1.7	1.8	2.2	< 1.5
Walden	0.2	-0.1	-0.6	0.7		

### Acquisition of Walden e-Learning and Walden University

On August 12, 2021, Adtalem completed the acquisition of 100% of the equity interests of Walden. Adtalem funded the purchase with notes, a term loan, and available cash on hand. Of the total assets acquired, over 99% were intangible assets (patent, brand, trademark, copyright) and goodwill (amount paid above the value).

### Financial Statements

Balance Sheet: The balance sheet for Adtalem shows the results of the acquisition of Walden through the reduction of cash and restricted cash and increase in goodwill and intangible assets. However, through refinancing, new borrowings, and the use of restricted cash, long-term debt had been decreased.

Statement of Income: An increase in revenue for FY22 was the result of the inclusion of Walden's revenue. From FY21 to FY22, interest expense increased and advertising costs, driven by the Walden acquisition, also increased, resulting in a loss from continuing operations for FY22.

However, with the proceeds from the sale of the discontinued operations during FY22, Adtalem recognized a positive net income for FY22.

One indicator of an institution's financial health is the relationship between operating revenue and operating expenses. The chart below shows the ratio of revenue to expenses. A ratio of more than 100% means revenues exceed expenses.

### Operating Revenue and Expenses

	FY20	FY21	FY22
Adtalem	115%	115%	106%
Chamberlain	n/a	n/a	128%

**Financial Aid Policy** – The school participates in the federal Title IV financial aid program. Financial aid procedures, including refund policies, are identified in the student handbook.

**90/10 Rule** – Federal regulation specifies that an institution that derives more than 90% of its revenue on a cash basis from Title IV student financial assistance programs in two consecutive fiscal years loses eligibility to participate in these programs for at least two fiscal years. For fiscal years 2020 and 2021, none of the four institutions participating in Title IV exceed 85%, with Chamberlain receiving 66% in FY2021. Walden received 76% from Title IV for the FYE 12/31/2020.

**Student Loan Default Rate**      2018: 2.6%      2017: 3.4%      2016: 3.5%

The U.S. Department of Education considers a school to be administratively capable if the student loan default rate for most loans is below 25% for the three most recent fiscal years, or if the most recent default rate is less than 40%.

**Tuition** – Chamberlain University's tuition varies by program and location. Tuition for students enrolling in the BSN online option after April 2022 is \$675 per credit hour. There are various fees such as a \$75 per course resource fee. As might be expected, the rate is considerably higher than the \$378 per credit hour resident tuition at UNMC, but only slightly higher than that charged by other local institutions (see Section B. for a list of all institutions).

Institution	Tuition per credit hour AY 2022-23	Fees	Other costs
Chamberlain University	\$675	\$75/course resource fee	
UNMC	\$378 resident \$1,017 non-res	\$210/ semester	
Bryan College	\$597	\$300 - \$750/ semester	
Clarkson College	\$632	\$30 / course w/ lab	
Nebraska Methodist	\$598 Accelerated BSN	\$200 / semester tech fee	\$1,400 books
Creighton University	\$43,684 / year traditional	\$1,954 / year	\$1,200 / year books/ supplies

**Financial Soundness**—The FY22 audited financial statements indicated that Adtalem anticipates its composite score will drop below 1.5 as the result of purchasing Walden. While the composite score will drop, other indicators such as operating income remained positive for FY22, even with an increase in advertising costs related to Walden.

With the sale of several segments and the acquisition of Walden during FY22, it is difficult to determine, based on historical trends, the future results of operations. With its reduction in liabilities, a continued strong cash balance, operating revenues exceeding expenses, and the proceeds from the sale of discontinued operations, Adtalem's ability to meet its financial obligations appears at an acceptable level at this time. However, with the composite score most likely dropping below the threshold, the U.S. Department of Education will most likely take action through heightened cash monitoring and/or requiring a letter of credit.

**B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution's ability to generate and sustain enrollment**

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

**Curriculum-** The three-year program for the Bachelor of Science in Nursing requires 122 semester credit hours for in-person or online students. The first year is entirely general education courses (43 credit hours) and can be transferred into the program if students have taken courses elsewhere. The curriculum consists of 56 total credit hours in general education and science pre-requisite courses. Of the 56 nursing courses, 13 are clinical experiences spread over the final four semesters.

To be licensed as an RN in Nebraska, a person must have graduated from an approved nursing program and passed the National Council Licensure Examination (NCLEX-RN). Chamberlain reports that the pre-licensure BSN students who completed the NCLEX had an overall pass rate of 91% in 2020 and 88% in 2019. The national NCLEX pass rate was 90% for 2020 and 91% for 2019.

**Clinical Placements** – Unlike many online programs, Chamberlain students do not arrange their own clinical assignments. Chamberlain University partners with a variety of hospitals and clinical agencies to provide clinical learning experiences, and a Clinical Coordination Office, in collaboration with faculty, coordinates all assignments. Also differing from many online programs, the clinical preceptors at the partner sites are Chamberlain employees, rather than employees at the various facilities. The college has previously placed students in nine different facilities in Nebraska in five cities: Omaha, Lincoln, Fremont, Grand Island, and Kearney. Since these hospitals and clinics have a history of providing clinical opportunities for Chamberlain students, there shouldn't be a significant problem in obtaining placements.

BSN degrees are available at nine institutions in Nebraska: UNMC, Bryan College of Health Sciences, Clarkson College, College of St. Mary, Creighton University, Nebraska Methodist College, Midland University, Union College, and Nebraska Wesleyan University. The UNMC program is available on the UNK campus, the Bryan program is offered at their Tim & Linda Daugherty Educational Center for Health Professions in Hastings, and Creighton is partnering with York College for a 3+1 program. Altogether, these nine institutions have averaged 1,126 graduates per year over the past five years (IPEDS data).

The Nebraska Center for Nursing's 2022 Biennial Report states that there are 2,600 fewer nurses in the Nebraska nursing workforce than in 2018-19 and a shortage of 4,191. This is a 9.5% decrease. However, the number of traveling nurses, whose average annual salary is \$18,000 more than that of staff nurses, increased 34%. The report estimates that by 2025 there will be an overall shortage of 5,436 nurses in the state (RNs, LPNs, and APRNs—Advanced Practice RN). According to the report, in 2021 eight counties had no nurses at all.

**Enrollment** – The college estimates that eight students would enroll in the first cohort. This is based on the number of students from Nebraska currently enrolled in the Bachelor of Science in Nursing Online option.

**Credit** – For the undergraduate nursing program, one semester credit hour equals 16 contact hours of lecture or online learning activities, with 32 hours of out-of-class student work, 32 contact hours of laboratory, and 48 clock hours of clinical instruction/practice/practicum/fieldwork.

### ***C. The quality and adequacy of teaching faculty, library services, and support services***

High-----Low
√

**Faculty** – Chamberlain reports that from January to May of 2022, 1,289 faculty taught courses via distance delivery. The application provided a listing of all those faculty, the courses/programs they taught, their

educational credentials, and licensure (for nursing faculty).

- Of the 1,289 faculty, 92% hold at least a master's degree and 69% (895) hold a doctorate. Over half of the doctorates are Doctor of Nursing Practice (DNP). Other common degrees are in related fields such as pharmacy, chemistry, and microbiology.
- Of the total online faculty, 57 are licensed in Nebraska: 36 as RNs, 14 as APRNs, and 7 as both.

**Library and Support Services** – Chamberlain University's library is completely virtual, supporting both the nursing curriculum and general education classes. The application lists the number of works available as eBooks, Journals, Databases, and Media as well as examples from each. The library oversees a refresh of all eBooks and physical book holdings yearly and journals and databases are examined yearly for relevance.

Students have access to library support via chat, text, email, and one-on-one WebEx appointments. The library's website also provides a collection of customized library guides for self-learning.

Every student has access to a student support advisor who serves as the primary point of contact for assisting the student with both financial and academic concerns as well as identifying available resources. The university also has a Center for Academic Success where students can utilize the services of peer as well as professional tutors.

***D. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered***

The application is for clinical partner sites only. Didactic instruction will be provided online. Chamberlain University currently offers clinical sites in Omaha, Fremont, Lincoln, Grand Island, and Kearney. All sites are long-established hospitals or clinics within two local healthcare systems.

***E. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the United States Department of Education***

Chamberlain University has been accredited by Higher Learning Commission (HLC) since 1985. Its next reaffirmation of accreditation is scheduled for 2025-26. Accreditation by the Commission on Collegiate Nursing Education (CCNE) was granted in 2004 and expires in December 2024. Both accreditors are recognized by the U.S. Department of Education.

***F. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere***

Credits from this program could transfer to any of the Chamberlain University campuses that offer the BSN as well as any institution that accepts transfer credits according to the institution's policy. Acceptance of any transfer credits is always up to the receiving institution.

***G. The institution's policies and procedures related to students, including, but not limited to, recruiting and admissions practices***

The Chamberlain undergraduate pre-licensure admission process is made up of two phases: Academic Eligibility and Clinical Clearance. Academic Eligibility requires proof of graduation with a minimum grade point average of 2.75 from a recognized high school or other college, along with a minimum score on an assessment test. Applicants who are deemed Academically Eligible must receive Clinical Clearance, which includes a background check, fingerprint screen, and drug screen for acceptance to be granted.

The college admissions representatives meet with students who respond to the website, print or electronic advertisements, or direct mail letters. Initial pre-screening of candidates is usually conducted via telephone. All recruiting materials are developed and updated by Adtalem's marketing department in accordance with guidelines prescribed by Adtalem's regulatory and compliance department.

**Committee Comment:** Approval of Chamberlain’s application will not relieve the severe nursing shortage in Nebraska since Chamberlain students are currently being placed in the state. The potential change in the composite financial score is concerning, but Adtalem appears capable of meeting its financial obligations at this time. Nonetheless, staff recommends that Adtalem be required to provide to the Commission its annual financial statements for the next three years and any correspondence from the U.S. Department of Education as soon as received.

**Committee Recommendation:**

**That the Commission approve the recurrent authorization to operate for:**

<b>Institution:</b>	<b>Chamberlain University</b>
<b>Owner:</b>	<b>Adtalem Global Education, Inc</b>
<b>Level of authorization:</b>	<b>Less than a complete program, limited to offering clinical placement of students for the Bachelor of Science in Nursing degree*</b>
<b>Length of authorization:</b>	<b>Five years (valid through December 31, 2027)</b>
<b>Conditions of authorization:</b>	<b>Adtalem provides its annual financial statements for the next three years and any correspondence from the U.S. Department of Education as soon as received.</b>

**\*Should Chamberlain wish to provide didactic instruction on-ground, approval would be needed from the Coordinating Commission, the Nebraska Board of Nursing, and the Commission on Collegiate Nursing Education.**

**Reporting requirements:** Annual reporting is required, with the first report due December 10, 2023. Forms are emailed to the institution prior to the due date and are available on the Commission’s website.



**Music—PhD  
University of Nebraska—Lincoln  
Progress Report**

**Background**

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
2010 (new)				Approved as a new program (May)
2011 (1 <sup>st</sup> review)		425	18,122	No report for new PhD; other figures are for the School of Music
2018 (2 <sup>nd</sup> review)	PhD 0.8	735	16,592	University conducting in-depth review; continue with report on review
2019 (in-depth)	No data reported	No data reported	No data reported	Five graduates expected in 2019. Continue with a progress report.
2022 (report)	PhD 1.6	Not reported at graduate level	Not reported at graduate level	

\*CCPE minimum performance standard is 3 for doctorates

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

**Description**

UNL offers a Doctor of Musical Arts (DMA) degree that focuses on the creation and performance of music. The PhD program focuses on research and scholarship. The initial emphasis in the PhD curriculum was on music education with the intent of preparing students to hold faculty positions in research-oriented universities and thus educate future K-12 teachers. Recently UNL added two more areas of emphasis: piano pedagogy and vocal pedagogy, with the first graduates expected in 2019.

**Points Included in UNL's 2019 In-Depth Review.**

- UNL has a long history of granting PhDs with an emphasis in music.
  - Until 1993 the degrees were awarded by Teachers College.
  - In 1993 the faculty and resources supporting music education were moved to the College of Fine and Performing Arts.
  - In 2010 CCPE approved the PhD in music as a new program with an estimated two to three new students each year. Eleven students were enrolled in 2019.
  - Since 1988, 37 doctoral students graduated with an emphasis in music education. Five were expected to graduate in 2019.
- The program is, in practice, interdisciplinary. Twelve hours of PhD music courses are also taken by the DMA students and the statistics and design courses are provided by the College of Education and Human Sciences (formerly Teachers College).
- Information from 15 "Peer Schools" revealed an average number of graduates per year over the five years from 2014 to 2018 of 1.28.
- Based on the data and the interdisciplinary nature of the program, UNL projects a target of two graduates per year.
- The action plan to accomplish this goal is four-pronged.
  - Increase the number of graduate teaching assistantships (GTAs) offered to students in the PhD program. The School of Music has pledged six to eight GTAs which could result in 80% of the students needed to graduate two per year being supported.
  - Assist recruitment by improving the attractiveness of the work/study environment by prioritizing a new building for the School of Music.
  - Give faculty supervising PhD students during the dissertation phase load credit for the

- last two semesters, providing incentive for recruiting.
- Increase international recruiting. For example, the Sichuan Conservatory of Music is interested in exploring ways to collaborate to help Chinese students earn graduate degrees.

***Summary of UNL's 2022 Report***

- The program averaged nine majors from 2016 to 2021.
- Progress toward the action plan:
  - GTAs were reduced as a result of budget cuts that were partially attributable to the pandemic. Next year there will be five students with GTAs—one short of the target. This is due in part to a lack of applicants which in turn was influenced by one faculty member retiring and one moving to administration.
  - A new model is being piloted whereby practicing K-12 teachers complete the first two years of the program via distance learning, then take a leave of absence from teaching to complete the third and final year of the program in person. This is in contrast to the current requirement of being on campus for all three years.
  - Plans for the new building include small offices for graduate students and common meeting space.
  - A faculty load audit, planned for 2021-22 was postponed but is still planned with an eye to possibly implementing a one-credit hour teaching equivalency for faculty supervising doctoral students in their last semester.
  - The pandemic hampered international recruiting. Holding conferences virtually restricted the ability to recruit face-to-face.

***Committee Comment:*** The pandemic has had a negative influence on the ability to complete activities in the action plan. Nonetheless, the average number of graduates doubled, from 0.8 in 2018 to 1.6 in 2022. With a lessening of pandemic-related restrictions and a new attendance model, enrollments may increase.

***Committee Recommendation:*** That the Commission continue the PhD Music program at UNL.

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

**Art History—MA  
University of Nebraska—Lincoln  
Board of Regents Monitoring Report**

**Background:**

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
<b>2008</b> (new program)				Approve, with the condition that the next regular program review include information on enrollments, student progress toward degree, degrees awarded, and societal need for the program.
<b>2011</b> (1 <sup>st</sup> review)	Only BA degrees reported			
<b>2018</b> (2 <sup>nd</sup> review)	3.2	1,528	4,096	UNL was conducting an in-depth review. Submit review to CCPE by 6-1-19
<b>2019</b> (in-depth review)	Not reported	Not reported at graduate level	Not reported at graduate level	Since inception the number of graduates has consistently averaged about three per year which is in line with four of UNL's five peers that offer the program. Continue with report on BOR monitoring by 11-1-22
<b>2022</b> (monitoring report)	2.0	Not reported at graduate level	Not reported at graduate level	

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

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

**Points Included in UNL's 2019 In-Depth Review**

- The first students were admitted to the program in 2009.
- A two-fold action plan had been developed:
  - To attract new applicants to the program, replace a retiring faculty member with one specializing in contemporary and modern art.
  - Improve promotion and recruitment with the aid of the Office of Graduate Studies. For example, advertise the program in the College Art Association listing of art history graduate programs.

**Summary of UNL's 2022 Monitoring Report to the Board of Regents**

- The average number of majors was 4.4, with five majors projected for 2021-22.
- Activities related to the action plan;
  - In fall 2019 a tenure-track faculty member specializing in contemporary and modern art of the Americas was hired. She has a special interest in art's engagement with ecology which generated two funded projects: 1) a database of UNL's artworks related to environmental crises (supported by the Water for Food Institute) and 2) a series of workshops on graphic representations of water pollution and aquatic ecology.
  - The new funding has helped to recruit and support master's students.
  - Additional funding for a grad student fellowship was secured from a private donor and resulted in the recruitment of two new students.
  - A new graduate research assistantship was created in partnership with the Great Plains Art Museum.

- Faculty have developed a proposal for a dual MFA/MA degree that would allow students from the three-year MFA to earn an MA in one additional year.
- Some of the graduate teaching assistantships were reshaped to provide more experience for students wishing to teach at the community college level.

***Committee Comment:*** UNL has made significant strides in advancing the goals of its action plan.

***Committee Recommendation:*** That the Commission continue the MA in Art History at UNL.

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

**English with a Literature Emphasis—MA  
University of Nebraska at Kearney  
Board of Regents Monitoring Report**

**Background:**

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1997 (1 <sup>st</sup> review)	MAE (English) 5.4	638	14,634	Continue
2004 (2 <sup>nd</sup> review)	MA (English) 4.0	497	10,755	Continue
2011 (3 <sup>rd</sup> review)	MA (English) 5.4	455	10,759	Approved by the executive director
2018 (4 <sup>th</sup> review)	MA (English Literature) 1.6	461	8,447	University conducting in-depth review; Continue, with report on review
2019 (in-depth review)	MA (English-Literature emphasis) 1.4	Not reported	Not reported	University conducting in-depth review; Continue, with report on BOR monitoring.
2022 (monitoring report)	MA (English-Literature emphasis) 1.6	Not reported at graduate level	Not reported at graduate level	

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

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

**Points Included in UNK's 2019 In-Depth Review**

- The department made several changes following a slow decrease in graduate enrollments.
  - Increased the number of graduate courses offered during the summer.
  - Created four new graduate courses for the new emphasis in writing.
  - Trained five additional faculty members in online teaching.
- The changes resulted in an immediate increase in course enrollments and in the MA program. The number of students enrolled in the MA program increased from 5 in 2014 to 23 in fall 2018.
- In fall 2016 the MA with writing emphasis was offered online. Enrollment increased significantly. The literature emphasis was to be offered online starting in fall 2019. Anticipated enrollment by fall 2021 was 17 students.

**Summary of UNK's 2022 Monitoring Report to the Board of Regents**

- There was an average of 4.6 majors from 2015-2020.
- The English Department restructured the program into a single MA in English with four focus areas that provide more flexibility within the program.
- Admissions for the restructured program began in fall 2020. There are currently 73 students enrolled in the restructured MA program with 91 graduate students overall.

**Committee Recommendation:** That the Commission acknowledge the restructuring of the English graduate programs and continue the MA in English.

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

**Natural Resource and Environmental Economics—BS  
University of Nebraska—Lincoln  
Board of Regents Monitoring Report**

**Background:**

2011 SCH data is from the Agricultural Economics Department; 2018 data is for the program only (where there are fewer courses) and is calculated using Instructional FTE.

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
2011 (1 <sup>st</sup> review)	3.0	784	4,229	Approved by the Executive Director
2018 (2 <sup>nd</sup> review)	4.4	17.2	85	UNL was conducting an in-depth review; continue with report on review
2019 (in-depth review)	No report	No report	No report	UNL has created a detailed action plan. Continue with report on BOR monitoring by 11-1-22.
2022 (monitoring report)	3.4	No report	No report	

\*CCPE minimum performance standard is 7 for baccalaureate programs

\*\*CCPE minimum performance standard is 300 for the program

**Points Included in UNL's 2019 In-Depth Review**

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

**Summary of UNL's 2022 Monitoring Report to the Board of Regents**

- Action Plan Point One—Curriculum
  - A pilot three-week Commodity Marketing course was held for high school students. A related commodity trading contest awarded three scholarships. Seven scholarships will be awarded for the next contest.
  - The pilot resulted in the development of an ecosystem valuation curriculum targeting Omaha and Lincoln high schools. A poster contest will offer scholarships.
- Action Plan Point Two—Recruitment
  - Following COVID, direct recruiting of high school students became a priority. Faculty:

- created an economic concepts video and worksheet for the Virtual Lincoln Public Schools STEAM FEST,
  - visited Lincoln Northeast High School and those students visited the UNL campus,
  - served as global experts for the World Food Prize Nebraska Youth Institute.
- Action Plan Point Three—Retention
  - Alumni are being recruited to develop short videos of what they do in their jobs and how their degree has helped them. A YouTube channel has been created to post the videos.

***Committee Comment:*** The number of graduates increased from the first review to the second. The current figure lies between the two. UNL created a detailed action plan to increase the number of majors and graduates and has made significant strides in implementing it.

***Committee Recommendation:*** That the Commission continue the BS in Natural Resource and Environmental Economics at UNL.

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

**Biostatistics—PhD  
University of Nebraska Medical Center  
Monitoring Report to the Board of Regents**

**Background:**

Averages are for five years unless otherwise noted

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
2012 (new program)				Approve
2019 (1 <sup>st</sup> review)	0	NA	NA	UNMC was conducting an in-depth review. Continue and submit review to CCPE by 7-15-20
2020 (in-depth review)	0.2	NA	NA	UNMC provided an extremely thorough and honest assessment of the program and its challenges and identified clear and realistic actions to improve the program. Continue with report on BOR monitoring by 7-15-22
2022 (monitoring report)	1.0	Not reported at graduate level	Not reported at graduate level	

\*CCPE minimum performance standard is 3 for doctoral programs

\*\*CCPE minimum performance standard is 300 but is applicable to undergraduate programs only

**Points Included in UNMC's 2020 In-Depth Review.**

- The Department of Biostatistics conducted a thorough analysis of the program and identified several factors contributing to low enrollments and few graduations.
  - There was a small number of faculty (six) and those were in demand for collaborative research, limiting the ability of faculty to mentor doctoral students.
  - Three required courses were provided only on the UNL campus and were subject to UNL's scheduling, creating challenges for students based in Omaha.
  - A Master of Science degree was required for admittance to the program, but UNMC does not have an MS in biostatistics.
  - The qualifying exam was administered at the end of the second year and focused only on statistical theory. It limited the ability to provide feedback and didn't address competencies. The comprehensive exam did not require a detailed dissertation proposal.
  - The application deadline was in late spring and some applicants had already accepted offers from other institutions. A national application service wasn't used.
  - Assistantships were limited and information regarding them was not included on acceptance letters.
  - PhD advisors were not assigned until the second year and many did not have experience in supervising doctoral students.
  - Part-time students were more likely to drop out and accept a high-paying full-time position.
- The Department created an action plan to bring the program into compliance within five years.
  - A new chairperson was hired for the Department in 2019. He has increased the number of faculty to 10. Professional development will be provided for faculty to improve student advising and mentoring.
  - Three new courses will be offered at UNMC. They will replace the three previously offered by UNL and will create a more practice-based curriculum.



- The program of study has been revised to allow students with a baccalaureate degree to be directly admitted to the program. In addition, a Master of Science degree in biostatistics is in development to help create a pipeline of students.
- The qualifying exam will have a section focused on practical application and will be offered at the end of the first year. The comprehensive exam will rely heavily on the development of the dissertation proposal.
- The application deadline was moved to the first of the calendar year and assistantship availability will be determined by March 1. The Department has committed to providing two teaching assistantships each year and is exploring partnerships and other sources for additional funding.
- A centralized application service for public health programs will be utilized.
- Advisors will be assigned at the time of enrollment. Students and their advisors will be required to prepare an Individual Student Development Plan.

***Summary of UNMC's 2022 Monitoring Report***

- The program averaged 10 majors from 2016 to 2021. There were 12 in 2021-2022—the largest number in the previous seven years.
- The MS in Biostatistics was approved by CCPE and the first six students enrolled in August 2021.
- Six new core and elective courses were offered on the UNMC campus in AY 20/21 and two more were added in AY 22/23.
- PhD applications were moved to a centralized service for accredited public health programs.
- Four new faculty were hired, bringing the total to 15.
- A student recruitment committee was formed to create targeted advertisements and to connect prospective students with current students and program graduates.
- Partnerships were established with research labs that will support two students.
- Two other sponsorships to support graduate research assistantships are in development.

***Committee Comment:*** The number of majors has been steadily increasing. The program has made many substantive changes in meeting the goals of the action plan.

***Committee Recommendation:*** That the Commission continue the PhD in Biostatistics at UNMC.

[The next regular program review is due June 30, 2026.]

**2020-2021 EXISTING PROGRAM REVIEW**  
*(Item in bold is under Commission Minimum Performance Standard)*

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2016-2021)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNL	Teaching, Learning & Teacher Education  Early Literacy K-3 Mathematics Specialist Teaching English to Speakers of Other Languages Response to Intervention: Reading World Language Teaching: German World Language Teaching: Spanish Mathematics Education Social Justice & Diversity Education	13,393	993	BS-Ele BS-Sec	103.8 21.2	MEd MA Grad Cert Grad Cert  Grad Cert Grad Cert Grad Cert Grad Cert Grad Cert	.2 53.0 0 13.4  3.8 0 0 0 0 0			
UNL	Educational Studies							EdD PhD	11.0 25.8	
UNO	Teacher Education Elementary Education/Special Education Elementary Education Library Science  Secondary Education/Special Education Secondary Education Literacy Instruction in Urban Schools	12,197	314	BS BS BMS BS BS BS	9.0 87.8 9.0 10.4 <b>6.0</b> 60.6	MS     MS MS Grad Cert	59.8     27.4 29.6 0.4			Demand
UNK	Elementary Education Early Childhood Inclusive Elementary Education K-6 Middle Level 5-9 Subject Business Education Reading PK-12 Science/Math Education Instructional Technology Curriculum and Instruction	11,067	616	BAE BAE BAE/BSE BAE	34.0 66.8 14.4 <b>3.6</b>	MAE MSE MSE MAE	15.8 15.6 39.6 65.6			Need

**UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation**

Institution	Program	5 yr Average (2016-2021)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
CSC	Education Curriculum and Instruction	4,708	575	BSE	42.6	ME	27.0			
PSC	Education ** Curriculum and Instruction	4,040	379	BA/BS	38.4	MSEd	119.6			
WSC	Education Curriculum and Instruction	7,705	446	BS	79.2	MSE	70.4			
WSC	Early Childhood & Family Studies	2,323	490	BS	7.0					
UNL	Special Education  Autism Spectrum Disorders & Severe Disabilities (inactivated 2021) Early Childhood Special Education Sensory Disabilities	10,338	1,576	BSEH	8.2	MA MEd Grad Cert  Grad Cert Grad Cert	8.8 9.2 0  3.6 5.4	EdS	0	Need
UNO	Special Education & Communication Disorders Communication Disorders Early Childhood Inclusive Special Education Speech-Language Pathology	4,265	380	BS BS	15.2 5.4	MS MS	25.2 19.4			Demand; New
UNK	Special Education	11,067	616	BAE	23.8	MAE	31.4			
CSC	Special Education	1,621	474	BSE	10.2					
WSC	Special Education	2,680	489	BA BS	.6 25.8	MSE	11.7			
UNL	Educational Administration  Community College Leadership Educational Administration and Supervision					MA MEd Grad Cert Grad Cert	46.2 16.4 2.4 3.40	EdD	7.4	
UNO	Educational Leadership Educational Administration Educational Administration & Supervision					MS	13.0	EdD EdS	17.6 1.6	Need
UNK	Educational Administration School Superintendent					MAE	45.8	EdS	6.8	
WSC	School Administration					MSE	32.4	EdS	14.0	

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2016-2021)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNL	Human Sciences							PhD	10.0	
UNL	Educational Psychology					MA	20.1	PhD	14.2	Demand
	Mixed Methods Research					Grad Cert	6.2	EdS	3.8	

\*For the University this is SCH/Instructional Faculty FTE

\*\*Includes Early Childhood Education, Elementary Education, and Middle Level Education

PROGRAMS DISCONTINUED by the INSTITUTIONS			
Institution	Program	Degree(s)	Comments
UNL	Human Sciences	EdD	No students enrolled
UNL	Food Technology for Companion Animals	BS	Transitioning to a minor
UNL	Veterinary Science	MS	Transitioning to a specialization
UNK	Art History	BA	Transitioning to a minor

## Commission Minimum Performance Standard

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

# Coordinating Commission for Postsecondary Education

**Subject:** Revisions to Guidelines for Submitting Proposals for New Instructional Programs and New Organizational Units: Appendix A: Definitions of Programs

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The following appendix contains:

- the proposed revisions with strike-outs and additions in red,
- a side-by-side comparison of the current language and proposed language, and
- the proposed final document.

**Committee Comment:** Commission staff utilized Commissioners' comments made during the September 8, 2022, work session and consulted with the University of Nebraska to ensure that the proposed revisions did not conflict with university policy.

**Committee Recommendation:** That the Commission approve the revisions to Guidelines for Submitting Proposals for New Instructional Programs and New Organizational Units: Appendix A: Definitions of Programs

**Definitions of Program(s)**

The following definitions including those identified in Title 281, NAC, Chapter 4 of the Commission's Rules and Regulations apply to Program(s):

1. Program shall mean any program of instruction, public service program, off-campus instructional program, any new college school, major division, education center, or institute, but shall not include reasonable and moderate extensions of existing curricula which have a direct relationship to existing programs **[281 NAC 4:003.01]**.
2. Instructional Program shall mean a sequence of courses and activities leading to a degree, diploma, or certificate in an academic discipline or subject area offered by a public institution. This type of program is commonly called a major **[281 NAC 4: 003.01A]**.

Any course of study that meets any of the following triggers is an instructional program for the purpose of defining an instructional program new to an institution, or for the purpose of initiating the review of an existing instructional program:

- a. The title of the program will appear on the student's transcript or other official records signifying the student's achievements, skills, or knowledge in the discipline or area of study.
  - b. The program will be identified in the catalog, bulletin, or other publications of the institution as a distinct program of study leading to a credential awarded by the institution.
3. Existing Instructional Program shall mean an instructional program authorized by the Legislature or the appropriate governing board prior to January 1, 1992, or an instructional program authorized by the Commission after January 1, 1992 **[281 NAC 4: 003.01.B]**.
4. New Instructional Program shall mean a proposed instructional program not included in the definition of existing instructional program. A substantial modification of an existing instructional program constitutes a new instructional program. A substantial modification occurs when the principal objective of the program is changed. A reasonable and moderate extension of an existing instructional program is not classified as a new instructional program **[281 NAC 4: 003.01.C]**.
5. New Organizational Unit shall mean any proposed new college, school, major division, or institute that provides, facilitates, or coordinates instruction, research, or service and within which related disciplines or services are grouped. Name changes or reasonable and moderate extensions of, or reorganizations within, existing organizational units shall not be considered as new organizational units **[281 NAC 4: 003.01.D]**.
6. Institute(s) shall mean the organization of major interdisciplinary and/or multiple academic divisions (e.g., schools, major divisions, collections of departments) within a sector to address new and emerging problems and issues.

- a. The Commission recognizes that some terms such as institute and center are used interchangeably in academe.
- b. For the purpose of Commission review, approval, or disapproval, ~~a working definition of centers will normally be interpreted~~ mean an institution's and/or sector's interdisciplinary academic entities that ~~demonstrate the following characteristics:~~
  - i. Have an identifiable and significant budget.
  - ii. Exist as a level of administration that is higher than that of the department, ~~and/or report at an administrative level above a dean.~~
  - iii. Are associated with assigned FTEs of faculty and/or research or other professional staff.

They may, but are not required to:

- i. Propose to seek new state support for their creation, and/or operation.
  - ii. ~~May or may not include~~ associations or entities outside the institution.
- ~~c. It is intended that centers would not include interdisciplinary units with a variety of characteristics, including those that:~~
- ~~i. Normally encompass an assemblage of faculty assigned to one or more departments.~~
  - ~~ii. Provide, facilitate, or coordinate instruction, research, or services across the disciplines represented by faculty of a single unit.~~
7. Moderate Extensions of Existing Organizational Units are normally considered by the Commission based on variables that include:
- a. Whether the unit itself is a reasonable and moderate extension of, or reorganization within, one or more existing organizational units, in which case it would not be considered a new organizational unit.
  - b. The extent to which the unit will utilize existing resources.
  - c. The extent to which the foci of its faculty and/or instructional programs, research, and/or services will be a reasonable and moderate extension of existing units.
  - d. The extent to which the purposes and operations of the unit will support the institution's existing role and mission.
  - e. The extent to which the organization and operation of the new unit will require substantial additional resources.



Existing	Proposed (changes in red)
1. Institute(s) shall mean the organization of major interdisciplinary and/or multiple academic divisions (e.g., schools, major divisions, collections of departments) within a sector to address new and emerging problems and issues.	1. Institute(s) shall mean the organization of major interdisciplinary and/or multiple academic divisions (e.g., schools, major divisions, collections of departments) within a sector to address new and emerging problems and issues.
a. The Commission recognizes that some terms such as institute and center are used interchangeably in academe.	a. The Commission recognizes that some terms such as institute and center are used interchangeably in academe.
b. For the purpose of Commission approval, a working definition of centers will normally be interpreted to mean an institution's and/or sector's academic entities that demonstrate the following characteristics:	<b>b. For the purpose of Commission review, approval, or disapproval, centers mean an institution's and/or sector's interdisciplinary academic entities that:</b>
i. Have an identifiable and significant budget.	i. Have an identifiable and significant budget.
ii. Propose to seek new state support for its creation, and/or operation.	
iii. Exist as a level of administration that is higher than that of the department, and/or report at an administrative level above a dean.	<b>ii. Exist as a level of administration that is higher than that of the department.</b>
iv. Are associated with assigned FTEs of faculty and/or research or other professional staff.	iii. Are associated with assigned FTEs of faculty and/or research or other professional staff.
	<b>They may, but are not required to:</b>
	<b>i. Propose to seek new state support for their creation, and/or operation.</b>
v. May or may not include association or entities outside the institution.	<b>ii. Include associations or entities outside the institution.</b>
c. It is intended that centers would not include interdisciplinary units with a variety of characteristics, including those that:	
i. Normally encompass an assemblage of faculty assigned to one or more departments.	
ii. Provide, facilitate, or coordinate instruction, research, or services across the disciplines represented by faculty of a single unit.	

**Definitions of Program(s)**

The following definitions including those identified in Title 281, NAC, Chapter 4 of the Commission's Rules and Regulations apply to Program(s):

1. Program shall mean any program of instruction, public service program, off-campus instructional program, any new college school, major division, education center, or institute, but shall not include reasonable and moderate extensions of existing curricula which have a direct relationship to existing programs **[281 NAC 4:003.01]**.
2. Instructional Program shall mean a sequence of courses and activities leading to a degree, diploma, or certificate in an academic discipline or subject area offered by a public institution. This type of program is commonly called a major **[281 NAC 4: 003.01A]**.

Any course of study that meets any of the following triggers is an instructional program for the purpose of defining an instructional program new to an institution, or for the purpose of initiating the review of an existing instructional program:

- a. The title of the program will appear on the student's transcript or other official records signifying the student's achievements, skills, or knowledge in the discipline or area of study.
  - b. The program will be identified in the catalog, bulletin, or other publications of the institution as a distinct program of study leading to a credential awarded by the institution.
3. Existing Instructional Program shall mean an instructional program authorized by the Legislature or the appropriate governing board prior to January 1, 1992, or an instructional program authorized by the Commission after January 1, 1992 **[281 NAC 4: 003.01.B]**.
4. New Instructional Program shall mean a proposed instructional program not included in the definition of existing instructional program. A substantial modification of an existing instructional program constitutes a new instructional program. A substantial modification occurs when the principal objective of the program is changed. A reasonable and moderate extension of an existing instructional program is not classified as a new instructional program **[281 NAC 4: 003.01.C]**.
5. New Organizational Unit shall mean any proposed new college, school, major division, or institute that provides, facilitates, or coordinates instruction, research, or service and within which related disciplines or services are grouped. Name changes or reasonable and moderate extensions of, or reorganizations within, existing organizational units shall not be considered as new organizational units **[281 NAC 4: 003.01.D]**.
6. Institute(s) shall mean the organization of major interdisciplinary and/or multiple academic

divisions (e.g., schools, major divisions, collections of departments) within a sector to address new and emerging problems and issues.

- a. The Commission recognizes that some terms such as institute and center are used interchangeably in academe.
- b. For the purpose of Commission review, approval, or disapproval, centers mean an institution's and/or sector's interdisciplinary academic entities that:
  - i. Have an identifiable and significant budget.
  - ii. Exist as a level of administration that is higher than that of the department.
  - iii. Are associated with assigned FTEs of faculty and/or research or other professional staff.

They may, but are not required to:

- i. Propose to seek new state support for their creation, and/or operation.
- ii. Include associations or entities outside the institution.

7. Moderate Extensions of Existing Organizational Units are normally considered by the Commission based on variables that include:

- a. Whether the unit itself is a reasonable and moderate extension of, or reorganization within, one or more existing organizational units, in which case it would not be considered a new organizational unit.
- b. The extent to which the unit will utilize existing resources.
- c. The extent to which the foci of its faculty and/or instructional programs, research, and/or services will be a reasonable and moderate extension of existing units.
- d. The extent to which the purposes and operations of the unit will support the institution's existing role and mission.
- e. The extent to which the organization and operation of the new unit will require substantial additional resources.

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

### Reports Received by December 2022

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 fall 2022. Reports received in 2023 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 (at Union College)  <i>(Original approval 6/14/18)</i>  <i>Fall 2022</i>	Master of Arts in Pastoral Ministry	MAPM	66	8	66	
Pillar Seminary <i>(Original approval 9-23-21 for Administrative Office Only)</i>  <i>August 2021 to June 2022</i>	Contextual Leadership	Certificate	2	4	16	Letting DEAC accreditation expire; applying to ATS as a better match to mission
		MA	8	4		
	Divinity	MDiv	6	0		

\*on date of report

\*\*for most recent year

DEAC: Distance Education Accrediting Commission

ATS: Association of Theological Schools

# Coordinating Commission for Postsecondary Education

**Subject:** Postsecondary Education Operating Budget Recommendations 2022-23  
Deficit Request

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**Committee Recommendation:** The Budget, Construction, and Financial Aid Committee recommends approval of the Operating Budget Recommendations for the 2022-23 Deficit Requests

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**Purpose:** Neb. Rev. Stat. § 85-1416 directs the commission to analyze institutional budget requests for new and expanded programs and services and major statewide funding issues or initiatives as identified in the comprehensive statewide plan. The commission is to make recommendations for approval or modification of the budget requests together with a rationale for its recommendations.

# **Postsecondary Education Operating Budget Recommendations 2022-23 Deficit Request**



**COMMITTEE RECOMMENDATIONS  
DECEMBER 8, 2022**



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



## **COMMISSIONERS**

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Dr. Paul Von Behren, Vice Chair (Fremont)

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Dr. Dennis Headrick, (Lincoln)

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Dr. Michael Baumgartner  
Executive Director

The commission's reports are available online at  
<https://ccpe.nebraska.gov/reports>

## Introduction

The Coordinating Commission for Postsecondary Education is directed by the Nebraska Constitution, Article VII, Section 14(3) to review and modify, if needed to promote compliance and consistency with the Comprehensive Statewide Plan and prevent unnecessary duplication, the budget requests of the governing boards prior to the budget requests being submitted to the Governor and Legislature. Neb. Rev. Stat. §85-1416(2)(c), further directs the Commission to:

“...analyze institutional budget priorities in light of the Comprehensive Statewide Plan, role and mission assignments, and the goal of prevention of unnecessary duplication. The commission shall submit to the Governor and Legislature by October 15 of each year recommendations for approval or modification of the budget requests together with a rationale for its recommendations. The analysis and recommendations by the commission shall focus on budget requests for new and expanded programs and services and major statewide funding issues or initiatives as identified in the Comprehensive Statewide Plan.”

The Commission’s role regarding public postsecondary institution budget review is to provide an independent, broad, policy-based review consistent with the above statute. The Commission does not provide a detailed analysis of line items in the operating budgets of the state’s 13 public colleges and universities.

Consistent with this charge, the Commission develops its recommendations based largely on information provided by the institutions. The Commission conducts its budget reviews with efficient allocation and use of state resources in mind, thus helping to ensure that our higher education system meets the needs of our state as reflected in the *Comprehensive Statewide Plan*.

Statutes direct the University and State Colleges to submit a summary of their budget requests to the Commission 30 days prior to submitting them to the Governor. This requirement applies to biennial requests, submitted in even-numbered years, and to deficit requests, which may be submitted every year if a state agency or board determines that circumstances require additional appropriations. The FY23 deficit appropriation requests were due to the Commission by September 21 with the full budget documents due to the Governor by October 21. Only the Nebraska State College System (NSCS) submitted a deficit request for FY23.



The NSCS deficit request addresses three needs that are further elaborated in the section two:

- \$423,515 to make adjunct pay competitive with other Nebraska and out-of-state peer institutions;
- \$293,463 to cover the cost of a 33% increase in liability and property insurance; and
- \$1,226,007 to cover inflationary increases in other operating costs.

For each request of General funds, the Commission made one of six recommendations. The six categories are as follows:

**Strongly Recommends Approval of New General Funds**

Signifies that the institution provided supportive information to justify the needs, identified results and how they will be measured, and demonstrated consistency with the Plan. Requests identified as strongly recommended are believed by the Commission to be most beneficial to students and/or the state and have the greatest urgency. Some requests may not present evidence to support the requested level of funding, but the priority remains high. In such cases, the Commission might strongly recommend some level of funding for those types of requests but not necessarily the entire amount requested.

**Recommends Approval of New General Funds**

Signifies the institution provided sufficient information regarding need, results, and consistency with the Plan to enable the Commission to make a recommendation in funding as state revenue is available to accommodate the requests.

**Recommends Approval of Some New General Funds**

Signifies the Commission supports parts of the request or a level of funding below what is requested when and if state revenue is sufficient to support such requests. In many instances, the Commission believes costs should be borne by both the General fund and institutional or private funds.

**Recommends Approval of No New General Funds at This Time**

Signifies the Commission may support the concept of the request but does not believe the request is of a nature to justify state funding. In some instances, there may be alternative sources of funds to support requests, such as cash funds, private funding, third-party funding, the federal government, or reallocation. In other instances, this may signify the Commission does not believe the request is in compliance with the Plan.

**Recommends Approval of Funding from Other Sources of Revenue**

Signifies the Commission may support the concept of the request but believes there may be alternative sources of funds that would be more appropriate to support the request.

**No Recommendation Due to Inadequate Information**

Signifies the Commission may support the concept of the request but has not received sufficient information to justify funding in this biennium. In some instances, there may be other sources of funds to support the requests, such as private funding, third party, the federal government or reallocation. Mariah8\*\*

SECTION

2

## Nebraska State College System Deficit Requests

### **Resources: FY23 State-Aided Funding Levels**

The NSCS's state-aided budget consists of General fund appropriations and an estimate of the tuition and fees (cash funds) available during the fiscal year. The state colleges have frozen tuition for two consecutive years, which has a significant impact on the growth of cash funds during the current biennium and beyond. Appropriations shown below do not include the portion of General fund appropriations that must be used for the Nebraska Career Scholarship (\$2 million in FY22 and \$3 million in FY23).

The NSCS's FY23-25 biennial budget request, submitted September 15, 2022, included budgeted cash funds of \$13.5 million, which were carried over, or reappropriated, to FY23, and actual cash fund balances as of June 30, 2022, totaling \$27.7 million.

While cash balances may appear adequate to cover additional costs, a broad range of needs for the next few years that are not addressed through appropriations have been identified for the \$27.7 million. Many of the needs are facility related, including covering costs for recently approved projects that are 30% to 50% higher than estimates. These balances also include a reserve requirement and a number of board-approved mandatory fees restricted to address specific needs such as lab equipment and supplies, technology upgrades and support, and facility maintenance and repair.

### **State College Operating**

	FY22 Actual <u>Expenditures</u>	<u>FY22 Reappropriation</u>		FY23 Current <u>Appropriations</u>	Available FY22 Reapprop and FY23 Approp above FY22 Actual
		<u>FY22 Reapprop.</u>	<u>% of Total</u>		
General	\$57,315,723	\$94,280	0.7%	\$60,289,787	\$3,068,344
Cash	\$37,320,246	\$13,455,119	99.3%	\$42,812,294	\$18,947,167
	<u>\$94,635,969</u>	<u>\$13,549,399</u>	<u>100.0%</u>	<u>\$103,102,081</u>	<u>\$22,015,511</u>

### **June 30, 2022 Balance**

CSC 25010 Cash fund	\$9,644,869
PSC 25030 Cash fund	\$4,638,117
WSC 25040 Cash fund	<u>\$13,410,963</u>
Total	<u>\$27,693,949</u>

## **Adjunct Pay**

The state colleges have sought to maintain a balance in the number of full-time and part-time faculty used to deliver instruction at Chadron, Peru, and Wayne State Colleges. Use of adjunct faculty allows the colleges to strategically lower the cost of attendance for students as an alternative to the higher instructional costs of full-time faculty lines. Over the past decade, adjunct faculty have consistently provided the instruction for just under 30% of all courses offered by the colleges. The 2025 Strategic Plan establishes a benchmark of maintaining a 70% to 30% distribution between full-time faculty and adjuncts to promote academic quality while also helping to lower the overall instructional costs at each College.

To remain competitive to recruit adjunct faculty, the Board of Trustees of the Nebraska State Colleges approved an increase in adjunct faculty compensation to \$1,000 per credit for 2022-23. For the 2020-21 and 2021-22 academic years, the compensation rate for the colleges' adjunct faculty was \$850 per credit or \$2,550 per 3-credit course. This rate is significantly lower than the established rates offered at colleges and universities across the region and adversely impacts the colleges' ability to provide competitive compensation. For example, the three peer institutions in South Dakota (Northern State University, Dakota State University, and Black Hills State University) currently hire adjuncts at rates ranging from \$1,076 - \$1,317 per credit hour, depending upon discipline and degree level. The colleges' adjunct rate was also much lower compared to public post-secondary institutions across Nebraska.

- Metropolitan Community College, \$1,333 per credit hour
- Mid-Plains Community College, \$880 per credit hour
- Northeast Community College, \$895 per credit hour
- University of Nebraska Kearney, as high as \$1,200 per credit hour, depending upon discipline and degree level.

### **Deficit Appropriation Request**

The state colleges are requesting \$423,515 of state funds for FY23 to fund the additional cost of increasing the adjunct rate from \$850 to \$1,000. Based on last year's adjunct FTE, this rate increase will result in an additional instructional cost at CSC of \$96,885, PSC of \$144,380, and WSC of \$182,250.

### **Recommendation**

**The Commission recommends approval of new General funds for adjunct pay to increase rates to a competitive level to attract and retain high quality faculty and staff.**

### **Rationale for Recommendation**

Chapter 4 of the *Plan* recognizes adequate and stable funding is critical to any successful, high quality higher education institution while also recognizing the responsibility of each institution's governing board to be efficient in its expenditures of state resources. Chapter 4 also recognizes that state funding should be sufficient to provide salaries and professional development opportunities that will attract and retain high-quality faculty and staff at the institutions

As the state colleges have frozen tuition rates for the FY23 academic year, state appropriations are the only viable source to increase current-year funding. As noted earlier, the current adjunct rate is below the rate paid by the state colleges' peers and three community colleges.

The NSCS intends to amend its FY2023-2025 budget request to address this increase in adjunct rates.

## **Insurance**

The five-year (FY18 - FY23) percentage change in cost for liability and property insurance was 213%, with a cost increase of \$1,045,617. The actual cost increase for premiums from FY22 to FY23 totaled \$383,121, a 33% increase. Of this amount, an estimated \$89,658 is related to the Auxiliary System, making the deficit request \$293,463.

### **Deficit Appropriation Request**

The state colleges are requesting \$293,463 of state funds for FY23 for the current year increases in insurance costs.

## **Recommendation**

**The Commission recommends approval of new General funds for the increase in insurance-related costs.**

## **Rationale for Recommendation**

Chapter 4 of the *Plan* recognizes adequate and stable funding is critical to any successful, high quality higher education institution while also recognizing the responsibility of each institution's governing board to be efficient in its expenditures of state resources. The plan also recognizes the efficient and effective use and management of education resources, both state funds and institutional funds, for purposes of attaining optimal educational results.

According to the NSCS, the state provided the state colleges with additional funding of \$200,000 (60% of shortfall) to fund the FY22 insurance cost increase of \$332,626. Prior to this funding increase, the state colleges absorbed over \$800,000 of insurance increases during the last five years. With the state colleges having committed to freezing tuition rates for the FY23 academic year, state appropriations are the only viable source to increase current year funding.

The NSCS has indicated that no amendment to its FY2023-2025 budget request to address this increase in insurance will be pursued.

## **Operating Expense**

The colleges provided several examples where costs for vehicle fuel, audit contracts, and lodging increased at a much higher rate than anticipated in the prior biennium budget request, with the examples totaling more than half of the requested increase. The colleges point out that for the 12-month period ending July 2022, the Consumer Price Index for All Urban Consumers (CPI) rose 8.5%. Energy prices rose 32.9% percent over the past 12 months. Gasoline prices increased 44.0% and fuel oil prices rose 75.6%. Consumer prices for electricity rose 15.2%, the largest 12-month increase since the 12 months ending February 2006. Prices for natural gas increased 30.5% over the last 12 months.

## **Deficit Appropriation Request**

The state colleges are requesting \$1,226,007 (5%) increase in operating costs, excluding DAS charges and insurance, of state funds for FY23 to fund increases due to inflation.

### **Recommendation**

**The Commission recommends approval of new General funds for increases to current year operating costs.**

### **Rationale for Recommendation**

Chapter 4 of the *Plan* recognizes that adequate and stable funding is critical to any successful, high quality higher education institution while also recognizing the responsibility of each institution's governing board to be efficient in its expenditures of state resources. The plan also recognizes the efficient and effective use and management of education resources, both state funds and institutional funds, for purposes of attaining optimal educational results.

The Higher Education Price Index (HEPI) provides a more accurate indicator of changes in costs for colleges and universities than the CPI as it measures the average relative level of prices in a fixed basket of goods and services purchased by colleges and universities each year through current fund educational and general expenditures, excluding research. HEPI has averaged 3.3% per year over the last ten years. As of June 30, 2022, the FY22 HEPI preliminary forecast was 4.3% for miscellaneous services and 19.4% for supplies and materials.

Various services forecast that the CPI will increase anywhere from 2.4% to 3% for each of the next three years. Assuming that the HEPI estimate will also increase at its current rates over the next three years, the NSCS's request is reasonable.

With the state colleges having committed to freezing tuition rates for the FY23 academic year, state appropriations are the only viable source to increase current year funding.

The NSCS has indicated that no amendment to its FY2023-2025 budget request to address this increase in operating expenses will be pursued.

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



**Institution/Campus:** Southeast Community College - Milford Campus  
**Project Name:** Construction Technologies Center  
**Date of Governing Board Approval:** Aug. 17, 2022  
**Date Complete Proposal Received:** Aug. 28, 2022  
**Date of Commission Evaluation:** Nov. 1, 2022

**COMMITTEE DRAFT**  
NOV 21, 2022

**SCC – Milford Campus**  
**Fall Semester Enrollment by Campus\***

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
<b>On-campus HC</b>	653.0	622.0	586.0	797.0	866.0	933.0
<b>Off-campus HC</b>	3.0	47.0	0.0	200.0	172.0	432.0
<b>Online HC</b>	79.0	81.0	97.0	247.0	361.0	225.0
<b>Campus FTE</b>	850.3	728.8	671.8	757.7	819.2	914.7

\* **Source: 2021 Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment. Full-time equivalent (FTE) enrollment based on 15 semester credit hours for undergraduate students.**

**Project Description:** SCC is proposing to construct a Construction Technologies Center (CTC) that consists of a new 94,735 gross square foot building designed with the flexibility to meet the evolving needs of Southeast Community College's Construction Technology programs. The new CTC is envisioned as a two-story structure located in the north quadrant of the Milford campus near the main campus entrance off U.S. Highway 6. Total cost is estimated to be \$40,640,000.

The new facility will provide program-specific instructional spaces focused on classrooms, class labs, and student/faculty collaboration in support of Diploma, Certificate, and Associate of Applied Science (A.A.S.) Degree programs. Class labs provide hands-on learning to develop skills necessary for the workforce and are a critical piece of the instructional curriculum. These labs include large pieces of equipment related to heating, cooling, refrigeration, plumbing, carpentry, masonry, and concrete. Students receive direct hands-on instruction on a wide range of skills with content lectures and instructor demonstrations, followed by student-performed projects.

Most importantly, the new facility will bring together faculty and students from six Construction Technologies programs currently located in three separate, aging facilities. The programs targeted for relocation to the new CTC represent the primary construction trades needed for commercial and residential construction: Land Surveying/Civil Engineering, Design and Drafting Technology, Building Construction Technology, Electrical Technology, Plumbing Technology, and HVAC/Refrigeration Technology.





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

Yes

☒

No

☐

*Comments:* Page 1-8 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication."

Page 7-7 of the *Plan* identifies applied technology and occupational education as the first instructional and service priority of the community colleges.

The proposed project would provide needed facility improvements to the SCC Milford campus Construction Technologies programs, which are applied technology and occupational education programs. Buildings that currently house programs that will be relocating to the new CTC building will be either repurposed or demolished.

Page 2-12 of the *Plan* encourages institutions to continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment. Facilities should also be well maintained to assure the safety of students.

The SCC Program Statement states: "Modern educational spaces allow for flexible teaching and learning environments for improved on-site experiences and hands-on learning year-round. The primary objective of the new Construction Technologies Center is to support economic development in Nebraska by teaching skills that prepare students to succeed in the commercial and residential construction industries."

The project also supports the Higher Learning Commission's (HLC) February 2018 Action Plan Agreement with SCC to address the need to provide evidence of progress toward the completion of multiple facilities projects including the CTC.

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

Yes

☒

No

☐

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

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

Yes

☒

No

☐

*Comments:* This project includes the existing Construction Technologies academic programs. SCC will be submitting a Project Management diploma program to the commission for approval in the second half of 2023. That program would require a single classroom of approximately 1,000 sq. ft.

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

High . . . . . Low

☐☒☐☐☐

*Comments:* The SCC Board of Governors adopted the SCC *2015-2025 Facilities Master Plan* in April 2016.

The Master Plan identified specific facilities shortfalls and possible solutions for the construction technologies programs including lack of fabrication labs, collaborative learning spaces, and faculty offices. This project will provide the space needed for specialized certification programs in professional, technical, and vocational fields that address regional and state needs.

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

High . . . . . Low

☐☒☐☐☐

*Comments:* Programs relocating to the new CTC are currently housed in three separate buildings: 1) The HVAC/R building (8,672 sq. ft.), which is being demolished as outlined in the Facilities Master Plan. 2) Eicher Technology Center (ETC), which is currently used by Building Construction, Plumbing and Electrical Technology. Vacated space will be repurposed to

adequately support programs involving Electromechanical Technology, Automotive, and Power Sports Technology.

3) Welsh Center (2,860 sq ft), home to DDRT and Civil/Land Surveying classrooms, with classrooms being repurposed for student sports on campus. The ETC and Welsh Center projects will be undertaken separately.

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

High . . . . . Low



*Comments:* The Welsh Center Annex was constructed in 1989 as an exercise and conference room addition on the east end of the Welsh Center, which was constructed in 1966 as the primary indoor recreational facility on the Milford campus. The Annex currently houses the Land Surveying/Civil Engineering and Design and Drafting Technology (DDRT) programs. The 2015-2025 Facilities Master Plan assessed the Welsh Center to be in the 'Low-Moderate' category due to its physical condition as well as its inability to be expanded.

The HVAC/R Building was originally a gymnasium and was converted to use as the HVAC/Refrigeration Technology classroom and lab building in 1968. The HVAC, HVAC Storage (east and west), and South Classroom buildings scored in the 'Poor' category due to the age and condition of each structure.

The Eicher Technical Center was constructed in multiple phases beginning in 1958. Parts of the facility were scored in 'Good' condition by the 2015-2025 Facilities Master Plan, but a large part of the facility is in the 'Poor' to 'Moderate' category. Overall, the recommendation is to retain the building but make major improvements to its interior and exterior systems.

Programmatic deficiencies were also noted including insufficient lab space, lack of expansion area to implement new certificate programs, and small classroom space resulting in limiting the enrollment of students in courses.

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

High . . . . . Low



*Comments:* SCC stated that spaces were sized to conform with current and applicable codes for related activities and standards of other peer institutions and similar Nebraska community college projects. Room-use categories and proposed net square footages are in general conformance with these guidelines for most spaces, including minor classrooms and office.

Square footage amounts listed in the Space Requirements are based upon the size and scope of programmatic needs as confirmed by meetings and tours with program directors and Milford leadership. The directors analyzed their current space usage and the future needs anticipated for growth or changes affecting their curriculum. Evaluation of precedent facilities at peer institutions, including facilities at MCC and NECC, also specifically informed the net assignable square foot (NASF) sizing of classroom, class labs and collaboration spaces, R.S. Means data, and historical square footage benchmarks.

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

High . . . . . Low



*Comments:* The new Construction Technologies Center would meet current and estimated future enrollment. The square footage projections are based in part on analysis conducted as part of the Facilities Master Plan by Paulien & Associates in 2016 and programming workshops held with relevant faculty and staff. The data set comes from their independent survey of institutions across the country and is organized by enrollment size of institutions and program elements. The data provides a factor that should be used per enrolled student for current enrollment and future growth respective to each program element.



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

High . . . . . Low



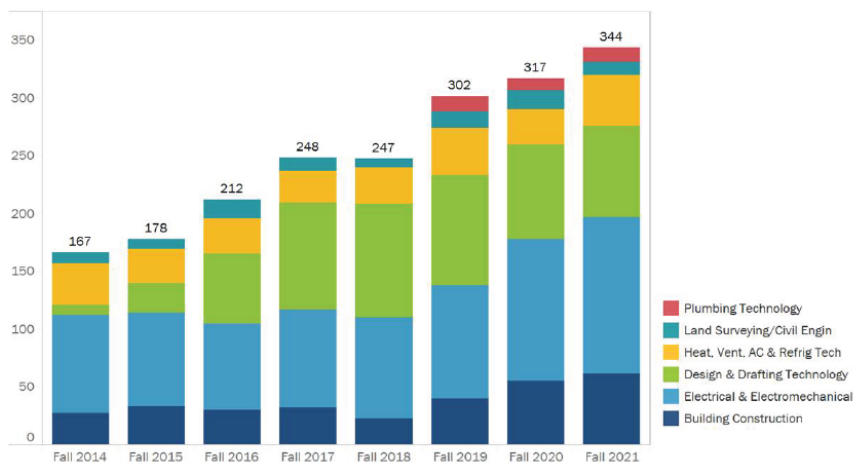
*Comments:* The new Construction Technologies Center provides a response to the significant ongoing demand for skilled workforce development in the commercial and residential construction industries. The Construction Technologies programs on the SCC Milford campus have increased enrollment 206 percent over the seven-year period ending 2020. This workforce is a critical component to the state's economy, and the new facility provides an avenue for SCC to address the acute shortages of skilled construction workers in Nebraska.

In looking forward, based on the statewide demand for workforce in the construction industry, a projected enrollment increase of 25 percent over the next seven years is considered feasible. Compared to previous enrollment growth, this is a conservative estimate and is primarily impacted by the number of faculty available for instruction and the frequency of intakes.

**Increasing Enrollment Trend**

The Construction Technologies programs on the SCC Milford campus have increased enrollment 206 percent over the seven-year period encompassing 2014

**NUMBER OF STUDENTS ENROLLED IN CONSTRUCTION-RELATED PROGRAMS IN FALL TERMS SINCE 2014**



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

High . . . . . Low



*Comments:* SCC anticipates the Construction Technologies Center will be sufficiently flexible to adapt to future changes in programs and technologies, which is consistent with a CCPE statewide planning goal (*Plan*, page 6-2). SCC estimates facility operating and maintenance (O&M) costs will increase \$68,000 per year, which would be paid from general operating funds.

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

High . . . . . Low



*Comments:* The Strategic Facilities Use Plan (2015-2025) noted the inability to expand capacity within Eicher Technical Center (ETC) for programs due to existing size restrictions of the building and available land area. ETC has received previous additions in the past that have fully utilized available land, and further additions would severely compromise necessary site circulation. The HVAC/R Building has exceeded its useful life, and the building site can be used more effectively in the future. Renovation of both these facilities was deemed an inefficient use of construction funds.

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

High . . . . . Low



*Comments:* Modern facilities for SCC programs would provide an asset to assist in recruiting students. The proposed project would not generate significant cost efficiencies. The Construction Technologies Center project will effectively accommodate classroom and lab space needs as well as assist SCC in producing Construction Technology graduates with the skills to think critically, communicate effectively, and work collaboratively as members of problem-solving teams in the workplace.

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

High . . . . . Low



*Comments: Construction Costs* - SCC's estimate to design, construct, and equip the Construction Technologies Center is \$40,640,000. Commission staff's estimate of the total project cost is \$40,093,000 for construction per R.S. Means Square Foot Costs modified to account for local conditions and recent project costs. SSC's estimate is \$547,000 (1%) higher than Commission staff's estimate with the primary difference between these estimates in construction costs.

**Construction Technologies Center**

Gross Square Feet (estimated)	94,735 GSF
Total Construction Costs	\$32,000,000
Soft Costs (12% Construction) (Design fees, testing, insurance, survey, commissioning, moving, etc.)	\$3,840,000
Furniture, Fixtures, Equipment (15% Construction)	\$4,800,000
Total Project Costs	<u>\$40,640,000</u>

**Operating and Maintenance Costs** - The College is estimating an incremental increase in facility operating and maintenance (O&M) costs of \$68,000 (\$0.85/GSF/year)



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

High . . . . . Low  
☒ ☐ ☐ ☐ ☐

*Comments:* The sources of funds are 10% (\$4,064,000) from private fundraising donations and institutional cash funds with the remaining 90% (\$36,576,000) from Capital Improvement Funds.

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

Yes No  
☒ ☐

*Comments:* The Construction Technologies Center project will not lead to a duplication of facilities. Programs relocating to the Construction Technologies Center are currently housed in three separate buildings: 1) the HVAC/R building, which is being demolished as outlined in the Facilities Master Plan; 2) the Eicher Technology Center, which is currently used by Building Construction, Plumbing, and Electrical Technology, and vacated space will be repurposed to adequately support programs involving Electromechanical Technology, Automotive and Power Sports Technology; and 3) the Welsch Center, home to DDRT and Civil/Land Surveying classrooms. The classrooms in Welsch Center will be repurposed for student sports on campus.

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

High . . . . . Low  
☐ ☒ ☐ ☐ ☐

*Comments:* The project's primary purpose is to improve the quality of existing academic space for the Construction Technologies programs on campus. Class laboratories are unique to their program needs and require their own space. Utilization improvements in classrooms and class laboratories would need to come through enrollment increases. There are no other available and suitable facilities in the area that could be used to meet these needs.

**COMMISSION ACTION:**

Approve      Disapprove

☒☐

*Action:* Pursuant to the Nebr. Rev. Stat. § 85-1414, the Budget, Construction, and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of Southeast Community College's proposal to use \$36,576,000 in capital improvement property taxes to construct the Construction Technology Center on the Milford Campus as outlined in the amended program statement approved by the SCC Board of Governors on August 17, 2022.

# Comprehensive Statewide Plan for Postsecondary Education

## *Changes Made and Important Notes: 2022 Measuring Accomplishments*

### Report Changes:

- Added a cover page and back page. Moved the notes about rankings from page one to the even numbered pages (before data sources).
- Attainment goal (2019): The report now includes credential attainment data from the Lumina Foundation for 25- to 34-year-olds.

### National Comparisons:

- Public high school graduation rate (2018-2019): Data for 2019-2020 has not yet been released. Therefore, this data is a repeat of what was reported in the 2021 report.
- Percentage of ACT-tested high school graduates who met or exceeded all four college readiness benchmarks (2022): Due to Covid-19 not all 2022 graduates took the ACT assessment. It is estimated that 94% of Nebraska's 2022 high school graduates took the ACT test. Therefore, states were only ranked if their estimated percent tested was 90% or higher.
- Six-year completion rate for first-time students who started at public four-year institutions and completed a credential anywhere (2015 cohort) and Six-year completion rate for first-time students who started at public two-year institutions and completed a credential anywhere (2015 Cohort): Historic coverage rates are no longer available for these variables. States are now ranked if their current coverage is  $\geq 90\%$ .
- State need-based grant aid per FTE student (19-20): The data for 20-21 has been released, but we think there may be a problem with the calculation for Nebraska's data. Therefore, this data is a repeat of what was reported in the 2021 report.

### Peer Comparisons:

- Remedial student course taking and success (credential seeking cohort, 2015), Persistence/attainment outcomes by end of year two (credential seeking cohort, 2019), and Persistence/attainment outcomes by end of year six (credential seeking cohort, 2015): Data for individual community colleges was not available. The data included for this year's report has been moved from the Peer Comparisons to the Non-Comparative Measures and includes combined data for Central, Metro, Mid-Plains, Northeast, and Southeast. Western Nebraska Community College did not participate for this collection cycle.
- State and location appropriations per FTE student, Net tuition and fees per FTE student, and Education and General Spending per FTE student and per award: IPEDS has not yet released updated data from their 21-22 Finance Survey (AY20-21). Therefore, AY19-20 data is included this year. Note that some values have changed since last year due to revised data.

### Non-Comparative Measures:

- Remedial course taking and Persistence/attainment outcomes have been moved to this section.

### Data Dictionary:

- Added data source information and notes for the Attainment goal.

# **2022** **Measuring** **Accomplishments**

November 28, 2022



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



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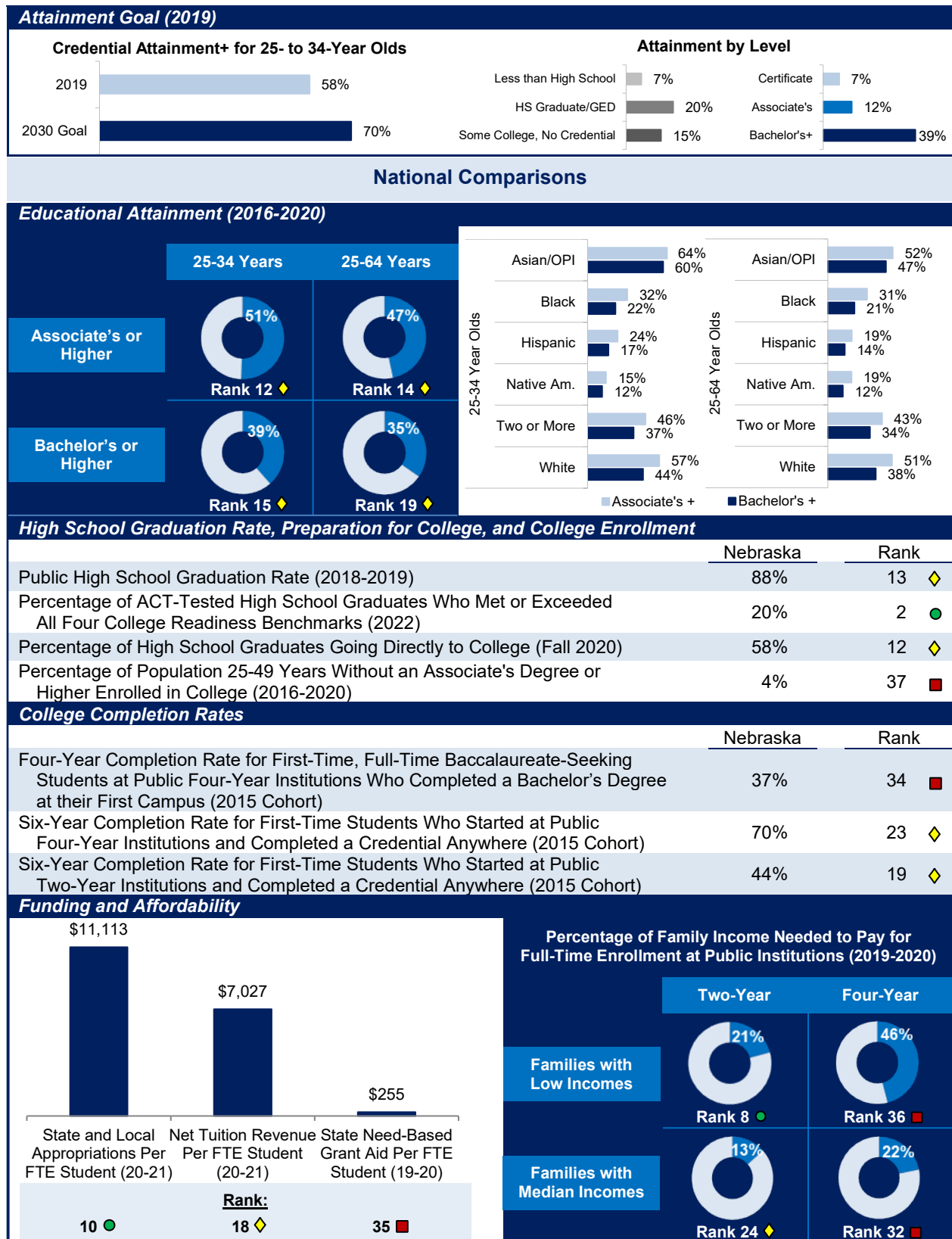
**Coordinating Commission for Postsecondary Education**  
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# 2022 Measuring Accomplishments

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



### National Comparisons

#### Educational Attainment (2016-2020)

Attainment Level	25-34 Years	25-64 Years
Associate's or Higher	51% Rank 12	47% Rank 14
Bachelor's or Higher	39% Rank 15	35% Rank 19

#### 25-34 Year Olds

Race/Ethnicity	Associate's +	Bachelor's +
Asian/OPI	64%	60%
Black	32%	22%
Hispanic	24%	17%
Native Am.	15%	12%
Two or More	46%	37%
White	57%	44%

#### 25-64 Year Olds

Race/Ethnicity	Associate's +	Bachelor's +
Asian/OPI	52%	47%
Black	31%	21%
Hispanic	19%	14%
Native Am.	19%	12%
Two or More	43%	34%
White	51%	38%

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

Metric	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 (2022)	20%	2
Percentage of High School Graduates Going Directly to College (Fall 2020)	58%	12
Percentage of Population 25-49 Years Without an Associate's Degree or Higher Enrolled in College (2016-2020)	4%	37

#### College Completion Rates

Metric	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 (2015 Cohort)	37%	34
Six-Year Completion Rate for First-Time Students Who Started at Public Four-Year Institutions and Completed a Credential Anywhere (2015 Cohort)	70%	23
Six-Year Completion Rate for First-Time Students Who Started at Public Two-Year Institutions and Completed a Credential Anywhere (2015 Cohort)	44%	19

#### Funding and Affordability

##### Percentage of Family Income Needed to Pay for Full-Time Enrollment at Public Institutions (2019-2020)

Family Type	Two-Year	Four-Year
Families with Low Incomes	21% Rank 8	46% Rank 36
Families with Median Incomes	13% Rank 24	22% Rank 32

##### State and Local Appropriations Per FTE Student (20-21)

\$11,113

##### Net Tuition Revenue Per FTE Student (20-21)

\$7,027

##### State Need-Based Grant Aid Per FTE Student (19-20)

\$255

Metric	Rank
State and Local Appropriations Per FTE Student (20-21)	10
Net Tuition Revenue Per FTE Student (20-21)	18
State Need-Based Grant Aid Per FTE Student (19-20)	35

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



## Peer Comparisons: Nebraska College of Technical Agriculture

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>NCTA</b>	<b>Nebraska College of Technical Agriculture</b>	<b>NE</b>	<b>282</b>	<b>33%</b>
ILCC	Iowa Lakes Community College	IA	2,288	23%
LATC	Lake Area Technical College	SD	2,217	33%
MTC	Mitchell Technical College	SD	1,162	32%
MSC	Morrisville State College	NY	2,486	57%
NCTC	Northland Community and Technical College	MN	2,962	26%
OSAT	Ohio State University Agricultural Technical Institute	OH	547	25%
SOCC	South Central College	MN	2,653	36%
STCM	State Technical College of Missouri	MO	1,756	35%
SUNY	SUNY College of Agriculture and Technology at Cobleskill	NY	2,079	48%
VTC	Vermont Technical College	VT	1,516	27%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>NCTA</b>	<b>0%</b>	<b>0%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>92%</b>
ILCC	2%	6%	5%	1%	3%	0%	84%
LATC	1%	1%	2%	3%	0%	0%	93%
MTC	2%	1%	4%	3%	0%	2%	89%
MSC	1%	27%	9%	0%	1%	3%	59%
NCTC	2%	6%	5%	1%	0%	4%	82%
OSAT	0%	1%	1%	0%	0%	2%	95%
SOCC	2%	10%	12%	0%	2%	2%	71%
STCM	0%	1%	3%	0%	0%	2%	94%
SUNY	2%	12%	13%	0%	1%	3%	69%
VTC	2%	3%	3%	0%	2%	4%	87%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2018 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>NCTA</b>	<b>0%</b>	<b>NA</b>	<b>50%</b>	<b>33%</b>	<b>0%</b>	<b>61%</b>	<b>58%</b>	<b>84%</b>
ILCC	50%	39%	26%	40%	100%	55%	50%	41%
LATC	100%	60%	63%	80%	NA	74%	74%	70%
MTC	100%	0%	56%	25%	20%	80%	75%	66%
MSC	13%	24%	31%	25%	36%	43%	38%	30%
NCTC	29%	27%	26%	14%	27%	50%	43%	36%
OSAT	100%	25%	44%	NA	43%	46%	46%	43%
SOCC	0%	15%	23%	0%	35%	34%	30%	25%
STCM	100%	25%	67%	100%	50%	75%	74%	70%
SUNY	38%	34%	33%	100%	27%	51%	45%	37%
VTC	0%	NA	100%	75%	56%	55%	54%	58%

### Graduation Status at Six Years (2013-2014 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>NCTA</b>	<b>50%</b>	<b>NA</b>	<b>65%</b>	<b>NA</b>
ILCC	45%	5%	32%	12%
LATC	80%	64%	61%	69%
MTC	71%	45%	68%	56%
MSC	37%	20%	55%	63%
NCTC	47%	31%	59%	36%
OSAT	44%	29%	52%	0%
SOCC	34%	19%	39%	32%
STCM	68%	30%	76%	68%
SUNY	45%	12%	60%	47%
VTC	59%	60%	81%	67%

<b>Funding and Affordability (2020-2021, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>NCTA</b>	<b>\$13,434</b>	<b>\$3,088</b>	<b>\$18,851</b>	<b>\$49,834</b>	<b>\$12,603</b>	<b>\$10,269</b>	<b>\$11,239</b>	<b>30%</b>	<b>-</b>
ILCC	\$14,260	\$3,838	\$22,007	\$86,197	\$12,294	\$11,306	\$12,215	26%	\$11,500
LATC	\$5,034	\$5,657	\$11,539	\$27,571	\$13,069	\$10,854	\$11,848	65%	\$12,000
MTC	\$3,865	\$1,918	\$13,618	\$33,073	\$12,190	\$9,397	\$11,029	51%	\$12,000
MSC	\$15,907	\$4,913	\$29,255	\$119,797	\$17,524	\$13,920	\$17,411	69%	\$18,500
NCTC	\$7,334	\$3,928	\$16,043	\$40,634	\$11,952	\$9,657	\$9,906	33%	\$12,264
OSAT	\$7,020	\$7,006	\$22,727	\$55,671	\$18,018	\$16,550	\$14,441	48%	-
SOCC	\$7,375	\$4,027	\$16,962	\$58,833	\$10,025	\$8,469	\$9,196	32%	\$12,000
STCM	\$2,713	\$6,196	\$15,919	\$42,868	\$7,361	\$10,144	\$10,562	47%	\$10,507
SUNY	\$14,512	\$4,672	\$29,045	\$102,141	\$15,944	\$12,043	\$15,187	60%	\$15,750
VTC	\$5,841	\$16,438	\$28,835	\$63,928	\$22,396	\$16,650	\$18,880	57%	\$13,000

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

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

## Peer Comparisons: University of Nebraska at Kearney

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNK</b>	<b>University of Nebraska at Kearney</b>	<b>NE</b>	<b>4,385</b>	<b>35%</b>
EIU	Eastern Illinois University	IL	6,969	32%
ESU	Emporia State University	KS	3,181	33%
MSUM	Minnesota State University Moorhead	MN	4,445	28%
NWMS	Northwest Missouri State University	MO	5,482	30%
PSU	Pittsburg State University	KS	4,825	33%
SUP	Shippensburg University of Pennsylvania	PA	5,324	32%
UCM	University of Central Missouri	MO	7,629	29%
WCU	Western Carolina University	NC	10,517	35%
WIU	Western Illinois University	IL	5,854	45%
WSU	Winona State University	MN	6,391	24%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>UNK</b>	<b>1%</b>	<b>2%</b>	<b>13%</b>	<b>0%</b>	<b>5%</b>	<b>3%</b>	<b>76%</b>
EIU	4%	15%	16%	0%	2%	2%	61%
ESU	1%	5%	14%	0%	5%	5%	70%
MSUM	2%	5%	4%	1%	4%	4%	81%
NWMS	1%	5%	4%	0%	2%	3%	84%
PSU	1%	3%	7%	1%	2%	6%	79%
SUP	1%	14%	6%	0%	1%	5%	73%
UCM	1%	9%	6%	0%	1%	5%	79%
WCU	1%	5%	8%	1%	2%	3%	79%
WIU	2%	22%	13%	0%	1%	3%	59%
WSU	3%	3%	4%	0%	2%	3%	84%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2015 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNK</b>	<b>80%</b>	<b>26%</b>	<b>50%</b>	<b>0%</b>	<b>26%</b>	<b>60%</b>	<b>58%</b>	<b>52%</b>
EIU	67%	36%	53%	100%	36%	58%	51%	44%
ESU	43%	47%	35%	33%	47%	53%	50%	40%
MSUM	64%	45%	47%	0%	45%	61%	57%	50%
NWMS	86%	21%	49%	29%	21%	57%	52%	40%
PSU	47%	30%	40%	20%	30%	57%	52%	38%
SUP	59%	30%	52%	50%	30%	64%	58%	47%
UCM	73%	34%	39%	0%	34%	57%	53%	42%
WCU	50%	52%	59%	33%	52%	64%	61%	57%
WIU	59%	35%	52%	NA	35%	61%	51%	43%
WSU	59%	36%	58%	33%	36%	64%	63%	56%

### Four-Year Graduation Rates (2015 Cohort) and Graduation Status at Six Years (2013-2014 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>UNK</b>	<b>32%</b>	<b>55%</b>	<b>35%</b>	<b>50%</b>	<b>43%</b>
EIU	35%	51%	7%	68%	43%
ESU	32%	49%	16%	57%	32%
MSUM	39%	52%	28%	60%	52%
NWMS	34%	51%	13%	65%	27%
PSU	31%	50%	15%	58%	41%
SUP	44%	58%	18%	65%	63%
UCM	34%	50%	23%	62%	51%
WCU	43%	62%	47%	71%	70%
WIU	32%	50%	30%	70%	49%
WSU	44%	59%	17%	71%	72%

<b>Funding and Affordability (2020-2021, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNK</b>	<b>\$8,705</b>	<b>\$6,472</b>	<b>\$17,395</b>	<b>\$69,823</b>	<b>\$16,433</b>	<b>\$14,039</b>	<b>\$14,058</b>	<b>43%</b>	<b>● \$19,250</b>
EIU	\$7,082	\$5,040	\$17,754	\$54,894	\$13,669	\$10,386	\$9,800	45%	\$21,900
ESU	\$6,822	\$6,933	\$15,971	\$47,384	\$14,564	\$11,752	\$12,794	64%	\$19,500
MSUM	\$6,227	\$6,082	\$16,423	\$53,693	\$17,254	\$13,093	\$12,716	55%	\$20,500
NWMS	\$4,259	\$7,317	\$13,461	\$43,298	\$13,754	\$10,338	\$10,413	53%	\$21,500
PSU	\$6,139	\$5,714	\$14,557	\$51,834	\$14,748	\$9,974	\$11,582	56%	\$19,126
SUP	\$5,684	\$9,130	\$22,978	\$89,955	\$21,077	\$17,801	\$18,084	68%	\$25,000
UCM	\$5,169	\$7,260	\$16,130	\$47,543	\$13,852	\$11,219	\$11,518	45%	\$21,500
WCU	\$11,767	\$3,902	\$15,322	\$58,882	\$13,082	\$8,951	\$11,422	51%	\$22,492
WIU	\$7,446	\$6,664	\$27,912	\$81,329	\$11,666	\$9,001	\$9,579	63%	\$25,047
WSU	\$5,811	\$6,316	\$16,293	\$62,472	\$17,283	\$12,380	\$12,110	59%	\$22,250
<b>Research and Development Expenditures (National Science Foundation, 2020)</b>									
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)					
<b>UNK</b>	<b>● \$1,679,000</b>	<b>\$961,000</b>	<b>\$2,640,000</b>	<b>● \$932,000</b>					
PSU	\$2,173,000	\$0	\$2,173,000	\$410,000					
WCU	\$2,217,000	\$479,000	\$2,696,000	\$1,086,000					
WIU	\$2,207,000	\$254,000	\$2,461,000	\$1,801,000					

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

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

## Peer Comparisons: University of Nebraska-Lincoln

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNL</b>	<b>University of Nebraska-Lincoln</b>	<b>NE</b>	<b>20,286</b>	<b>22%</b>
CSUF	Colorado State University-Fort Collins	CO	24,792	21%
ISU	Iowa State University	IA	26,843	20%
LSUA	Louisiana State University & Agricultural & Mechanical College	LA	27,825	24%
UTK	The University of Tennessee-Knoxville	TN	24,254	24%
UI	University of Iowa	IA	22,304	19%
KU	University of Kansas	KS	19,135	20%
UKY	University of Kentucky	KY	22,227	21%
UMC	University of Missouri-Columbia	MO	23,383	21%
UON	University of Oklahoma-Norman Campus	OK	21,383	23%
WASH	Washington State University	WA	25,470	27%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>UNL</b>	<b>3%</b>	<b>3%</b>	<b>8%</b>	<b>0%</b>	<b>6%</b>	<b>3%</b>	<b>76%</b>
CSUF	3%	2%	16%	1%	3%	5%	71%
ISU	4%	3%	7%	0%	4%	3%	79%
LSUA	5%	15%	8%	1%	2%	2%	68%
UTK	4%	6%	5%	0%	1%	4%	80%
UI	5%	3%	8%	0%	4%	4%	76%
KU	6%	4%	9%	0%	5%	6%	70%
UKY	3%	7%	6%	0%	2%	4%	77%
UMC	3%	7%	5%	0%	1%	4%	79%
UON	7%	5%	12%	3%	3%	9%	61%
WASH	7%	3%	17%	0%	4%	7%	62%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2015 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNL</b>	<b>68%</b>	<b>41%</b>	<b>57%</b>	<b>33%</b>	<b>41%</b>	<b>69%</b>	<b>66%</b>	<b>54%</b>
CSUF	71%	63%	59%	56%	63%	72%	69%	58%
ISU	71%	57%	67%	69%	57%	78%	76%	62%
LSUA	77%	57%	68%	43%	57%	71%	69%	57%
UTK	72%	64%	61%	62%	64%	73%	72%	60%
UI	73%	59%	65%	70%	59%	76%	74%	63%
KU	69%	47%	51%	27%	47%	70%	66%	51%
UKY	78%	53%	64%	43%	53%	70%	68%	56%
UMC	69%	65%	67%	59%	65%	74%	73%	61%
UON	79%	70%	77%	66%	70%	76%	76%	68%
WASH	60%	43%	52%	50%	43%	63%	60%	50%

### Four-Year Graduation Rates (2015 Cohort) and Graduation Status at Six Years (2013-2014 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>UNL</b>	<b>46%</b>	<b>66%</b>	<b>15%</b>	<b>67%</b>	<b>43%</b>
CSUF	47%	69%	37%	75%	49%
ISU	51%	74%	56%	71%	46%
LSUA	43%	68%	13%	66%	49%
UTK	54%	72%	48%	65%	47%
UI	56%	72%	57%	69%	57%
KU	50%	66%	48%	66%	46%
UKY	51%	66%	43%	60%	44%
UMC	52%	71%	57%	70%	54%
UON	50%	68%	52%	64%	44%
WASH	37%	60%	29%	72%	54%

<b>Funding and Affordability (2020-2021, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNL</b>	<b>\$12,046</b>	<b>\$10,479</b>	<b>\$34,442</b>	<b>\$136,047</b>	<b>\$18,403</b>	<b>\$12,172</b>	<b>\$13,585</b>	<b>37%</b>	<b>♦ \$21,362</b>
CSUF	\$115	\$16,439	\$37,904	\$142,534	\$18,320	\$11,713	\$12,221	38%	\$20,500
ISU	\$7,727	\$11,927	\$32,472	\$117,651	\$15,422	\$8,148	\$9,986	48%	\$22,754
LSUA	\$8,199	\$12,061	\$27,527	\$114,076	\$21,010	\$13,276	\$16,019	31%	\$20,500
UTK	\$12,865	\$12,331	\$37,234	\$141,438	\$21,512	\$10,425	\$13,492	38%	\$20,500
UI	\$8,322	\$15,398	\$46,789	\$145,966	\$17,599	\$13,772	\$14,089	42%	\$22,500
KU	\$10,578	\$13,090	\$44,429	\$155,693	\$18,608	\$13,970	\$15,183	40%	\$21,000
UKY	\$10,638	\$13,113	\$61,955	\$211,347	\$20,043	\$11,926	\$13,594	39%	\$22,974
UMC	\$7,136	\$10,863	\$35,239	\$94,571	\$18,249	\$13,482	\$12,992	38%	\$21,000
UON	\$4,706	\$14,492	\$30,278	\$103,579	\$22,022	\$14,875	\$16,097	35%	\$20,718
WASH	\$8,737	\$10,441	\$30,374	\$108,447	\$11,877	\$2,325	\$3,968	39%	\$20,000

<b>Research and Development Expenditures (National Science Foundation, 2020)</b>				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
<b>UNL</b>	<b>\$194,815,000</b>	<b>\$125,648,000</b>	<b>\$320,463,000</b>	<b>♦ \$101,502,000</b>
CSUF	\$346,209,000	\$61,093,000	\$407,302,000	\$267,949,000
ISU	\$237,687,000	\$125,420,000	\$363,107,000	\$160,197,000
LSUA	\$187,321,000	\$99,412,000	\$286,733,000	\$87,368,000
UTK	\$172,532,000	\$147,875,000	\$320,407,000	\$134,229,000
UI	\$313,276,000	\$225,307,000	\$538,583,000	\$135,784,000
KU	\$252,329,000	\$116,482,000	\$368,811,000	\$115,609,000
UKY	\$287,104,000	\$130,570,000	\$417,674,000	\$153,092,000
UMC	\$208,556,000	\$123,624,000	\$332,180,000	\$120,517,000
UON	\$250,549,000	\$111,660,000	\$362,209,000	\$140,193,000
WASH	\$230,479,000	\$104,722,000	\$335,201,000	\$122,593,000

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

## Peer Comparisons: University of Nebraska Medical Center

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNMC</b>	<b>University of Nebraska Medical Center</b>	<b>NE</b>	<b>968</b>	<b>21%</b>
MUSC	Medical University of South Carolina	SC	318	14%
OSU	Ohio State University-Main Campus	OH	46,984	20%
UTK	The University of Tennessee-Knoxville	TN	24,254	24%
UA	University of Arizona	AZ	35,357	29%
UCON	University of Connecticut	CT	18,917	23%
UI	University of Iowa	IA	22,304	19%
KU	University of Kansas	KS	19,135	20%
UKY	University of Kentucky	KY	22,227	21%
UU	University of Utah	UT	24,643	22%
VCU	Virginia Commonwealth University	VA	21,943	30%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>UNMC</b>	<b>3%</b>	<b>3%</b>	<b>7%</b>	<b>0%</b>	<b>1%</b>	<b>3%</b>	<b>83%</b>
MUSC	4%	10%	5%	1%	0%	5%	76%
OSU	8%	7%	5%	0%	7%	4%	68%
UTK	4%	6%	5%	0%	1%	4%	80%
UA	5%	4%	29%	1%	5%	5%	50%
UCON	12%	7%	13%	0%	10%	4%	54%
UI	5%	3%	8%	0%	4%	4%	76%
KU	6%	4%	9%	0%	5%	6%	70%
UKY	3%	7%	6%	0%	2%	4%	77%
UU	7%	1%	14%	0%	5%	6%	66%
VCU	15%	20%	11%	0%	2%	8%	44%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2015 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNMC</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
MUSC	NA	NA	NA	NA	NA	NA	NA	NA
OSU	88%	79%	84%	78%	79%	89%	88%	81%
UTK	72%	64%	61%	62%	64%	73%	72%	60%
UA	72%	55%	60%	35%	55%	66%	64%	56%
UCON	86%	76%	73%	80%	76%	85%	83%	79%
UI	73%	59%	65%	70%	59%	76%	74%	63%
KU	69%	47%	51%	27%	47%	70%	66%	51%
UKY	78%	53%	64%	43%	53%	70%	68%	56%
UU	76%	77%	59%	44%	77%	68%	67%	58%
VCU	73%	63%	64%	44%	63%	69%	68%	63%

### Four-Year Graduation Rates (2015 Cohort) and Graduation Status at Six Years (2013-2014 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>UNMC</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>85%</b>	<b>47%</b>
MUSC	NA	NA	NA	93%	NA
OSU	67%	86%	21%	72%	47%
UTK	54%	72%	48%	65%	47%
UA	50%	64%	40%	67%	54%
UCON	72%	84%	61%	83%	66%
UI	56%	72%	57%	69%	57%
KU	50%	66%	48%	66%	46%
UKY	51%	66%	43%	60%	44%
UU	36%	68%	33%	71%	58%
VCU	48%	67%	7%	68%	67%

<b>Funding and Affordability (2020-2021, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNMC</b>	<b>\$50,613</b>	<b>\$19,512</b>	<b>\$152,242</b>	<b>\$408,702</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>61%</b>	<b>● \$15,000</b>
MUSC	-	-	-	-	-	-	-	61%	\$15,072
OSU	-	-	-	-	-	-	-	34%	\$20,500
UTK	-	-	-	-	-	-	-	38%	\$20,500
UA	-	-	-	-	-	-	-	33%	\$20,137
UCON	-	-	-	-	-	-	-	43%	\$21,500
UI	-	-	-	-	-	-	-	42%	\$22,500
KU	-	-	-	-	-	-	-	40%	\$21,000
UKY	-	-	-	-	-	-	-	39%	\$22,974
UU	-	-	-	-	-	-	-	28%	\$18,750
VCU	-	-	-	-	-	-	-	47%	\$21,500

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

<b>Research and Development Expenditures (National Institutes of Health, 2021)</b>	
ID	Total Health Sciences School Research
<b>UNMC</b>	<b>◆ \$89,289,031</b>
MUSC	\$116,823,925
OSU	\$174,701,305
UTK	\$53,826,677
UA	\$133,024,864
UCON	\$69,770,885
UI	\$158,903,083
KU	\$75,355,832
UKY	\$150,373,007
UU	\$196,919,741
VCU	\$76,562,321

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



## Peer Comparisons: University of Nebraska at Omaha

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNO</b>	<b>University of Nebraska at Omaha</b>	<b>NE</b>	<b>12,768</b>	<b>34%</b>
CSU	Cleveland State University	OH	11,166	38%
EMU	Eastern Michigan University	MI	13,572	35%
NKU	Northern Kentucky University	KY	11,507	26%
UTC	The University of Tennessee-Chattanooga	TN	10,341	34%
UCO	University of Central Oklahoma	OK	12,564	33%
UCCS	University of Colorado, Colorado Springs	CO	10,288	28%
UMSL	University of Missouri-St Louis	MO	10,973	24%
UNCG	University of North Carolina at Greensboro	NC	15,995	48%
UNF	University of North Florida	FL	14,550	29%
WSU	Wichita State University	KS	11,946	31%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>UNO</b>	<b>5%</b>	<b>7%</b>	<b>16%</b>	<b>0%</b>	<b>4%</b>	<b>5%</b>	<b>63%</b>
CSU	4%	15%	8%	0%	4%	4%	65%
EMU	3%	18%	8%	0%	2%	4%	65%
NKU	2%	7%	4%	0%	2%	3%	82%
UTC	3%	10%	6%	0%	1%	2%	77%
UCO	5%	9%	14%	4%	3%	11%	55%
UCCS	4%	4%	20%	0%	1%	8%	63%
UMSL	5%	14%	4%	0%	2%	2%	73%
UNCG	5%	30%	13%	0%	1%	6%	44%
UNF	6%	10%	15%	0%	2%	5%	63%
WSU	7%	6%	13%	1%	12%	5%	57%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2015 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNO</b>	<b>64%</b>	<b>38%</b>	<b>39%</b>	<b>20%</b>	<b>38%</b>	<b>52%</b>	<b>50%</b>	<b>42%</b>
CSU	61%	27%	34%	33%	27%	57%	51%	44%
EMU	63%	35%	44%	20%	35%	53%	48%	40%
NKU	47%	38%	51%	17%	38%	49%	48%	34%
UTC	67%	44%	49%	33%	44%	55%	54%	47%
UCO	65%	28%	41%	31%	28%	38%	37%	32%
UCCS	46%	45%	38%	0%	45%	45%	44%	40%
UMSL	65%	45%	30%	50%	45%	61%	58%	53%
UNCG	66%	60%	55%	33%	60%	56%	58%	55%
UNF	72%	65%	61%	NA	65%	68%	67%	65%
WSU	66%	37%	38%	43%	37%	49%	48%	40%

### Four-Year Graduation Rates (2015 Cohort) and Graduation Status at Six Years (2013-2014 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>UNO</b>	<b>25%</b>	<b>49%</b>	<b>19%</b>	<b>52%</b>	<b>38%</b>
CSU	33%	46%	25%	60%	46%
EMU	23%	46%	23%	59%	49%
NKU	31%	45%	13%	58%	48%
UTC	35%	48%	10%	60%	44%
UCO	13%	38%	16%	54%	39%
UCCS	23%	44%	21%	54%	43%
UMSL	37%	52%	21%	63%	47%
UNCG	38%	59%	29%	61%	44%
UNF	45%	65%	31%	70%	55%
WSU	25%	49%	9%	55%	31%

<b>Funding and Affordability (2020-2021, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNO</b>	<b>\$5,983</b>	<b>\$7,837</b>	<b>\$17,379</b>	<b>\$66,076</b>	<b>\$12,790</b>	<b>\$11,037</b>	<b>\$11,498</b>	<b>36%</b>	<b>● \$19,500</b>
CSU	\$5,597	\$10,417	\$20,113	\$72,074	\$15,517	\$13,349	\$13,719	54%	\$22,000
EMU	\$4,950	\$11,526	\$16,771	\$52,368	\$16,311	\$13,963	\$14,547	51%	\$25,000
NKU	\$4,137	\$10,005	\$19,009	\$78,947	\$7,443	\$1,287	\$2,609	42%	\$23,250
UTC	\$5,662	\$6,634	\$18,923	\$80,442	\$13,552	\$8,914	\$10,058	46%	\$19,682
UCO	\$4,743	\$7,929	\$16,046	\$61,141	\$17,477	\$13,686	\$14,691	38%	\$20,759
UCCS	\$0	\$10,945	\$17,874	\$73,846	\$15,547	\$11,128	\$10,541	40%	\$20,498
UMSL	\$5,307	\$8,839	\$23,677	\$74,852	\$10,525	\$8,692	\$9,582	26%	\$20,500
UNCG	\$10,137	\$6,411	\$20,363	\$76,012	\$9,950	\$7,537	\$9,016	56%	\$23,000
UNF	\$7,793	\$5,007	\$15,664	\$53,278	\$7,746	\$3,829	\$4,827	30%	\$16,331
WSU	\$7,260	\$8,787	\$31,293	\$107,182	\$13,905	\$11,235	\$11,155	43%	\$21,250

<b>Research and Development Expenditures (National Science Foundation, 2020)</b>				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
<b>UNO</b>	<b>● \$13,018,000</b>	<b>\$3,116,000</b>	<b>\$16,134,000</b>	<b>● \$7,338,000</b>
CSU	\$61,588,000	\$16,601,000	\$78,189,000	\$53,323,000
EMU	\$3,138,000	\$5,950,000	\$9,088,000	\$1,185,000
NKU	\$1,839,000	\$854,000	\$2,693,000	\$1,167,000
UTC	\$5,761,000	\$5,073,000	\$10,834,000	\$3,915,000
UCO	\$2,142,000	\$3,646,000	\$5,788,000	\$1,385,000
UCCS	\$5,071,000	\$486,000	\$5,557,000	\$3,508,000
UMSL	\$9,477,000	\$5,875,000	\$15,352,000	\$3,555,000
UNCG	\$22,927,000	\$6,039,000	\$28,966,000	\$18,415,000
UNF	\$6,364,000	\$7,209,000	\$13,573,000	\$4,568,000
WSU	\$143,812,000	\$10,004,000	\$153,816,000	\$53,531,000

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

## Peer Comparisons: Chadron State College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>CSC</b>	<b>Chadron State College</b>	<b>NE</b>	<b>1,863</b>	<b>34%</b>
BHSU	Black Hills State University	SD	3,413	22%
EOU	Eastern Oregon University	OR	2,586	39%
MSU	Minot State University	ND	2,656	22%
NSU	Northern State University	SD	2,968	14%
NWMS	Northwest Missouri State University	MO	5,482	30%
NWOS	Northwestern Oklahoma State University	OK	1,640	41%
PSC	Peru State College	NE	1,634	43%
TSU	Truman State University	MO	4,389	18%
WSU	Wayne State College	NE	3,440	31%
WCU	Western Colorado University	CO	2,749	17%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>CSC</b>	<b>1%</b>	<b>4%</b>	<b>11%</b>	<b>1%</b>	<b>1%</b>	<b>4%</b>	<b>78%</b>
BHSU	1%	1%	5%	3%	2%	4%	84%
EOU	5%	2%	15%	2%	1%	5%	70%
MSU	2%	4%	8%	2%	9%	6%	70%
NSU	2%	2%	3%	2%	2%	3%	86%
NWMS	1%	5%	4%	0%	2%	3%	84%
NWOS	1%	7%	14%	9%	1%	1%	67%
PSC	1%	8%	8%	1%	1%	3%	78%
TSU	2%	3%	4%	0%	6%	4%	80%
WSU	1%	3%	11%	1%	2%	3%	80%
WCU	3%	6%	22%	1%	0%	5%	64%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2015 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>CSC</b>	<b>17%</b>	<b>22%</b>	<b>25%</b>	<b>18%</b>	<b>47%</b>	<b>42%</b>	<b>◆ 39%</b>	<b>◆ 34%</b>
BHSU	50%	18%	33%	14%	48%	44%	42%	35%
EOU	0%	36%	47%	67%	32%	39%	38%	34%
MSU	43%	45%	48%	25%	33%	45%	46%	29%
NSU	67%	20%	0%	10%	38%	53%	48%	35%
NWMS	86%	21%	49%	29%	41%	57%	52%	40%
NWOS	43%	31%	18%	29%	50%	37%	30%	30%
PSC	33%	11%	35%	40%	100%	44%	40%	23%
TSU	84%	47%	56%	50%	68%	75%	72%	61%
WSU	50%	13%	37%	0%	32%	54%	50%	41%
WCU	80%	40%	39%	50%	19%	50%	48%	41%

### Four-Year Graduation Rates (2015 Cohort) and Graduation Status at Six Years (2013-2014 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>CSC</b>	<b>◆ 24%</b>	<b>◆ 44%</b>	<b>◆ 0%</b>	<b>◆ 55%</b>	<b>◆ 37%</b>
BHSU	26%	37%	6%	52%	33%
EOU	27%	25%	0%	50%	36%
MSU	27%	45%	23%	54%	41%
NSU	37%	48%	0%	59%	27%
NWMS	34%	51%	13%	65%	27%
NWOS	21%	30%	6%	45%	26%
PSC	24%	34%	9%	47%	41%
TSU	59%	75%	49%	64%	50%
WSU	32%	51%	0%	64%	64%
WCU	29%	51%	33%	64%	42%

Funding and Affordability (2020-2021, Unless Otherwise Noted)									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>CSC</b>	<b>\$9,418</b>	<b>\$5,196</b>	<b>\$17,667</b>	<b>\$60,919</b>	<b>\$15,147</b>	<b>\$11,376</b>	<b>\$11,976</b>	<b>49%</b>	<b>● \$19,295</b>
BHSU	\$4,035	\$6,200	\$16,903	\$78,459	\$15,895	\$12,147	\$13,989	39%	\$25,000
EOU	\$9,719	\$7,761	\$20,152	\$63,656	\$15,387	\$10,321	\$13,189	44%	\$20,458
MSU	\$7,810	\$6,434	\$16,948	\$66,766	\$12,935	\$9,659	\$10,823	38%	\$20,076
NSU	\$8,563	\$5,468	\$21,483	\$114,619	\$16,821	\$12,686	\$15,992	28%	\$21,750
NWMS	\$4,259	\$7,317	\$13,461	\$43,298	\$13,754	\$10,338	\$10,413	53%	\$21,500
NWOS	\$4,654	\$4,408	\$14,179	\$57,460	\$10,403	\$7,652	\$8,179	49%	\$16,467
PSC	\$6,317	\$4,005	\$14,660	\$62,559	\$16,886	\$14,795	\$15,883	44%	\$22,119
TSU	\$7,849	\$5,160	\$15,967	\$55,231	\$11,470	\$6,650	\$8,271	36%	\$21,500
WSU	\$6,919	\$4,969	\$14,598	\$63,379	\$14,428	\$11,535	\$11,652	47%	\$20,400
WCU	\$0	\$10,467	\$19,246	\$80,553	\$17,490	\$11,976	\$13,037	32%	\$22,441

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

## Peer Comparisons: Peru State College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>PSC</b>	<b>Peru State College</b>	<b>NE</b>	<b>1,634</b>	<b>43%</b>
BHSU	Black Hills State University	SD	3,413	22%
CSC	Chadron State College	NE	1,863	34%
CU	Concord University	WV	1,463	48%
EOU	Eastern Oregon University	OR	2,586	39%
FSU	Fairmont State University	WV	3,573	36%
MSU	Minot State University	ND	2,656	22%
NWOS	Northwestern Oklahoma State University	OK	1,640	41%
VCSU	Valley City State University	ND	1,541	18%
WSU	Wayne State College	NE	3,440	31%
WLU	West Liberty University	WV	2,125	33%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>PSC</b>	<b>1%</b>	<b>8%</b>	<b>8%</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>78%</b>
BHSU	1%	1%	5%	3%	2%	4%	84%
CSC	1%	4%	11%	1%	1%	4%	78%
CU	1%	7%	1%	0%	5%	5%	82%
EOU	5%	2%	15%	2%	1%	5%	70%
FSU	0%	4%	2%	0%	2%	3%	89%
MSU	2%	4%	8%	2%	9%	6%	70%
NWOS	1%	7%	14%	9%	1%	1%	67%
VCSU	1%	3%	4%	1%	1%	3%	86%
WSU	1%	3%	11%	1%	2%	3%	80%
WLU	1%	4%	1%	0%	3%	2%	89%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2015 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>PSC</b>	<b>33%</b>	<b>11%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>	<b>44%</b>	<b>40%</b>	<b>23%</b>
BHSU	50%	18%	33%	14%	48%	44%	42%	35%
CSC	17%	22%	25%	18%	47%	42%	39%	34%
CU	33%	8%	33%	0%	30%	44%	42%	35%
EOU	0%	36%	47%	67%	32%	39%	38%	34%
FSU	80%	38%	15%	50%	41%	47%	45%	20%
MSU	43%	45%	48%	25%	33%	45%	46%	29%
NWOS	43%	31%	18%	29%	50%	37%	30%	30%
VCSU	100%	11%	18%	0%	33%	59%	53%	44%
WSU	50%	13%	37%	0%	32%	54%	50%	41%
WLU	0%	8%	NA	NA	63%	29%	42%	58%

### Four-Year Graduation Rates (2015 Cohort) and Graduation Status at Six Years (2013-2014 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>PSC</b>	<b>24%</b>	<b>34%</b>	<b>9%</b>	<b>47%</b>	<b>41%</b>
BHSU	26%	37%	6%	52%	33%
CSC	24%	44%	0%	55%	37%
CU	29%	39%	6%	56%	31%
EOU	27%	25%	0%	50%	36%
FSU	28%	43%	17%	54%	41%
MSU	27%	45%	23%	54%	41%
NWOS	21%	30%	6%	45%	26%
VCSU	35%	49%	23%	57%	49%
WSU	32%	51%	0%	64%	64%
WLU	41%	56%	100%	91%	52%

Funding and Affordability (2020-2021, Unless Otherwise Noted)									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>PSC</b>	<b>\$6,317</b>	<b>\$4,005</b>	<b>\$14,660</b>	<b>\$62,559</b>	<b>\$16,886</b>	<b>\$14,795</b>	<b>\$15,883</b>	<b>44%</b>	<b>♦ \$22,119</b>
BHSU	\$4,035	\$6,200	\$16,903	\$78,459	\$15,895	\$12,147	\$13,989	39%	\$25,000
CSC	\$9,418	\$5,196	\$17,667	\$60,919	\$15,147	\$11,376	\$11,976	49%	\$19,295
CU	\$5,750	\$3,169	\$14,125	\$53,064	\$8,785	\$6,959	\$8,602	50%	\$18,557
EOU	\$9,719	\$7,761	\$20,152	\$63,656	\$15,387	\$10,321	\$13,189	44%	\$20,458
FSU	\$5,621	\$3,935	\$14,182	\$55,867	\$11,277	\$8,697	\$9,494	52%	\$21,250
MSU	\$7,810	\$6,434	\$16,948	\$66,766	\$12,935	\$9,659	\$10,823	38%	\$20,076
NWOS	\$4,654	\$4,408	\$14,179	\$57,460	\$10,403	\$7,652	\$8,179	49%	\$16,467
VCSU	\$8,464	\$5,738	\$20,302	\$64,925	\$13,243	\$11,754	\$9,543	40%	\$20,500
WSU	\$6,919	\$4,969	\$14,598	\$63,379	\$14,428	\$11,535	\$11,652	47%	\$20,400
WLU	\$4,218	\$7,346	\$13,062	\$50,068	\$14,915	\$12,051	\$14,828	54%	\$24,250

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

## Peer Comparisons: Wayne State College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>WSC</b>	<b>Wayne State College</b>	<b>NE</b>	<b>3,440</b>	<b>31%</b>
BHSU	Black Hills State University	SD	3,413	22%
CSC	Chadron State College	NE	1,863	34%
ESU	Emporia State University	KS	3,181	33%
MSU	Minot State University	ND	2,656	22%
NSU	Northern State University	SD	2,968	14%
NWMS	Northwest Missouri State University	MO	5,482	30%
NWOS	Northwestern Oklahoma State University	OK	1,640	41%
PSC	Peru State College	NE	1,634	43%
SMSU	Southwest Minnesota State University	MN	6,846	10%
UWRF	University of Wisconsin-River Falls	WI	5,421	23%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>WSC</b>	<b>1%</b>	<b>3%</b>	<b>11%</b>	<b>1%</b>	<b>2%</b>	<b>3%</b>	<b>80%</b>
BHSU	1%	1%	5%	3%	2%	4%	84%
CSC	1%	4%	11%	1%	1%	4%	78%
ESU	1%	5%	14%	0%	5%	5%	70%
MSU	2%	4%	8%	2%	9%	6%	70%
NSU	2%	2%	3%	2%	2%	3%	86%
NWMS	1%	5%	4%	0%	2%	3%	84%
NWOS	1%	7%	14%	9%	1%	1%	67%
PSC	1%	8%	8%	1%	1%	3%	78%
SMSU	2%	3%	5%	0%	1%	3%	85%
UWRF	3%	1%	4%	0%	1%	3%	89%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2015 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>WSC</b>	<b>50%</b>	<b>13%</b>	<b>37%</b>	<b>0%</b>	<b>32%</b>	<b>54%</b>	<b>50%</b>	<b>41%</b>
BHSU	50%	18%	33%	14%	48%	44%	42%	35%
CSC	17%	22%	25%	18%	47%	42%	39%	34%
ESU	43%	47%	35%	33%	41%	53%	50%	40%
MSU	43%	45%	48%	25%	33%	45%	46%	29%
NSU	67%	20%	0%	10%	38%	53%	48%	35%
NWMS	86%	21%	49%	29%	41%	57%	52%	40%
NWOS	43%	31%	18%	29%	50%	37%	30%	30%
PSC	33%	11%	35%	40%	100%	44%	40%	23%
SMSU	20%	20%	19%	NA	8%	55%	48%	39%
UWRF	64%	13%	31%	100%	45%	59%	57%	51%

### Four-Year Graduation Rates (2015 Cohort) and Graduation Status at Six Years (2013-2014 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>WSC</b>	<b>32%</b>	<b>51%</b>	<b>0%</b>	<b>64%</b>	<b>64%</b>
BHSU	26%	37%	6%	52%	33%
CSC	24%	44%	0%	55%	37%
ESU	32%	49%	16%	57%	32%
MSU	27%	45%	23%	54%	41%
NSU	37%	48%	0%	59%	27%
NWMS	34%	51%	13%	65%	27%
NWOS	21%	30%	6%	45%	26%
PSC	24%	34%	9%	47%	41%
SMSU	29%	49%	0%	53%	43%
UWRF	38%	57%	31%	63%	46%

Funding and Affordability (2020-2021, Unless Otherwise Noted)									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>WSC</b>	<b>\$6,919</b>	<b>\$4,969</b>	<b>\$14,598</b>	<b>\$63,379</b>	<b>\$14,428</b>	<b>\$11,535</b>	<b>\$11,652</b>	<b>47%</b>	<b>● \$20,400</b>
BHSU	\$4,035	\$6,200	\$16,903	\$78,459	\$15,895	\$12,147	\$13,989	39%	\$25,000
CSC	\$9,418	\$5,196	\$17,667	\$60,919	\$15,147	\$11,376	\$11,976	49%	\$19,295
ESU	\$6,822	\$6,933	\$15,971	\$47,384	\$14,564	\$11,752	\$12,794	64%	\$19,500
MSU	\$7,810	\$6,434	\$16,948	\$66,766	\$12,935	\$9,659	\$10,823	38%	\$20,076
NSU	\$8,563	\$5,468	\$21,483	\$114,619	\$16,821	\$12,686	\$15,992	28%	\$21,750
NWMS	\$4,259	\$7,317	\$13,461	\$43,298	\$13,754	\$10,338	\$10,413	53%	\$21,500
NWOS	\$4,654	\$4,408	\$14,179	\$57,460	\$10,403	\$7,652	\$8,179	49%	\$16,467
PSC	\$6,317	\$4,005	\$14,660	\$62,559	\$16,886	\$14,795	\$15,883	44%	\$22,119
SMSU	\$6,388	\$4,219	\$14,437	\$69,291	\$14,061	\$9,266	\$10,511	16%	\$21,180
UWRF	\$3,457	\$6,107	\$16,303	\$66,519	\$14,318	\$8,285	\$10,031	54%	\$20,500

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



## Peer Comparisons: Central Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>CCC</b>	<b>Central Community College</b>	<b>NE</b>	<b>5,974</b>	<b>23%</b>
BHC	Black Hawk College	IL	3,743	27%
CCCC	Central Carolina Community College	NC	5,154	28%
EAC	Eastern Arizona College	AZ	4,392	21%
HCC	Hutchinson Community College	KS	4,907	25%
IHCC	Indian Hills Community College	IA	3,279	27%
ICCC	Iowa Central Community College	IA	4,704	31%
JC	Jackson College	MI	4,140	36%
LCCC	Laramie County Community College	WY	3,838	22%
PJC	Paris Junior College	TX	4,421	29%
SC	Shasta College	CA	8,121	34%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>CCC</b>	<b>1%</b>	<b>3%</b>	<b>24%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>70%</b>
BHC	2%	9%	14%	0%	0%	4%	71%
CCCC	2%	15%	22%	1%	1%	3%	57%
EAC	1%	1%	21%	7%	1%	2%	68%
HCC	1%	6%	13%	1%	1%	4%	74%
IHCC	1%	6%	8%	0%	3%	3%	78%
ICCC	2%	10%	10%	0%	2%	5%	71%
JC	1%	12%	7%	0%	0%	5%	75%
LCCC	1%	2%	17%	1%	1%	4%	73%
PJC	1%	9%	21%	1%	0%	3%	64%
SC	4%	2%	19%	2%	0%	7%	65%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2018 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>CCC</b>	<b>43%</b>	<b>24%</b>	<b>30%</b>	<b>33%</b>	<b>NA</b>	<b>47%</b>	<b>41%</b>	<b>37%</b>
BHC	50%	23%	34%	0%	14%	37%	34%	30%
CCCC	20%	28%	33%	75%	29%	38%	35%	27%
EAC	20%	29%	44%	47%	44%	43%	42%	24%
HCC	50%	32%	42%	67%	41%	46%	44%	38%
IHCC	33%	24%	35%	0%	41%	44%	41%	37%
ICCC	28%	20%	36%	33%	30%	45%	38%	32%
JC	33%	3%	15%	0%	11%	22%	15%	12%
LCCC	14%	25%	22%	20%	0%	30%	28%	24%
PJC	25%	24%	35%	50%	6%	37%	34%	32%
SC	33%	7%	21%	13%	17%	23%	22%	20%

### Graduation Status at Six Years (2013-2014 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>CCC</b>	<b>46%</b>	<b>29%</b>	<b>67%</b>	<b>52%</b>
BHC	25%	15%	26%	11%
CCCC	38%	18%	37%	21%
EAC	39%	13%	61%	34%
HCC	37%	16%	40%	22%
IHCC	37%	18%	69%	28%
ICCC	33%	13%	50%	51%
JC	24%	7%	25%	8%
LCCC	32%	8%	34%	24%
PJC	41%	26%	36%	14%
SC	33%	17%	48%	23%

Funding and Affordability (2020-2021, Unless Otherwise Noted)									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>CCC</b>	<b>\$14,994</b>	<b>\$2,118</b>	<b>\$21,772</b>	<b>\$30,626</b>	<b>\$9,378</b>	<b>\$6,847</b>	<b>\$7,490</b>	<b>13%</b>	<b>● \$7,250</b>
BHC	\$13,785	\$2,484	\$17,648	\$84,512	\$4,807	\$1,715	\$2,897	9%	\$8,500
CCCC	\$8,448	\$1,067	\$13,880	\$41,607	\$6,321	\$4,581	\$5,786	0%	Privacy Suppressed
EAC	\$8,323	\$1,027	\$11,479	\$28,977	\$10,755	\$8,860	\$9,884	0%	Privacy Suppressed
HCC	\$8,192	\$2,198	\$13,512	\$27,918	\$8,858	\$6,199	\$7,366	15%	\$9,750
IHCC	\$8,965	\$4,252	\$17,685	\$51,291	\$7,337	\$6,232	\$6,417	33%	\$10,709
ICCC	\$7,277	\$4,296	\$14,353	\$49,600	\$10,507	\$7,459	\$8,215	36%	\$11,000
JC	\$6,395	\$5,250	\$17,260	\$69,429	\$11,568	\$9,007	\$9,599	29%	\$15,167
LCCC	\$14,365	\$4,419	\$20,183	\$67,951	\$6,706	\$4,098	\$5,693	20%	\$10,500
PJC	\$3,667	\$2,200	\$7,541	\$18,868	\$5,304	\$6,872	\$6,459	2%	\$4,500
SC	\$8,518	\$626	\$15,784	\$51,082	\$7,973	\$4,526	\$5,659	5%	\$12,600

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

## Peer Comparisons: Metropolitan Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>MCC</b>	<b>Metropolitan Community College</b>	<b>NE</b>	<b>13,244</b>	<b>22%</b>
CCAC	Community College of Allegheny County	PA	13,217	27%
DMCC	Des Moines Area Community College	IA	23,051	20%
ERIE	Erie Community College	NY	8,364	37%
GTC	Greenville Technical College	SC	10,536	33%
GTCC	Guilford Technical Community College	NC	10,821	42%
JJC	Joliet Junior College	IL	10,267	23%
MESA	Mesa Community College	AZ	16,948	23%
SJCC	San Jacinto Community College	TX	31,110	23%
TCC	Tulsa Community College	OK	15,568	33%
WTCC	Wake Technical Community College	NC	21,760	27%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>MCC</b>	<b>3%</b>	<b>10%</b>	<b>17%</b>	<b>0%</b>	<b>1%</b>	<b>5%</b>	<b>64%</b>
CCAC	4%	16%	4%	0%	0%	4%	71%
DMCC	5%	6%	9%	0%	0%	2%	78%
ERIE	6%	17%	7%	1%	2%	4%	65%
GTC	3%	19%	12%	0%	1%	4%	62%
GTCC	6%	34%	13%	1%	1%	3%	43%
JJC	3%	9%	29%	0%	0%	3%	55%
MESA	5%	5%	33%	3%	2%	5%	48%
SJCC	6%	9%	62%	0%	1%	2%	20%
TCC	5%	7%	13%	7%	2%	13%	53%
WTCC	6%	22%	14%	0%	2%	3%	52%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2018 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>MCC</b>	<b>16%</b>	<b>6%</b>	<b>16%</b>	<b>0%</b>	<b>26%</b>	<b>28%</b>	<b>22%</b>	<b>17%</b>
CCAC	13%	8%	10%	20%	14%	20%	17%	13%
DMCC	34%	14%	26%	25%	31%	34%	32%	25%
ERIE	32%	15%	18%	17%	20%	32%	26%	25%
GTC	14%	5%	17%	33%	13%	18%	14%	9%
GTCC	37%	19%	30%	75%	27%	34%	29%	25%
JJC	32%	9%	14%	0%	10%	22%	19%	15%
MESA	23%	9%	13%	9%	12%	17%	15%	13%
SJCC	39%	25%	33%	0%	26%	31%	32%	32%
TCC	33%	26%	26%	19%	24%	25%	25%	25%
WTCC	35%	11%	26%	14%	26%	34%	28%	24%

### Graduation Status at Six Years (2013-2014 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>MCC</b>	<b>19%</b>	<b>8%</b>	<b>17%</b>	<b>10%</b>
CCAC	24%	18%	25%	18%
DMCC	34%	13%	51%	17%
ERIE	28%	12%	37%	21%
GTC	23%	12%	32%	18%
GTCC	23%	16%	27%	22%
JJC	26%	12%	33%	9%
MESA	17%	9%	22%	8%
SJCC	36%	20%	37%	17%
TCC	23%	13%	22%	20%
WTCC	32%	19%	32%	23%

Funding and Affordability (2020-2021, Unless Otherwise Noted)									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>MCC</b>	<b>\$8,848</b>	<b>\$2,055</b>	<b>\$14,892</b>	<b>\$73,796</b>	<b>\$4,916</b>	<b>\$3,820</b>	<b>\$3,753</b>	<b>11%</b>	<b>● \$7,891</b>
CCAC	\$6,535	\$3,008	\$12,607	\$51,526	\$8,297	\$7,339	\$8,737	14%	\$13,000
DMCC	\$5,204	\$2,779	\$10,410	\$40,094	\$9,667	\$8,582	\$8,682	17%	\$10,730
ERIE	\$6,528	\$3,773	\$17,182	\$63,383	\$5,271	\$4,072	\$5,782	26%	\$9,465
GTC	\$4,337	\$3,050	\$11,851	\$43,550	\$7,440	\$6,979	\$6,785	19%	\$14,500
GTCC	\$7,387	\$940	\$11,369	\$42,821	\$11,158	\$9,719	\$10,716	31%	\$14,250
JJC	\$7,153	\$3,201	\$17,715	\$61,522	\$5,304	\$1,766	\$2,662	6%	\$9,784
MESA	\$6,845	\$2,292	\$11,124	\$29,355	\$11,733	\$9,784	\$10,540	11%	\$8,000
SJCC	\$11,735	\$3,276	\$18,056	\$35,208	\$10,391	\$9,420	\$9,229	3%	\$10,115
TCC	\$7,531	\$800	\$12,220	\$42,759	\$5,393	\$3,856	\$4,987	18%	\$13,000
WTCC	\$7,206	\$2,140	\$12,754	\$22,451	\$4,980	\$3,625	\$4,727	41%	\$13,000

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

## Peer Comparisons: Mid-Plains Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>MPCC</b>	<b>Mid-Plains Community College</b>	<b>NE</b>	<b>2,075</b>	<b>23%</b>
CARL	Carl Sandburg College	IL	1,755	47%
CLOU	Cloud County Community College	KS	1,589	25%
COA	College of the Albemarle	NC	2,508	21%
FVCC	Flathead Valley Community College	MT	2,049	22%
HIGH	Highland Community College	KS	2,700	22%
ILCC	Iowa Lakes Community College	IA	2,288	23%
LMC	Lake Michigan College	MI	2,499	31%
SECC	Southeastern Community College	IA	2,260	42%
SMC	Southwestern Michigan College	MI	1,759	36%
WNCC	Western Nebraska Community College	NE	1,625	31%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>MPCC</b>	<b>1%</b>	<b>2%</b>	<b>9%</b>	<b>0%</b>	<b>2%</b>	<b>2%</b>	<b>84%</b>
CARL	1%	5%	9%	0%	0%	4%	81%
CLOU	2%	6%	9%	0%	3%	5%	75%
COA	1%	12%	5%	1%	3%	5%	73%
FVCC	2%	1%	3%	3%	1%	3%	88%
HIGH	2%	11%	5%	2%	0%	7%	73%
ILCC	2%	6%	5%	1%	3%	0%	84%
LMC	2%	13%	12%	0%	0%	5%	67%
SECC	4%	14%	14%	6%	6%	4%	53%
SMC	2%	12%	7%	2%	0%	4%	74%
WNCC	2%	2%	27%	2%	3%	0%	63%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2018 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>MPCC</b>	<b>50%</b>	<b>38%</b>	<b>47%</b>	<b>50%</b>	<b>42%</b>	<b>42%</b>	<b>42%</b>	<b>37%</b>
CARL	100%	21%	35%	0%	29%	49%	44%	41%
CLOU	0%	58%	30%	50%	36%	50%	47%	45%
COA	17%	28%	23%	NA	9%	34%	31%	30%
FVCC	50%	0%	0%	0%	100%	30%	31%	24%
HIGH	0%	40%	35%	42%	25%	46%	41%	60%
ILCC	50%	39%	26%	40%	100%	55%	50%	41%
LMC	33%	15%	13%	0%	13%	17%	16%	20%
SECC	44%	16%	19%	27%	0%	58%	35%	60%
SMC	25%	8%	21%	17%	21%	37%	29%	24%
WNCC	20%	21%	35%	0%	NA	50%	42%	42%

### Graduation Status at Six Years (2013-2014 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>MPCC</b>	<b>42%</b>	<b>13%</b>	<b>38%</b>	<b>30%</b>
CARL	44%	15%	66%	43%
CLOU	34%	56%	48%	49%
COA	30%	14%	32%	16%
FVCC	30%	23%	38%	30%
HIGH	34%	20%	36%	20%
ILCC	45%	5%	32%	12%
LMC	25%	13%	19%	21%
SECC	39%	15%	69%	59%
SMC	31%	11%	33%	22%
WNCC	35%	21%	37%	16%

Funding and Affordability (2020-2021, Unless Otherwise Noted)									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>MPCC</b>	<b>\$15,377</b>	<b>\$2,105</b>	<b>\$17,196</b>	<b>\$59,935</b>	<b>\$6,844</b>	<b>\$4,195</b>	<b>\$5,378</b>	<b>17%</b>	<b>● \$8,885</b>
CARL	\$9,621	\$4,603	\$20,335	\$48,752	\$3,676	\$2,076	\$3,026	17%	\$4,500
CLOU	\$6,597	\$2,727	\$13,326	\$34,213	\$10,419	\$8,639	\$9,255	15%	\$7,840
COA	\$10,047	\$1,123	\$13,172	\$33,689	\$6,608	\$3,670	\$4,631	0%	Privacy Suppressed
FVCC	\$11,951	\$4,584	\$18,908	\$81,156	\$9,354	\$7,243	\$7,011	13%	\$10,518
HIGH	\$3,514	\$2,385	\$11,275	\$31,344	\$7,230	\$5,228	\$6,020	21%	\$9,250
ILCC	\$14,260	\$3,838	\$22,007	\$86,197	\$12,294	\$11,306	\$12,215	26%	\$11,500
LMC	\$17,503	\$4,532	\$21,743	\$84,745	\$8,146	\$6,261	\$7,049	37%	\$10,638
SECC	\$8,167	\$3,384	\$20,338	\$61,778	\$5,926	\$4,923	\$6,483	25%	\$11,800
SMC	\$9,082	\$4,463	\$17,273	\$74,830	\$9,153	\$7,620	\$7,691	21%	\$11,075
WNCC	\$22,024	\$1,775	\$31,767	\$110,397	\$6,756	\$4,377	\$6,116	13%	\$9,203

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## Peer Comparisons: Northeast Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>NECC</b>	<b>Northeast Community College</b>	<b>NE</b>	<b>5,105</b>	<b>18%</b>
CC	Casper College	WY	3,551	31%
CCC	Central Community College	NE	5,974	23%
CROW	Crowder College	MO	4,194	35%
EAC	Eastern Arizona College	AZ	4,392	21%
GC	Grayson College	TX	4,066	45%
HCC	Hutchinson Community College	KS	4,907	25%
IVCC	Illinois Valley Community College	IL	2,413	28%
LBCC	Linn-Benton Community College	OR	4,956	28%
SFCC	State Fair Community College	MO	3,928	37%
WITC	Western Iowa Tech Community College	IA	5,360	26%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>NECC</b>	<b>1%</b>	<b>1%</b>	<b>10%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>84%</b>
CC	1%	2%	10%	1%	1%	2%	83%
CCC	1%	3%	24%	1%	0%	0%	70%
CROW	2%	1%	10%	2%	1%	5%	79%
EAC	1%	1%	21%	7%	1%	2%	68%
GC	2%	9%	15%	4%	1%	0%	69%
HCC	1%	6%	13%	1%	1%	4%	74%
IVCC	1%	1%	17%	0%	0%	2%	79%
LBCC	4%	2%	14%	1%	2%	5%	71%
SFCC	1%	3%	6%	1%	0%	4%	85%
WITC	3%	4%	20%	1%	4%	3%	65%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2018 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>NECC</b>	<b>75%</b>	<b>20%</b>	<b>34%</b>	<b>17%</b>	<b>38%</b>	<b>57%</b>	<b>52%</b>	<b>45%</b>
CC	40%	56%	29%	14%	11%	38%	37%	33%
CCC	43%	24%	30%	33%	NA	47%	41%	37%
CROW	31%	44%	34%	57%	26%	38%	37%	34%
EAC	20%	29%	44%	47%	44%	43%	42%	24%
GC	0%	25%	23%	32%	19%	25%	24%	15%
HCC	50%	32%	42%	67%	41%	46%	44%	38%
IVCC	50%	8%	35%	NA	100%	38%	37%	32%
LBCC	29%	13%	19%	17%	20%	26%	24%	25%
SFCC	13%	10%	20%	75%	41%	38%	35%	31%
WITC	40%	34%	35%	25%	14%	39%	38%	39%

### Graduation Status at Six Years (2013-2014 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>NECC</b>	<b>57%</b>	<b>13%</b>	<b>51%</b>	<b>30%</b>
CC	41%	22%	44%	29%
CCC	46%	29%	67%	52%
CROW	38%	13%	36%	22%
EAC	39%	13%	61%	34%
GC	35%	20%	48%	35%
HCC	37%	16%	40%	22%
IVCC	29%	34%	27%	27%
LBCC	20%	11%	22%	9%
SFCC	38%	8%	49%	26%
WITC	38%	26%	60%	42%

Funding and Affordability (2020-2021, Unless Otherwise Noted)									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>NECC</b>	<b>\$13,192</b>	<b>\$2,017</b>	<b>\$17,816</b>	<b>\$56,505</b>	<b>\$9,158</b>	<b>\$5,976</b>	<b>\$6,940</b>	<b>19%</b>	<b>♦ \$11,000</b>
CC	\$15,700	\$2,932	\$22,135	\$67,721	\$8,099	\$6,500	\$6,825	15%	\$10,146
CCC	\$14,994	\$2,118	\$21,772	\$30,626	\$9,378	\$6,847	\$7,490	13%	\$7,250
CROW	\$3,363	\$2,797	\$13,987	\$33,329	\$4,597	\$4,835	\$5,079	12%	\$8,900
EAC	\$8,323	\$1,027	\$11,479	\$28,977	\$10,755	\$8,860	\$9,884	0%	Privacy Suppressed
GC	\$9,596	\$1,657	\$13,333	\$38,561	\$3,102	\$2,296	\$2,817	12%	\$11,584
HCC	\$8,192	\$2,198	\$13,512	\$27,918	\$8,858	\$6,199	\$7,366	15%	\$9,750
IVCC	\$14,429	\$2,772	\$11,533	\$27,361	\$6,259	\$5,109	\$4,939	4%	\$7,250
LBCC	\$10,851	\$4,483	\$21,235	\$99,293	\$12,205	\$10,720	\$11,803	38%	\$11,938
SFCC	\$3,248	\$3,835	\$13,441	\$45,441	\$6,244	\$6,155	\$5,789	16%	\$10,500
WITC	\$4,284	\$3,512	\$15,669	\$28,590	\$8,282	\$6,662	\$6,706	33%	\$10,500

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



## Peer Comparisons: Southeast Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>SCC</b>	<b>Southeast Community College</b>	<b>NE</b>	<b>9,328</b>	<b>23%</b>
CFCC	Cape Fear Community College	NC	8,680	32%
COCH	Cochise County Community College District	AZ	3,327	38%
CLC	College of Lake County	IL	11,854	20%
DMCC	Des Moines Area Community College	IA	23,051	20%
ECC	Elgin Community College	IL	7,882	25%
GTCC	Guilford Technical Community College	NC	10,821	42%
HIND	Hinds Community College	MS	11,181	43%
JJC	Joliet Junior College	IL	10,267	23%
KCC	Kirkwood Community College	IA	12,277	27%
MATC	Madison Area Technical College	WI	13,021	21%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>SCC</b>	<b>5%</b>	<b>5%</b>	<b>9%</b>	<b>0%</b>	<b>0%</b>	<b>4%</b>	<b>77%</b>
CFCC	2%	11%	10%	1%	0%	3%	73%
COCH	2%	5%	45%	0%	1%	5%	41%
CLC	6%	6%	43%	0%	1%	3%	40%
DMCC	5%	6%	9%	0%	0%	2%	78%
ECC	8%	4%	37%	1%	1%	5%	45%
GTCC	6%	34%	13%	1%	1%	3%	43%
HIND	1%	55%	2%	0%	0%	4%	38%
JJC	3%	9%	29%	0%	0%	3%	55%
KCC	2%	11%	6%	0%	2%	3%	75%
MATC	5%	7%	12%	1%	1%	5%	69%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2018 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>SCC</b>	<b>35%</b>	<b>3%</b>	<b>18%</b>	<b>33%</b>	<b>10%</b>	<b>35%</b>	<b>31%</b>	<b>30%</b>
CFCC	25%	15%	21%	29%	26%	30%	27%	22%
COCH	14%	31%	30%	50%	36%	34%	30%	30%
CLC	35%	25%	26%	0%	20%	32%	29%	31%
DMCC	34%	14%	26%	25%	31%	34%	32%	25%
ECC	45%	27%	41%	0%	30%	47%	43%	39%
GTCC	37%	19%	30%	75%	27%	34%	29%	25%
HIND	50%	35%	0%	80%	44%	31%	33%	45%
JJC	32%	9%	14%	0%	10%	22%	19%	15%
KCC	31%	12%	23%	14%	26%	42%	37%	30%
MATC	12%	12%	22%	20%	20%	26%	24%	20%

### Graduation Status at Six Years (2013-2014 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>SCC</b>	<b>38%</b>	<b>16%</b>	<b>33%</b>	<b>15%</b>
CFCC	29%	16%	52%	32%
COCH	15%	19%	26%	19%
CLC	35%	24%	38%	27%
DMCC	34%	13%	51%	17%
ECC	47%	26%	40%	19%
GTCC	23%	16%	27%	22%
HIND	26%	16%	25%	13%
JJC	26%	12%	33%	9%
KCC	34%	16%	32%	22%
MATC	39%	41%	41%	41%

<b>Funding and Affordability (2020-2021, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>SCC</b>	<b>\$12,598</b>	<b>\$2,009</b>	<b>\$18,802</b>	<b>\$109,877</b>	<b>\$7,593</b>	<b>\$6,480</b>	<b>\$7,313</b>	<b>42%</b>	<b>♦ \$11,009</b>
CFCC	\$7,244	\$1,613	\$11,504	\$31,004	\$8,266	\$3,865	\$4,557	8%	\$9,166
COCH	\$6,258	\$993	\$6,765	\$22,023	\$7,239	\$6,358	\$7,352	6%	\$7,357
CLC	\$15,416	\$2,929	\$17,713	\$34,709	\$5,486	\$5,118	\$5,633	2%	\$7,939
DMCC	\$5,204	\$2,779	\$10,410	\$40,094	\$9,667	\$8,582	\$8,682	17%	\$10,730
ECC	\$9,898	\$3,099	\$17,736	\$37,828	\$4,140	\$1,633	\$2,652	5%	\$6,638
GTCC	\$7,387	\$940	\$11,369	\$42,821	\$11,158	\$9,719	\$10,716	31%	\$14,250
HIND	\$4,559	\$1,519	\$9,547	\$23,131	\$3,066	\$1,658	\$2,229	33%	\$9,468
JJC	\$7,153	\$3,201	\$17,715	\$61,522	\$5,304	\$1,766	\$2,662	6%	\$9,784
KCC	\$8,514	\$2,994	\$15,924	\$59,198	\$8,740	\$6,670	\$7,804	27%	\$12,000
MATC	\$19,725	\$4,285	\$27,026	\$59,215	\$9,234	\$7,390	\$9,028	22%	\$14,000

*Note.* SCC conferred 1,000 awards in 2019-2020, a decline of 571 awards over the prior year. Effective fall 2019, SCC moved from a quarter calendar (four regular terms) to a semester calendar (two regular terms and one summer term). Because the date for summer 2020 graduation was after June 30 (putting graduates into the 2020-2021 academic year), SCC could only include graduates from two terms for 2019-2020. This decrease in awards for 2019-2020 had a large impact on education and general spending per award, increasing the amount 65% from the prior year (from \$66,577 to \$109,877).

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

## Peer Comparisons: Western Nebraska Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2020)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>WNCC</b>	<b>Western Nebraska Community College</b>	<b>NE</b>	<b>1,625</b>	<b>31%</b>
CWC	Central Wyoming College	WY	1,755	21%
COFF	Coffeyville Community College	KS	1,368	41%
DC3	Dodge City Community College	KS	1,459	28%
FVCC	Flathead Valley Community College	MT	2,049	22%
MPCC	Mid-Plains Community College	NE	2,075	23%
RCC	Rockingham Community College	NC	1,922	29%
SHAW	Shawnee Community College	IL	1,176	35%
SECC	Southeastern Community College	IA	2,260	42%
SIC	Southeastern Illinois College	IL	1,263	27%
SURR	Surry Community College	NC	3,103	42%

### Undergraduate Fall Enrollment by Race/Ethnicity (2020)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
<b>WNCC</b>	<b>2%</b>	<b>2%</b>	<b>27%</b>	<b>2%</b>	<b>3%</b>	<b>0%</b>	<b>63%</b>
CWC	2%	1%	14%	10%	0%	4%	69%
COFF	1%	19%	9%	4%	3%	10%	54%
DC3	2%	9%	47%	0%	0%	2%	40%
FVCC	2%	1%	3%	3%	1%	3%	88%
MPCC	1%	2%	9%	0%	2%	2%	84%
RCC	1%	17%	10%	0%	1%	3%	68%
SHAW	0%	14%	5%	1%	0%	0%	79%
SECC	4%	14%	14%	6%	6%	4%	53%
SIC	1%	3%	2%	0%	1%	2%	91%
SURR	1%	3%	18%	0%	0%	2%	77%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2018 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>WNCC</b>	<b>20%</b>	<b>21%</b>	<b>35%</b>	<b>0%</b>	<b>NA</b>	<b>50%</b>	<b>42%</b>	<b>42%</b>
CWC	0%	38%	18%	24%	33%	49%	42%	33%
COFF	50%	26%	33%	43%	45%	35%	35%	32%
DC3	33%	18%	34%	50%	33%	30%	30%	32%
FVCC	50%	0%	0%	0%	100%	30%	31%	24%
MPCC	50%	38%	47%	50%	42%	42%	42%	37%
RCC	0%	27%	25%	0%	23%	36%	33%	29%
SHAW	100%	26%	60%	75%	NA	41%	40%	37%
SECC	44%	16%	19%	27%	0%	58%	35%	60%
SIC	33%	17%	0%	NA	44%	40%	39%	37%
SURR	NA	0%	44%	NA	0%	40%	39%	34%

### Graduation Status at Six Years (2013-2014 Cohort)

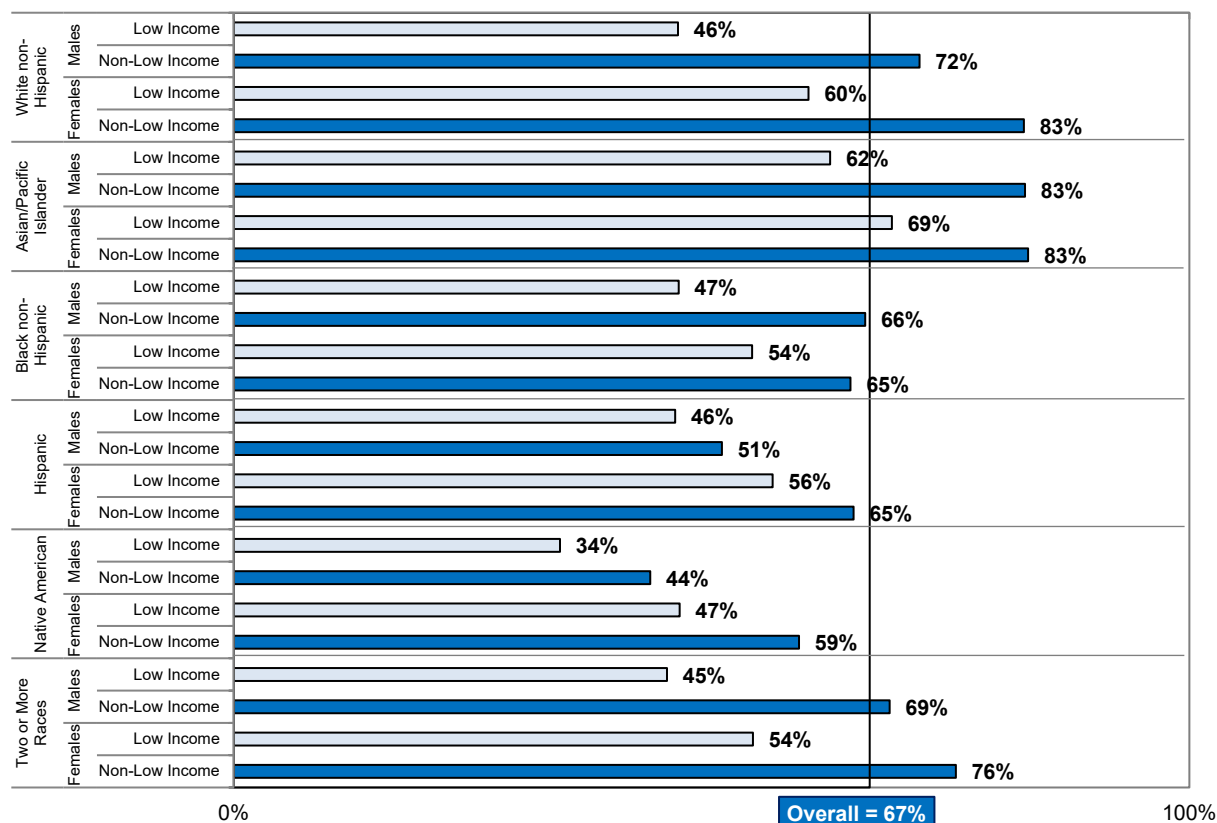
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>WNCC</b>	<b>35%</b>	<b>21%</b>	<b>37%</b>	<b>16%</b>
CWC	28%	13%	47%	9%
COFF	42%	41%	44%	29%
DC3	38%	22%	26%	19%
FVCC	30%	23%	38%	30%
MPCC	42%	13%	38%	30%
RCC	36%	22%	34%	22%
SHAW	31%	35%	62%	30%
SECC	39%	15%	69%	59%
SIC	45%	14%	55%	6%
SURR	37%	24%	35%	27%

Funding and Affordability (2020-2021, Unless Otherwise Noted)									
ID	State and Local Appropriations Per FTE Student (2019-2020)	Net Tuition and Fees Per FTE Student (2019-2020)	Education and General Spending (2019-2020)		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 (2019-2020)	Median Federal Loan Debt of Graduates (FY2019 & FY2020)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>WNCC</b>	<b>\$22,024</b>	<b>\$1,775</b>	<b>\$31,767</b>	<b>\$110,397</b>	<b>\$6,756</b>	<b>\$4,377</b>	<b>\$6,116</b>	<b>13%</b>	<b>● \$9,203</b>
CWC	\$15,039	\$3,634	\$21,747	\$70,211	\$5,803	\$6,192	\$7,590	10%	\$8,152
COFF	\$8,732	\$3,232	\$13,360	\$43,024	\$4,929	\$2,728	\$3,882	24%	\$7,747
DC3	\$15,347	\$3,493	\$19,084	\$93,832	\$6,821	\$4,444	\$6,082	8%	Privacy Suppressed
FVCC	\$11,951	\$4,584	\$18,908	\$81,156	\$9,354	\$7,243	\$7,011	13%	\$10,518
MPCC	\$15,377	\$2,105	\$17,196	\$59,935	\$6,844	\$4,195	\$5,378	17%	\$8,885
RCC	\$9,230	\$1,135	\$14,767	\$46,556	\$5,340	\$6,033	\$6,892	0%	Privacy Suppressed
SHAW	\$14,576	\$1,953	\$19,819	\$37,230	\$2,859	\$3,489	\$5,058	0%	Privacy Suppressed
SECC	\$8,167	\$3,384	\$20,338	\$61,778	\$5,926	\$4,923	\$6,483	25%	\$11,800
SIC	\$10,323	\$1,200	\$13,639	\$38,020	\$7,261	\$4,983	\$5,666	0%	Privacy Suppressed
SURR	\$8,094	\$904	\$10,147	\$30,939	\$8,632	\$6,532	\$7,267	0%	Privacy Suppressed

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

## Non-Comparative Measures

### Public High School Graduates Going Directly to College (2020-2021)



### Nebraska's WIOA Measure of Postsecondary Participation by GED Completers (2020)

	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	127	32	25%

### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2015)

Cohort	% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
	Math	English	Reading	Math	English
5,713	37%	23%	14%	54%	65%

Note. Includes data for all community colleges except for Western Nebraska Community College.

### Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2019)

Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
5,541	28%	14%	47%	88%

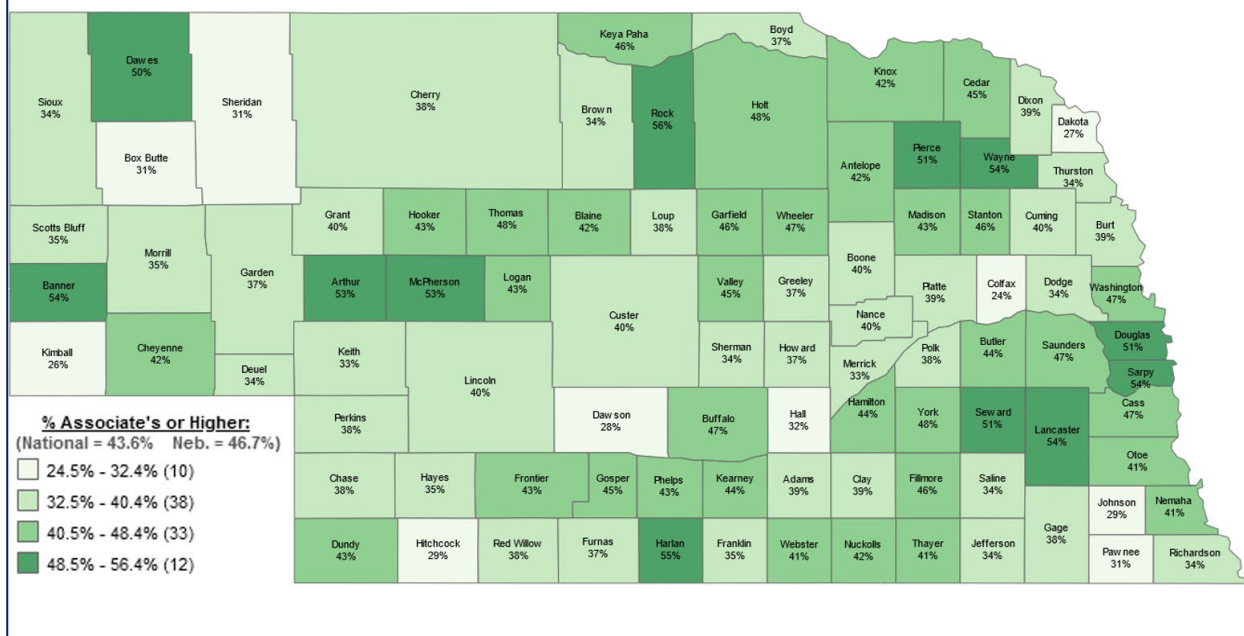
Note. Includes data for all community colleges except for Western Nebraska Community College.

### Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2015)

Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
5,713	45%	25%	3%	73%

Note. Includes data for all community colleges except for Western Nebraska Community College.

## Percent of Population Age 25 to 64 with an Associate's Degree or Higher by County (2016-2020)





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

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

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



# Comprehensive Statewide Plan for Postsecondary Education Data Dictionary for *2022 Measuring Accomplishments*

ATTAINMENT GOAL			
<b>Data source:</b>	Attainment data from the U.S. Census Bureau, American Community Survey (1-year PUMS file). Sources for computing certificates and certifications include: Adult Education and Training Survey (ATES), Census Bureau's Survey of Income and Program Participation (SIPP), Integrated Postsecondary Education Data System (IPEDS), Current Population Survey (CPS), and National Education and Attainment Surveys (NEAS). Data prepared by the Lumina Foundation, presented in <i>A Stronger Nation</i> .		
<b>Academic/cohort year:</b>	2019	<b>Goal(s) measured:</b>	Attainment of 25- to 34-year-olds
<b>Variables and calculations:</b>	Attainment categories: Less than high school = [Less than 9th grade] + [9th-12th grade, no diploma] HS graduate/GED = [High school graduate (includes GED)] Some college, no credential = [Some college, no credential] Certificate = [Certificate] + [Certification] Associate's = [Associate degree] Bachelor's plus = [Bachelor's degree] + [Graduate or professional degree]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• The American Community Survey (ACS) does not include attainment data for short-term credentials (high-value certificates or certifications). Estimates of short-term credentials were produced by the Center on Education and the Workforce at Georgetown University. Short-term credential estimates were then subtracted from the ACS category "some college, no degree."</li> <li>• The percentage of short-term credential earners aged 25 to 34 is assumed to be the same percentage as those aged 25 to 64.</li> <li>• At the time of Lumina's data release in July 2022, 2019 data for certificates and certifications was not yet available. Therefore, 2018 certificate and certification data was substituted for the 2019 data.</li> <li>• More information on Lumina's methods can be found at:  <a href="https://www.luminafoundation.org/stronger-nation/report/#/progress&amp;modal=methods">https://www.luminafoundation.org/stronger-nation/report/#/progress&amp;modal=methods</a> </li> </ul>		

## National Comparisons

EDUCATIONAL ATTAINMENT BY RACE/ETHNICITY AND AGE			
<b>Data source:</b>	U.S. Census Bureau, American Community Survey (for race/ethnicity: 5-year PUMS file for race/ethnicity; for national rankings: 5-year estimates, Table B15001)		
<b>Academic/cohort year:</b>	2016-2020	<b>Goal(s) measured:</b>	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 AGE (age): 25-34 years old = $\geq 25$ and $\leq 34$ ; 25-64 years old = $\geq 25$ and $\leq 64$		
	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, <i>Common Core of Data</i> , 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:	<ul style="list-style-type: none"><li>• Four-year regulatory adjusted cohort.</li><li>• See page 25 of the <i>2022 Progress Report</i>.</li></ul>		
PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS			
Data source:	ACT, <i>U.S. High School Graduating Class Trends</i> , 2022		
Academic/cohort year:	Graduating class of 2022	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: <ul style="list-style-type: none"><li>States are only ranked if their estimated percent tested is 90% or higher. Fourteen states met this threshold.</li><li>See page 34 of the 2022 Progress Report for data on the 2021 graduating class. Data for the 2022 graduating class will be included in the 2023 Progress Report.</li></ul>		
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, 2020. Data prepared by the National Center for Higher Education Management Systems (NCHEMS), February 2022.		
Academic/cohort year:	Fall 2020	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 2022 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:	2016-2020	Goal(s) measured:	Students 1, 2 State 2

Variables and calculations:	Age group derived from variable AGEP (age): 25-49 years old = $\geq 25$ and $\leq 49$		
	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 (2021-22)		
Academic/cohort year:	2015 cohort - completed bachelor's degree by end of 2018-2019 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., Pevitz, A., Ryu, M., Scheetz, A., & Shapiro, D. (February 2022). <i>Completing College: National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort</i> (Signature Report 20). Herndon, VA: National Student Clearinghouse Research Center.		
Academic/cohort year:	2015 cohort - received any postsecondary credential by June 30, 2021	Goal(s) measured:	Students 1, 2, 3
Variables and calculations:	[Number received any postsecondary credential by June 30, 2021] / [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 2015 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 20, <i>Completing College</i> .		
Notes:	<ul style="list-style-type: none"><li>• States were only ranked if they had <math>\geq 90\%</math> coverage in the entering cohort year.</li><li>• 46 states were ranked for this measure.</li><li>• See page 107 of the <i>2022 Progress Report</i>.</li></ul>		
SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC TWO-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE			
Data source:	Causey, J., Pevitz, A., Ryu, M., Scheetz, A., & Shapiro, D. (February 2022). <i>Completing College: National and State Report on Six-Year Completion Rates for Fall 2015 Beginning Cohort</i> (Signature Report 20). Herndon, VA: National Student Clearinghouse Research Center.		

Academic/cohort year:	2015 cohort - received any postsecondary credential by June 30, 2021	Goal(s) measured:	Students 1, 2, 3
Variables and calculations:	<p>[Number received any postsecondary credential by June 30, 2021] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 10, 2016, or enrolled three-quarter-time for at least one term before December 31, 2016, or enrolled at least half-time for any two terms before December 31, 2016) who began their postsecondary studies in the fall of 2015 at a public two-year institution]</p> <p>Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see the Methodological Notes of the NSC's Signature Report 20, <i>Completing College</i>.</p>		
Notes:	<ul style="list-style-type: none"><li>States were only ranked if they had ≥ 90% coverage in the entering cohort year.</li><li>39 states were ranked for this measure.</li><li>See page 107 of the 2022 <i>Progress Report</i>.</li></ul>		
STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT			
Data source:	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2021</i>		
Academic/cohort year:	2020-2021 academic year	Goal(s) measured:	Students 2 Institutions 2
Variables and calculations:	<p>Cost of living index = COLI</p> <p>Enrollment mix index = EMI</p> <p>Education appropriations are a measure of state and local support available for public higher education operating expenses and student financial aid, excluding appropriations for research, hospitals, and medical education. Education appropriations include federal stimulus funding.</p> <p>Net FTE enrollment excludes medical students.</p> <p>State and local appropriations per FTE student = ([Education appropriations] / [Net FTE enrollment]) / [COLI * EMI]</p>		
Notes:	<ul style="list-style-type: none"><li>Further information about COLI and EMI calculations is available at <a href="https://shef.sheeo.org/wp-content/uploads/2022/06/SHEEO_SHEF_FY21_Data_Definitions.pdf">https://shef.sheeo.org/wp-content/uploads/2022/06/SHEEO_SHEF_FY21_Data_Definitions.pdf</a></li><li>Net FTE enrollment is calculated by SHEEO using credit and contact hours submitted via the SHEF survey.</li></ul>		
NET TUITION REVENUE PER FTE STUDENT			
Data source:	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2021</i>		
Academic/cohort year:	2020-2021 academic year	Goal(s) measured:	Students 2 Institutions 2
Variables and calculations:	<p>Cost of living index = COLI</p> <p>Enrollment mix index = EMI</p> <p>Education appropriations are a measure of state and local support available for public higher education operating expenses and student financial aid, excluding appropriations for research, hospitals, and medical education. Education appropriations include federal stimulus funding.</p> <p>Net FTE enrollment excludes medical students.</p> <p>Net tuition revenue per FTE student = ([Net tuition revenue] / [Net FTE enrollment]) / [COLI * EMI]</p>		

Notes:	<ul style="list-style-type: none"><li>• Further information about COLI and EMI calculations is available at <a href="https://shef.sheeo.org/wp-content/uploads/2022/06/SHEEO_SHEF_FY21_Data_Definitions.pdf">https://shef.sheeo.org/wp-content/uploads/2022/06/SHEEO_SHEF_FY21_Data_Definitions.pdf</a></li><li>• Net FTE enrollment is calculated by SHEEO using credit and contact hours submitted via the SHEF survey.</li></ul>		
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 <i>51st Annual Survey Report on State-Sponsored Student Financial Aid, 2019-2020 Academic Year</i> (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:	<ul style="list-style-type: none"><li>• Undergraduate FTE is calculated by NASSGAP using IPEDS fall enrollment data.</li></ul>		
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 poverty data from the 2020 Health and Human Services poverty guidelines. Data prepared by the Midwestern Higher Education Compact (MHEC).		
Academic/cohort year:	2019-2020 academic year (net price)  2020 (federal poverty level)	Goal(s) measured:	Students 2
Variables and calculations:	Federal poverty level for a family of four = \$26,200 for the 48 contiguous states; Alaska = \$32,750; Hawaii = \$30,130.  Average net price, income \$0-\$30,000, public 2-year = differs by state. Nebraska = \$5,441; median = \$6,618.  Average net price, income \$0-\$30,000, public 4-year = differs by state. Nebraska = \$12,079; median = \$10,715.  Public two-year institutions = [Average of SFA1920. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2019-20 public 2-yr] / [Federal poverty level for a family of four, in the past 12 months]  Public four-year institutions = [Average of SFA1920. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2019-20 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:	2019-2020 academic year (net price)  2020 (family income)	Goal(s) measured:	Students 2

<b>Variables and calculations:</b>	Median family income = differs by state. Nebraska = \$81,261; range = \$53,759 - \$113,140; median = \$77,408.
	Average net price for median family with child income, public 2-year = differs by state. Nebraska = \$10,933; median = \$10,672.
	Average net price for median family with child income, public 4-year = differs by state. Nebraska = \$17,713; median = \$16,621.
	Public two-year institutions = [Average of SFA1920. Average net price, income \$30,001 - \$48,000 OR income \$48,001-\$75,000 OR income \$75,001 - \$110,000 OR income over \$110,000, for students receiving Title IV Federal financial aid, 2019-20 public 2-yr] / [Median family income with child in the past 12 months]
<b>Notes:</b>	Public four-year institutions = [Average of SFA1920. Average net price, income \$30,001 - \$48,000 OR income \$48,001-\$75,000 OR income \$75,001 - \$110,000 OR income over \$110,000, for students receiving Title IV Federal financial aid, 2019-20 public 4-yr] / [Median family income with child in the past 12 months]
	<ul style="list-style-type: none"> <li>Due to data issues with the 2020 American Community Survey 1-year file, MHEC used 2019 median income amounts adjusted to 2020 dollars.</li> </ul>

## Peer Comparisons

### ENROLLMENT PERCENTAGES BY RACE/ETHNICITY AND LOW-INCOME STATUS (PELL)

<b>Data source:</b>	IPEDS Fall Enrollment Survey (2020-21) and Student Financial Aid Survey (2021-22)		
<b>Academic/cohort year:</b>	Fall 2020 (enrollment by race/ethnicity)  Undergraduate students enrolled in fall 2020 who received Pell grant at any time during 2020-2021 academic year (low-income status)	<b>Goal(s) measured:</b>	Students 1, 2 State 1 Institutions 1
<b>Variables and calculations:</b>	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]  Percent of undergraduate students awarded Pell grants = [Number of undergraduate students awarded Pell grants] / [Total number of undergraduates, financial aid cohort]		
<b>Notes:</b>			

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

<b>Data source:</b>	IPEDS Graduation Rates Survey (2021-22)		
<b>Academic/cohort year:</b>	2015 cohort completed by end of 2020-2021 academic year;  2018 cohort completed by end of 2020-2021 academic year	<b>Goal(s) measured:</b>	Students 1, 2, 3 Institutions 1



	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]		
	Adjusted cohort = [Revised cohort] - [Exclusions]		
Variables and calculations:	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:	<ul style="list-style-type: none"><li>• Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.</li><li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.</li></ul>		
FOUR-YEAR GRADUATION RATES			
Data source:	IPEDS Graduation Rates Survey (2021-22)		
Academic/cohort year:	2015 cohort - completed by end of 2018-2019 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:	<ul style="list-style-type: none"><li>• Four-year graduation rates are only shown for four-year campuses.</li><li>• Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.</li><li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.</li></ul>		
GRADUATION STATUS AT SIX YEARS			
Data source:	IPEDS Outcome Measures Survey (2021-22)		
Academic/cohort year:	2013-2014 cohort: status at six years (August 31, 2019)	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:	<ul style="list-style-type: none"><li>• Graduation and enrollment status information are only reported for degree/certificate-seeking students.</li><li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation and enrollment status information is not available for first-time students.</li></ul>		
STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT			
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:	<ul style="list-style-type: none"><li>• Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.</li></ul>		
NET TUITION AND FEES PER FTE STUDENT			
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] <i>Note. O&amp;M is already included in these totals</i>  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 (2021-22)		
Academic/cohort year:	2020-2021 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 (2021-22)		
Academic/cohort year:	2020-2021 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]		

<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded Title IV federal student aid. Title IV federal student aid includes federal grants or federal student loans.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available.</li> </ul>
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#### PERCENT OF UNDERGRADUATES WITH FEDERAL LOANS AND MEDIAN FEDERAL LOAN DEBT OF GRADUATES

<b>Data source:</b>	U.S. Department of Education, College Scorecard Data		
<b>Academic/cohort year:</b>	2019-2020 academic year (percent with loans)  NSLDS FY2019 and FY2020 pooled cohorts (federal loan debt)	<b>Goal(s) measured:</b>	Students 2 Institutions 1, 2
<b>Variables and calculations:</b>	Percent of undergraduates with federal loans = [PCTFLOAN]  Median federal loan debt of graduates = [GRAD_DEBT_MDN]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• For more information, see the College Scorecard's <i>Data Documentation</i>, available at: <a href="https://collegescorecard.ed.gov/assets/InstitutionDataDocumentation.pdf">https://collegescorecard.ed.gov/assets/InstitutionDataDocumentation.pdf</a></li> </ul>		

#### RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL SCIENCE FOUNDATION)

<b>Data source:</b>	National Science Foundation (NSF), Higher Education Research and Development Survey (HERD)		
<b>Academic/cohort year:</b>	2020 fiscal year	<b>Goal(s) measured:</b>	State 3
<b>Variables and calculations:</b>	Extramural funds = [Federal (01.a)] + [State and local governments (01.b)] + [Business (01.c)] + [Nonprofit organizations (01.d)] + [All other funding sources (01.f)]  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]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• NSF research and development expenditures are only shown for the University of Nebraska at Kearney, the University of Nebraska-Lincoln, and the University of Nebraska at Omaha.</li> <li>• The University of Nebraska-Lincoln's extramural funds are not ranked because health sciences are included in extramural funds.</li> <li>• Data for The University of Tennessee-Knoxville includes The University of Tennessee-Knoxville and The University of Tennessee-Knoxville, Institute of Agriculture.</li> </ul>		

#### RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL INSTITUTES OF HEALTH)

<b>Data source:</b>	Data from the National Institutes of Health. Data prepared by Blue Ridge Institute for Medical Research.		
<b>Academic/cohort year:</b>	2021	<b>Goal(s) measured:</b>	State 3 Institutions 1, 3
<b>Variables and calculations:</b>	Total health sciences research = [Schools of dentistry/oral hygiene] + [Schools of medicine] + [Schools of nursing] + [Schools of pharmacy] + [Schools of public health] + [Hospitals]		

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

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

<b>Data source:</b>	High school graduate data from the Nebraska Department of Education (NDE). College enrollment data from the National Student Clearinghouse (NSC). Data prepared by Nebraska's Coordinating Commission for Postsecondary Education, presented via the <i>College Continuation Rate Dashboard</i> .		
<b>Academic/cohort year:</b>	2020-2021	<b>Goal(s) measured:</b>	Students 1 Partnerships 2
<b>Variables and calculations:</b>	<p>Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]</p> <p>Low-income students = students who are approved to receive free or reduced-price school lunches</p> <p>Non-low-income students = students who are not approved to receive free or reduced-price school lunches</p> <p>College continuation rate = [Number of (race/ethnicity) (gender) (income status) on time public high school graduates who continued on to college] / [Number of (race/ethnicity) (gender) (income status) on time public high school graduates]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Data is only available for students who graduated on time (in four years or less) from Nebraska's public schools.</li> <li>• Only graduates who continue onto college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree.</li> <li>• Results are filtered for students who continued on to college between June 1, 2020, and May 31, 2022.</li> <li>• See page 53 of the <i>2022 Progress Report</i> for data on the 2019-2020 graduating class. Data for the 2020-2021 graduating class will be included in the <i>2023 Progress Report</i>.</li> </ul>		

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

<b>Data source:</b>	Adult education data from the Nebraska Department of Education (NDE). 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 2022).		
<b>Academic/cohort year:</b>	2020 (exited program between January 1, 2020-December 31, 2020)	<b>Goal(s) measured:</b>	Students 1, 3 State 1, 2, 4 Partnerships 1

<b>Variables and calculations:</b>	<p>Cohort includes students that:</p> <ul style="list-style-type: none"><li>Entered the program without their GED; <b>and</b></li><li>Tested into the NRS, National Reporting System, educational functioning levels of ABE level 5 or ABE level 6 (approximately upper middle school through high school grade equivalency) either when they entered or while attending the program; <b>and</b></li><li>Earned at least 12 instructional hours in the program; <b>and</b></li><li>Exited the program between the dates of January 1, 2020 - December 31, 2020; <b>and</b></li><li>Earned their GED within a year of exiting the program.</li></ul> <p>[Number of students in the cohort that entered postsecondary within a year of exiting the program / [Number of students in the cohort]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"><li>Only those who continue on to college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree.</li><li>Results are filtered for those who continued on to college by December 31, 2021.</li></ul>		
<b>REMEDIAL STUDENT COURSE TAKING AND SUCCESS (CREDENTIAL SEEKING COHORT)</b>			
<b>Data source:</b>	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2022)</i>		
<b>Academic/cohort year:</b>	6-year cohort  Outcomes are for students who first entered college in fall 2015 (or the summer before). Progress is shown through the end of their first six years.	<b>Goal(s) measured:</b>	Students 1, 2, 3 Institutions 1
<b>Variables and calculations:</b>	<p>Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 semester credit hours (or the equivalent) by the end of year two.</p> <p>Percent of cohort with developmental need in subject = [Number of students in the credential seeking cohort with a developmental need in <u>(subject)</u>] / [Number of students in the credential seeking cohort]</p> <p>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 <u>(subject)</u> that completed developmental education in <u>(subject)</u> and progressed to successfully complete a college-level course in <u>(subject)</u> by the end of year six] / [Number of students in the credential seeking cohort]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"><li>Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, and Southeast Community Colleges. Nebraska Western Community College did not participate in the 2022 Data Collection Cycle.</li><li>Data for percent who needed developmental education in reading who progressed to successfully complete a college-level course in reading is not available through the VFA.</li></ul>		
<b>PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR TWO (CREDENTIAL SEEKING COHORT)</b>			
<b>Data source:</b>	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2022)</i>		
<b>Academic/cohort year:</b>	2-year cohort  Outcomes are for students who first entered college in fall 2019 (or the summer before). Progress is shown through the end of their first two years.	<b>Goal(s) measured:</b>	Students 1, 2, 3 Institutions 1

Variables and calculations:	Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 semester credit hours (or the equivalent) by the end of year two.		
	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:	<ul style="list-style-type: none"><li>• Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, and Southeast Community Colleges. Nebraska Western Community College did not participate in the 2022 Data Collection Cycle.</li><li>• Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.</li><li>• Credentials are earned at the reporting college.</li></ul>		
PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR SIX (CREDENTIAL SEEKING COHORT)			
Data source:	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2022)</i>		
Academic/cohort year:	6-year cohort  Outcomes are for students who first entered college in fall 2015 (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 semester credit hours (or the equivalent) 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:	<ul style="list-style-type: none"><li>• Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, and Southeast Community Colleges. Nebraska Western Community College did not participate in the 2022 Data Collection Cycle.</li><li>• Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.</li><li>• Credentials are earned at the reporting college.</li></ul>		
EDUCATIONAL ATTAINMENT BY COUNTY			
Data source:	U.S. Census Bureau, American Community Survey 5-year estimates, Table B15001		

<b>Academic/cohort year:</b>	2016-2020	<b>Goal(s) measured:</b>	State 1
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<b>Variables and calculations:</b>	<p>25 to 64 years = [25 to 34 years] + [35 to 44 years] + [45 to 64 years]</p> <p>Associate's degree or higher = [Associate's degree] + [Bachelor's degree] + [Graduate or professional degree]</p> <p>Bachelor's degree or higher = [Bachelor's degree] + [Graduate or professional degree]</p> <p>Educational attainment = [Number of people 25 years or older who have completed (education level) in (county)] / [Number of people 25 years or older in (county)]</p>
<b>Notes:</b>	

## Coordinating Commission for Postsecondary Education

**Subject:** Approval of the *2022 Biennial Report*

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**Committee Recommendation:** That the Commission approve the attached *2022 Biennial Report* to the Legislature and Governor.

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**Background:** Neb. Rev. Stat. § 85-1412(9) requires that the Coordinating Commission, “[o]n or before December 1 of each even-numbered year, submit to the Legislature and the Governor a report of its objectives and activities and any new private colleges in Nebraska and the implementation of any recommendations of the commission for the preceding two calendar years. The report submitted to the Legislature shall be submitted electronically.”

The *2022 Biennial Report* summarizes activities undertaken by the Commission in calendar years 2021 and 2022. Due to the timing of the Commission’s December 2022 meeting relative to the submission deadline, any changes directed by the Commission will be resubmitted as a revised report.

NEBRASKA'S



COORDINATING COMMISSION  
FOR POSTSECONDARY EDUCATION

# **2022 BIENNIAL REPORT**

**Covering Calendar Years 2021 and 2022**

**FOR APPROVAL BY THE COORDINATING COMMISSION**

**December 8, 2022**



## COMMISSIONERS

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Omaha, Member-at-Large

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

**Tim Daniels**  
Omaha, Member-at-Large

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

**Dr. Dennis Headrick**  
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**Molly O'Holleran**  
North Platte, District 6

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

## STAFF

**Dr. Mike Baumgartner**  
Executive Director

**Jeremy Chancellor**  
Facilities Officer

**Dr. Kathleen Fimple**  
Academic Programs Officer

**Jill Heese**  
Research Director

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

**Ritchie Morrow**  
Financial Aid Officer

**Helen Pope**  
Executive Assistant

**Gary Timm**  
Chief Finance and Administrative Officer

**Joe Velasquez**  
Database Manager

*This report and others are available at the Coordinating Commission's website:*  
[ccpe.nebraska.gov/reports](https://ccpe.nebraska.gov/reports)

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## 2022 Biennial Report

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

In 1990, Nebraskans saw a need for an independent entity to coordinate the state's public higher education institutions from a statewide — rather than an institutional — perspective. To accomplish this, voters amended the state Constitution, creating the Coordinating Commission for Postsecondary Education [Article VIII-14]. The Coordinating Commission is an independent agency with a governing board

of Commissioners who are appointed by the Governor and confirmed by the Legislature. There are nine employees on the Commission's staff, making it one of the smallest agencies of its kind in the country.

The 2022 Biennial Report provides an overview of the Coordinating Commission's accomplishments during 2021 and 2022.

### **THE COORDINATING COMMISSION IS RESPONSIBLE FOR:**

- Creating and putting into action a comprehensive statewide plan to guide Nebraska's higher education system
- Partnering with Legislators to develop innovative and results-driven higher education policy
- Helping low-income Nebraska students attend college by awarding over \$27 million in need-based financial aid programs and developing state financial aid strategy
- Administering the Community College Gap Assistance Program, which offers financial aid to students who want to work in high-need fields
- Ensuring the efficient use of taxpayer funds by approving or disapproving postsecondary construction projects that rely on tax funds and reviewing institutional biennial budget requests
- Approving or disapproving academic programs based on specific criteria: need, demand, unnecessary duplication, resources, and cost
- Assembling and analyzing statewide data and publishing reports tied to the state's higher education goals. The Coordinating Commission is the only Nebraska entity that does this kind of work on a statewide level
- Administering roughly \$110 million in annual State appropriations to Nebraska's six community colleges
- Authorizing the operation of out-of-state and new Nebraska postsecondary institutions
- Saving Nebraska colleges and universities thousands of dollars through administration of a nationwide distance learning agreement.

*What does the Commission do?*

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

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

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

The Commission's authority to adopt and revise a comprehensive plan is further elaborated in statute, which states that the purposes of the Commission shall be to: (1) develop an ongoing comprehensive statewide plan for the operation of an educationally and economically sound, vigorous, progressive, and coordinated system of postsecondary education, (2) identify and enact policies to meet the educational, research, and public service needs of the state, and (3) effect the best use of available resources through the

elimination of unnecessary duplication of programs and facilities among Nebraska's public institutions. The same statute dictates that the Commission approach postsecondary education from a statewide perspective. The Legislature also established in statute that the comprehensive plan must include an assessment of the postsecondary educational needs of the state and include a number of policy guidelines.

The current *Comprehensive Plan* is the Commission's second. It was adopted in 2000 after the Legislature passed LB 816 in 1999, which called for a review and revision of the Commission's first comprehensive plan approved in June 1992.

The most recent revision of the *Comprehensive Plan* occurred in 2022 as the result of the adoption of LR 335, which created a state educational attainment goal, and the passage of LB 887, which updated several Nebraska State College System statutes, including

the role and mission of Peru State College.

In addition, revisions included:

- Removing obsolete statutory references;
- Incorporating 2020 Census data in the review of Nebraska's social, economic, political, and educational landscape;
- Updating references to college savings programs to incorporate Meadowlark Savings Pledge and state matches;
- Recognizing the growth in competency-based education and new credentials;
- Replacing the existing dual credit guidelines with the *Statement of Principles and Standards* developed and adopted by the public institutions in 2019; and
- Updating distance education guidelines to reflect current Higher Learning Commission policies.

Statute requires the Education Committee to review any revisions to the *Comprehensive Plan* and report its findings to the Legislature. The hearing was held September 30, 2022. The full plan is available on the Commission's website, [ccpe.nebraska.gov/reports](https://ccpe.nebraska.gov/reports).

## **VISION FOR NEBRASKA POSTSECONDARY EDUCATION**

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

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

*What does the Commission do?*

**Administers student financial aid programs**

## **Financial Aid**

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

### **Nebraska Opportunity Grant**

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

In 2020-21, \$13.4 million of the grant's funding came from State lottery funds and \$7.6 million from the State's general funds. In 2021-22, lottery funding increased to \$15.4 million, while the general funds appropriation stayed the same at \$7.6 million.

### **Nebraska Opportunity Grant Biennium History:**

#### **2020-21**

**Total awarded: \$21,087,141**

- 13,109 students received a grant (42.7% of eligible students)
  - Public institutions: 10,170 students
    - \$1,619 average award
  - Private, non-profit: 2,687 students
    - \$1,571 average award
  - Proprietary/for-profit: 305 students
    - \$1,599 average award

**Average grant awarded: \$1,609**

#### **2021-22:**

**Total awarded: \$22,691,467**

- 13,188 students received a grant (45.7% of eligible students)
  - Public institutions: 10,548 students
    - \$1,746 average award
  - Private, non-profit: 2,384 students
    - \$1,588 average award
  - Proprietary/for-profit: 256 students
    - \$1,916 average award

**Average grant awarded: \$1,721**

## Access College Early Scholarship Program

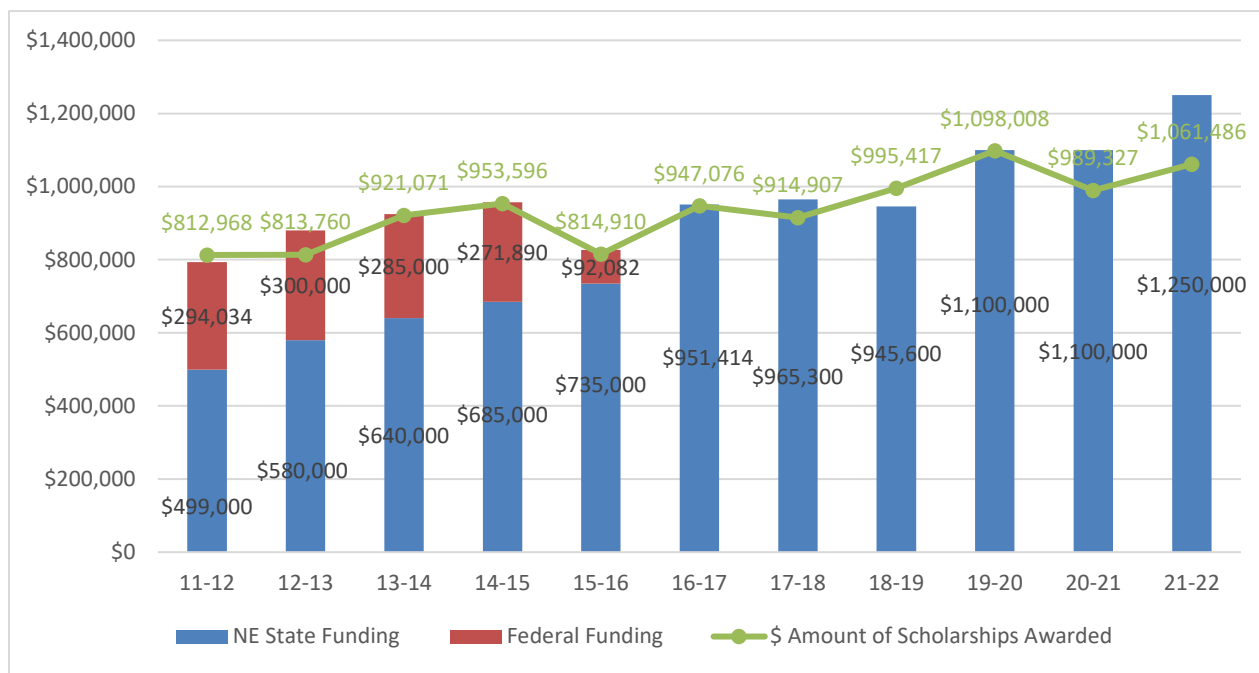
The Access College Early Scholarship Program awards scholarships to high school students from low-income families who enroll in a college course at a participating public or private postsecondary institution while the student is still in high school. The Commission recommended the creation of this program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

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

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

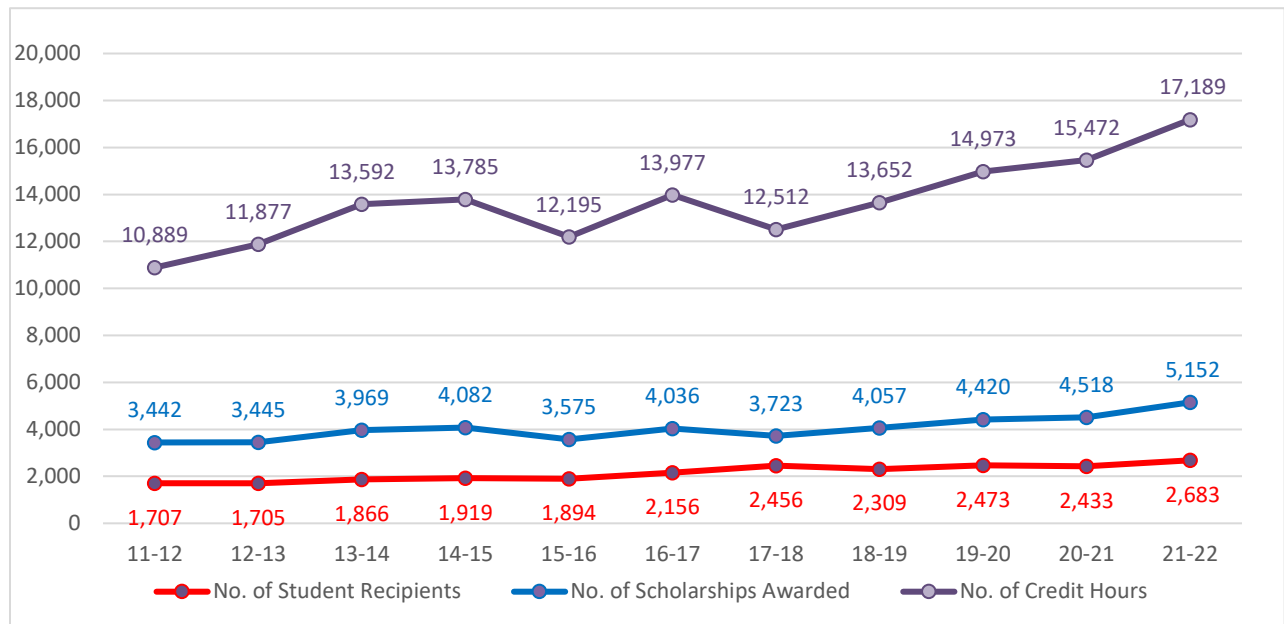
The Commission believes family income should not exclude a student from taking college courses while in high school.

### ACE Scholarship Program Funding and Awards 2011-12 through 2021-22



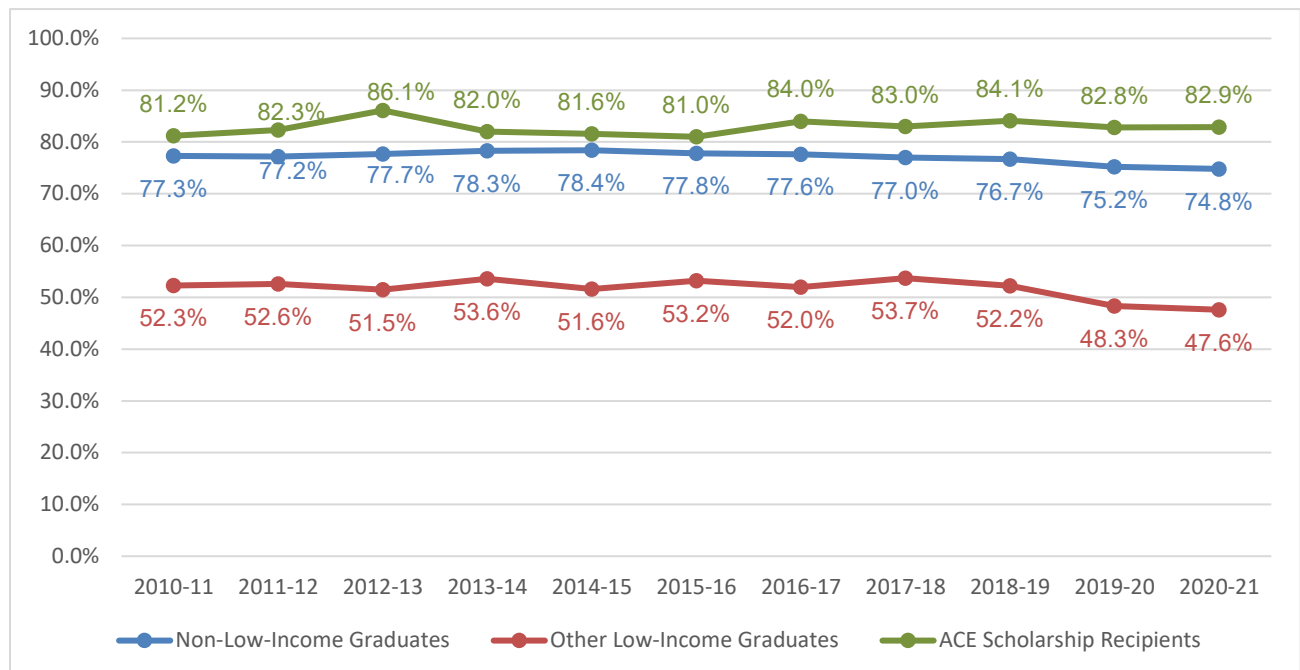
(ACE charts continued on next page)

## Growth of ACE Scholarship Program Awards, Recipients, and Credit Hours 2011-12 through 2021-22



Nationally and in Nebraska, students who take college courses while in high school go on to college at higher rates.

## Nebraska Public High School College Continuation Rates 2010-11 through 2020-21



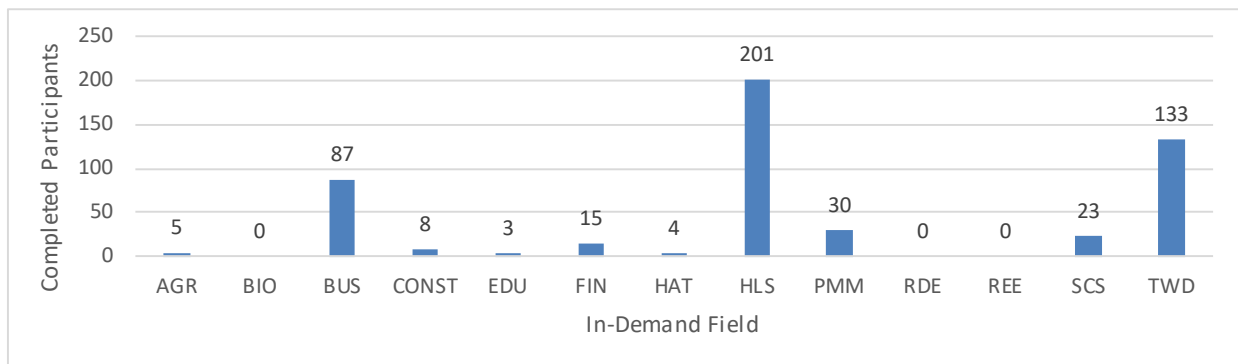


## Community College Gap Assistance Program

In 2015 the Legislature gave authority to the Coordinating Commission to administer the Community College Gap Assistance Program, which had a formal start date of July 1, 2016. Through lottery funds, the Gap program currently receives roughly \$1.9 million annually. These funds are distributed to the state's six community colleges, which recruit and select eligible low-income students enrolled in short-term non-credit

and for-credit vocational programs to receive grants. Student grants can be used for tuition, direct training costs, required books and equipment, and fees, including those for industry testing services and background check services. Legislation requires that eligible programs be for "in-demand" occupations, such as health services; transportation, warehousing, and distribution logistics; agriculture and food processing; precision metals manufacturing; software and computer sciences; education; and hospitality and tourism.

### Gap Assistance Program Completed Participants In-Demand Programs of Study Completed - 2020-21 and 2021-22



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

*What does the Commission do?*

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

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## **Reports and Analysis**

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

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

All of these reports are available on the Commission’s website at [ccpe.nebraska.gov/reports](https://ccpe.nebraska.gov/reports).

### **Postsecondary Education Operating Budget Recommendations for 2023-2025**

*(October 2022)*

This is a statutorily required analysis of public institutional budget requests (Neb. Rev. Stat. § 85-1416). It includes information about higher education appropriations, affordability, access and accountability, discussions of statewide funding issues, and recommendations. (See *page 17 of this document for more information.*)

### **Tuition, Fees, and College Affordability Report**

*(September 2022)*

This statutorily required report (Neb. Rev. Stat. § 85-1416 (2)(c)) covers public policy issues relating to tuition, fees, and financial aid for students in Nebraska. It shows how Nebraska’s public postsecondary institutions rank on these points when compared to their Commission-designated peer institutions.

Among the report’s general findings:

- As a result of relatively strong state and local tax support, tuition and fees at Nebraska’s

postsecondary institutions remain moderate compared to institutions in most states;

- Nevertheless, as tuition and mandatory fees continue to rise, financial aid is a necessity and increasingly important for many students;
- Participation and success rates for students from median-, low-, and very-low-income families would likely increase if additional financial assistance would be provided by the state.

### Did you know?

Nebraska ranked 35<sup>th</sup> from the top among states in 2019-20 with \$255 in need-based student grant aid per full-time equivalent undergraduate student. The national average was \$721 of need-based grant aid per FTE undergraduate student.

*Source: 2022 Tuition, Fees, and Financial Aid Report*

## Academic Analyses

### College Course Offerings for High School Students by Nebraska Public Institutions (2021, 2022)

Historically, this report described the types of distance education courses available to Nebraska residents. Due to the ubiquity of distance education opportunities today, since 2018 the Commission has collected and reported only data related to dual enrollment college courses offered to Nebraska high school students. The report includes summary data of dual enrollment courses by subject, instructional modality,

location, number of course offerings, and colleges and high schools providing courses.

## Dashboards

### College Continuation Rates (*Last revised July 2022*)

This dashboard provides an estimate of college-going rates for each of Nebraska's public high schools that awarded regular high school diplomas from 2007-2008 through 2020-21. Data users also can download an Excel file of the entire dataset.

### Degrees and Other Awards (*Last revised July 2022*)

These dashboards summarize the number of degrees and awards conferred by Nebraska's public colleges and universities, independent colleges and universities, and for-profit/career schools, as reported in the federal IPEDS surveys. Information is provided by degree level, gender, race/ethnicity, age, and discipline cluster. The information corresponds to the data presented in the Commission's *2022 Factual Look at Higher Education in Nebraska: Degrees and Other Awards Conferred 2010-11 through 2020-21*.

### Degrees and Other Awards by CIP Code (*Last revised July 2022*)

These dashboards allow users to drill into IPEDS degree data at the six-digit Classification of Instructional Programs (CIP) level – essentially a student's major -- by degree level, institution, gender, and race/ethnicity. The data provide a level of detail useful for employers, researchers, and education providers.

## **Enrollment** (*Last revised October 2022*)

These dashboards summarize enrollments at Nebraska's public colleges and universities, independent colleges and universities, and for-profit/career schools, as reported in the federal IPEDS surveys. Information is provided by student level, attendance status, gender, race/ethnicity, age, and distance education status. The information corresponds to the data presented in the Commission's *2022 Factual Look at Higher Education in Nebraska: Enrollment* (Fall enrollment: 2011 through 2021; 12-month enrollment: 2011-12 through 2020-21).

### **KEY FINDING: The Attainment Gap**

A consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that Nebraska's gap in educational attainment between whites and minorities (i.e., not white non-Hispanic) is the third largest in the nation. In Nebraska, 56.5% of 25- to 44-year old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 30.8% of 25- to 44-year-old minorities have completed an associate's degree or higher. The net difference is an attainment gap of 25.7 percentage points. Nationally, 51.9% of 25- to 44-year-old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 36.1% of 25- to 44-year-old minorities have completed an associate's degree or higher.

- 2022 Nebraska Higher Education Progress Report, pg. S19

## **Other Analyses, Publications**

### **Nebraska Higher Education Progress Report** (*March 2021, 2022*)

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

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

### **Factual Look at Higher Education in**

**Nebraska** (2021, 2022) This annual analysis uses data from the federal IPEDS surveys to provide comparative data for Nebraska's higher education institutions. The report is released in two sections: Enrollment and Degrees and Other Awards.

### **Measuring Accomplishments** (2021, 2022)

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

*What does the Commission do?*

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**Authorizes academic programs**

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## **Academic Programs**

### **Existing Programs Review**

The Commission is constitutionally required to review, monitor, and approve or disapprove each public institution's existing and proposed new academic programs to provide consistency with the *Comprehensive Plan* and to prevent unnecessary duplication. (*Nebraska Constitution Article VII-14*)

During the 2021-2022 biennium, the Commission reviewed 305 existing programs. Of those, 300 were approved to continue and five were returned to the institution for further review. The institutions also reported that they had discontinued 33 programs—actions that do not require Commission approval.

The Commission also reviewed 15 program assessments after they were returned to the originating institutions with follow-up questions.

### **Approval of Proposed New Academic Programs**

In the past two years, the Commission reviewed and approved 30 proposals for new academic programs and organizational units at public institutions. One proposal was withdrawn. Another 101

proposed programs were reviewed and determined to be reasonable and moderate extensions of existing programs, thus requiring no action by the Commission.

### **Consumer Protection**

**Closed Institutions** When four-year institutions close, state statutes require their records to be transferred to the registrar at the University of Nebraska-Lincoln. The Commission facilitates record transfer and assists students in obtaining transcripts, often for several years after closure. One campus closed in the 2021-22 biennium: Creative Center in Omaha.

**Student Complaints** State statutes provide an avenue for students to file a complaint against an institution if it has violated the Postsecondary Institution Act. Few student complaints rise to this level. Nevertheless, Commission staff assist students by answering questions and often walking them through the complaint process at their institution, explaining financial aid issues, or putting them in touch with the appropriate person at their institution. Documented complaints conservatively average roughly 40 per year. Many others are answered by a phone call and are not formally recorded.

*What does the Commission do?*

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

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## **New or out-of-state institutions**

Any out-of-state institution seeking to offer courses or programs in Nebraska or any entity wishing to establish a new private institution in the state must receive approval from the Commission. These procedures are described in the Postsecondary Institution Act, passed by the Legislature and signed by the Governor during the 2011

Legislative session. (This was a revision of previous statutes.) Title 281, Nebraska Administrative Code, Chapter 7, provides the rules and regulations for implementing the Postsecondary Institution Act. These rules received final State approval in November 2014.

### **New or out-of-state institutions authorized in the 2021-2022 biennium:**

**Mission College of Health Sciences—  
administrative office only  
(Name changed to Mission University in  
July 2022)**

(Omaha, Nebraska)

Mission College of Health Sciences is a subsidiary of Global Education Ministries Foundation located in Ohio. The college offers a Bachelor of Science in Nursing degree (BSN) online. It was authorized in July 2022 to establish an administrative office located in downtown Omaha.

**Pillar Seminary—administrative office  
only**

(Omaha, Nebraska)

Pillar Seminary is a small institution offering a Master of Divinity (MDiv) and a Master of Arts (MA) and a certificate in Contextual Leadership. Approved in September 2021, the administrative offices are located in Omaha.

**Western Governors University—  
administrative office only**

(Salt Lake City, Utah)

Western Governors University was founded in 1997 by various governors of the western United States including Nebraska. The

University is an online, competency-based, degree-granting institution that delivers its programs using the Internet and other advanced telecommunications technologies. Degree programs are offered in business, education, health, and information technology. WGU had been enrolling Nebraska students for many years but as an online institution was not required to seek authorization from the state. In May 2022 it applied for and received authorization to establish an administrative location in Fremont, Nebraska.

### **Chamberlain University**

(Chicago, Illinois)

Chamberlain University offers eleven certificate programs, a Bachelor of Science in Nursing (BSN), four master's degrees, and one doctorate in several healthcare fields. Eight of its degree programs or options are available entirely online. Chamberlain applied in fall 2022 for authorization to operate in the state. The intent of the application was to provide clinical locations in Nebraska for its online nursing (BSN) students. Authorization was expected to be granted in December.

### **Renewals and Additional Programs**

In addition, one new program was approved for an institution previously authorized to operate, and two institutions renewed their recurrent authorizations to operate. Three institutions sought and received authorization to operate on a continuing basis: Bryan College of Health Sciences, St. Gregory the Great Seminary, and the University of Missouri.

*What does the Commission do?*

**Approves proposals for facilities**

## **Capital Construction and Facilities**

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

**The first responsibility** is to review, monitor, and approve or disapprove capital construction project requests of the University of Nebraska, Nebraska State College System, and the community colleges that use more than \$2 million in tax funds to construct, renovate, or acquire facilities, or more than \$95,000 per year in additional tax funds to operate and maintain. Disapproved projects cannot receive state funds for construction or ongoing operating and maintenance costs. From January 2021 through December 2022, the Commission reviewed and approved 7 capital construction project proposals submitted by the institutions.

**The second responsibility** is to review the biennial capital construction budget requests of the University of Nebraska, the Nebraska College of Technical Agriculture, and the Nebraska State College System. With its statewide perspective, the Commission provides a unified prioritization of all approved individual capital construction budget requests for higher education to the

Governor and Legislature. The Commission recommends a list, in priority order, of approved individual capital construction budget requests eligible for state funding. Only those requests that were approved by the governing boards and the Commission and are requesting state funding in the biennial budget request are considered.

With the passage of LB 384 in 2021, which provides multiple-decade funding streams for renewal, renovation, replacement, or repair of University and State College projects, the biennial capital construction request prioritization process has changed. No new capital projects requesting state funding for the 2023-25 biennium were submitted to the Commission for approval within the timeline for review and prioritization.



*What does the Commission do?*

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

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## **Budget Review and Recommendations**

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

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

In fall 2022, the Commission reviewed 17 requests for additional state funding from the University of Nebraska System, the Nebraska College of Technical Agriculture at Curtis, the Nebraska State College System, and the community colleges.

Of those 17 requests, three were new and expanded requests for which the Commission recommended new general funds.

In addition, there were 14 requests that were part of the continuation budget recommendation. The total dollar amount for institutional continuation costs and new and expanded requests was \$67,657,369 for the biennium.

The full report, *2023-2025 Institutional Operating Budget Recommendations*, is available on the Commission's website, [ccpe.nebraska.gov/reports](https://ccpe.nebraska.gov/reports).

## **Initiatives, Programs, and Updates**

### **State Authorization Reciprocity Agreement**

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a national council and administered by four regional education compacts. Nebraska was accepted as part of SARA in 2014. The Coordinating Commission is the state's portal agency for the initiative, meaning Nebraska institutions apply to the Commission to participate. As of December 2022, 27 Nebraska colleges and universities had joined SARA. Of these, 26 have renewed their participation annually and continue to be active members, while one was just approved in November 2022.

### **Multi-State Collaborative on Military Credit**

The Coordinating Commission is leading Nebraska's work as part of a 13-state initiative to help military service members, veterans, and their families overcome

barriers to earning postsecondary credentials and entering the workforce. The Multi-State Collaborative on Military Credit (MCMC) aims to, among other things, identify effective policies and best practices that can be shared among participating states. Volunteers from state agencies, university systems, college campuses, and other organizations have been working together as part of the initiative. The Coordinating Commission has served as the MCMC facilitator in Nebraska, with a staff member serving on the MCMC steering committee. A recent focus has been to identify ways that Nebraska institutions might award credit to veterans for education or training received while in the military. To that end, the Education Committee conducted hearing on LR 373 in September 2022 that included invited guests from MHEC, Army University, and the Kansas Board of Regents.

### **FAFSA Completion Initiative**

In 2015, the Coordinating Commission began leading an effort in Nebraska to encourage more high school students to apply for federal financial aid to attend

college. As part of the U.S. Department of Education's FAFSA Completion Initiative, the Commission can provide certain designated entities – typically high schools – with limited data about their students' progress in completing and filing the Free Application for Federal Student Aid (FAFSA). The FAFSA Initiative enables the designated entities to better target counseling, help with completing the FAFSA, and provide other resources to those students. Identifying such students can promote college access and success by ensuring students, particularly low-income students, have access to financial aid. The Commission received funding from the Legislature in 2015 for the implementation of the initiative's software.

### **Dual Enrollment**

In 2019, the Coordinating Commission and the State Board of Education undertook a joint dual enrollment initiative to study ways to increase dual enrollment course-taking in Nebraska. The initiative was assisted by consultants from the Education Commission of the States and resulted in a report with recommendations directed at increased access, better communications with students and parents, credit transfer, increasing the number of qualified instructors, affordability, and improved data and reporting. The Coordinating Commission has implemented data collection improvements and requested additional funding for the Access College Early Scholarship program. During the 2020 legislative session, the Coordinating Commission worked with the Nebraska

Department of Education and the Nebraska Legislature's Education Committee to target lottery funds to dual credit priority areas such as grants for teachers seeking graduate credits necessary to teach dual enrollment courses. That work will continue in 2023.

### **Attainment Goal**

The Coordinating Commission partnered with the University of Nebraska, the Nebraska State College System, the Nebraska community colleges, the Nebraska Department of Education, and the Nebraska Legislature's Education Committee to develop LR 335, which set an educational attainment goal that 70% of Nebraskans aged 25 to 34 will have a degree or other postsecondary credential with economic value by 2030. LR 335 was adopted by the Nebraska Legislature in April 2022.

### **Community College ARPA Grant**

LB 1014 appropriated \$60 million from the federal American Rescue Plan Act State Fiscal Recovery Fund to the Coordinating Commission to distribute via a grant program to the six community college areas. The Coordinating Commission worked with the community colleges, the Budget Division, and the State Accounting Division to develop guidelines, application materials, and reporting processes for the funds, which can be used for capital projects and programs that qualify under federal rules to mitigate the effects of the COVID-19 pandemic.

## **New to the Commission**

Governor Ricketts appointed three new Commission members during the 2021-2022 biennium. Molly O'Hollaran of North Platte was appointed to represent District 6 in December 2020, Gene Kelly was appointed to represent District 5 in December 2020 and resigned his position in December 2021, and Dr. Dennis Headrick was appointed to represent District 1 in January 2022.

As of November 2022, there were three Commission vacancies (Districts 4 and 5 and at-large).