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# MINUTES

**Coordinating Commission for Postsecondary Education  
Southeast Community College – Milford Campus  
Dunlap Center, Conference Room A/B, 600 State Street, Milford, NE  
Friday, October 11, 2024  
9:45 a.m. (CT)**

*Public notice of meeting*

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

**NOTICE OF MEETING**

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON OCTOBER 11, 2024. THE MEETING WILL BEGIN AT 9:45 A.M. AND ADJOURN AT APPROXIMATELY 1:00 P.M.

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

DR. PAUL VON BEHREN, CHAIR

*Meeting called to order at 9:45 a.m.*

**CALL TO ORDER AND INTRODUCTIONS**

Chair Von Behren called the meeting to order at 9:45 a.m. and asked for introductions.

**Commissioners Present**

Tim Daniels	Dannika Nelson
Dr. Deborah Frison	Dr. Paul Von Behren
Dr. LeDonna Griffin	Tami Weber
Dr. Dennis Headrick	W. Scott Wilson
Molly O'Holleran	

**Commissioners Absent**

Mary Lauritzen

**Commission Staff Present**

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Matthew Roque
Jill Heese	Gary Timm
J. Ritchie Morrow	

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*Dr. Paul Illich, Southeast Community College*

**WELCOME**

Dr. Paul Illich, President of Southeast Community College, welcomed the Commissioners to the SCC Milford Campus. President Illich and Ed Koster, Vice President for Research, Planning and Technology, and Milford Campus Director, provided a campus tour for the Commissioners and staff prior to the meeting.

*Minutes of September 13, 2024, approved*

**MINUTES OF SEPTEMBER 13, 2024, COMMISSION MEETING**

**Commissioner Wilson made a motion to approve the September 13, 2024, minutes as written. Commissioner Frison seconded the motion. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.**

*Chair's Report*

**CHAIR'S REPORT**

Chair Von Behren stated that Commissioners have been given a copy of the *2025 Commission Meeting Calendar* and updated *2024-2025 Committee Roster* with new chairs listed.

*Executive Director's Report*

**EXECUTIVE DIRECTOR'S REPORT**

Dr. Baumgartner introduced Gary Timm, Chief Finance Officer, to present the First Quarter Budget Report.

*First Quarter Budget Report, Gary Timm*

Mr. Timm provided information on Administrative Funds, noting during the first quarter a large one-time payment has been made for MHEC dues. Mr. Timm gave brief overviews of the Nebraska Opportunity Grant Program (NOG), the Community College Gap Assistance Program, Higher Education Financial Aid, 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. Mr. Timm answered questions from the Commissioners.

*FAFSA Update, J. Ritchie Morrow*

Dr. Baumgartner called on J. Ritchie Morrow, Financial Aid Officer, to give an update on FAFSA Completion activities. Mr. Morrow discussed the several rounds of beta testing being done and stated the task force is working with community-based organizations around the country to have the FAFSA ready for the public on December 1.

*Staff activities*

Recently, Mr. Morrow, along with Dr. Baumgartner, staffed an information table at the Educational Planning for Systems-Involved Youth Conference about the Door to College Scholarship Program.

Dr. Kathleen Fimple, Academic Programs Officer, and Dr. Baumgartner attended the UNO Future of Work Symposium on "A Skills-Based Approach for a Future-Ready Workforce."

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*Staff activities, continued*

Jill Heese, Research Director, attended the UNO Center for Public Affairs Research annual series on Data and Research for Community impact.

Mr. Morrow will be attending the National Association of State Student Grant and Aid Programs annual conference in late October.

Dr. Fimple will be attending the annual Higher Learning Commission State Partner Agencies meeting in Chicago in November.

Commissioner Frison and Dr. Baumgartner will be attending the Midwest Higher Education Commission meeting in Overland Park in November.

Dr. Baumgartner noted he will attend a SHEEO Communities of Practice meeting on Improving Value and ROI Reporting through Strategic Partnerships in Minneapolis in late October.

In November Dr. Baumgartner, Ms. Heese, and Mr. Morrow will be meeting with the Susan Thompson Buffet Foundation to discuss next steps in a mixed-methods NOG evaluation. Dr. Baumgartner will be presenting a request to the NSWERS executive board later this month to study outcomes of ACE recipients and non-recipients.

*Public Hearing on Matters of General Concern*

#### **PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

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

*Public Hearing on Academic Programs Committee Items*

*Dr. Nathan Barry and Mr. Stan Horrell, Metropolitan Community College*

#### **PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

Dr. Nathan Barry, Vice President for Strategic Operations and Initiatives, and Mr. Stan Horrell, Director of Campus Planning and Sustainability, from Metropolitan Community College, came forward and provided a PowerPoint presentation on the Sarpy County area for the New Branch Campus proposal listed on the agenda.

*Dr. David Jackson, University of Nebraska*

Dr. David Jackson, Interim Executive Vice President and Provost at the University of Nebraska, spoke briefly on the University's increasing effort on admitting graduate students at all campuses and focusing on their success. He also noted there are several programs on the agenda that will be under further review by the University of Nebraska.

*Rod Rhodes, Southeast Community College*

Rod Rhodes, Administrative Director – Work-Based Learning, from Southeast Community College, testified to raise awareness on micro-credentialing and digital badges.

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

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*Academic Programs Committee  
Commissioner Weber*

*Metropolitan Community College –  
Proposal for a Branch Campus  
Dr. Kathleen Fimple*

*Mr. Stan Horrell*

*Committee recommendation*

*Metropolitan Community College –  
Proposal for a Branch Campus  
approved*

*Monitoring Report for a Program  
Previously Reviewed – University of  
Nebraska at Omaha – Black Studies  
Dr. Fimple*

*Dr. Joseph Price, University of  
Nebraska at Omaha*

*Committee recommendation*

*Monitoring Report for a Program  
Previously Reviewed – University of  
Nebraska at Omaha – Black Studies,  
approved*

## **ACADEMIC PROGRAMS COMMITTEE**

Commissioner Weber, Committee Chair, stated there were action items on the agenda, and introduced Dr. Fimple to provide information on each proposal.

### **Metropolitan Community College – Proposal for a Branch Campus**

Dr. Fimple presented the proposal, noting the growth in Sarpy County. Metropolitan Community College has purchased land in the northern part of the county for future expansion. The proposed branch campus would serve the growing need and demand of local business and industry for qualified workers. Suggested programs and services on the proposed campus could include but not be limited to first responder programs, hospitality management, and trucking training. Mr. Horrell answered questions from the Commissioners.

**Committee recommendation:** That the Commission approve the proposal from Metropolitan Community College to establish the Sarpy County Campus (a branch campus) in Papillion, Nebraska.

**Commissioner Weber, on behalf of the Academic Programs Committee, moved to approve Metropolitan Community College’s proposal for a Branch Campus. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.**

### **Monitoring Report for a Program Previously Reviewed – University of Nebraska at Omaha – Black Studies**

Dr. Fimple presented the monitoring report, stating UNO conducted an in-depth review of the program in 2021, with the Board of Regents approving continuation of the program. The summary of the 2024 report indicated progress on previous goals and some additional strategies to increase recruitment, expand community engagement, and future of the program.

Dr. Joseph Price, Assistant Dean of Administration in the College of Arts and Sciences at UNO, was present and along with Dr. Jackson answered Commissioners’ questions.

**Committee recommendation:** That the Commission continue the Black Studies program at the University of Nebraska at Omaha.

**Commissioner Weber, on behalf of the Academic Programs Committee, moved to approve the Monitoring Report for a Program Previously Reviewed – University of Nebraska at Omaha – Black Studies. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.**

### **Existing Program Review**

Information Items:

#### **Chadron State College**

- Physical Science, BS, BSE

#### **University of Nebraska-Lincoln**

- Anthropology, BA/BS
- Complex Biosystems, PhD
- Earth and Atmospheric Sciences, MS, PhD
- Geography, BA/BS
- Geology, BA/BS
- Global Studies, BA
- Anthropology, MA
- Geography, MA
- Global Integrative Studies, PhD
- Forensic Anthropology, Graduate Certificate
- Museum Studies, Graduate Certificate
- Geographic Information Science, Graduate Certificate
- Meteorology-Climatology, BS
- Philosophy, BA/BS
- Physics, BA/BS
- Physics and Astronomy, MS, PhD

#### **University of Nebraska at Omaha**

- Environmental Science, BS, BMS
- Philosophy, BA, BMS
- Physics, BA/BS

Existing Programs Requiring Further Review

### **Existing Programs Requiring Further Review**

Dr. Fimple discussed the following programs that require further review.

#### **University of Nebraska at Kearney**

- Astronomy & Astrophysics Comp, BS
- Physical Science, BA/BS
- Physics, BA/BS
- Physics Education 7/12, BSE
- Physics Comprehensive/Engineering, BS

#### **University of Nebraska-Lincoln**

- Philosophy, MA, PhD

#### **University of Nebraska at Omaha**

- Religion, BA

Committee recommendation

**Committee recommendation:** That the University of Nebraska conduct in-depth reviews for the programs listed above.

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*Existing Programs Requiring Further Review approved*

**Commissioner Weber, on behalf of the Academic Programs Committee, moved to approve the Programs Requiring Further Review with an in-depth review by the University of Nebraska. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.**

*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 Von Behren closed the public hearing on Budget, Construction, and Financial Aid Committee Items.**

*Budget, Construction, and Financial Aid Committee*

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

Commissioner Wilson, in Commissioner Lauritzen’s absence, noted several action items to be voted upon and introduced Mr. Timm.

*Commissioner Wilson*

**Postsecondary Education Operating and State Aid Budget Recommendations for the 2025-27 Biennium**

*Postsecondary Education Operating and State Aid Budget Recommendations for the 2025-27 Biennium*

Mr. Timm presented the budget recommendations for the 2025-27 Biennium. The Commission reviewed 15 requests, four requests for new and expanded programs, and the community college state aid and dual enrollment request. After reviewing the requests from the University of Nebraska, the Nebraska State College System, and the community colleges the Commission recommended 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.

*Mr. Timm*

*Committee recommendation*

**Committee recommendation:** The Budget, Construction, and Financial Aid Committee recommends approval of the *2025-2027 Operating Budget and State Aid Recommendations* report. The Committee also recommends authorizing the Executive Director to make minor revisions to the *2025-2027 Operating Budget and State Aid Recommendations* report.

*Postsecondary Education Operating and State Aid Budget Recommendations for the 2025-27 Biennium approved*

**Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Postsecondary Education Operating and State Aid Budget Recommendations for the 2025-27 Biennium, and authorized the Executive Director to make minor revisions to the report. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.**

*2025-27 Capital Construction Budget Recommendation and Prioritization Report*

**2025-27 Capital Construction Budget Recommendation and Prioritization Report**

Matthew Roque, Capital Project & Financial Analyst, presented the report by reviewing the process and providing an overview of each section of the

*Matthew Roque*

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report. The Commission recommends to the Governor and the Legislature modification, approval, or disapproval of the requests from each institution, and develops a prioritization of approved individual capital construction budget request with the goal of protecting building occupants, completing partially funded projects, and preventing deterioration of existing physical assets. Mr. Roque noted that the Commission places high priority on providing safe, functional, and well-maintained facilities that support the institutions' efforts to provide exemplary programs

*Committee recommendation*

**Committee recommendation:** The Budget, Construction, and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of the Capital Construction Budget Recommendations and Prioritization 2025-2027 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture. The Committee also recommends authorizing the Executive Director to make minor revisions to the Capital Construction Budget Recommendations and Prioritization 2025-2027 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture.

*2025-27 Capital Construction Budget Recommendation and Prioritization Report approved*

**Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Capital Construction Budget Recommendations and Prioritization 2025-2027 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.**

Chair Von Behren called for a break at 11:45 a.m. The meeting resumed at 12:00 p.m.

*Title 281, Nebraska Administrative Code, Chapter 1, Coordinating Commission for Postsecondary Education – Rules and Regulations Governing The Excellence in Teaching Act*

*Mr. Morrow*

*Committee recommendation*

**Title 281, Nebraska Administrative Code, Chapter 1, Coordinating Commission for Postsecondary Education - Rules and Regulations Governing The Excellence in Teaching Act**

Mr. Morrow presented the Chapter 1 Rules and Regulations, noting the calendar timeline is the same for all three of the rules that will be voted on today.

**Committee recommendation:** That the Commission approve Chapter 1 – Rules and Regulations Governing The Excellence in Teaching Act.

*Title 281, Nebraska Administrative Code, Chapter 1, Coordinating Commission for Postsecondary Education – Rules and Regulations Governing The Excellence in Teaching Act approved*

**Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Title 281, Nebraska Administrative Code, Chapter 1, Coordinating Commission for Postsecondary Education - Rules and Regulations Governing The Excellence in Teaching Act. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O'Holleran, Von Behren, Weber, and Wilson. The motion carried.**

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*Title 281, Nebraska Administrative Code, Chapter 5, Coordinating Commission for Postsecondary Education – Rules and Regulations Concerning the Nebraska Opportunity Grant Act*

Mr. Morrow

*Committee recommendation*

*Title 281, Nebraska Administrative Code, Chapter 5, Coordinating Commission for Postsecondary Education – Rules and Regulations Concerning the Nebraska Opportunity Grant Act approved*

*Title 281, Nebraska Administrative Code, Chapter 8, Coordinating Commission for Postsecondary Education – Rules and Regulations Concerning the Guaranty Recovery Cash Fund*

Mr. Morrow

*Committee recommendation*

*Title 281, Nebraska Administrative Code, Chapter 8, Coordinating Commission for Postsecondary Education – Rules and Regulations Concerning the Guaranty Recovery Cash Fund approved*

*Community College GAP Assistance Program 2023-24 Annual Year-End Report*

Mr. Morrow

*Public Hearing on Planning and Consumer Information Committee Items*

**Title 281, Nebraska Administrative Code, Chapter 5, Coordinating Commission for Postsecondary Education - Rules and Regulations Concerning the Nebraska Opportunity Grant Act**

Mr. Morrow presented the Chapter 5 Rules and Regulations and noted changes made in the document are in red ink.

**Committee recommendation:** That the Commission approve the amendments to Chapter 5 – Rules and Regulations Concerning the Nebraska Opportunity Grant Act.

**Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Title 281, Nebraska Administrative Code, Chapter 5, Coordinating Commission for Postsecondary Education - Rules and Regulations Concerning the Nebraska Opportunity Grant Act. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.**

**Title 281, Nebraska Administrative Code, Chapter 8, Coordinating Commission for Postsecondary Education - Rules and Regulations Concerning the Guaranty Recovery Cash Fund**

Mr. Morrow presented the Chapter 8 Rules and Regulations.

**Committee recommendation:** That the Commission approve the amendments to Chapter 8 – Rules and Regulations Concerning the Guaranty Recovery Cash Fund.

**Commissioner Wilson, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Title 281, Nebraska Administrative Code, Chapter 8, Coordinating Commission for Postsecondary Education - Rules and Regulations Concerning the Guaranty Recovery Cash Fund. A roll call vote was taken. Voting aye: Daniels, Frison, Griffin, Headrick, Nelson, O’Holleran, Von Behren, Weber, and Wilson. The motion carried.**

**Community College GAP Assistance Program 2023-24 Annual Year-End Report**

Mr. Morrow presented the report, stating how the Gap Assistance Program for the community colleges is progressing both cumulatively and over the past year. The program is designed to provide financial aid to low-income community college students enrolled in credit or non-credit programs that do not qualify for federal Pell Grants, preparing them for jobs in high-need areas. Mr. Morrow discussed eligible programs, in-demand occupation areas, funding, and required reporting by the community colleges. The report also lists all the programs of study at each of the community colleges.

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

There was no testimony on Planning and Consumer Information Items.



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

*Planning and Consumer Information Committee*

*Commissioner O'Holleran*

*2024 Factual Look at Higher Education in Nebraska – Enrollment*

*Ms. Heese*

*Next Commission meeting is December 13, 2024*

*Meeting Adjourned at 1:15 p.m.*

**PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner O'Holleran, Committee Chair, introduced Jill Heese, Research Director, to present the *2024 Factual Look at Higher Education in Nebraska-Enrollment* report.

**2024 Factual Look at Higher Education in Nebraska – Enrollment**

Ms. Heese delivered a PowerPoint presentation summarizing the Enrollment section of the *2024 Factual Look at Higher Education in Nebraska*. The Coordinating Commission is required by statute to report Integrated Postsecondary Education Data System (IPEDS) data. Total fall enrollment for all sectors was up 2.1 percent over the last year and down 0.4 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 noted that a Key Takeaways summary is new this year.

**FUTURE MEETINGS**

The next Commission meeting will be Friday, December 13, 2024, 8:30 a.m. at the Apothecary Building, 140 North 8<sup>th</sup> Street, 5<sup>th</sup> Floor, North Loft, Lincoln, Nebraska.

**ADJOURNMENT**

Chair Von Behren adjourned the meeting at 1:15 p.m.



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

<b>Institution:</b>	<b>University of Nebraska at Omaha (UNO)</b>
<b>Program:</b>	<b>Applied Leadership Studies</b>
<b>Award:</b>	<b>Bachelor of Science in Applied Leadership Studies (BSALS)</b>
<b>Mode of Delivery:</b>	<b>Online and in-person (off-site)</b>
<b>Institution’s Existing Degree(s) in Same or Similar Discipline:</b>	<b>B.M.S., Concentration in Applied Leadership Studies</b> <b>B.S.B.A., Concentration in Management and Leadership</b> <b>Minor, Cross Sector Leadership</b> <b>Minor, Leadership and Public Policy</b> <b>Undergraduate Certificate, Gender and Leadership</b> <b>M.A., Critical &amp; Creative Thinking, Concentration in Organizational Science &amp; Leadership</b>
<b>Proposal Received by Commission:</b>	<b>October 4, 2024</b>
<b>Proposed Start Date:</b>	<b>Upon approval</b>

**Description**

UNO has a history of serving the region’s adult and contemporary learner population. The purpose of the proposed program is to provide multigenerational learners an undergraduate degree program that is flexible, accessible, and affordable. It is designed to address Nebraska’s workforce challenges, especially for those adults for whom a bachelor’s degree would open additional career pathways. Major topics include practical, authentic, and moral/ethical leadership; innovation and change, effective communication strategies, negotiation and conflict resolution, emotional intelligence, data-informed decision-making, social and cultural capital, and problem-solving. Students would have the opportunity to demonstrate learning already acquired.

The 120-credit hour program would require 40-46 hours of general education, 36 hours in the major, and 38-44 hours of electives (see page 4). The curriculum would focus on developing knowledge, skills, abilities, and competencies (KSACs) and is based on the 5 Cs of Leadership framework: Character, Communication, Connection, Context, and Content. Courses would come from the four participating academic units: School of Communication, School of Public Administration, Department of Philosophy, and Department of Sociology.

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

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

## REVIEW CRITERIA

### A. Need for the Program

High-----Low
√

As evidence of need, the proposal cited the recommendations of the Division of Continuing Studies (DCS) Business and Community Advisory Board (BCAB), as well as a regional landscape analysis. (The DCS BCAB is comprised of human resource, talent acquisition, and talent development professionals who represent Omaha area businesses and organizations.) The Board reports that internal capacity building of organizational leaders is much needed and a priority concern. These opinions align with research cited by UNO indicating that leaders at all levels are needed for organizational health, that the need is acute, and that it will continue to be a significant challenge for organizations. In addition, the current knowledge economy requires lifelong learners to be able to adapt to the rapidly changing world of work.

The regional landscape analysis, conducted by Lightcast, concluded that UNO was well positioned to provide a credit-bearing undergraduate leadership program for adult and contemporary learners. UNO has more adult learners than any four-year Nebraska institution except for Bellevue University. Lightcast also searched over 66,000 job postings in 2023 that required a bachelor’s degree. Leadership was tied with management for the second most sought-after skill, behind customer service.

In 2021, UNO added a concentration in Applied Leadership Studies to the Bachelor of Multidisciplinary Studies (BMS) degree program (see Section B). The BCAB and current students have stated that the BS degree is preferable to the BMS.

Letters of support were provided by UNO collaborating departments and colleges as well as business and community partners: Children’s Nebraska, Fiserv, HorsePower Brands, Mutual of Omaha, Greater Omaha Chamber, and Valmont Industries.

The number of adult learners historically served by UNO supports the need for the program.

### B. Demand for the Program

High-----Low
√

In response to learner and industry demand, UNO added a concentration in Applied Leadership Studies to the Bachelor of Multidisciplinary Studies (BMS) degree program in 2021. There were 17 students enrolled in the program in 2022-23 and 11 in the first half of 2023-24. Three students also graduated in 2023. Since the program focuses on adult students, many have a variety of previous learning experiences, including attending college. This is reflected in the program graduating three students just two years after the inception of the BMS.

The characteristics of potential students make it difficult to estimate future enrollments. UNO projects that 15 new students would enroll every year, most attending part-time. The number of majors would include the new students as well as those currently enrolled in the BMS and other UNO students who move into the program. Total enrollment in the major by year 5 is projected to be 63. This may be optimistic, but enrollment should be sufficient for a viable program.

### C. Avoidance of Unnecessary Duplication

High-----Low
√

There are other baccalaureate degrees in leadership offered in Nebraska. Bellevue University and Creighton University both have a BS in Leadership, and the Commission recently approved a BAS in Leadership at Peru State College.

The PSC program is different from the proposed program in that it has a strong focus on business. The Bellevue and Creighton programs more closely match the proposed program but are private institutions with higher costs.

**D. Resources: Faculty/Staff**

High-----Low				
	√			

UNO reports that existing faculty and staff resources that support the BMS concentration in Applied Leadership Studies would support the first year of the program. During year 1, stipends would be issued to faculty to develop courses for delivery in year 2. Additional resources would be added in anticipation of program growth beginning in year 2. If enrollment growth occurs at a faster rate than projected, additional resources would be needed.

The Division of Continuing Studies would house the program and provide administrative support. In keeping with the interdisciplinary nature of the program, a cross-disciplinary curriculum committee, comprised of representatives from each of the contributing departments, would oversee the program.

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

Acceptable				
yes	√		no	

The proposal states that no additional physical facilities, equipment, or informational resources would be needed. The budget does include \$6,000 for “computer/technology” for new staff.

**G. Budget**

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff <sup>1</sup>	\$637,791	Reallocated/Existing Funds	
General Operating <sup>2</sup>	\$250,000	New State Funds	
Equipment <sup>3</sup>	\$6,000	New Local Funds	
Other <sup>4</sup>	\$24,000	Tuition and Fees <sup>5</sup>	\$1,047,674
Five-Year TOTAL	\$917,791	Five-Year TOTAL	\$1,047,674

<sup>1</sup> Part-time instructors—4 courses in year 1, 8 courses in year 2, 12 in year 3, and 12 in year 4; half-time academic advisor starting in year 2.

<sup>2</sup> Marketing, recruitment, and professional development.

<sup>3</sup> Computer/technology for new staff.

<sup>4</sup> Online course development stipends for year 2.

<sup>5</sup> Based on 30 students in year one, increasing to 63 in years four and five, taking 6 credit hours per semester with tuition of \$3,216 and fees of \$958 per student *per year*.

**Committee Recommendation: That the Commission approve the Bachelor of Science in Applied Leadership Studies at the University of Nebraska at Omaha.**

First Regular Program Review: Due June 30, 2027

**Bachelor of Science in Applied Leadership Studies, 120 credit hours**

General Education Core Coursework	40-46 Hours
Electives (as needed to reach 120 total hours)	38-44 Hours
Applied Leadership Major	36 Hours
APLD 3000: Leadership Foundations Seminar (3 credits)	
Leadership Competencies Block	
PA 3900: Introduction to Integrated Leadership (3 credits)	
PHIL 3070: Leadership Ethics in Practice (3 credits)	
CMST 2410: Small Group and Leadership (3 credits)	
PA 4530: Strategic Planning (3 credits)	
Leadership Context Block* (18 credits)	
APLD 4000: Capstone Application Seminar (3 credits)	

\*Coursework that builds on and further develops knowledge and skills gained in personal and professional lives, applying it in contexts and environments in which leadership is utilized. Depending on the learner's needs or interests (or prior learning), the 18 hours of credit may come from coursework to provide a breadth of knowledge or allow a learner to build a deep understanding of leadership in one area of focus. Undergraduate minor or certificate coursework may be applied with approval.

**2023-2024 EXISTING PROGRAM REVIEW**  
**2023-2024 Programs Requiring Additional Review**  
*(Item in bold is under Commission Minimum Performance Standard)*

**COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation**

Institution	Program	5 yr Average (2018-2023)							Justification if under standard
		SCH	SCH/ FTE	Associate	Diploma	Certificate	Total Awards		
CCC	Diesel Technology	1,632	275	AAS	21.6	25.6	100.8	148	
MPCC	Diesel Technology	525	<b>261</b>	AAS	2.0	6.6	1.0	<b>9.6</b>	Need
NECC	Diesel Technology	2,076	365	AAS	24.0			24.0	
SCC	John Deere Construction & Forestry Equipment Tech.	553	277	AAS	8.8			<b>8.8</b>	Demand
SCC	John Deere Technology	2,387	444	AAS	30.8			30.8	
SCC	Diesel Technology-Truck	1,084	326	AAS	13.2			13.2	
SCC	Diesel Ag Equipment Service Tech	1,070	307	AAS	12.8			12.8	
SCC	Powersports Technology	292	<b>146</b>	AAS	.8	4.8		<b>5.6</b>	AAS new in 2020. Campus relocation from Lincoln to Milford.
WNCC	Diesel, Truck & Heavy Equipment Technology	159	<b>212</b>	AAS	0	0	2.5	<b>2.5</b>	New
CCC	Media Arts	1,144	346	AAS	11.0	14.4	29.2	54.6	
NECC	Media Arts	757	<b>191</b>	AAS	10.2	102.6		112.8	Demand
MCC	Administrative Technology (Office Technology)	1,682	1,121	AAS	3.4		3.6	<b>7.0</b>	Demand, Program restructured in 2020-21
NECC	Administrative Professional	698	414	AAS AA	6.0 1.0	2.0	2.2	11.2	
SCC	Office Professional	2,393	399	AAS	9.8	0.6		10.4	

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

Institution	Program	5 yr Average (2018-2023)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNL	Agriculture Leadership, Education and Communication	5,850	725	BS	41.2					
UNL	Leadership Education					MS Grad Cert.	4.8 0			Need; Certificate is new

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

**PROGRAMS DISCONTINUED by the INSTITUTIONS**

Institution	Program	Degree(s)	Comments
NECC	Administrative Professional	AA, AAS	Low Enrollment

**Commission Minimum Performance Standard**

**Number of Degrees/Awards in this Program**  
(the mean of the prior 5 years)

Less Than Two Years and Associate	10	All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.
Baccalaureate and First Professional	7	
Masters Degree	5	
Specialist	4	
Doctoral Degree	3	

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

300	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275
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## 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:** 2023-24 Programs of the Excellence in Teaching Act report

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**Committee Recommendation:** The Budget, Construction, and Financial Aid Committee recommends approval of the *2023-24 Programs of the Excellence in Teaching Act* report.

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**Purpose:** Neb. Rev. Stat. § 85-3114 directs the commission to report to the Legislature and the Governor on the status of the programs, the status of the borrowers, and the impact of the programs on the number of teachers in shortage areas in Nebraska and on the number of teachers receiving graduate degrees in teaching endorsement areas in Nebraska or receiving approval to teach postsecondary courses by a Nebraska postsecondary educational institution.



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

**STATUS OF THE PROGRAMS REPORT**

# **Programs of the Excellence in Teaching Act**

Attracting Excellence to Teaching Program (AETP)

Enhancing Excellence in Teaching Program (EETP)

Prepared and submitted pursuant to Section 85-3114

**Coordinating Commission for  
Postsecondary Education**

December 2024

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# EXCELLENCE IN TEACHING ACT

## GENERAL INFORMATION

In April 2009, the Nebraska Legislature approved LB547, revising the Attracting Excellence to Teaching Program created in 2006 to become the Excellence in Teaching Act and granting the Nebraska Department of Education (NDE) and the State Board of Education the authority to adopt and promulgate rules and regulations to carry out the Act, which included the Attracting Excellence to Teaching Program and the Enhancing Excellence in Teaching Program.

In addition, LB547 created the Excellence in Teaching Cash Fund to fund the programs of the Excellence in Teaching Act up to \$1 million per year. Available funds were allocated annually by NDE, up to \$400,000 to the Attracting Excellence to Teaching Program for distribution to all participating eligible institutions with remaining funds allocated to the Enhancing Excellence in Teaching Program for distribution to eligible students.

In 2011, Governor Heineman approved LB333, which limited the allocation of funds to the Excellence in Teaching Cash Fund. This bill reduced the allocation of funds from \$1 million to \$225,000 for fiscal year 2011-2012 and to \$45,000 for fiscal year 2012-2013. Use of the funds was limited to individuals who received a 2010-2011 Attracting Excellence to Teaching Program award and were continuing in their initial preparation program. Funding for Enhancing Excellence in Teaching Program awards was suspended for the 2011-2012 and 2012-13 award years.

LB967, 2014, increased the allocation to the Excellence in Teaching Act fund by \$200,000 for a total allocation of \$1,200,000 (\$400,000 to the Attracting Excellence in Teaching Program, and \$800,000 to the Enhancing Excellence in Teaching Program).

*Sections 85-3101 to 85-3115 shall be known and may be cited as the Excellence in Teaching Act and shall include the Attracting Excellence to Teaching Program, the Enhancing Excellence in Teaching Program, and the Career-Readiness and Dual-Credit Education Grant Program.*

§85-83101  
N.R.S.

LB519, 2015, changed the amount allocated to the Excellence in Teaching Act Fund to be 8% of the funds allocated to the Nebraska Education Improvement fund. The funds continued to be divided between the Attracting Excellence in Teaching Program (\$400,000) and the Enhancing Excellence in Teaching Program (\$800,000), with any additional funds divided evenly between the two programs.

LB705, 2023, brought major changes to the Excellence in Teaching Act. Foremost, LB705 moved responsibility for the Excellence in Teaching Act programs from NDE to the Coordinating Commission for Postsecondary Education (CCPE) effective July 1, 2024 (Neb. Rev. Stat. §§ 85-3101 to 85-3115) . In addition, LB705 changed the allocation of funds from the Excellence in Teaching Cash Fund so that up to \$250,000 is to be used for the Career-Readiness and Dual-Credit Education Grant Program, which is outside of the Excellence in Teaching Act programs; up to \$500,000 is to be used for students eligible for the Attracting Excellence to Teaching Program who are enrolled in student teaching semesters (clarified in LB1284, 2024); and remaining funds continue to be allocated up to \$400,000 for the Attracting Excellence to Teaching Program and \$800,000 for the Enhancing Excellence in Teaching Program, with excess funds evenly divided between the two. The new allocations are reflected in the 2024-25 awards.

As program administration transferred from NDE to the CCPE as of July 1, 2024, this report has been compiled by the CCPE but primarily covers awards and program administration carried out by NDE in fiscal years 2023 and 2024. As of December 2024, CCPE administrative rules replacing NDE Rule 25 are near the end of the approval process.

# ATTRACTING EXCELLENCE TO TEACHING

## PROGRAM INFORMATION

Implemented in the fall of 2006 and revised under the Excellence in Teaching Act, the Attracting Excellence to Teaching Program (AETP) provides forgivable loans to eligible students who are enrolled in an undergraduate or graduate teacher education program at an eligible Nebraska institution working towards initial certification to teach in Nebraska. AETP loans, in an amount of \$3,000, are awarded on an annual basis, and an eligible student can apply for and receive an AETP loan annually for up to five (5) consecutive years.

In return for receiving an AETP loan, the student agrees to complete the teacher education program in which s/he is currently enrolled and commits to becoming certified and to teach full-time in an accredited or approved public or private school in Nebraska. If the student meets the contractual obligations of the program, the loan will be forgiven, beginning after the first two years of full-time teaching, in an amount up to \$3,000 for each year of teaching or in an amount up to \$6,000 for each year of teaching if the student teaches in a school district that has been classified as very sparse or in a school building in which at least 40% of the students qualify for the poverty factor.

Beginning in the 2009-2010 award year, applicants for an AETP loan were required to be majoring in a field of study for which there is a shortage of properly endorsed teachers, as determined by the Department.

*The purposes of the Attracting Excellence to Teaching Program are to: attract outstanding students to major in shortage areas at the teacher education programs of Nebraska's postsecondary educational institutions; retain resident students and graduates as teachers in the accredited school districts, Educational Service Units and private schools, or approved schools of Nebraska; and establish a loan contract that requires a borrower to obtain employment as a teacher in this state after graduation.*

§85-3104 R.R.S.

## DISTRIBUTION FORMULA

Section 002.03E of Rule 25, *Regulations Governing the Excellence in Teaching Act*, effective August 15, 2016, provided for the allocation of AETP funds by NDE to all participating eligible Nebraska institutions according to the distribution formula set forth in Rule 25, Section 002.04. The institutions then acted as agents of NDE in the distribution of the funds to eligible students. (New CCPE rules are in the approval process).

The formula for the initial distribution of AETP funds to participating eligible institutions is based on the most recent teacher education program completer data available to NDE. The percentage of loan funds available to each participating eligible institution matches the institution's percentage of the state's teacher education program completers from all eligible institutions.

Initial funds not distributed by the institutions were reallocated by NDE, and now the CCPE, according to the distribution formula set forth in Rule 25, Section 002.04B, to participating eligible institutions that have requested consideration for additional funds. Any remaining undistributed or unclaimed funds are returned to the Excellence in Teaching Cash Fund for future allocation.

With the annual allocation of funds to the AETP limited to no more than \$400,000 (§79-8,137.05 R.R.S.), a maximum of 133 loans was available per award year for allocation to participating eligible institutions. Since the 2016-17 award year, the number of loans available has been based on the actual funds available.

*The commission shall allocate on an annual basis up to four hundred thousand dollars in the aggregate of the funds to be distributed for the Attracting Excellence to Teaching Program to all eligible institutions according to the distribution formula as determined by rule and regulation. The eligible institutions shall act as agents of the department in the distribution of the funds for the Attracting Excellence to Teaching Program to eligible students.*

*§85-3112 R.R.S.*

## STATUS OF THE PROGRAM

The 2024-25 award year marks the nineteenth year of the Attracting Excellence to Teaching Program. To date, 2,788 AETP loans totaling approximately \$8.36 million have been awarded to 2080 eligible students seeking their initial teaching certificate.

For the 2024-2025 award year 133 AETP loans at \$3,000 each and 100 AETP-ST loans at \$3,000 each are available for distribution among the fifteen (15) eligible institutions for a total of \$699,000.

For the 2023-2024 award year the AETP funds provided for a total of 417 loans at \$3,000 each to be distributed among the fifteen (15) eligible institutions. NDE awarded 323 loans totaling \$969,000 based on recipient eligibility.

The 2022-2023 award year funds provided for a total of 417 loans at \$3,000 each to be distributed among the fifteen (15) eligible institutions. NDE awarded 283 loans totaling \$849,000 based on recipient eligibility.

Attachment A provides the number of loans distributed by institution per award year, 2006-2007 through October 18, 2024.

## **STATUS OF THE BORROWERS**

Since the implementation of the AETP during the 2006-2007 award year, NDE has awarded 2,788 AETP loans to 2,080 students pursuing initial certification to teach in Nebraska. Of those, 1,397 loans (50%) have been forgiven as a result of the recipient teaching full-time in an accredited or approved public or private school in Nebraska, and 255 loans (9%) have been repaid by recipients who were no longer eligible to participate in the program. The most common reasons for repayment include: left the teacher education program, no longer a full-time student, accepted employment not qualifying for loan forgiveness. The remaining loans are categorized as follows:

- 557 loans (20%) are pending forgiveness as the recipients fulfill the teaching obligation;
- 392 loans (14%) are pending completion of the teacher education program;
- 129 loans (4.6%) are being repaid;
- 56 loans (2%) were declined;
- 37 loans (1.3%) have other status; i.e. graduated but not yet teaching, deferment, default.

Attachment B provides more detailed AETP status information.



## IMPACT OF THE PROGRAM ON SHORTAGE AREAS IN NEBRASKA

In an effort to support the program's purpose to "...attract outstanding students to major in shortage areas at the teacher education programs of Nebraska's postsecondary educational institutions...", a provision of the Excellence in Teaching Act (2009) added a requirement that first-time AETP loan applicants major in a subject area that has been designated by NDE as a shortage area at the time loan funds are first received (§85-3103(5)).

As presented in Section 004 of Rule 25, shortage areas are determined by NDE on the basis of an annual teacher supply survey of Nebraska accredited and approved school systems, and Educational Service Units. The Nebraska Teacher Vacancy Survey is conducted each fall, and information collected from survey responses is utilized in the determination of shortage areas for the applicable award year.

Since program implementation in 2006, 1,555 AETP loan recipients (75% of all AETP loans) have received their initial certification with an endorsement in a subject area identified as a shortage area in Nebraska.

Attachment C provides information about the endorsement areas of recipients who have completed a teacher education program and have been certified to teach in Nebraska.

*The Coordinating Commission for Postsecondary Education may adopt and promulgate rules and regulations to determine teacher shortage areas and to carry out the Excellence in Teaching Act.*

*§85-3115 R.R.S.*

*Shortage area means a secular field of teaching for which there is a shortage, as determined by the department, of properly endorsed teachers at the time the borrower first receives funds pursuant to the program.*

*§85-3103(6) R.R.S.*

# AETP ATTACHMENTS

The following attachments are applicable to the Attracting Excellence to Teaching Program (AETP).

# ATTACHMENT A

## ATTRACTING EXCELLENCE TO TEACHING PROGRAM (AETP)

### Allocations and Awards

Institution	2006-2007 Award Year			2007-2008 Award Year			2008-2009 Award Year			2009-2010 Award Year		
	Teacher Education Program Completers in 2005	Allocations Based on 2005 Completers		Teacher Education Program Completers in 2006	Allocations Based on 2006 Completers		Teacher Education Program Completers in 2007	Allocations Based on 2007 Completers		Teacher Education Program Completers in 2008	Allocations Based on 2008 Completers	
		Allocation*	Awarded		Allocation*	Awarded		Allocation*	Awarded		Allocation*	Awarded
<b>Chadron State College</b>	114	7	5	112	13	1	121	2	2	89	8	3
<b>College of St. Mary</b>	44	2	2	31	3	3	43	5	8	43	4	6
<b>Concordia University</b>	104	5	5	119	14	14	86	1	17	84	8	9
<b>Creighton University</b>	50	2	2	50	6	4	56	1	5	47	4	1
<b>Dana College</b>	27	2	2	34	4	4	35	7	6	36	2	2
<b>Doane College</b>	45	2	2	88	11	11	68	1	14	73	6	5
<b>Grace University</b>	20	1	1	15	2	2	15	5	3	9	1	1
<b>Hastings College</b>	66	3	3	64	8	8	61	1	12	40	2	4
<b>Midland College</b>	36	2	2	29	4	4	30	4	4	26	2	2
<b>NE Wesleyan University</b>	59	3	3	35	4	4	53	1	11	50	4	5
<b>Peru State College</b>	159	9	8	117	14	12	112	2	9	119	9	7
<b>Union College</b>	27	2	1	29	4	0	12	5	0	25	2	0
<b>UN-Kearney</b>	224	13	13	192	23	23	222	4	45	203	17	22
<b>UN-Lincoln</b>	402	23	23	339	40	39	379	7	27	394	32	19
<b>UN-Omaha</b>	227	13	14	268	32	19	248	5	27	240	20	26
<b>Wayne State College</b>	146	9	8	135	16	16	137	2	27	124	11	16
<b>York College</b>	30	2	2	19	2	1	18	4	0	18	1	0
<b>Totals</b>	1780	100	96	1676	200	165	1696	345	217	1620	135	128

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\* Loan allocations for 2006-07 thru 2008-09 were based on a maximum of \$2500 per recipient. In 2009-10 the amount was increased to \$3000 per recipient.

Teacher Education Program Completer numbers are based on data from the Nebraska Title II Higher Education Act reports.

Reflects 2008-09 AETP allocation (\$750,000) plus funds not awarded in the previous year and funds from repayment from previous recipients.

Reflects passage of Excellence in Teaching (LB547) in which AETP allocation is capped at \$400,000/year.

# ATTACHMENT A

## ATTRACTING EXCELLENCE TO TEACHING PROGRAM (AETP) Allocations and Awards

Institution	2010-2011 Award Year			2011-2012 Award Year			2012-2013 Award Year			2013-2014 Award Year		
	Teacher Education Program Completers in 2009	Allocations Based on 2009 Completers		AETP Recipients in 2010-2011	Allocations Based on 2010 Recipients		AETP Recipients in 2011-12	Allocations Based on 2011 Recipients		Teacher Education Program Completers in 2012	Allocations Based on 2012 Completers	
		Allocation*	Awards*		Allocation*	Awarded		Allocation*	Awards*		Allocation*	Awarded
Chadron State College	114	9	0	0	0	0	0	0	0	107	8	0
College of St. Mary	45	4	5	5	1	1	1	1	0	73	6	5
Concordia University	95	8	9	9	7	7	7	3	1	111	9	11
Creighton University	35	3	3	3	2	2	2	0	0	52	4	4
Dana College	Closed in 2010											
Doane College	57	5	5	5	4	0	0	0	0	67	5	6
Grace University	8	1	0	0	0	3	3	0	0	30	2	3
Hastings College	64	5	5	5	3	0	0	0	0	65	5	4
Midland College	26	2	2	2	1	3	3	0	0	37	3	4
NE Wesleyan University	34	3	4	4	3	1	1	1	0	54	4	7
Peru State College	105	9	10	10	6	2	2	2	1	99	8	2
Union College	25	2	0	0	0	5	5	0	0	16	1	0
UN-Kearney	182	15	16	16	12	5	5	3	0	217	16	16
UN-Lincoln	413	34	39	39	21	13	13	4	0	392	30	14
UN-Omaha	252	21	21	21	9	5	5	2	1	234	18	21
Wayne State College	122	10	13	13	13	8	8	5	3	153	12	16
York College	23	2	1	1	0	0	0	0	0	21	2	2
<b>Totals</b>	1600	133	133	133	82	55	55	2	6	1728	133	115

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Reflects passage of Excellence in Teaching (LB333) in which AETP allocation was capped at \$225,000 and restricted to previous year recipients.

Reflects passage of Excellence in Teaching (LB333) in which AETP allocation was capped at \$45,000 and restricted to previous year recipients.

AETP allocation was returned to \$400,000 with no restrictions.

# ATTACHMENT A

## ATTRACTING EXCELLENCE TO TEACHING PROGRAM (AETP)

### Allocations and Awards

Institution	2014-2015 Award Year			2015-2016 Award Year			2016-2017 Award Year			2017-2018 Award Year		
	Teacher Education Program Completers in 2013	Allocations Based on 2013 Completers		Teacher Education Program Completers in 2014	Allocations Based on 2014 Completers		Teacher Education Program Completers in 2015	Allocations Based on 2015 Completers		Teacher Education Program Completers in 2016	Allocations Based on 2016 Completers	
		Allocation*	Awards*		Allocation	Awarded		Allocation	Awards*		Allocation	Awarded
Chadron State College	115	8	1	110	9	0	95	1	0	70	10	0
College of St. Mary	65	5	6	49	4	6	64	1	6	64	1	9
Concordia University	110	8	14	104	9	11	85	1	10	93	13	10
Creighton University	52	4	0	61	5	2	31	1	3	39	1	3
Dana College												
Doane College	65	5	5	68	5	6	81	1	7	74	10	4
Grace University	29	2	1	15	1	1	13	1	1	17	1	2
Hastings College	59	4	4	62	5	5	50	4	3	35	1	2
Midland College	33	3	3	25	2	3	50	4	7	52	1	7
NE Wesleyan University	36	3	6	40	3	6	51	4	4	36	1	7
Peru State College	113	8	0	86	7	7	70	1	6	61	1	6
Union College	17	1	0	13	1	0	13	1	0	20	1	1
UN-Kearney	252	15	19	237	19	21	291	2	23	258	35	38
UN-Lincoln	401	30	28	352	28	23	324	28	8	249	34	10
UN-Omaha	277	20	27	240	19	22	194	17	22	333	45	28
Wayne State College	154	11	15	178	15	20	183	16	16	151	21	18
York College	26	2	2	16	1	1	15	1	1	16	1	2
<b>Totals</b>	<b>1804</b>	<b>133</b>	<b>131</b>	<b>1656</b>	<b>133</b>	<b>134</b>	<b>1610</b>	<b>138</b>	<b>117</b>	<b>1568</b>	<b>214</b>	<b>147</b>

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↑  
AETP allocation was  
returned to \$400,000  
with no restrictions.

↑  
AETP allocation was  
based on funds available.

↑  
AETP allocation was  
based on funds available.

# ATTACHMENT A

## ATTRACTING EXCELLENCE TO TEACHING PROGRAM (AETP)

### Allocations and Awards

Institution	2018-2019 Award Year			2019-2020 Award Year			2020-2021 Award Year			2021-22 Award Year		
	Teacher Education Program Completers in 2017	Allocations Based on 2017 Completers		Teacher Education Program Completers in 2018	Allocations Based on 2018 Completers		Teacher Education Program Completers in 2018	Allocations Based on 2018 Completers		Teacher Education Program Completers in 2019	Allocations Based on 2019 Completers	
		Allocation*	Awards*		Allocation*	Awards*		Allocation*	Awards*		Allocation*	Awards*
Chadron State College	87	11	1	91	12	1	91	16	0	96	13	3
College of St. Mary	49		6	57		5	57	10	1	49	7	3
Concordia University	55		8	87	11	11	87	16	6	98	14	6
Creighton University	38		4	28		5	28	5	4	26	4	4
Dana College												
Doane College	68		9	77	10	6	77	14	13	69	10	15
Grace University	Closed in 2018											
Hastings College	55		6	38		4	38	7	5	45	6	8
Midland College	35		5	21		4	21	4	4	49	7	3
NE Wesleyan University	35		4	35		5	35	6	5	38	5	14
Peru State College	55		7	43		7	43	8	3	40	6	1
Union College	14		1	15		0	15	3	0	12	2	0
UN-Kearney	254	32	34	215	26	27	215	38	24	254	35	14
UN-Lincoln	162	20	18	327	42	24	327	58	17	346	48	33
UN-Omaha	294	37	17	165	21	25	165	29	23	167	23	24
Wayne State College	172	22	25	145	19	32	145	26	26	137	19	31
York College	9		1	17		6	17	3	3	12	2	4
<b>Totals</b>	<b>1382</b>	<b>173</b>	<b>146</b>	<b>1361</b>	<b>174</b>	<b>162</b>	<b>1361</b>	<b>243</b>	<b>134</b>	<b>1438</b>	<b>200</b>	<b>163</b>

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↑  
AETP allocation was  
based on funds available.

↑  
AETP allocation was  
based on funds available.

↑  
AETP allocation was  
based on funds available.

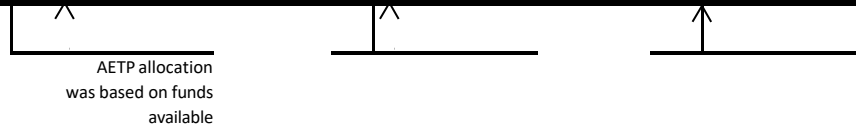
AETP allocation was  
based on funds available.

# ATTACHMENT A

## ATTRACTING EXCELLENCE TO TEACHING PROGRAM (AETP) Allocations and Awards

Institution	2022-2023 Award Year			2023-2024 Award Year			2024-2025 Award Year			2025-26 Award Year		
	Teacher Education Program Completers in 2020	Allocations Based on 2020 Completers		Teacher Education Program Completers in 2021	Allocations Based on 2021 Completers		Teacher Education Program Completers in 2022	Allocations Based on 2022 Completers		Teacher Education Program Completers in 2023	Allocations Based on 2023 Completers Allocation* Awards*	
		Allocation*	Awards*		Allocation*	Awards*		Allocation*	Awards*		Allocation*	Awards*
Chadron State College	67	21	3	67	21	5	79	8	8			
College of St. Mary	45	14	15	45	14	7	33	3	4			
Concordia University	71	22	8	71	22	3	83	8	5			
Creighton University	41	13	1	41	13	8	28	3	2			
Dana College	Closed in 2010											
Doane College	61	19	21	61	19	30	53	5	6			
Grace University	Closed in 2018											
Hastings College	41	13	13	41	13	24	24	2	2			
Midland College	43	13	11	43	13	10	35	4	4			
NE Wesleyan University	26	8	18	26	8	18	40	4	5			
Peru State College	39	12	8	39	12	15	32	3	4			
Union College	6	2		6	2	1	9	1	0			
UN-Kearney	231	71	30	231	71	18	270	27	18			
UN-Lincoln	317	98	97	317	98	89	281	28	37			
UN-Omaha	208	64	21	208	64	70	210	21	24			
Wayne State College	142	44	31	142	44	35	143	14	17			
York University	10	3	6	10	3	9	10	1	1			
<b>Totals</b>	<b>1348</b>	<b>417</b>	<b>283</b>	<b>1348</b>	<b>417</b>	<b>323</b>	<b>1330</b>	<b>133</b>	<b>137</b>			

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**ATTACHMENT B**

**Attracting Excellence to Teaching Program (AETP)  
 Status Summary**

Institution	Current Status of Recipients From 2021-22 through 2035-36 Award Years																															
	Loan Canceled by Repayment																Loan Forgiven															
	Award Year																Contract Teaching Requirements Met															
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36		
Chadron State College																																
College of Saint Mary																																
Concordia University																																
Creighton University																																
Dana College - Closed in 2010																																
Doane University																																
Grace University - Closed in 2018																																
Hastings College	1																															
Midland University																																
Nebraska Wesleyan University																																
Peru State College																																
Union College																																
University of Nebraska Kearney	1																															
University of Nebraska Lincoln	3																															
University of Nebraska Omaha																																
Wayne State College																																
York University (as of 2022-23)																																
<b>Total</b>	0	5	0													0	0	0														
<b>Grand Total 2006-07 through 2024-25</b>	255																1397															

ATTACHMENT B

**Attracting Excellence to Teaching Program (AETP)**  
Status Summary

Institution	Current Status of Recipients From 2006-07 through 2020-21 Award Years																													
	(CONTINUED NEXT PAGE)																													
	Continuing in Teacher Education Program												In Deferment																	
	Award Year												Award Year																	
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Chadron State College																														
College of Saint Mary																												1		
Concordia University																														
Creighton University																														
Dana College – Closed in 2010																														
Doane University																														
Grace University – Closed in 2018																														
Hastings College																														
Midland University																														
Nebraska Wesleyan University																														
Peru State College																														
Union College																														
University of Nebraska Kearney																													1	
University of Nebraska Lincoln																													1	
University of Nebraska Omaha																														
Wayne State College																														
York College																														
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	

# ATTACHMENT B

## Attracting Excellence to Teaching Program (AETP)

### Status Summary

Current Status of Recipients From 2021-22 through 2035-36 Award Years

Institution	Continuing in Teacher Education Program														In Deferment														
	Award Year														Award Year														
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
Chadron State College	1	2	2	8																									
College of Saint Mary		2	4	4																									
Concordia University		1	2	5																									
Creighton University			4	2																									
Dana College – Closed in 2010																													
Doane University		2	17	6																									
Grace University – Closed in 2018																													
Hastings College		2	9	2													1												
Midland University		1	2	4																									
Nebraska Wesleyan University		2	8	5																									
Peru State College		6	7	4																									
Union College			1																										
University of Nebraska Kearney	1	10	10	18													1												
University of Nebraska Lincoln	1	24	48	37																									
University of Nebraska Omaha	1	9	40	24											1														
Wayne State College		6	21	16											1	1													
York University (as of 2022-23)		3	7	1																									
<b>Total</b>	<b>4</b>	<b>70</b>	<b>182</b>	<b>136</b>											<b>2</b>	<b>0</b>	<b>3</b>												
<b>Grand Total 2006-07 through 2024-25</b>	<b>392</b>														<b>8</b>														

**Attracting Excellence to Teaching Program (AETP)**  
Status Summary

		Current Status of Recipients From 2006-07 through 2020-21 Award Years (CONTINUED NEXT PAGE)																													
		Graduated*										Teaching																			
		Award Year										Award Year																			
Institution		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Chadron State College																													1		
College of Saint Mary																															
Concordia University																											1	2	5	4	
Creighton University																												1	2		
Dana College - Closed in 2010																															
Doane University																														3	
Grace University - Closed in 2018																															
Hastings College																														1	
Midland University																											1	1	1	2	
Nebraska Wesleyan University																															
Peru State College																										1	1	1	3	1	
Union College																															
University of Nebraska Kearney																											1	2	6	9	
University of Nebraska Lincoln																											1	4	10		
University of Nebraska Omaha																											2	1	7	11	
Wayne State College																												7	19		
York College																												3	2		
<b>Total</b>													0	0	0										0	0	1	6	8	40	67

\*Recipients in the Graduated category have completed their Teacher Education Program but are not yet teaching. Recipients are given 6 months after completing their program to begin teaching to meet the contract teaching requirements.

## ATTACHMENT B

### Attracting Excellence to Teaching Program (AETP)

#### Status Summary

Current Status of Recipients From 2021-22 through 2035-36 Award Years

Institution	Graduated*														Teaching														
	Award Year														Award Year														
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
Chadron State College	1	1													2	1	2												
College of Saint Mary															3	11	2												
Concordia University															5	7	1												
Creighton University															3	1	3												
Dana College - Closed in 2010																													
Doane University		1													14	17	10												
Grace University - Closed in 2018																													
Hastings College		1	2												7	8	10												
Midland University		1	1												3	9	7												
Nebraska Wesleyan University	3	4	4												9	11	6												
Peru State College															1	2	7												
Union College																													
University of Nebraska Kearney		1													11	17	7												
University of Nebraska Lincoln		1	1												26	63	34												
University of Nebraska Omaha		1	3												19	11	16												
Wayne State College															29	23	10												
York University (as of 2022-23)															3	3	1												
<b>Total</b>	<b>3</b>	<b>10</b>	<b>12</b>												<b>135</b>	<b>184</b>	<b>116</b>												
<b>Grand Total 2006-07 through 2024-25</b>	<b>25</b>														<b>557</b>														

\*Recipients in the Graduated category have completed their Teacher Education Program but are not yet teaching. Recipients are given 6 months after completing their program to begin teaching to meet the contract teaching requirements.

# ATTACHMENT B

## Attracting Excellence to Teaching Program (AETP) Status Summary

Institution	Current Status of Recipients From 2006-07 through 2020-21 Award Years (CONTINUED NEXT PAGE)																												
	In Repayment Status													Other															
	Award Year													Award Year															
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Chadron State College															1B														
College of Saint Mary														1															
Concordia University										1									1D										
Creighton University														1															
Dana College – Closed in 2010																													
Doane University													1	1															
Grace University – Closed in 2018							1					1																	
Hastings College																													
Midland University										3	3	2	1																
Nebraska Wesleyan University								1	1	1	3	2	1	1			1W						1TL	1TI					
Peru State College									1	1	1	1	2	1							1D				1TI				
Union College																													
University of Nebraska Kearney								1		2	3	1	2	1									1TI						
University of Nebraska Lincoln									1			1	3	2									1D						
University of Nebraska Omaha								2	3	5	3	7	6	4			1W						2TL	1TI					
Wayne State College				1	1	1			1			2	3												1TL				
York College												1	2	1															
<b>Total</b>	0	0	0	0	1	1	1	1	4	7	13	14	17	21	13	1	0	2	0	3			1	2	2	1	1		

D=Deceased  
ID=In Default  
W=WrittenOff  
B=Bankruptcy  
TL=To Legal

# ATTACHMENT B

## Attracting Excellence to Teaching Program (AETP) Status Summary

Institution	Current Status of Recipients From 2021-22 through 2034-35 Award Years																												
	In Repayment Status														Other														
	Award Year														Award Year														
	2021-22	2022-23	2023-24	2024-25	2025-26	2011-12	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
Chadron State College																													
College of Saint Mary	1	2	1																										
Concordia University	1																												
Creighton University	1																												
Dana College - Closed in 2010																													
Doane University	1	1	1																										
Grace University - Closed in 2018																													
Hastings College			1																										
Midland University																													
Nebraska Wesleyan University	4	1																											
Peru State College																													
Union College																													
University of Nebraska Kearney	2																												
University of Nebraska Lincoln	5	5	3																										
University of Nebraska Omaha	2		3																										
Wayne State College			1																										
York University (as of 2022-23)																													
<b>Total</b>	17	9	10	0											0	0	0												
<b>Grand Total 2006-07 through 2024-25</b>	129														12														

D=Deceased  
ID=In Default  
W=Written Off  
B=Bankruptcy  
TL=To Legal

# ATTACHMENT C

## Attracting Excellence to Teaching Program (AETP)

### Endorsements of Recipients who Completed Their Initial Certification Program

	AGRICULTURE	ART	BASIC BUSINESS	BIOLOGY	BUSINESS, MARKETING, INFO TECH	CHEMISTRY	COACHING	COOP ED DIV OCC	DEAF AND HARD OF HEARING	EARLY CHILDHOOD EDUC	EARLY CHILDHOOD INCLUSIVE	EARTH & SPACE SCIENCE	ELEMENTARY	ENGLISH	ENGLISH AS 2ND LANG	ENGLISH LANGUAGE ARTS	FAMILY & CONSUMER SCIENCE	HEALTH	HEALTH & PHYS EDUC	HISTORY	INDUSTRIAL TECH EDUCATION	INFORMATION TECHNOLOGY	INSTRUMENTAL MUSIC	JOURNALISM & MEDIA EDUC	MATHEMATICS	MIDDLE GR/BUSINESS ED	MIDDLE GR/FAMILY & CONSUMER	MIDDLE GR/HEALTH & PE	MIDDLE GR/LANGUAGE ARTS	MIDDLE GR/MATHEMATICS	MIDDLE GR/NATURAL SCIENCES	MIDDLE GR/SOCIAL SCIENCE	MIDDLE GRADES	MUSIC	PHYSICAL EDUCATION	PHYSICS	READING AND WRITING	SCHOOL LIBRARIAN	SCIENCE	SKILLED AND TECH SCIENCE	SOCIAL SCIENCE	SPECIAL EDUCATION GENERALIST	SPEECH-LANGUAGE PATH	THEATRE	VOCAL MUSIC	WORK-BASED LEARNING	WORLD LANGUAGE	Grand Total		
Chadron State College										1			6											1										1								3					1	14		
College of Saint Mary			3		3					1	4		21	2	11	3	1								1	1				8	3	4	6	4				1		5		5	21				1		3	112
Concordia University			5	1			2			11	2		25	1	8	1			1	1					9	1			5	4	7	3	3	2		3	2					2	12					1	114	
Creighton University				2						2			15					1							2														2				5			1		30		
Dana College - Closed 2010							1						3	1						1					1												1					3		1		3	19			
Doane University			3							7			35	6	4	6				1	1				7	1			2	6	1	2		6	2			4		1			45				2	143		
Grace University - Closed 2018									1		1										1											1			2	1												8		
Hastings College		4		1	2		1			11			35	2	4	3			1						6														2		2			30			2	108		
Midland University		2	1				12			13			24	2	2					1		1			4											1	1			2		1		8				77		
Nebraska Wesleyan University	1		1				3					44	3	1		3			4						4																1		32		1		3	102		
Peru State College		2			2		9	1		12	3		24	2					4						3	1		1	2	1	2	3		3							1	15					93			
Union College													1																								1											7		
University of Nebraska at Kearney	2	9	1	5	22	10	9	4		35	8	35	10	14	16	1	2	13	6					14	5			1	5	21	13	7		11	3	7		4		4	49	26			9	12	396			
University of Nebraska-Lincoln	62	3		14	10	8	11	16		5	9	2	66	10	7	6	6					7			18	1	2		2	2	1	1		6		2		22	14	7		49	6	1		71	17	464		
University of Nebraska at Omaha		7	4	10	3	3	4	1	1	27	9	3	68	16	19	11		2	2	2			2	16						4	5	5		8	5		2	12		2	31	3				9	298			
Wayne State College		6			5		25	1		11	21		86	4	11	5	11		14	1	3	2		11	1			1	6	2	1		8	2		24		9	4		68				1	3	372			
York University (as of 2021-22)								2					6	2											1			1		2		1											7	1				23		
<b>Grand Total</b>	64	43	8	32	47	21	83	23	1	101	82	13	503	61	81	54	19	5	43	14	10	3	0	2	98	11	2	11	25	52	31	30	6	49	15	9	26	2	64	19	26	378	35	4	4	103	54	2371		

It is common for Nebraska Teacher Preparation graduates to hold more than one endorsement. A typical combination, for example, is Elementary Education and Special Education Generalist.

The requirement for an AETP recipient to major in a shortage area was not included in Rule 25 until the 2009-2010. Teacher Shortage areas are determined each year by the Department. A list of the shortage areas for Nebraska for each award year can be found at: <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>



# ENHANCING EXCELLENCE IN TEACHING

## PROGRAM INFORMATION

Created in April 2009 under the Excellence in Teaching Act, the Enhancing Excellence in Teaching Program (EETP) provides forgivable loans to Nebraska teachers enrolled in an eligible graduate program at an eligible Nebraska institution pursuing an advanced degree or endorsement. EETP loans are awarded on an annual basis in an amount based upon the coursework that has been identified by the institution as part of the student's graduate program, \$175 per credit hour up to a maximum of \$3,000 per award year. An eligible student can apply for and receive an EETP loan annually for up to five (5) consecutive years.

In return for receiving an EETP loan, the recipient agrees to complete the graduate program and major in which recipient is enrolled and to maintain full-time employment in an accredited or approved public or private school in Nebraska. If the recipient meets the contractual obligations of the program, the loan will be forgiven as follows:

For recipients who received funds for the first time prior to July 1, 2016:

Beginning after the first two years of teaching full-time in Nebraska following graduation for the degree for which the loan was received, the loan shall be forgiven each year in an amount up to \$3,000, except that if the borrower teaches in a very sparse school district, or teaches in a school building in which at least 40% of the students qualify for the poverty factor, the loan shall be forgiven each year in an amount up to \$6,000.

For recipients who received funds for the first time on or after July 1, 2016:

Beginning after the first two years of teaching full-time in Nebraska following completion of the eligible graduate program for which the loan was received, the loan shall be forgiven in an amount up to \$1,500 each year, except

*The purposes of the Enhancing Excellence in Teaching Program are to: retain teachers in the accredited school districts, Educational Service Units and private schools or approved schools of Nebraska; improve the skills of existing teachers in Nebraska through the graduate education programs of Nebraska's postsecondary educational institutions; and establish a loan contract that requires a borrower to continue employment as a teacher in this state after graduation from an eligible graduate program.*

§85-3108 R.R.S.

that if the borrower teaches in a very sparse school district or teaches in a school building in which at least 40% of the students qualify for the poverty factor, the loan shall be forgiven in an amount up to \$1,500 for the first year and up to \$3,000 for each year of loan forgiveness thereafter.

## DISTRIBUTION FORMULA

Section 003.03D of Rule 25, *Regulations Governing the Excellence in Teaching Act*, provides for the allocation of EETP funds by NDE according to the distribution formula set forth in Rule 25, Section 003.04A. (New CCPE rules are in the approval process.)

The formula for the distribution of EETP funds allocates one-sixth (1/6) of the total funds available evenly among all eligible institutions. The remaining funds are allocated based on the most current Master's degree in education completion information available from the CCPE. The percentage of funds available to each eligible institution matches the institution's percentage of the state's total Master's degrees in education awarded from all eligible institutions.

NDE distributed EETP loan funds directly to the borrower, and any funds not claimed pursuant to the loan contract were returned to the Excellence in Teaching Cash Fund for future allocation.

*To be eligible for the program, an eligible student shall: agree to complete an eligible graduate program at an eligible institution and to complete the program on which the applicant's eligibility is based as determined by the department; and commit to teach in an accredited or approved public or private school in Nebraska upon successful completion of the eligible graduate program for which the applicant is applying to the Enhancing Excellence in Teaching Program and to maintaining certification pursuant to Sections 79-806 to 79-815.*

§85-3109 R.R.S.

## **STATUS OF THE PROGRAM**

Distribution of EETP funds began with 2009-2010 awards. Since the inception of EETP 6,969 EETP loans totaling over \$14 million has been awarded to teachers across the state. As a result of LB333 no funding was provided for 2011-2012 or 2012-2013.

For the 2022-23 award year, NDE awarded a total of \$1,650,000, which included the annual EETP fund allocation of \$800,000 plus \$850,000 additional funds, providing 713 loans.

For the 2023-24 award year, NDE awarded a total of \$1,650,000, which included the annual EETP fund allocation of \$800,000 plus \$850,000 additional funds, providing 760 loans.

Attachment D provides information about the amount of EETP funds allocated and the number of EETP loans awarded by institution per award year.

## **STATUS OF THE BORROWERS**

NDE has awarded 6,969 EETP loans to Nebraska teachers since the program's implementation in 2009. Of those, 1,106 loans (16%) are pending as the recipients continue to work towards completion of the graduate program in which they are currently enrolled, and 2,764 loans (40%) have been forgiven as recipients have fulfilled the teaching obligation of the program. The remaining loans are categorized as follows:

- 2,040 loans (29%) are pending forgiveness as recipients fulfill their teaching obligation;
- 355 loans (5.1%) have been repaid;
- 198 loans (2.8%) are in repayment status because the recipient no longer qualifies for the loan forgiveness provision;
- 314 loans (4.5%) were declined by the applicant and therefore those funds were redistributed;
- 192 loans (less than 3%) have other status.

Attachment E provides more detailed EETP loan information based on the number of individuals receiving awards.

## IMPACT OF THE PROGRAM ON SHORTAGE AREAS IN NEBRASKA

Similar to the Attracting Excellence to Teaching Program, the Enhancing Excellence in Teaching Program emphasizes the need for teachers who are endorsed to teach in subject areas that have been designated by NDE as shortage areas. Eligibility categories for EETP funds include:

- Majoring in a shortage area;
- Seeking an advanced degree in a currently held endorsement;
- Majoring in Curriculum and Instruction; or
- Pursuing an additional endorsement requested by the school administrator.

In 2016-2017 “majoring in a shortage area” was expanded to include a graduate course of study leading to an endorsement as well as the original graduate degree program definition. LB705, 2023, added taking coursework to meet the requirements to teach dual enrollment courses as an eligible category.

As described in a previous section of this document, shortage areas are determined by NDE on the basis of an annual teacher supply survey of Nebraska public and private school systems, and Educational Service Units. The Nebraska Teacher Vacancy Survey is conducted each fall, and information collected from survey responses is utilized in the determination of shortage areas for the applicable award year.

To date, 2,819 (68%) of the 4,125 total individuals receiving EETP awards have completed a graduate program resulting in an advanced degree with an emphasis in a subject area that has been designated as a shortage area, allowing the recipient to become endorsed to teach in the applicable subject area.

Attachment F provides information about the eligibility categories of EETP loan recipients who have completed the graduate program for which the loan was received.

*An eligible student means an individual who...is majoring in a shortage area, curriculum and instruction, a subject area in which the individual already holds a secular teaching endorsement, or a subject area that will result in an additional secular teaching endorsement which the superintendent of the school district or head administrator of the private, denominational, or parochial school employing the individual believes will be beneficial to the students of such school district or school as evidenced by a statement signed by the superintendent or head administrator.*

§85-3107(5) R.R.S.

# EETP ATTACHMENTS

The following attachments are applicable to the Enhancing Excellence in Teaching Program (EETP).

# Enhancing Excellence in Teaching Program (EETP)

## Allocation of Funds

LB333 suspended EETP awards for the 2011-12 and 2012-13 award year.

Institution	2009-2010 Award Year		2010-2011 Award Year				2013-2014 Award Year			
	Funds Awarded	Number of Loans	Degrees Awarded 2007-08	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2010-11	Allocation	Funds Awarded	Number of Loans
Chadron State College	\$6,300	2	18	\$18,643	\$18,200	10	47	\$25,672	\$10,375	4
College of Saint Mary	\$3,150	1	5	\$12,200	\$5,075	2	87	\$40,975		0
Concordia University	\$38,500	10	42	\$30,538	\$39,925	16	127	\$56,277	\$93,000	35
Creighton University	\$4,725	2	28	\$23,599	\$20,300	8	19	\$14,961	\$11,025	7
Doane College	\$288,301	111	204	\$110,827	\$134,575	57	249	\$102,948	\$124,200	57
Grace University	no programs offered		no programs offered				0	\$7,692	\$0	0
Hastings College	no eligible students		13	\$16,165	no eligible students		no eligible students			
Midland University	no programs offered		0	\$9,722	\$9,722	4	0	\$7,692	\$0	0
NE Wesleyan	no programs offered		no programs offered				no programs offered			
Peru State College	\$186,375	56	170	\$93,976	\$113,875	53	120	\$53,599	\$120,000	49
Union College	no programs offered		no programs offered				no programs offered			
University of Nebraska at Kearney	\$47,500	17	155	\$86,542	\$104,875	48	176	\$75,022	\$18,525	38
University of Nebraska-Lincoln	\$27,650	7	122	\$70,187	\$16,625	10	139	\$60,868	\$83,075	45
University of Nebraska at Omaha	\$144,900	42	235	\$126,191	\$124,600	63	186	\$78,848	\$29,300	16
Wayne State College	\$61,600	20	185	\$101,410	\$112,225	48	157	\$67,754	\$35,450	15
York College	no programs offered		no programs offered				0	\$7,692	\$0	0
<b>Totals</b>	<b>\$809,001</b>	<b>268</b>	<b>1177</b>	<b>\$ 700,000</b>	<b>\$699,997</b>	<b>319</b>	<b>1307</b>	<b>\$600,000</b>	<b>\$524,950</b>	<b>266</b>

Rev. 10/24

2009-10 was the first year of the program and the loans were distributed on a first come, first served basis, regardless of what institution the applicant attended. In 2010-11 Rule 25 Section 003.04A Formula for Distribution was established.

Degrees Awarded = Total number of Master's degrees in education awarded in 2007-08, based on most current data from the Nebraska Coordinating Commission for Postsecondary Education.

Award amounts may differ from allocation based on redistribution of funds not used by an institution.

## ATTACHMENT D Enhancing Excellence in Teaching Program (EETP)

### Allocation of Funds

Institution	2013-2014 Special Authorization Apr1-Jun30 Award Year				2014-2015 Award Year				2014-2015 Special Application Jan1-Jun30 Award Year			
	Degrees Awarded 2010-11	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2011-12	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2011-12	Allocation	Funds Awarded	Number of Loans
Chadron State College	47	\$17,115	\$4,200	4	37	\$44,383	\$27,225	15	37	\$14,801	\$11,250	10
College of Saint Mary	87	\$27,316			60	\$62,410	\$6,000	3	60	\$20,809	\$1,050	1
Concordia University	127	\$37,518	\$23,850	24	202	\$173,695	\$182,400	71	202	\$57,904	\$13,350	9
Creighton University	19	\$9,974	\$1,050	2	20	\$31,032	\$9,450	7	20	\$10,360	\$525	1
Doane College	249	\$68,633	\$69,025	59	221	\$188,584	\$235,900	115	221	\$62,868	\$81,075	63
Grace University	0	\$5,128			0	\$15,387	\$2,100	1	0	\$5,135	\$0	0
Hastings College	no eligible students				no eligible students				no eligible students			
Midland University	0	\$5,128			0	\$15,387	\$9,000	4	0	\$5,135	\$0	0
NE Wesleyan	no programs offered				no programs offered				no programs offered			
Peru State College	120	\$35,733	\$8,925	9	102	\$95,324	\$145,425	72	102	\$31,781	\$28,200	14
Union College	no programs offered				no programs offered				no programs offered			
University of Nebraska at Kearney	176	\$50,015	\$40,275	34	178	\$154,885	\$147,575	75	178	\$51,635	\$83,125	66
University of Nebraska-Lincoln	139	\$40,578	\$8,825	12	122	\$110,998	\$19,425	12	122	\$37,006	\$22,050	21
University of Nebraska at Omaha	186	\$52,565	\$16,475	17	230	\$195,637	\$95,125	50	230	\$65,128	\$35,000	30
Wayne State College	157	\$45,169	\$29,800	24	104	\$96,891	\$100,300	45	104	\$32,303	\$58,850	44
York College	0	\$5,128	\$700	1	0	\$15,387	\$1,400	1	0	\$5,135	\$0	0
<b>Totals</b>	<b>1307</b>	<b>\$400,000</b>	<b>\$203,125</b>	<b>186</b>	<b>1276</b>	<b>\$1,200,000</b>	<b>\$981,325</b>	<b>471</b>	<b>1276</b>	<b>\$400,000</b>	<b>\$334,475</b>	<b>259</b>

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Award amounts may  
 differ from allocation  
 based on redistribution  
 of funds not used by an  
 institution.

## ATTACHMENT D Enhancing Excellence in Teaching Program (EETP)

### Allocation of Funds

Institution	2015-2016 Award Year				2016-2017 Award Year				2017-2018 Award Year			
	Degrees Awarded 2012-13	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2013-14	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2014-15	Allocation	Funds Awarded	Number of Loans
Chadron State College	31	\$29,935	\$28,725	18	30	\$30,467	\$44,550	24	38	\$41,295	\$41,025	21
College of Saint Mary	52	\$43,272	\$25,200	9	34	\$33,220	\$16,800	8	50	\$50,546	\$13,125	6
Concordia University	146	\$102,955	\$53,925	31	147	\$110,985	\$52,575	20	113	\$99,115	\$34,950	14
Creighton University	10	\$16,606	\$15,650	6	39	\$36,661	\$22,075	9	26	\$32,044	\$23,850	9
Doane College	177	\$122,637	\$249,650	137	158	\$118,555	\$197,100	105	203	\$168,498	\$178,000	96
Grace University	0	\$10,256	\$1,400	1	5	\$13,262	\$3,000	1	7	\$17,396	\$0	0
Hastings College	no eligible students				no eligible students				no eligible students			
Midland University	0	\$10,256	\$5,625	2	0	\$9,821	\$525	1	no eligible programs			
NE Wesleyan	no programs offered				0	\$9,821	\$9,000	3	0	\$12,000	\$15,600	6
Peru State College	81	\$61,685	\$194,775	86	78	\$63,500	\$104,200	60	101	\$89,863	\$111,600	52
Union College	no programs offered				no programs offered				no programs offered			
University of Nebraska at Kearney	198	\$135,971	\$198,250	112	133	\$101,350	\$166,775	85	174	\$146,141	\$238,725	127
University of Nebraska-Lincoln	118	\$85,177	\$41,150	28	143	\$108,232	\$65,750	37	117	\$102,198	\$74,300	48
University of Nebraska at Omaha	157	\$109,935	\$119,025	68	163	\$121,996	\$157,575	83	260	\$212,441	\$162,325	95
Wayne State College	80	\$61,050	\$159,475	69	69	\$57,306	\$75,025	41	60	\$58,256	\$110,800	48
York College	0	\$10,256	\$1,575	1	0	\$9,821	\$9,000	3	0	\$12,000	\$0	0
<b>Totals</b>	<b>1050</b>	<b>\$799,995</b>	<b>\$1,094,425</b>	<b>568</b>	<b>999</b>	<b>\$824,997</b>	<b>\$923,950</b>	<b>480</b>	<b>1,149</b>	<b>\$1,041,793</b>	<b>\$1,004,300</b>	<b>522</b>

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Additional spending authority was granted for \$375,000 for each of the award years 2015-16 and 2016-17. The actual amount available to spend determined the award amounts.



## ATTACHMENT D Enhancing Excellence in Teaching Program (EETP)

### Allocation of Funds

Institution	2018-19 Award Year				2019-20 Award Year				2020-21 Award Year			
	Degrees Awarded 2015-16	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2016-17	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2017-18	Allocation	Funds Awarded	Number of Loans
Chadron State College	37	\$37,373	\$43,500	22	43	\$38,782	\$45,600	26	55	\$60,507	\$47,800	27
College of Saint Mary	50	\$46,013	no eligible programs		0	\$0	no eligible programs		0	\$0	no eligible programs	
Concordia University	97	\$77,250	\$23,325	10	156	\$104,068	\$26,025	12	141	\$128,407	\$11,900	8
Creighton University	28	\$31,392	\$19,875	7	41	\$37,627	\$34,575	16	40	\$48,664	\$42,900	17
Doane University	181	\$133,078	\$164,200	82	217	\$139,310	\$165,575	83	173	\$153,672	\$128,450	63
Grace University (closed in 2018)	no eligible students				no eligible students				no eligible students			
Hastings College	no eligible students				no eligible students				no eligible students			
Midland University	no eligible programs				no eligible programs				no eligible programs			
NE Wesleyan	0	\$12,783	\$15,225	6	0	\$13,939	\$9,000	3	0	\$17,083	\$9,300	4
Peru State College	98	\$77,915	\$85,525	40	158	\$105,223	\$129,900	58	110	\$103,932	\$175,725	70
Union College	no programs offered				no programs offered				no programs offered			
University of Nebraska at Kearney	182	\$133,742	\$265,025	136	212	\$136,421	\$172,575	86	190	\$167,095	\$226,875	112
University of Nebraska-Lincoln	162	\$120,450	\$62,550	35	169	\$111,578	\$49,775	25	107	\$101,563	\$46,600	29
University of Nebraska at Omaha	218	\$157,668	\$186,150	107	238	\$151,443	\$183,900	107	251	\$215,256	\$115,650	73
Wayne State College	99	\$78,579	\$129,550	58	87	\$64,203	\$80,525	39	113	\$106,300	\$100,900	48
York College	2	\$14,112	\$2,625	1	6	\$17,406	\$7,725	4	10	\$24,978	\$2,100	1
<b>Totals</b>	<b>1154</b>	<b>\$920,355</b>	<b>\$997,550</b>	<b>504</b>	<b>1327</b>	<b>\$920,000</b>	<b>\$905,175</b>	<b>459</b>	<b>1190</b>	<b>\$1,127,457</b>	<b>\$908,200</b>	<b>452</b>

Rev. 10/24

Award amounts may  
 differ from allocation  
 based on redistribution  
 of funds not used by an  
 institution.

# ATTACHMENT D Enhancing Excellence in Teaching Program (EETP)

### Allocation of Funds

Institution	2021-22 Award Year				2022-23 Award Year				2023-24 Award Year			
	Degrees Awarded 2018-19	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2019-20	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2020-21	Allocation	Funds Awarded	Number of Loans
Chadron State College	62	\$55,395	\$35,925	21	62	\$88,393	\$57,350	30	36	\$88,393	\$54,350	28
College of Saint Mary	0	\$11,905	no eligible programs		32	\$55,393	\$5,075	4	27	\$55,393	\$10,500	6
Concordia University	88	\$73,633	\$10,550	6	89	\$118,643	\$93,050	33	106	\$118,643	\$137,800	60
Creighton University	52	\$48,381	\$25,950	11	52	\$77,393	\$11,250	5	74	\$77,393	\$23,000	11
Doane University	206	\$156,405	\$149,700	71	206	\$247,893	\$189,025	105	159	\$247,893	\$179,200	103
Grace University (closed in 2018)	no eligible students				no eligible students				no eligible students			
Hastings College		\$11,905	\$0	0	17	\$38,893	\$0	0	14	\$38,893	\$0	
Midland University		\$11,905	\$0	0	0	\$19,643	\$10,200	4	0	\$19,643	\$22,425	9
NE Wesleyan	9	\$18,218	\$2,100	2	7	\$27,343	\$0	0	8	\$27,343	No programs \$0	0
Peru State College	89	\$74,335	\$246,750	100	89	\$118,643	\$234,975	102	107	\$118,643	\$216,525	92
Union College	no programs offered				no programs offered				No programs offered			
University of Nebraska at Kearney	255	\$190,777	\$218,625	112	255	\$301,518	\$412,000	205	257	\$301,518	\$408,000	223
University of Nebraska-Lincoln	95	\$78,543	\$54,375	28	112	\$143,393	\$68,175	36	110	\$143,393	\$83,150	50
University of Nebraska at Omaha	208	\$157,808	\$125,575	67	208	\$250,643	\$182,925	91	217	\$250,643	\$220,225	123
Wayne State College	121	\$96,781	\$127,425	58	109	\$140,643	\$178,325	80	115	\$140,643	\$162,225	80
York University	3	\$14,005	\$11,625	4	3	\$22,393	\$85,800	31	7	\$22,393	\$63,900	30
<b>Totals</b>	<b>1188</b>	<b>\$1,000,000</b>	<b>\$1,008,600</b>	<b>480</b>	<b>1327</b>	<b>\$1,650,825</b>	<b>\$1,528,150</b>	<b>726</b>	<b>1217</b>	<b>\$1,650,825</b>	<b>\$1,581,300</b>	<b>815</b>

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Award amounts may  
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 institution.

## ATTACHMENT D Enhancing Excellence in Teaching Program (EETP)

### Allocation of Funds

Institution	2024-25 Award Year				2025-26 Award Year				2026-27 Award Year			
	Degrees Awarded 2021-22	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2022-23	Allocation	Funds Awarded	Number of Loans	Degrees Awarded 2023-24	Allocation	Funds Awarded	Number of Loans
Chadron State College	45	\$30,190	\$35,375	19								
College of Saint Mary	15	\$16,390	\$2,100	3								
Concordia University	192	\$98,057	\$117,425	55								
Creighton University	82	\$47,324	\$12,300	5								
Doane University	166	\$86,057	\$106,775	59								
Grace University (closed in 2018)	no eligible students				no eligible students				no eligible students			
Hastings College	7	\$12,857	\$0	0								
Midland University	0	\$9,524	\$7,700	3								
NE Wesleyan	3	\$10,857	\$0	0								
Peru State College	126	\$67,590	\$81,900	35								
Union College	no programs offered				no programs offered				no programs offered			
University of Nebraska at Kearney	246	\$122,924	\$120,125	68								
University of Nebraska-Lincoln	115	\$62,524	\$72,650	41								
University of Nebraska at Omaha	202	\$93,067	\$127,575	67								
Wayne State College	134	\$71,257	\$89,200	41								
York University	113	\$61,590	\$25,575	10								
<b>Totals</b>	<b>1446</b>	<b>\$799,733</b>	<b>\$798,700</b>	<b>406</b>								

Rev. 10/24

Award amounts may  
 differ from allocation  
 based on redistribution  
 of funds not used by an  
 institution.

# ATTACHMENT E

## Enhancing Excellence in Teaching Program (EETP)

LB333 suspended EETP awards for the 2011-12 and 2012-13 award year

**Status of Recipients by Institution  
and Year Loan was Received  
As of October 18, 2024 (CONTINUED ON NEXT PAGE)**

Institution	Enrolled in Degree Program										Completed Degree Program - Teaching									
	2009-10	2010-11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2009-10	2010-11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Chadron State College										2					1	2	6	8	18	21
College of Saint Mary																				
Concordia University																	2	4	7	6
Creighton University																		2	10	12
Doane University					1			2		3				1	2	4	13	27	45	43
Grace University																				
Midland University																				
Nebraska Wesleyan University																		1	2	3
Peru State College										1							2	11	32	58
University of Nebraska at Kearney								1	2	6			1	2	8	30	60	62	82	
University of Nebraska-Lincoln							1	1	1						4	11	13	19	20	
University of Nebraska at Omaha								1	1					2	12	30	52	65	50	
Wayne State College										1					2	5	15	20	37	
York University																	1	3	1	
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>32</b>	<b>99</b>	<b>194</b>	<b>283</b>	<b>333</b>

# ATTACHMENT E

## Enhancing Excellence in Teaching Program (EETP)

LB333 suspended EETP awards for the 2011-12 and 2012-13 award year

**Status of Recipients by Institution  
and Year Loan was Received  
As of October 18, 2024**

Institution	Enrolled in Degree Program										Completed Degree Program - Teaching									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Chadron State College	4	9	15	19							12	16	9							
College of Saint Mary		1	3	1								3	2	1						
Concordia University		9	34	53							6	22	22							
Creighton University		1	6	5							9	3	1							
Doane University	10	29	53	57							54	64	38							
Grace University																				
Midland University			1	3								4	8							
Nebraska Wesleyan University											2									
Peru State College	2	7	49	35							89	87	33							
University of Nebraska at Kearney	18	76	144	63							80	108	53	1						
University of Nebraska-Lincoln	2	12	35	38							20	20	7	1						
University of Nebraska at Omaha	7	28	83	62							46	51	23							
Wayne State College	2	12	36	39							46	62	37	2						
York University		1	8	10							4	26	18							
<b>Total</b>	<b>45</b>	<b>185</b>	<b>467</b>	<b>385</b>							<b>368</b>	<b>466</b>	<b>251</b>	<b>5</b>						

# ATTACHMENT E

## Enhancing Excellence in Teaching Program (EETP)

LB333 suspended EETP awards for the 2011-12 and 2012-13 award year

**Status of Recipients by Institution  
and Year Loan was Received  
As of October 18, 2024 (CONTINUED ON NEXT PAGE)**

Institution	Loan Forgiven – Canceled by Teaching										Declined the Award									
	2009-10	2010-11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2009-10	2010-11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Chadron State College	2	9	3	11	15	17	12	11	3						3	1		2	1	
College of Saint Mary	1	1		2	7	7	4							1						
Concordia University	9	15	29	67	29	19	11	4	5	2			2	1	1	4	1	4		
Creighton University	2	6	6	5	5	7	8	3	5	1								1	3	
Doane University	100	54	54	110	127	92	69	42	23	5					4	3	1	2	4	
Grace University				1	1	1														
Midland University		2		3	2	1							1							
Nebraska Wesleyan University						2	6	4							1		1			
Peru State College	51	46	41	61	83	54	47	25	14	3		1	1	3	3		3	3	8	5
University of Nebraska at Kearney	16	44	35	66	98	68	85	61	14	3	1		1	1	1	5	4	2	9	
University of Nebraska-Lincoln	4	7	11	11	22	24	21	8	2	4			1		2	5	3		2	
University of Nebraska at Omaha	35	48	37	40	54	55	50	32	23	9	2	2	2	3	6	10	16	7	8	
Wayne State College	19	45	15	39	65	34	39	33	14	4			1	2			1	2	2	
York University				1		1			1											
<b>Total</b>	<b>239</b>	<b>277</b>	<b>231</b>	<b>417</b>	<b>508</b>	<b>382</b>	<b>352</b>	<b>223</b>	<b>104</b>	<b>31</b>	<b>3</b>	<b>3</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>21</b>	<b>28</b>	<b>33</b>	<b>24</b>	<b>34</b>

# ATTACHMENT E

## Enhancing Excellence in Teaching Program (EETP)

LB333 suspended EETP awards for the 2011-12 and 2012-13 award year

**Status of Recipients by Institution  
and Year Loan was Received  
As of October 18, 2024**

Institution	Loan Forgiven – Canceled by Teaching										Declined the Award									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Chadron State College											2	1	2							
College of Saint Mary												1		1						
Concordia University												3	4	2						
Creighton University											1	2	2							
Doane University											1	5	7	2						
Grace University																				
Midland University																				
Nebraska Wesleyan University											1									
Peru State College											2	3	5							
University of Nebraska at Kearney											4	15	16	3						
University of Nebraska-Lincoln											1	4	6	2						
University of Nebraska at Omaha											9	11	10	5						
Wayne State College											3	3	3							
York University													1							
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							<b>24</b>	<b>48</b>	<b>56</b>	<b>15</b>						

# ATTACHMENT E

## Enhancing Excellence in Teaching Program (EETP)

LB333 suspended EETP awards for the 2011-12 and 2012-13 award year

**Status of Recipients by Institution  
and Year Loan was Received  
As of October 18, 2024 (CONTINUED ON NEXT PAGE)**

Institution	Repaid Loan (Canceled by Repayment)										In Repayment Status									
	2009-10	2010-11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2009-10	2010-11	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Chadron State College		1		1	1	1	1	1	2	1				1	2	2	2	3	1	
College of Saint Mary					2	1	2													
Concordia University		1	4	2	1	1	1	1					1	1			1			
Creighton University		2	1	1		1	1			1				1	1		2	1	1	
Doane University	9	3	4	6	6	8	11	7	5	4				3	1	3	4	7	5	
Grace University																				
Midland University		2													1					
Nebraska Wesleyan University						1												1	1	
Peru State College	2	4	6	5	2	5	2		3	2	1	1	1				1	4	4	3
University of Nebraska at Kearney		2	3	8	13	6	8	5	5	7					3	4	5	2	5	
University of Nebraska-Lincoln	3	2	4	2	5	6	6	5	2	3				1	2	5	4	2	1	
University of Nebraska at Omaha	3	10	8	6	9	10	8	5	5	4	2		1	2	3	8	9	11	4	
Wayne State College	1	3		3	3	3	2	5	3	3			1		2	1	5	3	3	
York University					1	2								1						
<b>Total</b>	<b>18</b>	<b>30</b>	<b>30</b>	<b>34</b>	<b>43</b>	<b>45</b>	<b>42</b>	<b>29</b>	<b>25</b>	<b>25</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>15</b>	<b>24</b>	<b>36</b>	<b>34</b>	<b>24</b>



# ATTACHMENT E

## Enhancing Excellence in Teaching Program (EETP)

LB333 suspended EETP awards for the 2011-12 and 2012-13 award year

**Status of Recipients by Institution  
and Year Loan was Received  
As of October 18, 2024**

Institution	Repaid Loan (Canceled by Repayment)										In Repayment Status									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Chadron State College	1	2																		
College of Saint Mary																				
Concordia University												1								
Creighton University											1									
Doane University	3	1									1	2	2							
Grace University																				
Midland University																				
Nebraska Wesleyan University																				
Peru State College	2										4	3								
University of Nebraska at Kearney	4	5	1								3	7	2							
University of Nebraska-Lincoln	4	1									1	1								
University of Nebraska at Omaha	2	3	1								3	3	3							
Wayne State College	4										2	1	1							
York University												3	1							
<b>Total</b>	<b>20</b>	<b>12</b>	<b>2</b>	<b>0</b>							<b>15</b>	<b>21</b>	<b>9</b>	<b>0</b>						





# ATTACHMENT F

## Enhancing Excellence in Teaching Program (EETP)

Endorsement Areas of Recipients who have Completed their Advanced Degree Program and are Teaching or Received Loan Forgiveness by Teaching

Institution	Eligibility Category	AGRICULTURE ED	ART	BASIC EDUCATION	BMIT	COACHING	COOP ED DIV OCC	DIVERSIFIED OCCUPTNS	EARLY CHILD UNIFIED	EARLY CHILDHOOD EDUC	ELEMENTARY	ENGLISH LANGUAGE ARTS	ENGLISH AS 2ND LANG	FAMILY & CONSUMER SCI	HEALTH & PHYS EDUC	HISTORY	INDUSTRIAL TECH EDUCATIO	INFORMATION TECHNOLOGY	JOURNALISM AND MEDIA	MATHEMATICS	MUSIC	PHYSICAL EDUCATION	PSYCHOLOGY	READING	SCHOOL COUNSELOR	SCHOOL LIBRARIAN	SCIENCE	SOCIAL SCIENCE	SPECIAL EDUCATION	SPEECH	THEATRE	WORLD LANGUAGE	Grand Total
University of Nebraska at Omaha																																	
	Shortage Area	1							7	8	20	10						1		2	2			9	74	52	2	1	33			6	<b>228</b>
	Advanced Degree			1				1	22	9	3				1				4	1			2		4	1	4	1			1	<b>55</b>	
	Additional Endorsement Curriculum & Instruction							1	3		1							3					5	1	75			1				<b>90</b>	
Wayne State College																																	
	Shortage Area			3				4			1	1				3							12	49				12				<b>85</b>	
	Advanced Degree			4						3											1							10				<b>18</b>	
	Additional Endorsement Curriculum & Instruction							1			3										1		4				4					<b>13</b>	
York University																																	
	Shortage Area																															<b>0</b>	
	Advanced Degree							2	3																			2				<b>7</b>	
	Additional Endorsement Curriculum & Instruction																																<b>0</b>
<b>GRAND TOTAL</b>																														<b>2819</b>			

**Eligibility Categories :**

Pursuant to Rule 25 - 003.02G Eligible student shall mean an individual who: 003.02G4 is majoring in a **shortage area, curriculum and instruction**, a subject area in which the individual already holds a secular teaching endorsement (**advanced degree**), or a subject area that will result in an **additional** secular teaching **endorsement** which the superintendent of the school district or head administrator of the individual believes will be beneficial to the students of such school district or school as evidenced by a statement signed by the superintendent or head administrator.

Recipients who qualify based on the C&I category will receive their advanced program degree in C&I, regardless of their current endorsement categories.

Teacher Shortage areas are determined each year by the Department. A list of the shortage areas for Nebraska for each award year can be found at: <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>

# EXCELLENCE IN TEACHING CASH FUND

## **FINANCIAL STATEMENT**

The programs of the Excellence in Teaching Act are funded by the Excellence in Teaching Cash Fund, pursuant to Section 85-3112 N.R.S.

The following cash fund attachment illustrates the Fund's total activity for the 2006-2007 through 2023-2024 fiscal years.

# ETA CASH FUND ATTACHMENT

The following attachment is applicable to the Excellence in Teaching Cash Fund.

**Excellence in Teaching Fund Summary**  
**July 1, 2006 through June 30, 2024**

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
Cash Balance 7/1	-	16,066.15	114,071.80	342,847.78	292,887.71	319,928.95	440,587.07
Cash Appropriation Transfer	250,000.00	500,000.00	750,000.00	1,000,000.00	1,000,000.00	225,000.00	45,000.00
Loan Principal Repayments	2,500.00	8,767.23	9,381.85	35,572.73	50,387.98	59,206.38	76,104.25
Loan Interest Repayments	84.55	1,369.41	1,623.69	6,625.32	6,577.55	5,402.40	6,944.61
Non-Government Revenue							20.00
Investment Income-Interest	3,481.60	5,369.01	10,270.44	16,805.38	15,572.71	10,127.34	11,815.58
<b>Total Receipts</b>	<b>256,066.15</b>	<b>515,505.65</b>	<b>771,275.98</b>	<b>1,059,003.43</b>	<b>1,072,538.24</b>	<b>299,736.12</b>	<b>139,884.44</b>
Operating Expenses							
AETP-Scholarship/Loans Payments	240,000.00	417,500.00	542,500.00	386,076.00	396,000.00	164,653.00	
EETP-Scholarship/Loans Payments				722,887.50	649,497.00	14,425.00	25,050.00
<b>Total Expenditures</b>	<b>240,000.00</b>	<b>417,500.00</b>	<b>542,500.00</b>	<b>1,108,963.50</b>	<b>1,045,497.00</b>	<b>179,078.00</b>	<b>25,050.00</b>
<b>Cash Balance 6/30</b>	<b>16,066.15</b>	<b>114,071.80</b>	<b>342,847.78</b>	<b>292,887.71</b>	<b>319,928.95</b>	<b>440,587.07</b>	<b>555,421.51</b>

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Cash Balance 7/1	555,421.51	601,387.13	262,920.31	47,936.73	434,831.49	825,226.25	1,142,690.67
Cash Appropriation Transfer	1,000,000.00	1,200,000.00	1,200,000.00	1,525,179.63	1,689,966.50	1,589,678.32	1,419,753.41
Loan Principal Repayments	80,962.28	77,315.48	70,730.69	104,024.86	119,239.81	112,231.34	143,477.70
Loan Interest Repayments	8,547.06	7,222.76	4,336.66	9,097.60	10,255.11	11,305.00	13,616.49
Non-Government Revenue	60.00	40.00	40.00	120.00	1.70	20.00	
Investment Income-Interest	16,426.28	15,229.94	14,254.07	12,178.26	8,365.26	17,846.36	22,334.04
<b>Total Receipts</b>	<b>1,105,995.62</b>	<b>1,299,808.18</b>	<b>1,289,361.42</b>	<b>1,650,600.35</b>	<b>1,827,828.38</b>	<b>1,731,081.02</b>	<b>1,599,181.64</b>
Operating Expenses	80.00	100.00	20.00	64,155.59	65,928.12	63,472.10	47,520.24
AETP-Scholarship/Loans Payments	345,000.00	399,000.00	387,000.00	356,750.00	439,168.00	439,832.00	480,000.00
EETP-Scholarship/Loans Payments	714,950.00	1,239,175.00	1,117,325.00	842,800.00	932,337.50	910,312.50	770,575.00
<b>Total Expenditures</b>	<b>1,060,030.00</b>	<b>1,638,275.00</b>	<b>1,504,345.00</b>	<b>1,263,705.59</b>	<b>1,437,433.62</b>	<b>1,413,616.60</b>	<b>1,298,095.24</b>
<b>Cash Balance 6/30</b>	<b>601,387.13</b>	<b>262,920.31</b>	<b>47,936.73</b>	<b>434,831.49</b>	<b>825,226.25</b>	<b>1,142,690.67</b>	<b>1,443,777.07</b>

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>Total</u>
Cash Balance 7/1	1,443,777.07	1,988,427.70	2,458,055.35	2,302,078.71	-
Cash Appropriation Transfer	1,670,312.36	1,723,349.31	1,966,259.98	1,933,828.71	20,688,328.22
Loan Principal Repayments	67,429.51	96,505.09	140,464.37	207,292.28	1,461,593.83
Loan Interest Repayments	2,583.43	13,634.40	22,405.00	34,096.80	165,727.84
Non-Government Revenue			40.00	-	341.70
Investment Income-Interest	22,882.35	27,835.31	46,023.34	46,202.67	323,019.94
<b>Total Receipts</b>	<b>1,763,207.65</b>	<b>1,861,324.11</b>	<b>2,175,192.69</b>	<b>2,221,420.46</b>	<b>22,639,011.53</b>
Operating Expenses	41,182.02	37,455.71	130,719.33	110,883.98	561,517.09
AETP-Scholarship/Loans Payments	390,000.00	499,500.00	840,000.00	966,000.00	7,688,979.00
EETP-Scholarship/Loans Payments	787,375.00	854,740.75	1,360,450.00	1,406,075.00	12,347,975.25
<b>Total Expenditures</b>	<b>1,218,557.02</b>	<b>1,391,696.46</b>	<b>2,331,169.33</b>	<b>2,482,958.98</b>	<b>20,598,471.34</b>
<b>Cash Balance 6/30</b>	<b>1,988,427.70</b>	<b>2,458,055.35</b>	<b>2,302,078.71</b>	<b>2,040,540.19</b>	<b>2,040,540.19</b>

## ADDITIONAL INFORMATION

Teacher Shortage Area information can be found at  
<https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>

Requests for additional information about the Attracting Excellence to Teaching Program or the Enhancing Excellence in Teaching Program may be directed to:

Celeste Thompson, Program Associate  
Excellence in Teaching Act  
Coordinating Commission for Postsecondary Education  
Telephone: (531) 207-3872  
Email: celeste.thompson@nebraska.gov

Gary Timm  
Chief Finance and Administrative Officer  
Coordinating Commission for Postsecondary Education  
Telephone: (402) 471-0020  
Email: gary.timm@nebraska.gov

Additional information about the Excellence in Teaching Act programs can be found at:

<https://ccpe.nebraska.gov/attracting-excellence-teaching-program>

<https://ccpe.nebraska.gov/aetp-student-teaching>

<https://ccpe.nebraska.gov/enhancing-excellence-teaching-program>



## Coordinating Commission for Postsecondary Education

**Subject:** Ratification of the Executive Committee's approval of the 2024 Biennial Report

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**Committee Recommendation:** That the Commission ratify the Executive Committee's approval of the Biennial Report to the Legislature and the Governor.

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Nebraska Revised Statute 85-1412(9) requires that "On or before December 1 of each even-numbered year, [the Commission] 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;"

Because of the December 1 deadline, the Executive Committee approved the report on November 21, 2024, and recommends that the Commission ratify the action at its December 13, 2024, meeting. Per Commission bylaws (Article III, Section 1), the Executive Committee may act on behalf of the full Commission subject to authorization or ratification by the full Commission.

**NEBRASKA'S**



**COORDINATING COMMISSION  
FOR POSTSECONDARY EDUCATION**

# **2024 BIENNIAL REPORT**

**Covering Calendar Years 2023 and 2024**

**Executive Committee approval November 21, 2024**

**To be ratified by the Commission December 13, 2024**

## COMMISSIONERS

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

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

**Dr. Dennis Headrick**  
Lincoln, District 1

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

**Tamara Weber**  
Columbus, District 5

**Molly O'Holleran**  
North Platte, District 6

**Mary Lauritzen**  
West Point, Member-at-Large

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

**Dannika Nelson**  
Oakland, Member-at-Large

**Dr. LeDonna Griffin**  
Omaha, Member-at-Large

## STAFF

**Dr. Mike Baumgartner**  
Executive Director

**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

**Matthew Roque**  
Capital Project and Financial Analyst

**Celeste Thompson**  
ETA Specialist

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

## 2024 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 ten employees on the Commission’s staff, making it one of the smallest agencies of its kind in the country.

The 2024 Biennial Report provides an overview of the Coordinating Commission’s accomplishments during 2023 and 2024.

<b>THE COORDINATING COMMISSION IS RESPONSIBLE FOR:</b>	
<ul style="list-style-type: none"> <li>• Creating and putting into action a comprehensive statewide plan to guide Nebraska’s higher education system.</li> </ul>	<ul style="list-style-type: none"> <li>• Approving or disapproving academic programs based on specific criteria: need, demand, unnecessary duplication, resources, and cost.</li> </ul>
<ul style="list-style-type: none"> <li>• Partnering with Legislators to develop innovative and results-driven higher education policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Assembling and analyzing statewide data and publishing reports tied to the state’s higher education goals.</li> </ul>
<ul style="list-style-type: none"> <li>• Helping low-income Nebraska students attend college by awarding over \$26 million in need-based financial aid annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Administering roughly \$367 million in annual state appropriations to Nebraska’s six community colleges.</li> </ul>
<ul style="list-style-type: none"> <li>• Administering the Community College Gap Assistance Program, which offers financial aid to students in high-need fields.</li> </ul>	<ul style="list-style-type: none"> <li>• Authorizing the operation of out-of-state and new Nebraska postsecondary institutions.</li> </ul>
<ul style="list-style-type: none"> <li>• Administering the Excellence in Teaching Act, the Nebraska Career Scholarships for community colleges and independent institutions, and the Door to College Scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Saving Nebraska colleges and universities thousands of dollars through administration of a nationwide distance learning agreement.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

*What does the Commission do?*

---

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

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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 LB816 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 LR335, which created a state educational attainment goal. The full plan is available on the Commission's website, [ccpe.nebraska.gov/reports](https://ccpe.nebraska.gov/reports).

*What does the Commission do?*

---

**Administers student financial aid programs**

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## **Financial Aid**

The Commission's financial aid administration responsibilities increased considerably in 2024. Along with the Nebraska Opportunity Grant (NOG), the Access College Early (ACE) Scholarship Program, and the Community College Gap Assistance Program, the Commission began administering the following programs on July 1, 2024:

- The Excellence in Teaching Act, a forgivable loan program formerly administered by the Nebraska Department of Education that consists of the Attracting Excellence to Teaching Program, the Enhancing Excellence in Teaching Program, and the new Attracting Excellence to Teaching – Student Teacher Loan;
- Nebraska Career Scholarships for the community colleges and the independent, not-for-profit colleges and universities, which were formerly administered by the Nebraska Department of Economic Development;
- The Door to College Scholarship, a new program; and
- The Career-Readiness and Dual-Credit Education Grant Program, a new 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 is awarded to students in consultation with financial aid administrators at Nebraska's postsecondary institutions. These grants are awarded to undergraduate students who are residents of Nebraska, attend a Nebraska postsecondary institution, and have a qualifying Student Aid Index (SAI) as determined by completing the Free Application for Federal Student Aid (FAFSA).

In 2022-23, \$16.3 million of the grant's funding came from State lottery funds and \$7.6 million from the State's general fund. In 2023-24, lottery funds remained at \$16.3 million while the general fund appropriation increased to \$8.1 million.

## Nebraska Opportunity Grant Biennium History:

### 2022-23

**Total awarded: \$23,928,266**

13,183 students received a grant (46.5% of eligible students)

Public institutions: 10,170 students  
\$1,717 average award

Private, non-profit: 2,309 students  
\$1,843 average award

Proprietary/for-profit: 290 students  
\$2,085 average award

**Average grant awarded: \$1,815**

### 2023-24:

**Total awarded: \$24,416,074**

13,507 students received a grant (44.1% of eligible students)

Public institutions: 10,863 students  
\$1,809 average award

Private, non-profit: 2,362 students  
\$1,752 average award

Proprietary/for-profit: 282 students  
\$2,047 average award

**Average grant awarded: \$1,808**

## 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.

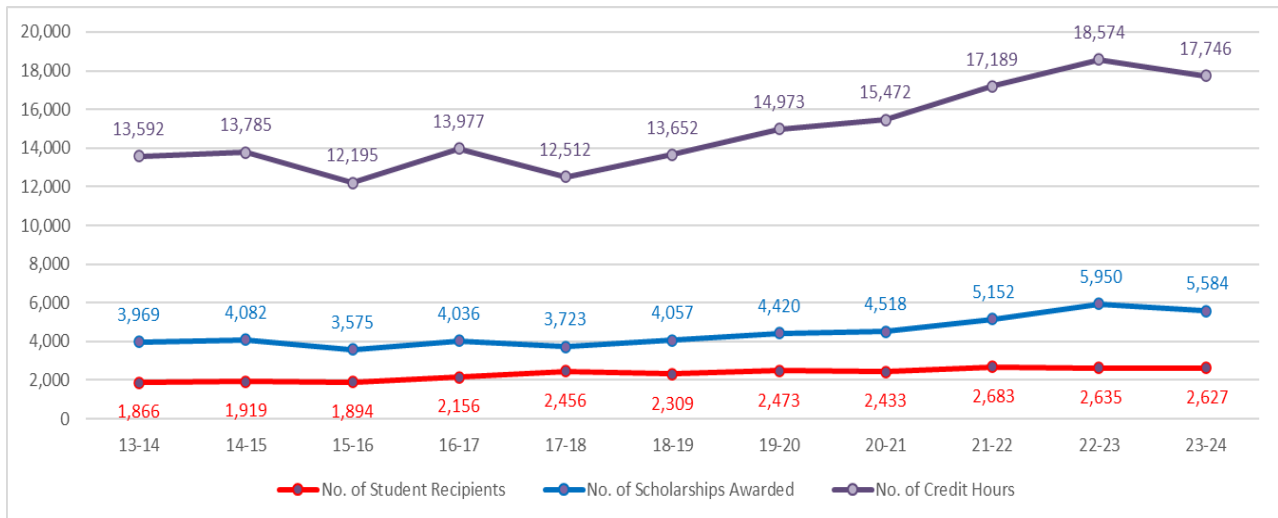
Current national research indicates that high school students who take college courses while in high school:

- 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.

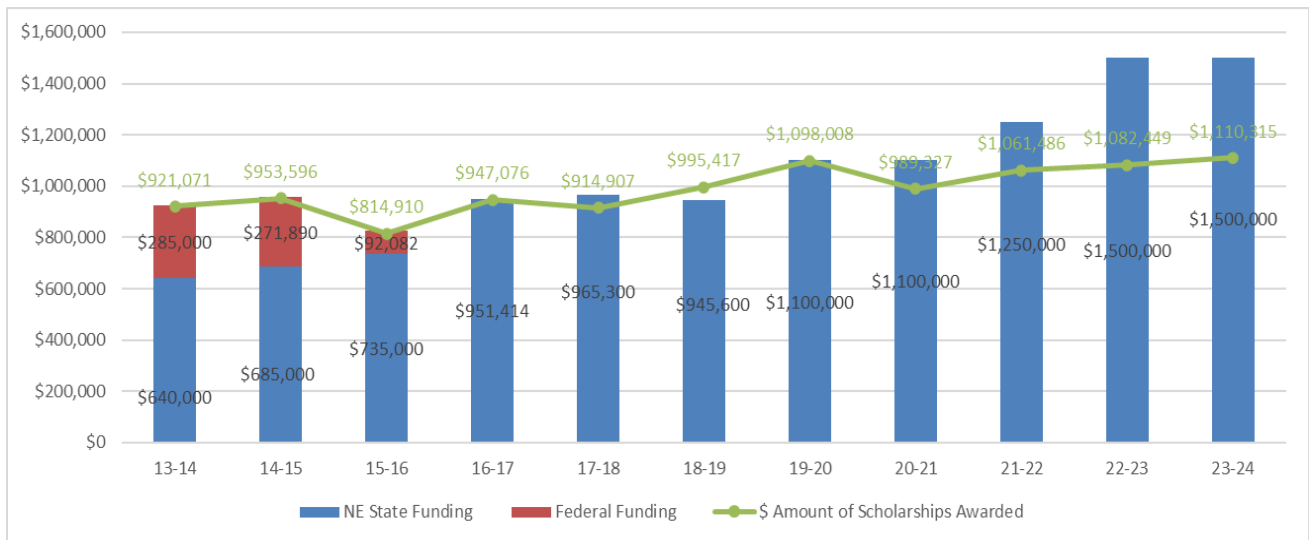
The Commission believes family income should not exclude a student from taking college courses while in high school.



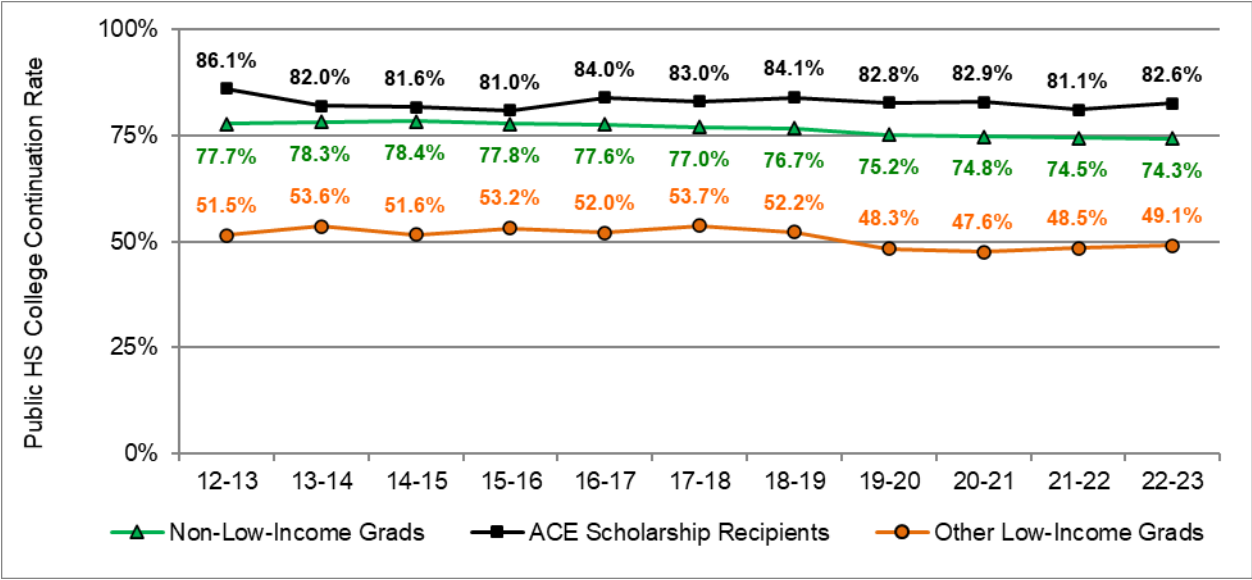
## ACE Scholarship Program Funding and Awards 2013-14 through 2023-24



## Growth of ACE Scholarship Program Awards, Recipients, and Credit Hours 2013-14 through 2023-24

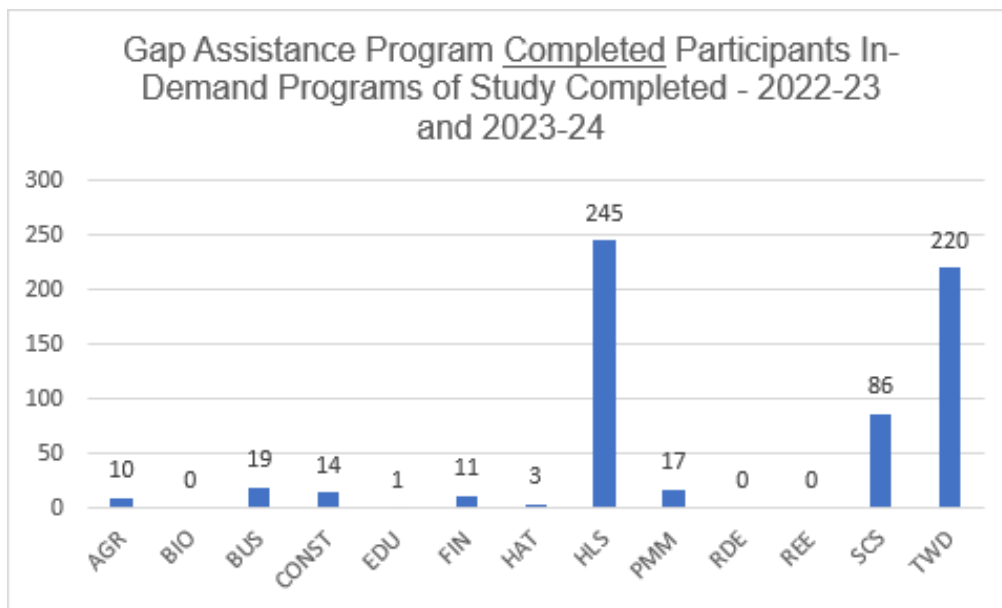


## Nebraska Public High School College Continuation Rates 2012-13 through 2022-23



### 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.



## Excellence in Teaching Act

LB705, 2023, transferred administration of the Excellence in Teaching Act from the Nebraska Department of Education to the Commission as of July 1, 2024. The ETA consists of three forgivable loan programs:

- The Enhancing Excellence in Teaching Program for currently employed teachers.
- The Attracting Excellence in Teaching Program for college students majoring in education.
- The AETP – Student Teacher Program for students in their student teaching semester.

## Nebraska Career Scholarship

LB1329, 2024, transferred administration of the Nebraska Career Scholarship Program for the community colleges and independent, nonprofit colleges and universities from the Nebraska Department of Economic Development to the Commission as of July 1, 2024. The program provides renewable scholarships to undergraduate students majoring in high-demand fields.

## Door to College Scholarship

The Door to College Scholarship was created by LB705, 2023, and began operation July 1, 2024. The program provides scholarships to high school graduates who were housed at a Youth Rehabilitation and Treatment Center.

## Career-Readiness and Dual-Credit Education Grant

The Career-Readiness and Dual-Credit Education Grant Program was created by LB705, 2023, and began operation July 1, 2024. The program provides grants to high school teachers taking graduate-level courses to qualify to teach dual enrollment courses or to increase the number of Career and Technical Education courses taught at their high schools.

*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).

### **Budget and Financial Analyses**

#### **Postsecondary Education Operating Budget Recommendations for 2025-2027** *(October 2024)*

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 20 of this document for more information.)*

#### **Capital Construction Budget Recommendations and Prioritization for 2025-2027** *(October 2024)*

This statutorily required report (Neb. Rev. Stat. § 85-1416) includes the Commission’s funding and priority recommendations on capital construction budget requests from the Nebraska State College System, the University of Nebraska, and the Nebraska College of Technical Agriculture. *(See page 19 of this document for more information.)*

## Tuition, Fees, and College Affordability Report (September 2024)

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.

### Did you know?

Nebraska ranked 31<sup>st</sup> from the top among states in 2021-22 with \$303 in need-based student grant aid per full-time equivalent undergraduate student. The national average was \$776 of need-based grant aid per FTE undergraduate student.

*Source: 2024 Tuition, Fees, and Financial Aid Report*

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.

## Academic Analyses

### College Course Offerings for High School Students by Nebraska Public Institutions (2023, 2024)

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 October 2024)

This dashboard provides an estimate of college-going rates (by spring term the year after high school graduation) for each of Nebraska's public high schools that awarded regular high school diplomas from 2007-08 through 2022-23. Data users also can download an Excel file of the entire dataset.

### **Degrees and Other Awards** *(Last revised May 2024)*

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 *2024 Factual Look at Higher Education in Nebraska: Degrees and Other Awards Conferred 2012-13 through 2022-23*.

### **Degrees and Other Awards by CIP Code** *(Last revised May 2024)*

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 2024)*

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 *2024 Factual Look at Higher Education in Nebraska: Enrollment (Fall enrollment: 2013 through 2023; 12-month enrollment: 2013-14 through 2022-23)*.

## **Other Analyses, Publications**

**Factual Look at Higher Education in Nebraska** *(2023, 2024)* 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** *(2023, 2024)* 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.

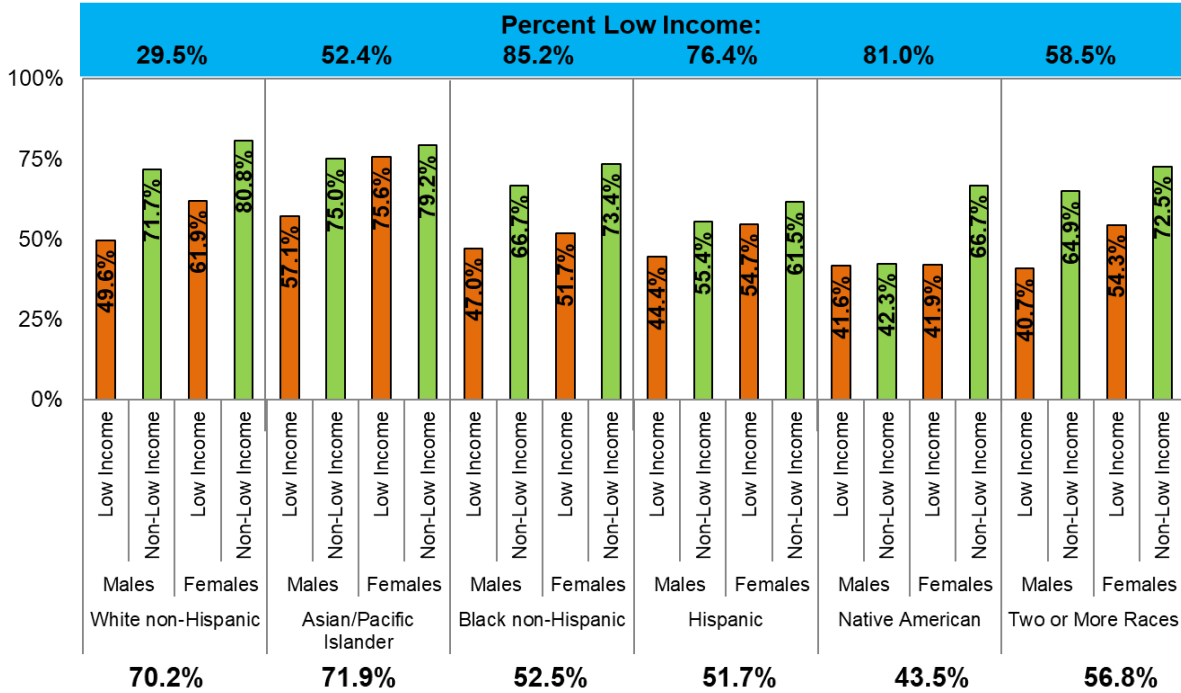
### **Nebraska Higher Education Progress Report** *(March 2023, 2024)*

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 LR174 Higher Education Task Force and incorporated in Neb. Rev. Stat. § 85-1428 (3). They are:

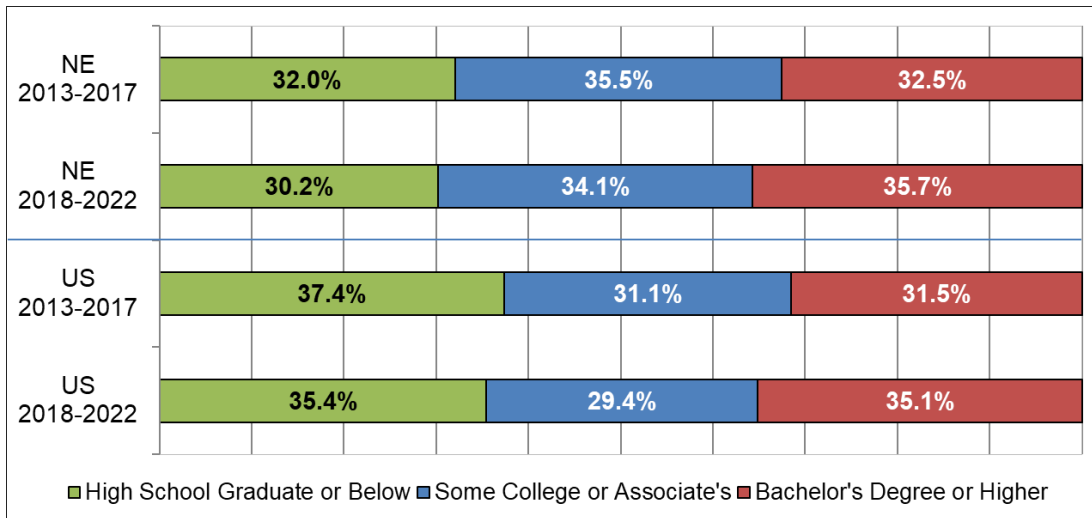
- Increase the number of students who enter postsecondary education;

- 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.

### College Continuation Rates for Nebraska Public High School Graduates by Race/Ethnicity, Gender, and Student Income Status 2021-22



### Educational Attainment for Nebraska and U.S. 22- to 64-Year-Olds



*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 2023-2024 biennium, the Commission reviewed 484 existing programs. Of those, 468 were approved to continue and 16 were returned to the institution for further review. The institutions also reported that they had discontinued 13 programs—actions that do not require Commission approval.

The Commission also reviewed eight 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 103 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 2023-24 biennium: Purdue University Global in Lincoln. In addition, Mission University in Omaha declined to renew its authorization to operate in August 2024.

**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 2023-2024 biennium:**

**Osiri University—administrative office only** (Lincoln, Nebraska)

Osiri University is a private institution that offers a curriculum that combines the African philosophy of Ubuntu (a united spirit in creating a better world) and a Western educational framework. Instruction is entirely online.

**Trinity Evangelical Divinity School of Trinity International University** (Deerfield, Illinois)

Trinity Evangelical Divinity School is the divinity school of Trinity International University. Authorization is for two graduate courses offered at Brookside Evangelical Free Church in Omaha. The courses would apply to a certificate or degree available at the Illinois campus or online.

**Ricketts Great Books College—administrative office only** (Omaha, Nebraska)

Merriam Webster defines great books as “of, relating to, or centered in certain classics of literature, philosophy, history, and science that are believed to contain the basic ideas of western culture.” Great books, in whole or in part, have long been a staple in liberal arts education. Ricketts Great Books College uses this foundation for its curriculum. Instruction is entirely online.

**Life Chiropractic College West (Life West)** (Hayward, California)

Life Chiropractic College West has been operating since 1978 in California. Its authorization is to offer the Doctor of Chiropractic degree in Bellevue, Nebraska. Life West has an agreement with Bellevue University to utilize one floor of an existing building for its offices, classrooms, and chiropractic clinic.

**Chamberlain University—withdrawn** (Chicago, Illinois)

Chamberlain applied in fall 2022 for authorization to operate in the state. Authorization was expected to be granted in December 2022, but the application was withdrawn before the Commission could act on it.

**Renewals and Additional Programs**

In addition, twelve institutions provided annual reports to the Commission and four institutions renewed their recurrent authorizations to operate.

*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 \$112,000 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 2023 through December 2024, the Commission reviewed and approved 10 capital construction project proposals submitted by the institutions.

**The second responsibility** is to review the biennial capital construction requests of the University of Nebraska, the Nebraska College of Technical Agriculture, and the Nebraska State College System. With its statewide perspective, the Commission provides a unified prioritization of all approved individual capital construction budget requests for higher education. The Commission makes these recommendations to the Governor and Legislature at the same time it makes recommendations on biennial operating budget requests. The Commission recommends a list, in priority order, of approved individual capital construction budget requests eligible for state funding. Only those requests that were approved by the governing boards and the Commission and are requesting state funding in the biennial budget request are prioritized. The Commission identified ongoing routine maintenance and addressing deferred repair as two essential areas in need of new State and institutional funding for the 2025-2027 biennium. The Commission prioritized 14 individual capital construction budget requests for the coming biennium, with the highest priorities being:

1. UNMC Project Health,
2. State Colleges CSC-PSC-WSC M&R Pool,
3. WSC Rice & Gardner IAC-ARC (shortfall),
4. PSC Indoor Recreation Complex (shortfall), and
5. UNO Peter Kiewit Institute (planning).

The latest full report, *Capital Construction Budget Recommendations and Prioritization 2025-2027 Biennium*, is available at the Commission's website, [ccpe.nebraska.gov/reports](https://ccpe.nebraska.gov/reports).

*What does the Commission do?*

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

## **Budget Review and Recommendations**

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

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

In fall 2024, the Commission reviewed 15 requests for additional state funding from the University of Nebraska System, the Nebraska College of Technical Agriculture at Curtis, the Nebraska State College System, and the community colleges.

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

In addition, there were 13 requests that were part of the continuation budget recommendation. The total dollar amount for institutional continuation costs and new and expanded requests was \$93,111,046 for the biennium.

The full report, *2025-2027 Institutional Operating Budget Recommendations*, is available on the Commission's website, [ccpe.nebraska.gov/reports](https://ccpe.nebraska.gov/reports).

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## **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 and has renewed its participation every two years, as required. The most recent renewal was in August 2024.

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. In the summer of 2023 two additional institutions joined, both private career schools. All 29 have renewed their participation annually and continue to be active members.

### **FAFSA Completion Initiative and Universal FAFSA**

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.

Related to the FAFSA Completion Initiative, the Commission has partnered with the Nebraska Department of Education, Education Quest, high school counselors, postsecondary financial aid officers, and community organizations to develop resources and inform high school seniors, their parents, and high school counselors and administrators about the FAFSA high school graduation requirement that went into effect for the graduating class of 2024-25.

## **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 2023 and 2024 legislative sessions, 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, resulting in the creation of the Career-Readiness and Dual-Credit Education Grant Program and a new eligibility category under the Enhancing Excellence in Teaching Program. The Commission also worked with the Nebraska Statewide Workforce and Education Reporting System (NSWERS) on the development of their *2024 Dual Enrollment Special Report*.

## **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 LR335, 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. The Commission continues to track progress toward the goal along with its education partners and uses it to inform reports and potential initiatives.

## **Community College ARPA Grant**

LB1014 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 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. The Commission continues to monitor college expenditures and review and approves significant project changes. All funds have been obligated and must be expended by December 31, 2026.

## **Prison Education Program Consortium**

The federal Consolidated Appropriations Act of 2021 reinstated the ability of incarcerated individuals to access Pell Grants if their college or university has an approved Prison Application Program (PEP). Postsecondary institutions must go through an application process with the Nebraska Department of Correctional Services (NDCS), their institutional accreditor (usually the Higher Learning Commission for Nebraska postsecondary institutions), and the U.S. Department of Education to become a PEP. The Coordinating Commission is a participant in the Nebraska Consortium for Postsecondary Education in Prison created by the NDCS to advise the NDCS on PEP applications.

## **New to the Commission**

Governor Pillen appointed three new Commission members during the 2023-2024 biennium. Tamara Weber of Columbus was appointed to represent District 5 in February 2023, Dannika Nelson of Oakland was appointed as a member-at-large in August 2023, and Dr. LeDonna Griffin was appointed as a member-at-large in January 2024.

As of November 2024, there was one Commission vacancy (District 4).

## **2024 Measuring Accomplishments – Changes Made and Important Notes**

### Report Changes:

- N/A

### National Comparisons:

- Public high school graduation rate (2021-22): Data for 2020-21 was not reported due to delays by the U.S. Department of Education. (Nebraska ranked 19<sup>th</sup> nationally for 2020-21 with a graduation rate of 87.6%.)

### Peer Comparisons:

- State and local appropriations per FTE student, net tuition and fees per FTE student, and education and general spending per FTE student and per award (2022-23): Data for 2021-22 was not reported due to data delays by IPEDS.
- Median federal loan debt of graduates (FY2020 and FY2021): There is no data update for this year's report. Updated data for FY2021 and FY2022 has not been released.
- NCTA's peer group listing name changes: Morrisville State College (MSC) is now SUNY Morrisville (SUNM), and Vermont Technical College (VTC) is now Vermont State University (VSU).

### Non-Comparative Measures:

- Nebraska's WIOA measure of postsecondary participation by GED completers (2022): Definitions changed significantly from prior years and the number of GED completers is no longer reported. Due to these changes, this metric has been removed from the report.

### Data Dictionary:

- N/A





# 2024 Measuring Accomplishments

December 4, 2024



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



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

*The Coordinating Commission for Postsecondary Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or the provision of services.*

# Key Takeaways – 2024 Measuring Accomplishments

Chapter 1 of the *Comprehensive Statewide Plan for Postsecondary Education* identifies several statewide goals related to meeting the needs of students, meeting the needs of the state, meeting needs by building exemplary institutions, and meeting educational needs through partnerships and collaboration. These goals are critical to the achievement of the *Plan's* vision for postsecondary education in Nebraska. *Measuring Accomplishments* is produced annually to measure progress made towards achieving these goals.

- Nebraska has historically outranked national attainment statistics for adults 25 to 64 with an associate's or higher. However, the most recent data indicates Nebraska's bachelor's or higher attainment is slightly lower than the corresponding national rate.

	2013-2017		2018-2022	
	Associate's +	Bachelor's +	Associate's +	Bachelor's +
Nebraska	44.5%	32.8%	47.8%	35.7%
National	41.4%	32.3%	45.0%	35.8%

- Nebraska currently ranks in the middle of the nation for public high school graduation rates (2021-2022 = 87.1%, rank 21). Nebraska was last ranked in the top 10 in 2016-2017 (89.1%, rank 9).
- Preparation for college and college continuation rates have also declined since pre-pandemic levels, though Nebraska ranks higher nationally with these metrics.

	Met All 4 ACT Benchmarks		College Continuation	
	2019	2024	Fall 2018	Fall 2022
Percent	22%	18%	61.7%	59.0%
Rank	5 out of 17 states	3 out of 13 states	14	10

- While graduation rates vary by cohort definition, Nebraska consistently ranks low for four-year bachelor's completion rates at the state's public four-year institutions (41.0%, rank 32). Six-year completion rates for Nebraska's public two-year (44.6%) and four-year institutions (69.6%) are generally ranked in the middle of the nation (rank 22 and 24, respectively). As shown below, graduation rate rankings differ by institution.

	150% Graduation Rate		Four-Year Graduation Rate	Graduation Status at Six Years		Median Federal Loan Debt
	Total	Low-Income (Pell)		First-Time Full-Time	Non-First-Time Full-Time	
NCTA	●	●	-	●	◆	-
UNK	●	●	●	●	◆	●
UNL	◆	◆	◆	◆	●	◆
UNMC	-	-	-	-	●	●
UNO	◆	●	◆	◆	◆	●
CSC	◆	◆	◆	◆	◆	●
PSC	◆	◆	◆	◆	◆	◆
WSC	●	●	●	●	●	●
CCC	●	●	-	●	●	●
MCC	◆	◆	-	◆	◆	●
MPCC	●	●	-	●	◆	◆
NECC	●	●	-	●	●	◆
SCC	◆	◆	-	●	◆	◆
WNCC	◆	◆	-	◆	●	●

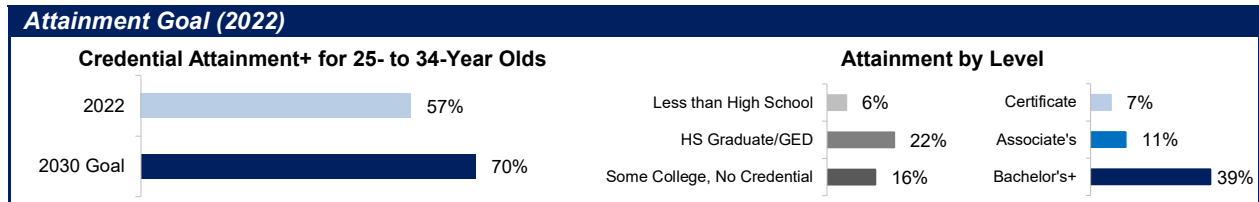
Note. For peer comparisons, ranking in the top five is noted by a green circle (●) while ranking in the bottom six is noted by an orange diamond (◆). IPEDS graduation cohort years vary by measure; see data dictionary.

- Funding and affordability remain areas of concern. Nebraska currently ranks 31st nationally for state need-based grant aid per FTE student. Furthermore, the percentage of family income needed to pay for full-time enrollment at public institutions ranges from 11% for families with median incomes at two-year publics to 45% for families with low incomes at four-year publics. Nevertheless, Nebraska institutions rank relatively well compared to their respective peer groups for median federal loan debt.

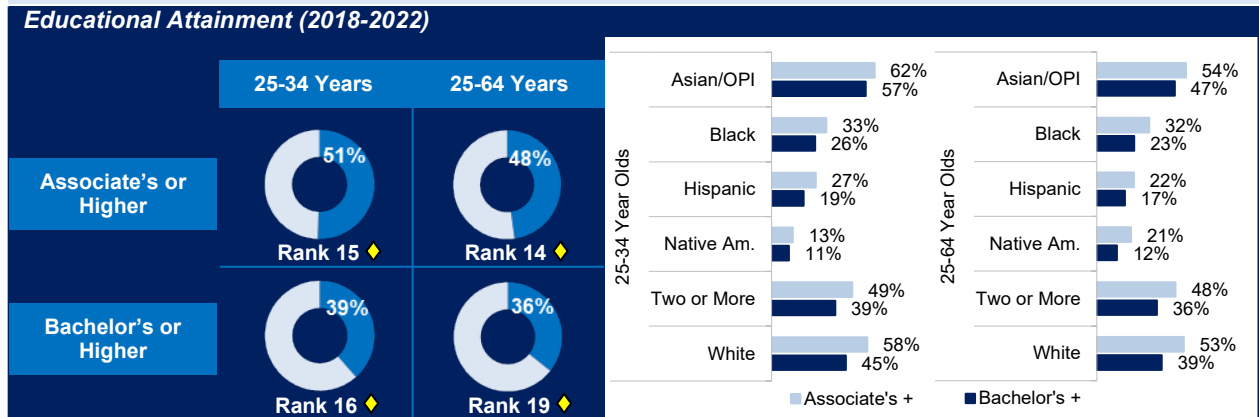
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# 2024 Measuring Accomplishments

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



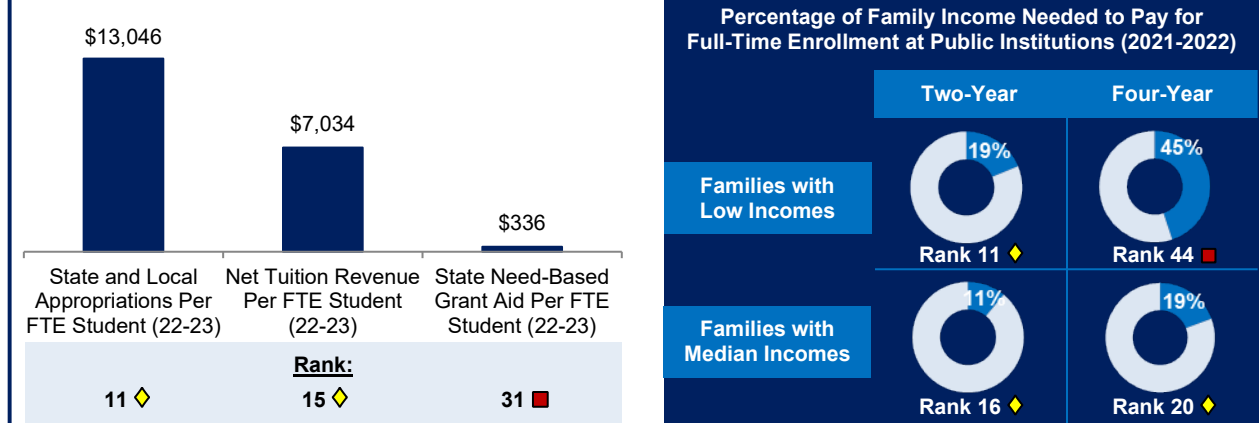
### High School Graduation Rate, Preparation for College, and College Enrollment

	Nebraska	Rank
Public High School Graduation Rate (2021-2022)	87%	21
Percentage of ACT-Tested High School Graduates Who Met or Exceeded All Four College Readiness Benchmarks (2024)	18%	3
Percentage of High School Graduates Going Directly to College (Fall 2022)	59%	10
Percentage of Population 25-49 Years Without an Associate's Degree or Higher Enrolled in College (2018-2022)	4%	27

### College Completion Rates

	Nebraska	Rank
Four-Year Completion Rate for First-Time, Full-Time Baccalaureate-Seeking Students at Public Four-Year Institutions Who Completed a Bachelor's Degree at their First Campus (2017 Cohort)	41%	32
Six-Year Completion Rate for First-Time Students Who Started at Public Four-Year Institutions and Completed a Credential Anywhere (2017 Cohort)	70%	24
Six-Year Completion Rate for First-Time Students Who Started at Public Two-Year Institutions and Completed a Credential Anywhere (2017 Cohort)	45%	22

### Funding and Affordability



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

## Peer Comparisons: Nebraska College of Technical Agriculture

### Peer Group Listing and Undergraduate Fall Enrollment (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>NCTA</b>	<b>Nebraska College of Technical Agriculture</b>	<b>NE</b>	<b>303</b>	<b>34%</b>
ILCC	Iowa Lakes Community College	IA	1,960	20%
LATC	Lake Area Technical College	SD	2,238	26%
MTC	Mitchell Technical College	SD	1,203	30%
NCTC	Northland Community and Technical College	MN	2,495	22%
OSAT	Ohio State University Agricultural Technical Institute	OH	446	26%
SOCC	South Central College	MN	2,602	32%
STCM	State Technical College of Missouri	MO	2,176	30%
SUNY	SUNY College of Agriculture and Technology at Cobleskill	NY	1,783	43%
SUNM	SUNY Morrisville	NY	1,803	55%
VSU	Vermont State University	VT	1,412	31%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>NCTA</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>	<b>93%</b>
ILCC	1%	4%	7%	0%	4%	1%	83%
LATC	1%	1%	2%	2%	0%	0%	94%
MTC	1%	0%	2%	4%	0%	2%	91%
NCTC	2%	6%	4%	2%	1%	3%	82%
OSAT	0%	1%	2%	0%	0%	1%	95%
SOCC	1%	11%	12%	0%	3%	3%	70%
STCM	1%	1%	2%	2%	0%	1%	94%
SUNY	2%	10%	13%	0%	1%	2%	71%
SUNM	1%	24%	10%	1%	3%	4%	58%
VSU	2%	3%	2%	1%	3%	4%	86%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2020 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>NCTA</b>	<b>NA</b>	<b>NA</b>	<b>57%</b>	<b>NA</b>	<b>0%</b>	<b>57%</b>	<b>57%</b>	<b>78%</b>
ILCC	0%	48%	31%	14%	100%	24%	26%	N/A
LATC	67%	25%	30%	40%	NA	66%	64%	60%
MTC	100%	67%	77%	33%	60%	72%	71%	68%
NCTC	25%	44%	45%	33%	23%	50%	48%	40%
OSAT	NA	0%	50%	NA	33%	41%	41%	33%
SOCC	33%	20%	28%	0%	0%	32%	29%	26%
STCM	100%	50%	72%	80%	73%	80%	79%	76%
SUNY	33%	14%	25%	50%	21%	52%	41%	35%
SUNM	57%	15%	15%	0%	23%	43%	32%	26%
VSU	25%	41%	30%	0%	24%	51%	49%	44%

### Graduation Status at Six Years (2015-2016 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>NCTA</b>	<b>56%</b>	<b>NA</b>	<b>63%</b>	<b>0%</b>
ILCC	55%	53%	54%	45%
LATC	76%	35%	70%	60%
MTC	78%	43%	73%	41%
NCTC	45%	30%	59%	45%
OSAT	51%	0%	68%	10%
SOCC	29%	18%	40%	37%
STCM	76%	47%	83%	66%
SUNY	46%	8%	70%	68%
SUNM	40%	25%	56%	57%
VSU	51%	14%	68%	61%



**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>NCTA</b>	<b>\$14,450</b>	<b>\$3,344</b>	<b>\$21,355</b>	<b>\$62,877</b>	<b>\$13,757</b>	<b>\$10,670</b>	<b>\$12,184</b>	<b>35%</b>	<b>-</b>
ILCC	\$16,795	\$4,482	\$25,974	\$100,343	\$10,523	\$8,943	\$8,858	20%	\$12,000
LATC	\$8,903	\$6,031	\$14,226	\$31,398	\$12,554	\$10,281	\$11,773	63%	\$12,000
MTC	\$4,123	\$2,676	\$13,727	\$30,495	\$12,868	\$9,796	\$10,958	45%	\$12,000
NCTC	\$10,001	\$4,351	\$21,840	\$48,795	\$12,927	\$9,399	\$10,040	27%	\$12,000
OSAT	\$8,442	\$7,328	\$34,962	\$104,099	\$16,887	\$12,891	\$15,467	44%	-
SOCC	\$8,751	\$4,555	\$20,426	\$62,782	\$9,804	\$8,070	\$8,757	25%	\$12,000
STCM	\$3,407	\$6,586	\$15,271	\$42,345	\$7,358	\$10,272	\$11,350	45%	\$10,986
SUNY	\$24,457	\$4,643	\$34,314	\$115,153	\$18,122	\$13,264	\$15,614	53%	\$16,023
SUNM	\$29,782	\$5,109	\$42,079	\$150,799	\$16,855	\$13,361	\$15,271	67%	\$18,742
VSU	\$7,756	\$14,479	\$30,994	\$99,425	\$21,253	\$16,958	\$16,623	48%	\$15,000

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 (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNK</b>	<b>University of Nebraska at Kearney</b>	<b>NE</b>	<b>4,269</b>	<b>34%</b>
EIU	Eastern Illinois University	IL	6,916	31%
ESU	Emporia State University	KS	2,740	34%
MSUM	Minnesota State University Moorhead	MN	3,729	27%
NWMS	Northwest Missouri State University	MO	5,308	27%
PSU	Pittsburg State University	KS	4,489	32%
SUP	Shippensburg University of Pennsylvania	PA	4,443	30%
UCM	University of Central Missouri	MO	7,345	26%
WCU	Western Carolina University	NC	9,956	33%
WIU	Western Illinois University	IL	5,309	28%
WSU	Winona State University	MN	5,403	23%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>UNK</b>	<b>1%</b>	<b>2%</b>	<b>14%</b>	<b>0%</b>	<b>6%</b>	<b>3%</b>	<b>74%</b>
EIU	4%	16%	17%	0%	2%	2%	59%
ESU	1%	3%	6%	1%	4%	10%	74%
MSUM	2%	5%	5%	1%	4%	4%	80%
NWMS	1%	4%	5%	0%	2%	3%	84%
PSU	1%	3%	7%	2%	2%	6%	79%
SUP	2%	13%	7%	0%	1%	5%	73%
UCM	1%	7%	6%	0%	1%	5%	79%
WCU	1%	6%	8%	1%	2%	4%	77%
WIU	1%	22%	13%	0%	3%	3%	57%
WSU	4%	3%	4%	0%	2%	4%	83%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNK</b>	<b>60%</b>	<b>28%</b>	<b>56%</b>	<b>0%</b>	<b>28%</b>	<b>64%</b>	<b>60%</b>	<b>55%</b>
EIU	75%	29%	36%	33%	29%	60%	45%	39%
ESU	0%	50%	48%	33%	50%	58%	54%	45%
MSUM	36%	33%	43%	50%	33%	57%	55%	46%
NWMS	55%	41%	34%	0%	41%	62%	58%	46%
PSU	54%	43%	52%	20%	43%	61%	58%	46%
SUP	22%	27%	34%	0%	27%	59%	52%	39%
UCM	63%	31%	39%	0%	31%	54%	49%	39%
WCU	76%	47%	57%	50%	47%	60%	59%	53%
WIU	71%	25%	38%	0%	25%	65%	45%	35%
WSU	38%	35%	53%	33%	35%	63%	61%	52%

### Four-Year Graduation Rates (2017 Cohort) and Graduation Status at Six Years (2015-2016 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>38%</b>	<b>57%</b>	<b>22%</b>	<b>57%</b>	<b>32%</b>
EIU	29%	49%	9%	69%	46%
ESU	39%	50%	0%	59%	38%
MSUM	36%	55%	27%	65%	60%
NWMS	43%	51%	6%	68%	39%
PSU	34%	53%	21%	65%	48%
SUP	36%	57%	25%	61%	38%
UCM	36%	52%	26%	69%	52%
WCU	41%	61%	19%	73%	68%
WIU	31%	50%	31%	68%	52%
WSU	45%	63%	42%	71%	63%

<b>Funding and Affordability (2022-2023, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNK</b>	<b>\$10,208</b>	<b>\$6,135</b>	<b>\$19,574</b>	<b>\$69,427</b>	<b>\$16,249</b>	<b>\$13,187</b>	<b>\$13,627</b>	<b>39%</b>	<b>● \$19,500</b>
EIU	\$6,792	\$6,278	\$17,793	\$46,977	\$14,621	\$11,412	\$9,774	36%	\$21,500
ESU	\$8,531	\$6,538	\$17,535	\$40,027	\$15,441	\$10,658	\$10,763	60%	\$19,500
MSUM	\$7,664	\$6,980	\$19,796	\$57,583	\$18,231	\$13,260	\$12,969	52%	\$20,000
NWMS	\$4,673	\$7,444	\$13,166	\$33,914	\$15,497	\$11,120	\$11,907	47%	\$21,500
PSU	\$8,209	\$5,834	\$18,562	\$54,040	\$19,357	\$17,392	\$17,369	45%	\$18,969
SUP	\$8,168	\$8,275	\$27,165	\$100,479	\$23,344	\$18,253	\$18,505	60%	\$25,000
UCM	\$6,509	\$8,590	\$18,682	\$43,795	\$15,728	\$11,862	\$12,458	39%	\$21,000
WCU	\$14,839	\$4,092	\$17,938	\$57,247	\$12,252	\$8,571	\$10,277	45%	\$21,868
WIU	\$8,147	\$5,981	\$25,159	\$79,850	\$12,168	\$6,968	\$7,391	50%	\$25,251
WSU	\$7,278	\$7,142	\$20,285	\$66,495	\$18,919	\$11,400	\$12,486	51%	\$21,500

<b>Research and Development Expenditures (National Science Foundation, 2022)</b>				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
<b>UNK</b>	<b>\$2,550,000</b>	<b>\$1,459,000</b>	<b>\$4,009,000</b>	<b>\$1,409,000</b>
PSU	\$2,884,000	\$0	\$2,884,000	\$1,167,000
WCU	\$2,264,000	\$519,000	\$2,783,000	\$1,139,000
WIU	\$4,264,000	\$47,000	\$4,311,000	\$4,032,000

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

## Peer Comparisons: University of Nebraska-Lincoln

### Peer Group Listing and Undergraduate Fall Enrollment (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNL</b>	<b>University of Nebraska-Lincoln</b>	<b>NE</b>	<b>19,189</b>	<b>22%</b>
CSUF	Colorado State University-Fort Collins	CO	25,777	19%
ISU	Iowa State University	IA	25,241	18%
LSUA	Louisiana State University & Agricultural & Mechanical College	LA	30,952	26%
UTK	The University of Tennessee-Knoxville	TN	27,039	21%
UI	University of Iowa	IA	21,973	18%
KU	University of Kansas	KS	19,241	20%
UKY	University of Kentucky	KY	22,735	21%
UMC	University of Missouri-Columbia	MO	23,745	20%
UON	University of Oklahoma-Norman Campus	OK	21,282	24%
WASH	Washington State University	WA	22,612	26%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>UNL</b>	<b>4%</b>	<b>3%</b>	<b>9%</b>	<b>0%</b>	<b>4%</b>	<b>4%</b>	<b>77%</b>
CSUF	3%	2%	16%	1%	2%	5%	71%
ISU	5%	3%	7%	0%	3%	3%	79%
LSUA	5%	18%	9%	1%	2%	3%	63%
UTK	4%	5%	6%	0%	1%	5%	80%
UI	5%	3%	9%	0%	2%	4%	77%
KU	6%	4%	10%	1%	4%	6%	69%
UKY	4%	7%	6%	0%	2%	4%	77%
UMC	3%	5%	6%	0%	1%	5%	80%
UON	7%	5%	13%	3%	4%	10%	58%
WASH	8%	3%	17%	1%	3%	8%	61%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNL</b>	<b>72%</b>	<b>41%</b>	<b>56%</b>	<b>25%</b>	<b>41%</b>	<b>68%</b>	<b>◆ 66%</b>	<b>◆ 53%</b>
CSUF	61%	60%	58%	52%	60%	70%	67%	57%
ISU	76%	53%	63%	67%	53%	77%	75%	68%
LSUA	80%	55%	65%	68%	55%	74%	71%	59%
UTK	79%	60%	68%	78%	60%	75%	73%	63%
UI	80%	53%	67%	75%	53%	74%	73%	60%
KU	74%	45%	59%	28%	45%	72%	69%	56%
UKY	76%	48%	63%	82%	48%	73%	70%	54%
UMC	78%	67%	72%	71%	67%	78%	76%	67%
UON	80%	77%	72%	59%	77%	76%	75%	65%
WASH	65%	49%	54%	36%	49%	64%	62%	53%

### Four-Year Graduation Rates (2017 Cohort) and Graduation Status at Six Years (2015-2016 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>◆ 49%</b>	<b>◆ 66%</b>	<b>◆ 26%</b>	<b>● 69%</b>	<b>● 52%</b>
CSUF	47%	69%	37%	73%	43%
ISU	54%	76%	60%	71%	42%
LSUA	46%	69%	17%	66%	38%
UTK	56%	72%	28%	67%	51%
UI	57%	74%	57%	68%	51%
KU	54%	66%	43%	66%	53%
UKY	54%	68%	42%	65%	45%
UMC	56%	72%	62%	70%	52%
UON	56%	74%	52%	63%	44%
WASH	43%	60%	33%	72%	57%

<b>Funding and Affordability (2022-2023, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNL</b>	<b>\$14,137</b>	<b>\$9,874</b>	<b>\$38,911</b>	<b>\$142,369</b>	<b>\$18,029</b>	<b>\$11,899</b>	<b>\$12,714</b>	<b>33%</b>	<b>◆ \$21,000</b>
CSUF	\$581	\$17,683	\$47,783	\$179,694	\$19,828	\$11,333	\$11,654	34%	\$20,000
ISU	\$8,322	\$13,067	\$40,076	\$146,459	\$17,354	\$11,734	\$12,465	47%	\$22,869
LSUA	\$8,383	\$12,549	\$36,875	\$168,664	\$21,808	\$14,035	\$17,014	26%	\$20,500
UTK	\$14,193	\$14,043	\$39,254	\$155,358	\$20,885	\$9,397	\$12,714	30%	\$20,500
UI	\$8,497	\$16,858	\$54,902	\$162,637	\$20,121	\$13,811	\$16,220	40%	\$22,500
KU	\$13,416	\$13,522	\$56,723	\$178,868	\$18,322	\$10,908	\$12,702	36%	\$21,000
UKY	\$12,342	\$13,516	\$71,024	\$215,408	\$19,838	\$10,267	\$11,329	36%	\$22,500
UMC	\$8,756	\$12,184	\$41,332	\$104,836	\$20,006	\$13,599	\$13,676	33%	\$20,500
UON	\$5,272	\$15,506	\$34,921	\$119,624	\$19,900	\$12,555	\$13,730	32%	\$20,654
WASH	\$11,606	\$11,006	\$38,198	\$115,698	\$18,155	\$7,147	\$8,723	31%	\$19,500

<b>Research and Development Expenditures (National Science Foundation, 2022)</b>				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
<b>UNL</b>	<b>\$205,396,000</b>	<b>\$134,864,000</b>	<b>\$340,260,000</b>	<b>◆ \$107,581,000</b>
CSUF	\$391,211,000	\$65,700,000	\$456,911,000	\$300,198,000
ISU	\$259,134,000	\$134,050,000	\$393,184,000	\$186,754,000
LSUA	\$205,906,000	\$138,650,000	\$344,556,000	\$111,719,000
UTK	\$186,148,000	\$138,287,000	\$324,435,000	\$144,707,000
UI	\$373,610,000	\$220,605,000	\$594,215,000	\$181,048,000
KU	\$284,647,000	\$120,620,000	\$405,267,000	\$115,586,000
UKY	\$338,620,000	\$137,897,000	\$476,517,000	\$190,907,000
UMC	\$251,220,000	\$181,090,000	\$432,310,000	\$137,890,000
UON	\$268,064,000	\$140,592,000	\$408,656,000	\$156,986,000
WASH	\$265,329,000	\$103,067,000	\$368,396,000	\$145,600,000

*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 (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNMC</b>	<b>University of Nebraska Medical Center</b>	<b>NE</b>	<b>886</b>	<b>22%</b>
MUSC	Medical University of South Carolina	SC	300	12%
OSU	Ohio State University-Main Campus	OH	46,123	19%
UTK	The University of Tennessee-Knoxville	TN	27,039	21%
UA	University of Arizona	AZ	38,751	26%
UCON	University of Connecticut	CT	18,983	24%
UI	University of Iowa	IA	21,973	18%
KU	University of Kansas	KS	19,241	20%
UKY	University of Kentucky	KY	22,735	21%
UU	University of Utah	UT	26,355	20%
VCU	Virginia Commonwealth University	VA	20,958	30%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>UNMC</b>	<b>2%</b>	<b>2%</b>	<b>12%</b>	<b>0%</b>	<b>2%</b>	<b>4%</b>	<b>78%</b>
MUSC	2%	10%	4%	0%	0%	5%	78%
OSU	10%	8%	6%	0%	7%	5%	65%
UTK	4%	5%	6%	0%	1%	5%	80%
UA	6%	4%	28%	1%	5%	5%	50%
UCON	13%	7%	15%	0%	9%	4%	52%
UI	5%	3%	9%	0%	2%	4%	77%
KU	6%	4%	10%	1%	4%	6%	69%
UKY	4%	7%	6%	0%	2%	4%	77%
UU	8%	1%	14%	0%	6%	6%	64%
VCU	15%	21%	11%	0%	2%	8%	42%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<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	91%	79%	86%	60%	79%	88%	88%	81%
UTK	79%	60%	68%	78%	60%	75%	73%	63%
UA	74%	42%	62%	33%	42%	70%	66%	58%
UCON	87%	73%	81%	100%	73%	87%	84%	79%
UI	80%	53%	67%	75%	53%	74%	73%	60%
KU	74%	45%	59%	28%	45%	72%	69%	56%
UKY	76%	48%	63%	82%	48%	73%	70%	54%
UU	72%	58%	57%	70%	58%	65%	64%	55%
VCU	72%	62%	67%	29%	62%	66%	65%	60%

### Four-Year Graduation Rates (2017 Cohort) and Graduation Status at Six Years (2015-2016 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>93%</b>	<b>85%</b>
MUSC	NA	NA	NA	98%	0%
OSU	71%	88%	20%	74%	52%
UTK	56%	72%	28%	67%	51%
UA	51%	64%	39%	67%	52%
UCON	76%	83%	40%	82%	44%
UI	57%	74%	57%	68%	51%
KU	54%	66%	43%	66%	53%
UKY	54%	68%	42%	65%	45%
UU	34%	67%	28%	76%	57%
VCU	47%	67%	13%	72%	68%

<b>Funding and Affordability (2022-2023, Unless Otherwise Noted)</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNMC</b>	<b>\$49,464</b>	<b>\$19,843</b>	<b>\$164,223</b>	<b>\$467,126</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>54%</b>	<b>● \$15,000</b>
MUSC	-	-	-	-	-	-	-	63%	\$15,000
OSU	-	-	-	-	-	-	-	31%	\$19,976
UTK	-	-	-	-	-	-	-	30%	\$20,500
UA	-	-	-	-	-	-	-	28%	\$19,620
UCON	-	-	-	-	-	-	-	39%	\$21,500
UI	-	-	-	-	-	-	-	40%	\$22,500
KU	-	-	-	-	-	-	-	36%	\$21,000
UKY	-	-	-	-	-	-	-	36%	\$22,500
UU	-	-	-	-	-	-	-	22%	\$19,000
VCU	-	-	-	-	-	-	-	42%	\$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, 2023)</b>	
ID	Total Health Sciences School Research
<b>UNMC</b>	<b>◆ \$97,008,153</b>
MUSC	\$122,574,127
OSU	\$196,336,620
UTK	\$54,102,082
UA	\$156,218,446
UCON	\$72,449,848
UI	\$153,553,939
KU	\$105,019,240
UKY	\$126,713,059
UU	\$218,834,867
VCU	\$95,223,293

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 (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>UNO</b>	<b>University of Nebraska at Omaha</b>	<b>NE</b>	<b>12,026</b>	<b>33%</b>
CSU	Cleveland State University	OH	9,776	39%
EMU	Eastern Michigan University	MI	11,617	37%
NKU	Northern Kentucky University	KY	10,776	24%
UTC	The University of Tennessee-Chattanooga	TN	9,884	32%
UCO	University of Central Oklahoma	OK	10,739	35%
UCCS	University of Colorado, Colorado Springs	CO	9,540	26%
UMSL	University of Missouri-St Louis	MO	12,415	18%
UNCG	University of North Carolina at Greensboro	NC	14,198	47%
UNF	University of North Florida	FL	14,171	31%
WSU	Wichita State University	KS	12,049	30%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>UNO</b>	<b>5%</b>	<b>8%</b>	<b>17%</b>	<b>0%</b>	<b>4%</b>	<b>5%</b>	<b>62%</b>
CSU	4%	17%	9%	0%	5%	4%	61%
EMU	4%	18%	10%	0%	3%	5%	60%
NKU	2%	6%	5%	0%	4%	3%	80%
UTC	3%	10%	6%	0%	1%	3%	76%
UCO	5%	8%	14%	4%	3%	12%	54%
UCCS	4%	5%	21%	0%	1%	8%	61%
UMSL	5%	14%	4%	0%	1%	2%	73%
UNCG	6%	30%	16%	0%	2%	5%	41%
UNF	6%	12%	16%	0%	2%	6%	59%
WSU	7%	6%	15%	1%	12%	5%	54%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>UNO</b>	<b>60%</b>	<b>31%</b>	<b>39%</b>	<b>33%</b>	<b>31%</b>	<b>50%</b>	<b>◆ 47%</b>	<b>● 46%</b>
CSU	53%	26%	38%	50%	26%	55%	49%	39%
EMU	52%	29%	37%	44%	29%	53%	45%	37%
NKU	52%	39%	42%	100%	39%	50%	48%	37%
UTC	54%	50%	49%	40%	50%	54%	53%	45%
UCO	52%	28%	38%	31%	28%	41%	38%	33%
UCCS	44%	26%	41%	29%	26%	48%	45%	37%
UMSL	63%	47%	72%	NA	47%	60%	57%	55%
UNCG	59%	62%	55%	42%	62%	55%	58%	56%
UNF	72%	66%	66%	80%	66%	68%	68%	69%
WSU	61%	32%	43%	67%	32%	57%	51%	46%

### Four-Year Graduation Rates (2017 Cohort) and Graduation Status at Six Years (2015-2016 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>◆ 27%</b>	<b>◆ 50%</b>	<b>● 22%</b>	<b>◆ 55%</b>	<b>◆ 37%</b>
CSU	33%	51%	14%	63%	45%
EMU	23%	48%	11%	62%	54%
NKU	35%	47%	18%	58%	48%
UTC	35%	53%	17%	60%	43%
UCO	15%	34%	11%	55%	38%
UCCS	28%	43%	23%	57%	42%
UMSL	36%	57%	23%	69%	42%
UNCG	40%	57%	30%	58%	43%
UNF	49%	66%	31%	70%	54%
WSU	31%	46%	18%	58%	36%



<b>Funding and Affordability (2022-2023), Unless Otherwise Noted</b>									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>UNO</b>	<b>\$6,555</b>	<b>\$7,645</b>	<b>\$20,800</b>	<b>\$76,415</b>	<b>\$13,284</b>	<b>\$9,908</b>	<b>\$10,689</b>	<b>27%</b>	<b>● \$19,000</b>
CSU	\$6,372	\$12,358	\$24,506	\$78,094	\$16,307	\$13,058	\$14,122	47%	\$21,797
EMU	\$11,419	\$14,199	\$20,761	\$63,824	\$17,388	\$14,925	\$14,959	46%	\$25,000
NKU	\$5,234	\$9,885	\$21,776	\$69,338	\$8,151	\$1,813	\$3,022	35%	\$23,000
UTC	\$7,575	\$6,589	\$21,489	\$85,167	\$13,801	\$8,492	\$9,682	40%	\$19,500
UCO	\$5,707	\$9,253	\$19,799	\$70,090	\$18,893	\$16,012	\$16,695	34%	\$21,000
UCCS	\$0	\$11,713	\$23,017	\$81,810	\$16,816	\$11,562	\$11,986	25%	\$20,000
UMSL	\$7,963	\$9,552	\$28,494	\$84,859	\$11,577	\$10,019	\$9,080	20%	\$20,000
UNCG	\$12,754	\$5,919	\$23,348	\$76,650	\$10,592	\$6,479	\$8,141	48%	\$22,858
UNF	\$8,742	\$4,505	\$17,424	\$60,662	\$10,628	\$6,465	\$7,759	24%	\$15,531
WSU	\$8,740	\$8,905	\$46,361	\$141,731	\$14,184	\$10,914	\$11,084	37%	\$20,500

<b>Research and Development Expenditures (National Science Foundation, 2022)</b>				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
<b>UNO</b>	<b>● \$20,221,000</b>	<b>\$4,038,000</b>	<b>\$24,259,000</b>	<b>● \$12,173,000</b>
CSU	\$62,728,000	\$18,497,000	\$81,225,000	\$53,364,000
EMU	\$2,701,000	\$5,324,000	\$8,025,000	\$1,535,000
NKU	\$2,998,000	\$890,000	\$3,888,000	\$1,358,000
UTC	\$7,298,000	\$5,510,000	\$12,808,000	\$5,209,000
UCO	\$2,705,000	\$4,365,000	\$7,070,000	\$1,576,000
UCCS	\$6,822,000	\$939,000	\$7,761,000	\$5,345,000
UMSL	\$8,141,000	\$5,106,000	\$13,247,000	\$2,846,000
UNCG	\$32,249,000	\$9,054,000	\$41,303,000	\$27,266,000
UNF	\$9,577,000	\$8,817,000	\$18,394,000	\$7,758,000
WSU	\$232,901,000	\$28,618,000	\$261,519,000	\$93,343,000

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

## Peer Comparisons: Chadron State College

### Peer Group Listing and Undergraduate Fall Enrollment (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>CSC</b>	<b>Chadron State College</b>	<b>NE</b>	<b>1,815</b>	<b>36%</b>
BHSU	Black Hills State University	SD	3,261	18%
EOU	Eastern Oregon University	OR	2,415	36%
MSU	Minot State University	ND	2,530	24%
NSU	Northern State University	SD	2,851	12%
NWMS	Northwest Missouri State University	MO	5,308	27%
NWOS	Northwestern Oklahoma State University	OK	1,647	41%
PSC	Peru State College	NE	1,569	34%
TSU	Truman State University	MO	3,622	15%
WSC	Wayne State College	NE	3,860	27%
WCU	Western Colorado University	CO	3,095	13%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>CSC</b>	<b>1%</b>	<b>4%</b>	<b>11%</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>79%</b>
BHSU	1%	1%	4%	2%	2%	2%	88%
EOU	4%	2%	15%	2%	1%	5%	72%
MSU	2%	4%	8%	2%	9%	6%	68%
NSU	2%	2%	3%	2%	3%	3%	85%
NWMS	1%	4%	5%	0%	2%	3%	84%
NWOS	1%	6%	14%	9%	3%	2%	65%
PSC	1%	9%	3%	1%	1%	11%	75%
TSU	2%	2%	4%	0%	8%	3%	80%
WSC	1%	3%	12%	1%	3%	3%	77%
WCU	4%	6%	25%	1%	0%	4%	61%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>CSC</b>	<b>67%</b>	<b>25%</b>	<b>38%</b>	<b>20%</b>	<b>25%</b>	<b>40%</b>	<b>◆ 38%</b>	<b>◆ 31%</b>
BHSU	50%	0%	34%	27%	17%	40%	39%	31%
EOU	47%	43%	31%	33%	62%	35%	37%	32%
MSU	67%	23%	42%	0%	35%	49%	48%	41%
NSU	75%	25%	38%	22%	18%	56%	52%	36%
NWMS	55%	41%	34%	0%	36%	62%	58%	46%
NWOS	50%	38%	33%	33%	22%	36%	35%	37%
PSC	33%	12%	23%	NA	23%	46%	38%	29%
TSU	72%	54%	69%	25%	57%	69%	68%	57%
WSC	14%	12%	42%	0%	32%	61%	56%	41%
WCU	33%	30%	34%	0%	40%	56%	51%	44%

### Four-Year Graduation Rates (2017 Cohort) and Graduation Status at Six Years (2015-2016 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>◆ 26%</b>	<b>◆ 38%</b>	<b>◆ 11%</b>	<b>◆ 53%</b>	<b>◆ 36%</b>
BHSU	25%	41%	12%	54%	27%
EOU	25%	37%	14%	62%	39%
MSU	28%	47%	24%	55%	40%
NSU	32%	47%	12%	53%	30%
NWMS	43%	51%	6%	68%	39%
NWOS	24%	29%	7%	46%	35%
PSC	27%	39%	28%	50%	39%
TSU	57%	71%	13%	70%	38%
WSC	40%	50%	0%	65%	42%
WCU	32%	48%	0%	52%	15%

**Funding and Affordability (2022-2023. Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>CSC</b>	<b>\$11,346</b>	<b>\$4,881</b>	<b>\$19,347</b>	<b>\$79,329</b>	<b>\$13,852</b>	<b>\$10,639</b>	<b>\$10,954</b>	<b>53%</b>	<b>● \$18,875</b>
BHSU	\$5,498	\$6,166	\$15,851	\$68,974	\$16,474	\$12,475	\$13,564	32%	\$26,000
EOU	\$11,704	\$8,768	\$28,373	\$75,801	\$17,219	\$12,069	\$12,341	40%	\$20,500
MSU	\$9,026	\$6,749	\$21,521	\$80,159	\$12,349	\$8,840	\$8,874	38%	\$19,609
NSU	\$10,557	\$5,182	\$24,744	\$96,812	\$16,873	\$13,560	\$14,226	26%	\$22,320
NWMS	\$4,673	\$7,444	\$13,166	\$33,914	\$15,497	\$11,120	\$11,907	47%	\$21,500
NWOS	\$5,766	\$5,153	\$19,755	\$75,932	\$12,067	\$9,050	\$8,936	37%	\$17,355
PSC	\$9,099	\$3,630	\$17,175	\$61,333	\$11,855	\$9,266	\$8,226	60%	\$21,875
TSU	\$14,196	\$5,869	\$23,627	\$76,566	\$12,798	\$7,322	\$7,585	30%	\$21,000
WSC	\$7,549	\$4,643	\$15,555	\$62,980	\$15,458	\$11,461	\$11,502	37%	\$19,000
WCU	\$0	\$10,731	\$22,726	\$100,133	\$17,709	\$10,573	\$9,926	24%	\$20,250

*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: Peru State College

### Peer Group Listing and Undergraduate Fall Enrollment (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>PSC</b>	<b>Peru State College</b>	<b>NE</b>	<b>1,569</b>	<b>34%</b>
BHSU	Black Hills State University	SD	3,261	18%
CSC	Chadron State College	NE	1,815	36%
CU	Concord University	WV	1,399	47%
EOU	Eastern Oregon University	OR	2,415	36%
FSU	Fairmont State University	WV	3,197	33%
MSU	Minot State University	ND	2,530	24%
NWOS	Northwestern Oklahoma State University	OK	1,647	41%
VCSU	Valley City State University	ND	1,521	17%
WSC	Wayne State College	NE	3,860	27%
WLU	West Liberty University	WV	1,919	32%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>PSC</b>	<b>1%</b>	<b>9%</b>	<b>3%</b>	<b>1%</b>	<b>1%</b>	<b>11%</b>	<b>75%</b>
BHSU	1%	1%	4%	2%	2%	2%	88%
CSC	1%	4%	11%	1%	1%	3%	79%
CU	1%	9%	1%	0%	4%	5%	81%
EOU	4%	2%	15%	2%	1%	5%	72%
FSU	1%	5%	1%	1%	0%	2%	90%
MSU	2%	4%	8%	2%	9%	6%	68%
NWOS	1%	6%	14%	9%	3%	2%	65%
VCSU	1%	2%	5%	1%	2%	4%	85%
WSC	1%	3%	12%	1%	3%	3%	77%
WLU	1%	4%	0%	0%	3%	7%	84%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>PSC</b>	<b>33%</b>	<b>12%</b>	<b>23%</b>	<b>NA</b>	<b>23%</b>	<b>46%</b>	<b>◆ 38%</b>	<b>◆ 29%</b>
BHSU	50%	0%	34%	27%	17%	40%	39%	31%
CSC	67%	25%	38%	20%	25%	40%	38%	31%
CU	0%	39%	29%	0%	40%	43%	42%	38%
EOU	47%	43%	31%	33%	62%	35%	37%	32%
FSU	0%	26%	NA	0%	42%	50%	48%	39%
MSU	67%	23%	42%	0%	35%	49%	48%	41%
NWOS	50%	38%	33%	33%	22%	36%	35%	37%
VCSU	0%	0%	35%	0%	40%	53%	48%	44%
WSC	14%	12%	42%	0%	32%	61%	56%	41%
WLU	0%	33%	33%	0%	67%	61%	61%	51%

### Four-Year Graduation Rates (2017 Cohort) and Graduation Status at Six Years (2015-2016 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>◆ 27%</b>	<b>◆ 39%</b>	<b>● 28%</b>	<b>◆ 50%</b>	<b>◆ 39%</b>
BHSU	25%	41%	12%	54%	27%
CSC	26%	38%	11%	53%	36%
CU	32%	42%	0%	55%	61%
EOU	25%	37%	14%	62%	39%
FSU	32%	48%	27%	58%	56%
MSU	28%	47%	24%	55%	40%
NWOS	24%	29%	7%	46%	35%
VCSU	36%	53%	23%	48%	60%
WSC	40%	50%	0%	65%	42%
WLU	42%	65%	NA	73%	84%

**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>PSC</b>	<b>\$9,099</b>	<b>\$3,630</b>	<b>\$17,175</b>	<b>\$61,333</b>	<b>\$11,855</b>	<b>\$9,266</b>	<b>\$8,226</b>	<b>60%</b>	<b>◆ \$21,875</b>
BHSU	\$5,498	\$6,166	\$15,851	\$68,974	\$16,474	\$12,475	\$13,564	32%	\$26,000
CSC	\$11,346	\$4,881	\$19,347	\$79,329	\$13,852	\$10,639	\$10,954	53%	\$18,875
CU	\$6,447	\$3,382	\$16,987	\$65,194	\$10,630	\$8,292	\$9,307	49%	\$18,900
EOU	\$11,704	\$8,768	\$28,373	\$75,801	\$17,219	\$12,069	\$12,341	40%	\$20,500
FSU	\$6,794	\$4,103	\$17,391	\$60,911	\$10,993	\$8,019	\$8,713	75%	\$21,000
MSU	\$9,026	\$6,749	\$21,521	\$80,159	\$12,349	\$8,840	\$8,874	38%	\$19,609
NWOS	\$5,766	\$5,153	\$19,755	\$75,932	\$12,067	\$9,050	\$8,936	37%	\$17,355
VCSU	\$9,602	\$5,841	\$22,198	\$61,032	\$13,841	\$9,030	\$12,130	34%	\$20,369
WSC	\$7,549	\$4,643	\$15,555	\$62,980	\$15,458	\$11,461	\$11,502	37%	\$19,000
WLU	\$4,864	\$7,823	\$15,098	\$54,508	\$14,203	\$13,368	\$14,580	46%	\$23,250

*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 (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>WSC</b>	<b>Wayne State College</b>	<b>NE</b>	<b>3,860</b>	<b>27%</b>
BHSU	Black Hills State University	SD	3,261	18%
CSC	Chadron State College	NE	1,815	36%
ESU	Emporia State University	KS	2,740	34%
MSU	Minot State University	ND	2,530	24%
NSU	Northern State University	SD	2,851	12%
NWMS	Northwest Missouri State University	MO	5,308	27%
NWOS	Northwestern Oklahoma State University	OK	1,647	41%
PSC	Peru State College	NE	1,569	34%
SMSU	Southwest Minnesota State University	MN	6,518	11%
UWRF	University of Wisconsin-River Falls	WI	4,776	20%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>WSC</b>	<b>1%</b>	<b>3%</b>	<b>12%</b>	<b>1%</b>	<b>3%</b>	<b>3%</b>	<b>77%</b>
BHSU	1%	1%	4%	2%	2%	2%	88%
CSC	1%	4%	11%	1%	1%	3%	79%
ESU	1%	3%	6%	1%	4%	10%	74%
MSU	2%	4%	8%	2%	9%	6%	68%
NSU	2%	2%	3%	2%	3%	3%	85%
NWMS	1%	4%	5%	0%	2%	3%	84%
NWOS	1%	6%	14%	9%	3%	2%	65%
PSC	1%	9%	3%	1%	1%	11%	75%
SMSU	2%	4%	6%	0%	2%	3%	84%
UWRF	3%	2%	4%	0%	1%	3%	88%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>WSC</b>	<b>14%</b>	<b>12%</b>	<b>42%</b>	<b>0%</b>	<b>32%</b>	<b>61%</b>	<b>56%</b>	<b>41%</b>
BHSU	50%	0%	34%	27%	17%	40%	39%	31%
CSC	67%	25%	38%	20%	25%	40%	38%	31%
ESU	0%	50%	48%	33%	30%	58%	54%	45%
MSU	67%	23%	42%	0%	35%	49%	48%	41%
NSU	75%	25%	38%	22%	18%	56%	52%	36%
NWMS	55%	41%	34%	0%	36%	62%	58%	46%
NWOS	50%	38%	33%	33%	22%	36%	35%	37%
PSC	33%	12%	23%	NA	23%	46%	38%	29%
SMSU	30%	22%	36%	0%	31%	50%	44%	36%
UWRF	37%	21%	46%	0%	33%	64%	61%	56%

### Four-Year Graduation Rates (2017 Cohort) and Graduation Status at Six Years (2015-2016 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>40%</b>	<b>50%</b>	<b>0%</b>	<b>65%</b>	<b>42%</b>
BHSU	25%	41%	12%	54%	27%
CSC	26%	38%	11%	53%	36%
ESU	39%	50%	0%	59%	38%
MSU	28%	47%	24%	55%	40%
NSU	32%	47%	12%	53%	30%
NWMS	43%	51%	6%	68%	39%
NWOS	24%	29%	7%	46%	35%
PSC	27%	39%	28%	50%	39%
SMSU	29%	47%	33%	56%	44%
UWRF	43%	56%	29%	65%	54%

**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>WSC</b>	<b>\$7,549</b>	<b>\$4,643</b>	<b>\$15,555</b>	<b>\$62,980</b>	<b>\$15,458</b>	<b>\$11,461</b>	<b>\$11,502</b>	<b>37%</b>	<b>● \$19,000</b>
BHSU	\$5,498	\$6,166	\$15,851	\$68,974	\$16,474	\$12,475	\$13,564	32%	\$26,000
CSC	\$11,346	\$4,881	\$19,347	\$79,329	\$13,852	\$10,639	\$10,954	53%	\$18,875
ESU	\$8,531	\$6,538	\$17,535	\$40,027	\$15,441	\$10,658	\$10,763	60%	\$19,500
MSU	\$9,026	\$6,749	\$21,521	\$80,159	\$12,349	\$8,840	\$8,874	38%	\$19,609
NSU	\$10,557	\$5,182	\$24,744	\$96,812	\$16,873	\$13,560	\$14,226	26%	\$22,320
NWMS	\$4,673	\$7,444	\$13,166	\$33,914	\$15,497	\$11,120	\$11,907	47%	\$21,500
NWOS	\$5,766	\$5,153	\$19,755	\$75,932	\$12,067	\$9,050	\$8,936	37%	\$17,355
PSC	\$9,099	\$3,630	\$17,175	\$61,333	\$11,855	\$9,266	\$8,226	60%	\$21,875
SMSU	\$6,978	\$3,996	\$16,837	\$83,163	\$14,839	\$9,440	\$11,263	15%	\$20,500
UWRF	\$5,469	\$6,025	\$19,819	\$72,948	\$15,242	\$9,520	\$11,067	45%	\$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 (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>CCC</b>	<b>Central Community College</b>	<b>NE</b>	<b>6,519</b>	<b>19%</b>
BHC	Black Hawk College	IL	3,773	25%
CCCC	Central Carolina Community College	NC	5,231	25%
EAC	Eastern Arizona College	AZ	4,864	17%
HCC	Hutchinson Community College	KS	4,960	24%
IHCC	Indian Hills Community College	IA	3,361	22%
ICCC	Iowa Central Community College	IA	5,058	31%
JC	Jackson College	MI	4,244	34%
LCCC	Laramie County Community College	WY	3,770	24%
PJC	Paris Junior College	TX	4,427	23%
SC	Shasta College	CA	7,363	37%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>CCC</b>	1%	2%	25%	1%	0%	0%	71%
BHC	4%	12%	16%	0%	0%	3%	64%
CCCC	2%	16%	25%	1%	0%	3%	53%
EAC	1%	1%	23%	6%	1%	2%	66%
HCC	1%	6%	13%	1%	1%	4%	74%
IHCC	2%	5%	8%	0%	3%	4%	78%
ICCC	2%	9%	13%	1%	2%	7%	66%
JC	1%	10%	7%	0%	0%	6%	76%
LCCC	1%	3%	20%	1%	1%	5%	70%
PJC	1%	10%	22%	1%	1%	4%	60%
SC	5%	2%	20%	2%	0%	8%	63%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2020 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>CCC</b>	<b>0%</b>	<b>48%</b>	<b>41%</b>	<b>43%</b>	<b>0%</b>	<b>48%</b>	<b>45%</b>	<b>43%</b>
BHC	38%	38%	30%	0%	27%	47%	43%	34%
CCCC	67%	18%	35%	0%	13%	48%	41%	35%
EAC	50%	15%	37%	31%	20%	35%	36%	34%
HCC	33%	23%	37%	29%	29%	51%	45%	38%
IHCC	13%	35%	24%	0%	41%	45%	40%	35%
ICCC	62%	23%	43%	0%	37%	49%	44%	42%
JC	45%	6%	17%	50%	7%	20%	17%	12%
LCCC	0%	25%	31%	33%	29%	32%	31%	28%
PJC	50%	32%	35%	33%	33%	38%	37%	34%
SC	36%	11%	27%	21%	25%	30%	29%	26%

### Graduation Status at Six Years (2015-2016 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>CCC</b>	<b>49%</b>	<b>29%</b>	<b>67%</b>	<b>51%</b>
BHC	36%	17%	34%	14%
CCCC	47%	21%	52%	32%
EAC	43%	16%	51%	30%
HCC	43%	13%	45%	28%
IHCC	39%	15%	60%	23%
ICCC	37%	16%	49%	34%
JC	20%	8%	29%	10%
LCCC	37%	19%	42%	27%
PJC	34%	20%	36%	15%
SC	32%	18%	37%	12%



**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>CCC</b>	<b>\$15,367</b>	<b>\$1,670</b>	<b>\$23,926</b>	<b>\$29,187</b>	<b>\$7,317</b>	<b>\$4,886</b>	<b>\$5,359</b>	<b>10%</b>	<b>● \$7,992</b>
BHC	\$13,533	\$2,879	\$19,091	\$45,683	\$4,481	\$4,377	\$5,142	7%	\$8,375
CCCC	\$10,920	\$1,281	\$16,673	\$40,024	\$2,153	\$279	\$573	0%	Privacy Suppressed
EAC	\$10,463	\$1,439	\$13,114	\$35,025	\$10,313	\$8,571	\$9,553	0%	Privacy Suppressed
HCC	\$9,854	\$2,532	\$16,383	\$32,054	\$6,456	\$4,145	\$4,365	11%	\$9,773
IHCC	\$12,293	\$4,315	\$19,552	\$62,339	\$7,529	\$6,481	\$6,459	22%	\$10,500
ICCC	\$9,518	\$5,307	\$16,157	\$44,789	\$10,037	\$8,354	\$8,507	31%	\$11,000
JC	\$7,825	\$3,781	\$17,135	\$40,666	\$8,361	\$5,242	\$4,763	16%	\$13,875
LCCC	\$16,019	\$4,571	\$26,746	\$77,442	\$7,131	\$5,489	\$6,069	18%	\$11,000
PJC	\$4,182	\$2,431	\$8,753	\$15,696	\$7,118	\$5,954	\$7,365	2%	\$5,342
SC	\$12,207	\$772	\$15,076	\$38,050	\$7,751	\$2,767	\$4,312	4%	\$14,250

*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, 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: Metropolitan Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>MCC</b>	<b>Metropolitan Community College</b>	<b>NE</b>	<b>14,541</b>	<b>20%</b>
CCAC	Community College of Allegheny County	PA	10,467	29%
DMCC	Des Moines Area Community College	IA	21,637	16%
ERIE	Erie Community College	NY	7,843	38%
GTC	Greenville Technical College	SC	11,380	33%
GTCC	Guilford Technical Community College	NC	10,067	41%
JJC	Joliet Junior College	IL	10,212	23%
MESA	Mesa Community College	AZ	15,772	20%
SJCC	San Jacinto Community College	TX	30,593	30%
TCC	Tulsa Community College	OK	14,391	36%
WTCC	Wake Technical Community College	NC	21,551	27%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>MCC</b>	<b>3%</b>	<b>11%</b>	<b>21%</b>	<b>1%</b>	<b>1%</b>	<b>5%</b>	<b>58%</b>
CCAC	5%	17%	4%	0%	0%	5%	69%
DMCC	5%	7%	10%	0%	0%	3%	75%
ERIE	7%	19%	9%	1%	1%	4%	59%
GTC	3%	19%	14%	0%	1%	4%	59%
GTCC	6%	35%	14%	1%	1%	3%	41%
JJC	3%	9%	32%	0%	0%	3%	53%
MESA	4%	5%	34%	3%	1%	5%	46%
SJCC	5%	9%	65%	0%	2%	2%	17%
TCC	5%	9%	14%	7%	2%	13%	51%
WTCC	7%	22%	16%	0%	2%	3%	49%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2020 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>MCC</b>	<b>10%</b>	<b>21%</b>	<b>14%</b>	<b>0%</b>	<b>19%</b>	<b>32%</b>	<b>◆ 25%</b>	<b>◆ 22%</b>
CCAC	24%	13%	19%	0%	20%	26%	23%	20%
DMCC	36%	9%	24%	50%	28%	37%	34%	30%
ERIE	29%	14%	18%	22%	12%	33%	27%	25%
GTC	25%	10%	16%	17%	14%	22%	18%	14%
GTCC	27%	18%	24%	50%	23%	41%	31%	28%
JJC	40%	8%	18%	0%	29%	23%	21%	15%
MESA	32%	16%	18%	17%	26%	19%	19%	16%
SJCC	36%	31%	35%	57%	23%	33%	34%	35%
TCC	36%	19%	26%	15%	25%	28%	27%	0%
WTCC	39%	15%	27%	33%	24%	38%	31%	27%

### Graduation Status at Six Years (2015-2016 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>MCC</b>	<b>◆ 22%</b>	<b>◆ 11%</b>	<b>◆ 19%</b>	<b>◆ 16%</b>
CCAC	25%	21%	24%	16%
DMCC	37%	16%	51%	11%
ERIE	30%	14%	42%	27%
GTC	25%	14%	31%	23%
GTCC	29%	19%	31%	23%
JJC	24%	15%	36%	11%
MESA	22%	11%	39%	14%
SJCC	43%	22%	42%	18%
TCC	26%	14%	28%	23%
WTCC	37%	23%	40%	27%

**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>MCC</b>	<b>\$11,178</b>	<b>\$1,775</b>	<b>\$19,221</b>	<b>\$81,486</b>	<b>\$4,691</b>	<b>\$2,961</b>	<b>\$3,532</b>	<b>8%</b>	<b>● \$8,217</b>
CCAC	\$9,800	\$3,506	\$14,646	\$43,208	\$7,773	\$6,510	\$7,414	12%	\$12,680
DMCC	\$6,541	\$3,558	\$13,087	\$36,464	\$10,119	\$9,302	\$9,309	14%	\$11,000
ERIE	\$8,526	\$3,940	\$14,460	\$72,411	\$5,740	\$4,379	\$5,776	18%	\$9,250
GTC	\$4,682	\$1,924	\$14,676	\$31,626	\$6,267	\$5,888	\$6,059	13%	\$15,392
GTCC	\$9,535	\$965	\$13,825	\$35,373	\$13,374	\$12,787	\$13,312	25%	\$14,901
JJC	\$9,974	\$3,115	\$19,970	\$59,465	\$4,905	\$1,132	\$3,663	4%	\$9,711
MESA	\$10,459	\$2,697	\$16,563	\$26,772	\$13,767	\$12,407	\$13,013	7%	\$7,473
SJCC	\$12,987	\$3,006	\$21,624	\$36,886	\$7,674	\$6,159	\$7,226	2%	\$9,500
TCC	\$9,495	\$1,389	\$14,504	\$44,710	\$5,730	\$4,625	\$4,836	17%	\$12,223
WTCC	\$8,802	\$1,893	\$14,973	\$42,754	\$8,493	\$6,008	\$5,813	40%	\$12,000

*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 (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>MPCC</b>	<b>Mid-Plains Community College</b>	<b>NE</b>	<b>2,084</b>	<b>18%</b>
CARL	Carl Sandburg College	IL	1,688	43%
CLOU	Cloud County Community College	KS	1,651	22%
COA	College of the Albemarle	NC	2,314	19%
FVCC	Flathead Valley Community College	MT	2,129	16%
HIGH	Highland Community College	KS	2,339	17%
ILCC	Iowa Lakes Community College	IA	1,960	20%
LMC	Lake Michigan College	MI	2,543	18%
SECC	Southeastern Community College	IA	2,476	27%
SMC	Southwestern Michigan College	MI	1,807	38%
WNCC	Western Nebraska Community College	NE	1,575	25%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>MPCC</b>	<b>0%</b>	<b>2%</b>	<b>9%</b>	<b>0%</b>	<b>3%</b>	<b>2%</b>	<b>83%</b>
CARL	1%	7%	12%	0%	0%	5%	75%
CLOU	2%	6%	8%	0%	5%	6%	74%
COA	1%	14%	6%	1%	3%	4%	71%
FVCC	2%	1%	4%	2%	1%	3%	87%
HIGH	2%	12%	5%	2%	0%	7%	72%
ILCC	1%	4%	7%	0%	4%	1%	83%
LMC	2%	13%	14%	1%	0%	4%	66%
SECC	2%	7%	8%	3%	5%	4%	71%
SMC	1%	13%	2%	1%	0%	7%	76%
WNCC	2%	2%	26%	2%	5%	0%	63%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2020 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>MPCC</b>	<b>40%</b>	<b>56%</b>	<b>50%</b>	<b>NA</b>	<b>33%</b>	<b>44%</b>	<b>46%</b>	<b>41%</b>
CARL	NA	17%	38%	0%	63%	37%	37%	30%
CLOU	50%	6%	40%	0%	56%	46%	46%	40%
COA	100%	29%	25%	NA	29%	39%	39%	36%
FVCC	67%	33%	13%	20%	20%	25%	27%	26%
HIGH	30%	46%	23%	30%	23%	41%	39%	29%
ILCC	0%	48%	31%	14%	100%	24%	26%	N/A
LMC	29%	9%	17%	50%	27%	25%	22%	15%
SECC	0%	37%	34%	47%	0%	49%	43%	30%
SMC	50%	15%	27%	67%	20%	32%	27%	21%
WNCC	63%	21%	31%	0%	NA	40%	35%	26%

### Graduation Status at Six Years (2015-2016 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>MPCC</b>	<b>51%</b>	<b>20%</b>	<b>40%</b>	<b>35%</b>
CARL	40%	14%	77%	60%
CLOU	50%	52%	60%	56%
COA	36%	18%	44%	23%
FVCC	41%	19%	49%	32%
HIGH	34%	20%	37%	21%
ILCC	55%	53%	54%	45%
LMC	25%	13%	25%	21%
SECC	40%	20%	70%	25%
SMC	32%	18%	34%	35%
WNCC	32%	10%	55%	39%

**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>MPCC</b>	<b>\$17,910</b>	<b>\$2,473</b>	<b>\$19,251</b>	<b>\$64,508</b>	<b>\$7,223</b>	<b>\$4,448</b>	<b>\$3,578</b>	<b>13%</b>	<b>◆ \$9,995</b>
CARL	\$13,119	\$3,774	\$18,957	\$43,553	\$2,754	\$557	-\$324	15%	\$4,909
CLOU	\$8,506	\$3,208	\$16,433	\$28,707	\$11,174	\$9,651	\$9,980	10%	\$8,000
COA	\$13,438	\$1,269	\$17,625	\$38,667	\$5,655	\$3,667	\$5,702	0%	Privacy Suppressed
FVCC	\$14,153	\$4,987	\$21,422	\$92,245	\$9,741	\$6,585	\$6,919	10%	\$10,500
HIGH	\$4,161	\$2,760	\$11,892	\$29,128	\$9,980	\$8,194	\$8,296	17%	\$8,277
ILCC	\$16,795	\$4,482	\$25,974	\$100,343	\$10,523	\$8,943	\$8,858	20%	\$12,000
LMC	\$19,836	\$4,386	\$25,237	\$84,636	\$10,460	\$8,727	\$10,755	19%	\$9,000
SECC	\$8,913	\$4,192	\$19,697	\$34,573	\$9,924	\$10,279	\$11,223	24%	\$12,000
SMC	\$11,940	\$4,301	\$18,833	\$84,375	\$7,901	\$5,185	\$5,742	15%	\$10,959
WNCC	\$23,832	\$1,890	\$33,325	\$143,369	\$5,958	\$3,369	\$3,709	9%	\$9,000

*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: Northeast Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>NECC</b>	<b>Northeast Community College</b>	<b>NE</b>	<b>5,583</b>	<b>17%</b>
CC	Casper College	WY	3,354	23%
CCC	Central Community College	NE	6,519	19%
CROW	Crowder College	MO	4,034	35%
EAC	Eastern Arizona College	AZ	4,864	17%
GC	Grayson College	TX	3,938	31%
HCC	Hutchinson Community College	KS	4,960	24%
IVCC	Illinois Valley Community College	IL	2,371	29%
LBCC	Linn-Benton Community College	OR	4,242	28%
SFCC	State Fair Community College	MO	3,724	33%
WITC	Western Iowa Tech Community College	IA	5,150	25%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>NECC</b>	<b>1%</b>	<b>1%</b>	<b>12%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>82%</b>
CC	1%	1%	10%	1%	2%	3%	81%
CCC	1%	2%	25%	1%	0%	0%	71%
CROW	3%	1%	13%	2%	1%	5%	75%
EAC	1%	1%	23%	6%	1%	2%	66%
GC	2%	9%	17%	5%	0%	0%	68%
HCC	1%	6%	13%	1%	1%	4%	74%
IVCC	1%	3%	19%	0%	0%	2%	75%
LBCC	3%	1%	15%	1%	1%	6%	72%
SFCC	1%	4%	9%	0%	1%	4%	81%
WITC	2%	4%	22%	1%	5%	3%	62%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2020 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>NECC</b>	<b>71%</b>	<b>54%</b>	<b>40%</b>	<b>40%</b>	<b>50%</b>	<b>59%</b>	<b>56%</b>	<b>50%</b>
CC	50%	14%	28%	9%	20%	43%	39%	30%
CCC	0%	48%	41%	43%	0%	48%	45%	43%
CROW	28%	76%	39%	38%	46%	44%	43%	40%
EAC	50%	15%	37%	31%	20%	35%	36%	34%
GC	36%	24%	12%	5%	NA	21%	20%	22%
HCC	33%	23%	37%	29%	29%	51%	45%	38%
IVCC	50%	33%	39%	NA	29%	47%	45%	34%
LBCC	31%	0%	21%	14%	26%	28%	25%	22%
SFCC	0%	28%	27%	40%	29%	43%	40%	37%
WITC	46%	48%	39%	50%	34%	38%	40%	37%

### Graduation Status at Six Years (2015-2016 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>NECC</b>	<b>52%</b>	<b>18%</b>	<b>55%</b>	<b>32%</b>
CC	42%	16%	52%	44%
CCC	49%	29%	67%	51%
CROW	43%	13%	44%	30%
EAC	43%	16%	51%	30%
GC	33%	27%	30%	37%
HCC	43%	13%	45%	28%
IVCC	38%	37%	40%	23%
LBCC	23%	10%	20%	7%
SFCC	37%	10%	46%	28%
WITC	47%	30%	61%	42%

**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>NECC</b>	<b>\$13,508</b>	<b>\$2,427</b>	<b>\$20,402</b>	<b>\$59,851</b>	<b>\$8,508</b>	<b>\$5,979</b>	<b>\$6,219</b>	<b>15%</b>	<b>◆ \$11,000</b>
CC	\$17,461	\$3,558	\$22,289	\$67,145	\$8,261	\$6,606	\$7,976	14%	\$9,534
CCC	\$15,367	\$1,670	\$23,926	\$29,187	\$7,317	\$4,886	\$5,359	10%	\$7,992
CROW	\$4,961	\$5,169	\$14,254	\$29,477	\$5,297	\$4,380	\$4,400	9%	\$9,000
EAC	\$10,463	\$1,439	\$13,114	\$35,025	\$10,313	\$8,571	\$9,553	0%	Privacy Suppressed
GC	\$16,570	\$2,414	\$23,426	\$34,907	\$6,394	\$3,744	\$4,640	9%	\$12,250
HCC	\$9,854	\$2,532	\$16,383	\$32,054	\$6,456	\$4,145	\$4,365	11%	\$9,773
IVCC	\$15,312	\$3,309	\$19,338	\$30,367	\$7,493	\$1,688	\$3,229	3%	\$8,233
LBCC	\$11,421	\$5,019	\$24,253	\$83,766	\$10,759	\$7,522	\$8,488	36%	\$11,961
SFCC	\$5,548	\$4,611	\$17,984	\$58,554	\$7,080	\$6,981	\$6,873	11%	\$10,500
WITC	\$9,138	\$4,088	\$18,223	\$30,251	\$9,064	\$7,493	\$7,663	18%	\$11,000

*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: Southeast Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>SCC</b>	<b>Southeast Community College</b>	<b>NE</b>	<b>9,465</b>	<b>21%</b>
CFCC	Cape Fear Community College	NC	14,170	18%
COCH	Cochise County Community College District	AZ	3,797	39%
CLC	College of Lake County	IL	11,651	24%
DMCC	Des Moines Area Community College	IA	21,637	16%
ECC	Elgin Community College	IL	8,910	22%
GTCC	Guilford Technical Community College	NC	10,067	41%
HIND	Hinds Community College	MS	9,407	38%
JJC	Joliet Junior College	IL	10,212	23%
KCC	Kirkwood Community College	IA	12,406	24%
MATC	Madison Area Technical College	WI	12,936	19%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>SCC</b>	<b>4%</b>	<b>4%</b>	<b>11%</b>	<b>1%</b>	<b>0%</b>	<b>5%</b>	<b>76%</b>
CFCC	1%	12%	11%	1%	0%	2%	71%
COCH	2%	5%	48%	1%	2%	4%	39%
CLC	6%	7%	48%	0%	2%	3%	34%
DMCC	5%	7%	10%	0%	0%	3%	75%
ECC	8%	4%	46%	1%	1%	4%	37%
GTCC	6%	35%	14%	1%	1%	3%	41%
HIND	1%	56%	3%	0%	0%	4%	36%
JJC	3%	9%	32%	0%	0%	3%	53%
KCC	2%	11%	7%	0%	2%	4%	74%
MATC	5%	8%	15%	1%	1%	7%	64%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2020 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>SCC</b>	<b>19%</b>	<b>11%</b>	<b>11%</b>	<b>0%</b>	<b>18%</b>	<b>30%</b>	<b>◆ 27%</b>	<b>◆ 27%</b>
CFCC	27%	22%	32%	50%	34%	36%	34%	33%
COCH	50%	23%	30%	33%	40%	29%	30%	18%
CLC	47%	23%	37%	100%	22%	41%	38%	37%
DMCC	36%	9%	24%	50%	28%	37%	34%	30%
ECC	50%	24%	33%	43%	38%	42%	41%	36%
GTCC	27%	18%	24%	50%	23%	41%	31%	28%
HIND	25%	41%	52%	0%	46%	44%	42%	33%
JJC	40%	8%	18%	0%	29%	23%	21%	15%
KCC	29%	18%	26%	25%	36%	45%	40%	32%
MATC	16%	22%	27%	50%	16%	28%	26%	21%

### Graduation Status at Six Years (2015-2016 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>SCC</b>	<b>● 45%</b>	<b>◆ 17%</b>	<b>◆ 34%</b>	<b>◆ 19%</b>
CFCC	21%	19%	52%	35%
COCH	18%	19%	25%	19%
CLC	40%	23%	37%	30%
DMCC	37%	16%	51%	11%
ECC	48%	27%	39%	14%
GTCC	29%	19%	31%	23%
HIND	37%	36%	42%	26%
JJC	24%	15%	36%	11%
KCC	36%	14%	32%	22%
MATC	39%	46%	46%	42%



**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>SCC</b>	<b>\$14,248</b>	<b>\$2,889</b>	<b>\$22,687</b>	<b>\$91,236</b>	<b>\$8,011</b>	<b>\$4,165</b>	<b>\$5,460</b>	<b>39%</b>	<b>◆ \$11,000</b>
CFCC	\$8,725	\$1,585	\$13,033	\$36,518	\$6,669	\$3,857	\$4,647	5%	\$9,500
COCH	\$9,129	\$1,141	\$7,822	\$23,363	\$7,248	\$6,731	\$7,628	6%	\$6,750
CLC	\$14,467	\$3,149	\$17,723	\$29,140	\$4,785	\$5,109	\$5,673	1%	\$8,735
DMCC	\$6,541	\$3,558	\$13,087	\$36,464	\$10,119	\$9,302	\$9,309	14%	\$11,000
ECC	\$11,276	\$2,902	\$17,631	\$49,536	\$4,987	\$4,316	\$4,762	4%	\$7,390
GTCC	\$9,535	\$965	\$13,825	\$35,373	\$13,374	\$12,787	\$13,312	25%	\$14,901
HIND	\$9,118	\$1,760	\$22,879	\$35,260	\$3,644	\$2,410	\$2,328	23%	\$9,371
JJC	\$9,974	\$3,115	\$19,970	\$59,465	\$4,905	\$1,132	\$3,663	4%	\$9,711
KCC	\$11,236	\$3,389	\$20,349	\$59,304	\$8,499	\$6,322	\$7,831	22%	\$12,000
MATC	\$25,339	\$4,610	\$36,068	\$74,458	\$12,175	\$10,392	\$10,928	18%	\$14,060

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## Peer Comparisons: Western Nebraska Community College

### Peer Group Listing and Undergraduate Fall Enrollment (2022)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
<b>WNCC</b>	<b>Western Nebraska Community College</b>	<b>NE</b>	<b>1,575</b>	<b>25%</b>
CWC	Central Wyoming College	WY	1,923	18%
COFF	Coffeyville Community College	KS	1,474	32%
DC3	Dodge City Community College	KS	1,670	28%
FVCC	Flathead Valley Community College	MT	2,129	16%
MPCC	Mid-Plains Community College	NE	2,084	18%
RCC	Rockingham Community College	NC	1,712	44%
SHAW	Shawnee Community College	IL	1,174	34%
SECC	Southeastern Community College	IA	2,476	27%
SIC	Southeastern Illinois College	IL	1,379	23%
SURR	Surry Community College	NC	2,797	25%

### Undergraduate Fall Enrollment by Race/Ethnicity (2022)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	U.S. Nonresident	Two or More Races	White
<b>WNCC</b>	<b>2%</b>	<b>2%</b>	<b>26%</b>	<b>2%</b>	<b>5%</b>	<b>0%</b>	<b>63%</b>
CWC	2%	1%	16%	9%	1%	4%	67%
COFF	0%	17%	8%	5%	5%	9%	56%
DC3	1%	8%	48%	0%	2%	2%	37%
FVCC	2%	1%	4%	2%	1%	3%	87%
MPCC	0%	2%	9%	0%	3%	2%	83%
RCC	1%	16%	10%	0%	1%	5%	68%
SHAW	1%	17%	4%	2%	0%	0%	76%
SECC	2%	7%	8%	3%	5%	4%	71%
SIC	1%	3%	3%	0%	0%	3%	91%
SURR	1%	3%	21%	0%	0%	2%	74%

### Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2020 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
<b>WNCC</b>	<b>63%</b>	<b>21%</b>	<b>31%</b>	<b>0%</b>	<b>NA</b>	<b>40%</b>	<b>◆ 35%</b>	<b>◆ 26%</b>
CWC	25%	33%	18%	33%	40%	56%	40%	30%
COFF	0%	27%	44%	35%	36%	53%	42%	41%
DC3	60%	10%	39%	0%	21%	36%	31%	23%
FVCC	67%	33%	13%	20%	20%	25%	27%	26%
MPCC	40%	56%	50%	NA	33%	44%	46%	41%
RCC	0%	15%	21%	100%	14%	32%	28%	29%
SHAW	NA	34%	38%	67%	NA	47%	44%	37%
SECC	0%	37%	34%	47%	0%	49%	43%	30%
SIC	67%	0%	40%	100%	33%	52%	51%	50%
SURR	0%	0%	23%	NA	0%	5%	8%	10%

### Graduation Status at Six Years (2015-2016 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
<b>WNCC</b>	<b>◆ 32%</b>	<b>◆ 10%</b>	<b>● 55%</b>	<b>● 39%</b>
CWC	44%	21%	56%	28%
COFF	41%	24%	46%	48%
DC3	36%	26%	26%	13%
FVCC	41%	19%	49%	32%
MPCC	51%	20%	40%	35%
RCC	34%	21%	46%	26%
SHAW	38%	36%	62%	33%
SECC	40%	20%	70%	25%
SIC	39%	29%	41%	20%
SURR	41%	33%	53%	40%

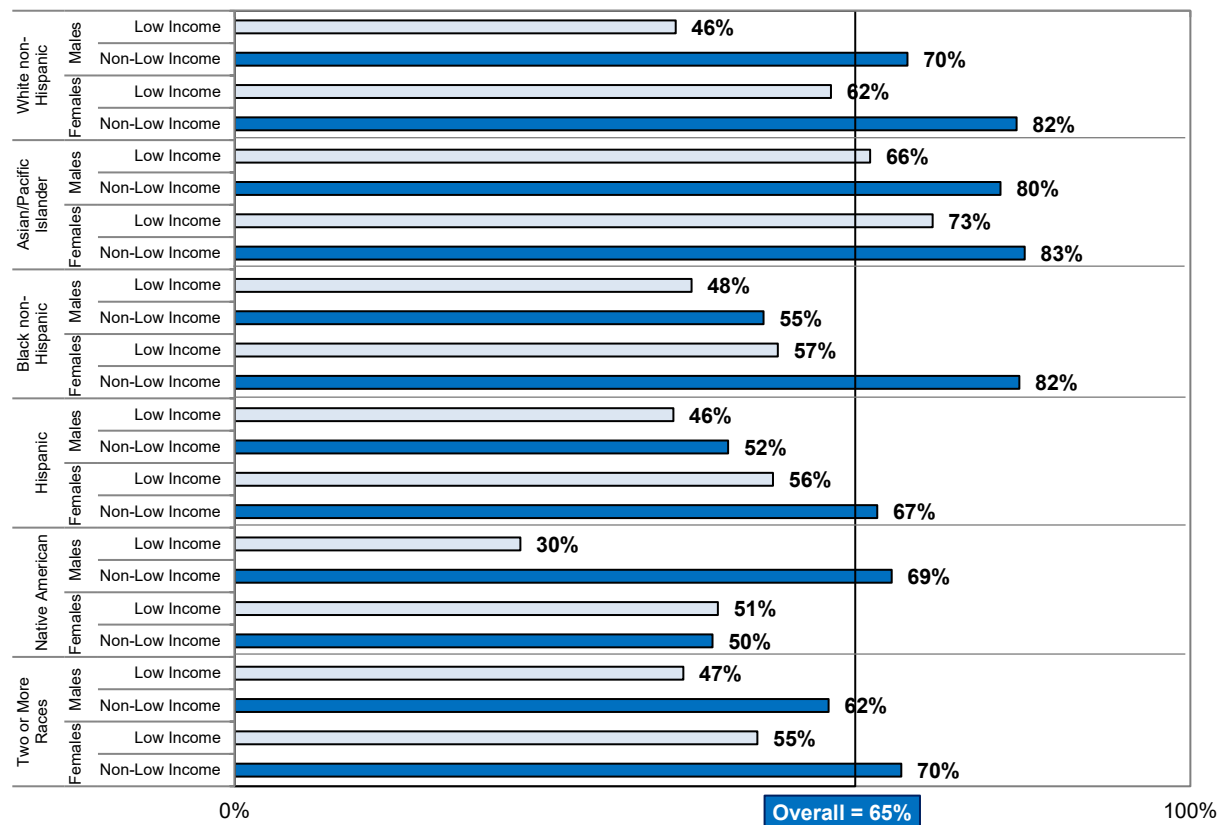
**Funding and Affordability (2022-2023, Unless Otherwise Noted)**

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2021-2022)	Median Federal Loan Debt of Graduates (FY2020 & FY2021)
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
<b>WNCC</b>	<b>\$23,832</b>	<b>\$1,890</b>	<b>\$33,325</b>	<b>\$143,369</b>	<b>\$5,958</b>	<b>\$3,369</b>	<b>\$3,709</b>	<b>9%</b>	<b>● \$9,000</b>
CWC	\$22,382	\$4,316	\$25,354	\$78,427	\$10,108	\$12,308	\$12,983	9%	\$8,361
COFF	\$10,952	\$4,963	\$13,644	\$40,713	\$6,330	\$3,938	\$4,516	17%	\$8,103
DC3	\$14,071	\$6,707	\$20,542	\$66,358	\$5,927	\$3,967	\$4,690	11%	\$8,800
FVCC	\$14,153	\$4,987	\$21,422	\$92,245	\$9,741	\$6,585	\$6,919	10%	\$10,500
MPCC	\$17,910	\$2,473	\$19,251	\$64,508	\$7,223	\$4,448	\$3,578	13%	\$9,995
RCC	\$14,993	\$1,210	\$21,704	\$55,444	\$4,177	\$2,578	\$3,265	0%	Privacy Suppressed
SHAW	\$12,293	\$1,902	\$15,782	\$34,827	\$5,614	\$3,538	\$4,528	0%	Privacy Suppressed
SECC	\$8,913	\$4,192	\$19,697	\$34,573	\$9,924	\$10,279	\$11,223	24%	\$12,000
SIC	\$13,029	\$1,316	\$15,998	\$36,313	\$8,271	\$4,583	\$4,980	0%	Privacy Suppressed
SURR	\$12,378	\$701	\$16,153	\$33,788	\$8,470	\$4,197	\$4,426	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 (2022-2023)



### Remedial Student Course Taking and Success (Credential Seeking Cohort, 2017)

Cohort	% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
	Math	English	Reading	Math	English
<b>5,944</b>	<b>25%</b>	<b>28%</b>	<b>11%</b>	<b>51%</b>	<b>67%</b>

Note. Includes data for all community colleges.

### Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2021)

Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>5,430</b>	<b>34%</b>	<b>12%</b>	<b>43%</b>	<b>90%</b>

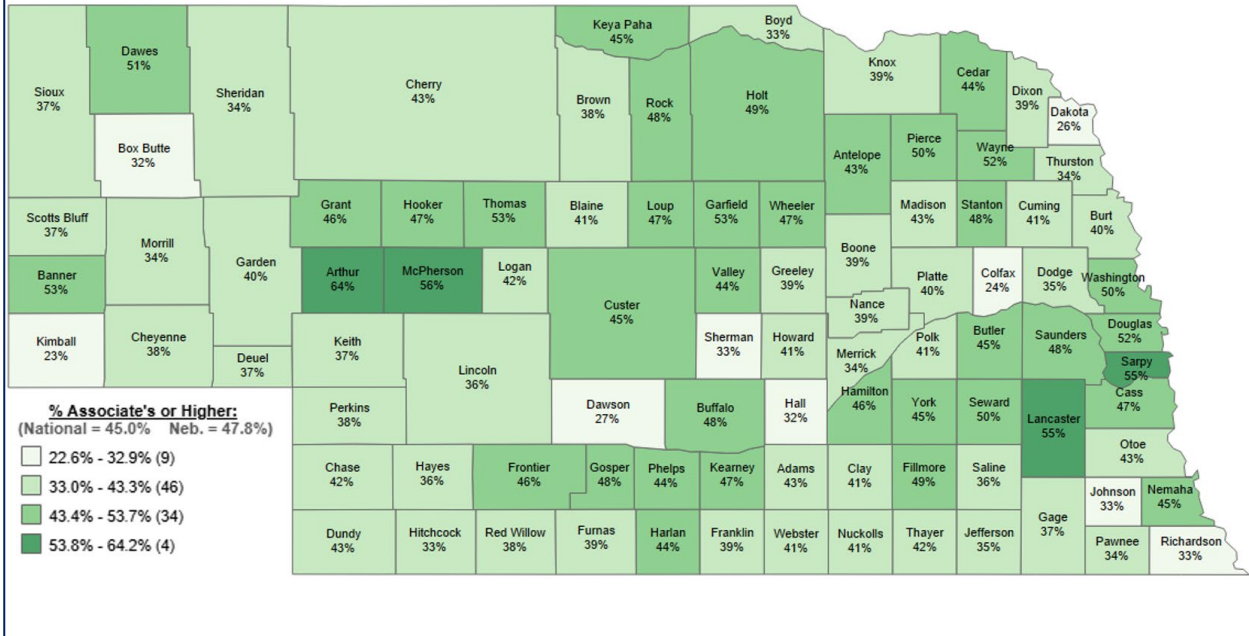
Note. Includes data for all community colleges.

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

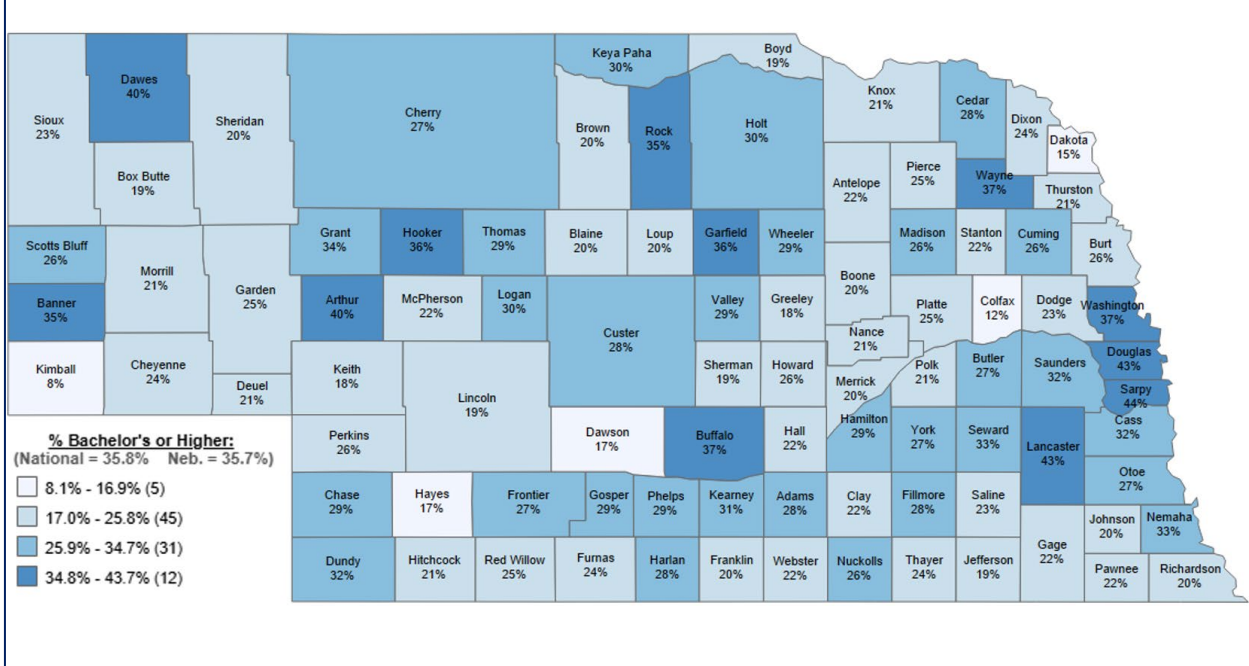
Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
<b>5,944</b>	<b>45%</b>	<b>25%</b>	<b>3%</b>	<b>72%</b>

Note. Includes data for all community colleges.

**Percent of Population Age 25 to 64 with an Associate's Degree or Higher by County (2018-2022)**



**Percent of Population Age 25 to 64 with a Bachelor's Degree or Higher by County (2018-2022)**



Data sources: Nebraska's Coordinating Commission for Postsecondary Education (public high school graduates going directly to college); Voluntary Framework of Accountability (remedial student course taking and success, persistence/attainment by end of year two, persistence/attainment by end of year six); U.S. Census Bureau (educational attainment by county). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: [ccpe.nebraska.gov/files/DataDictionary.pdf](https://ccpe.nebraska.gov/files/DataDictionary.pdf).

## 2024 Measuring Accomplishments – Data Dictionary

ATTAINMENT GOAL			
<b>Data source:</b>	Attainment data from the U.S. Census Bureau, American Community Survey (1-year PUMS file). Sources for computing certificates and certifications include: Adult Education and Training Survey (ATES), Census Bureau’s Survey of Income and Program Participation (SIPP), Integrated Postsecondary Education Data System (IPEDS), Current Population Survey (CPS), and National Education and Attainment Surveys (NEAS). Data prepared by the Lumina Foundation, presented in <i>A Stronger Nation</i> .		
<b>Academic/cohort year:</b>	2022	<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>• More information on Lumina’s methods can be found at: <a href="https://www.luminafoundation.org/stronger-nation/report#/progress&amp;modal=methods">https://www.luminafoundation.org/stronger-nation/report#/progress&amp;modal=methods</a></li> <li>• See page 125 of the <i>2024 Progress Report</i>.</li> </ul>		

### National Comparisons

EDUCATIONAL ATTAINMENT BY RACE/ETHNICITY AND AGE			
<b>Data source:</b>	U.S. Census Bureau, American Community Survey (for race/ethnicity: 5-year PUMS file; for national rankings: 5-year estimates, Table B15001)		
<b>Academic/cohort year:</b>	2018-2022	<b>Goal(s) measured:</b>	State 1, 2

<p><b>Variables and calculations:</b></p>	<p>Race/ethnicity derived from variables RAC1P (recoded detailed race code) and HISP (recoded detailed Hispanic origin):</p> <p>Asian/Other Pacific Islander = Asian alone, Native Hawaiian and other Pacific Islander alone, and Not Spanish/Hispanic/Latino;</p> <p>Black = Black or African American alone and not Spanish/Hispanic/Latino;</p> <p>Hispanic = Mexican, Puerto Rican, Cuban, Dominican, Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, Other Central American, Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, Uruguayan, Venezuelan, Other South American, Spaniard, Other Spanish/Hispanic/Latino</p> <p>Native American = American Indian alone, Alaska Native alone, American Indian and Alaska Native tribes specified, American Indian or Alaska Native (not specified and no other races), and Not Spanish/Hispanic/Latino;</p> <p>Two or More Races = Two or more races and Not Spanish/Hispanic/Latino;</p> <p>White = White alone and not Spanish/Hispanic/Latino;</p> <p>Age group derived from variable AGEP (age):</p> <p>25-34 years old = <math>\geq 25</math> and <math>\leq 34</math>;</p> <p>25-64 years old = <math>\geq 25</math> and <math>\leq 64</math></p> <p>Educational attainment derived from variable SCHL (educational attainment):</p> <p>Associate's plus = [Associate's degree] + [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree];</p> <p>Bachelor's plus = [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree]</p> <p>Educational attainment = [Number of (<u>race/ethnic group</u>) aged (<u>age group</u>) who have completed (<u>education level</u>)] / [Number of (<u>race/ethnic group</u>) aged (<u>age group</u>)]</p>		
<p><b>Notes:</b></p>			
<p><b>PUBLIC HIGH SCHOOL GRADUATION RATE</b></p>			
<p><b>Data source:</b></p>	<p>U.S. Department of Education, National Center for Education Statistics, <i>Digest of Education Statistics, Table 219.46</i>, school year 2021-22.</p>		
<p><b>Academic/cohort year:</b></p>	<p>2021-2022</p>	<p><b>Goal(s) measured:</b></p>	<p>Students 1 Partnerships 2</p>
<p><b>Variables and calculations:</b></p>	<p>[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]</p>		
<p><b>Notes:</b></p>	<ul style="list-style-type: none"> <li>• Four-year regulatory adjusted cohort.</li> <li>• See page 25 of the <i>2024 Progress Report</i> for 2019-20 graduation rates. Graduation rates for 2020-21 and 2021-22 will be included in the <i>2025 Progress Report</i>.</li> </ul>		
<p><b>PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS</b></p>			
<p><b>Data source:</b></p>	<p>ACT, <i>U.S. High School Graduating Class Data, 2024</i></p>		
<p><b>Academic/cohort year:</b></p>	<p>Graduating class of 2024</p>	<p><b>Goal(s) measured:</b></p>	<p>Students 1 Partnerships 2</p>

<b>Variables and calculations:</b>	<p>Estimated percent of high school graduates tested = [Number of students in the graduating class who took the ACT] / [Estimated number of students in the graduating class]</p> <p>Benchmark score = the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher, or a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing courses.</p> <p>Percentage who met or exceeded college readiness benchmarks:  English = [Number of students in the graduating class who received a score of 18 or higher] / [Number of students in the graduating class who took the ACT];  Reading = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT];  Mathematics = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT];  Science = [Number of students in the graduating class who received a score of 23 or higher] / [Number of students in the graduating class who took the ACT]  All four = [Number of students in the graduating class who met or exceeded all four benchmarks] / [Number of students in the graduating class who took the ACT]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• States are only ranked if their estimated percent tested is 90% or higher. Thirteen states met this threshold.</li> <li>• See page 36 of the <i>2024 Progress Report</i> for data on the 2023 graduating class. Data for the 2024 graduating class will be included in the <i>2025 Progress Report</i>.</li> </ul>		
<b>PERCENTAGE OF HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE</b>			
<b>Data source:</b>	<p>First-time freshmen data from IPEDS Fall Enrollment Survey.  High school graduate data (estimate) from the Western Interstate Commission for Higher Education (WICHE), <i>Knocking at the College Door: Projections of High School Graduates, 2020</i>.  Data prepared by the National Center for Higher Education Management Systems (NCHEMS), February 2024.</p>		
<b>Academic/cohort year:</b>	Fall 2022	<b>Goal(s) measured:</b>	Students 1 Partnerships 2
<b>Variables and calculations:</b>	<p>[Number of first-time degree or certificate-seeking undergraduate students with Nebraska residency when first admitted who graduated from high school in the past 12 months] / [Estimated number of Nebraska high school graduates]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Data includes only Title IV participating, degree-granting institutions.</li> </ul>		
<b>PERCENTAGE OF POPULATION 25-49 YEARS WITHOUT AN ASSOCIATE'S DEGREE OR HIGHER ENROLLED IN COLLEGE</b>			
<b>Data source:</b>	U.S. Census Bureau, American Community Survey 5-Year PUMS file		
<b>Academic/cohort year:</b>	2018-2022	<b>Goal(s) measured:</b>	Students 1, 2 State 2



<b>Variables and calculations:</b>	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]		
<b>Notes:</b>			
<b>FOUR-YEAR COMPLETION RATE FOR FIRST-TIME, FULL-TIME BACCALAUREATE-SEEKING STUDENTS AT PUBLIC FOUR-YEAR INSTITUTIONS WHO COMPLETED A BACHELOR'S DEGREE AT THEIR FIRST CAMPUS</b>			
<b>Data source:</b>	IPEDS Graduation Rate Survey (2023-24)		
<b>Academic/cohort year:</b>	2017 cohort - completed bachelor's degree by end of 2020-2021 academic year	<b>Goal(s) measured:</b>	Students 1, 2, 3 State 1
<b>Variables and calculations:</b>	[Bachelor's or equiv subcohort (4-yr institution) Completers of bachelor's or equiv degrees in 4 years or less] / [Bachelor's or equiv subcohort (4-yr institution) adjusted cohort (revised cohort minus exclusions)]		
<b>Notes:</b>			
<b>SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC FOUR-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE</b>			
<b>Data source:</b>	Lee, S. & Shapiro, D. (November 2023), <i>Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates</i> . (Signature Report 22), Herndon, VA: National Student Clearinghouse Research Center.		
<b>Academic/cohort year:</b>	2017 cohort - received any postsecondary credential by June 30, 2023	<b>Goal(s) measured:</b>	Students 1, 2, 3
<b>Variables and calculations:</b>	[Number received any postsecondary credential by June 30, 2023] / [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 2017 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 22, <i>Completing College</i> .		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>States were only ranked if they had <math>\geq 90\%</math> coverage in the entering cohort year.</li> <li>47 states were ranked for this measure.</li> <li>See page 115 of the <i>2024 Progress Report</i>.</li> </ul>		
<b>SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC TWO-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE</b>			
<b>Data source:</b>	Lee, S. & Shapiro, D. (November 2023), <i>Completing College: National and State Report with Longitudinal Data Dashboard on Six- and Eight-Year Completion Rates</i> . (Signature Report 22), Herndon, VA: National Student Clearinghouse Research Center.		
<b>Academic/cohort year:</b>	2017 cohort - received any postsecondary credential by June 30, 2023	<b>Goal(s) measured:</b>	Students 1, 2, 3

<b>Variables and calculations:</b>	<p>[Number received any postsecondary credential by June 30, 2023] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 10, 2018, or enrolled three-quarter-time for at least one term before December 31, 2018, or enrolled at least half-time for any two terms before December 31, 2017) who began their postsecondary studies in the fall of 2017 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 22, <i>Completing College</i>.</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• States were only ranked if they had ≥ 90% coverage in the entering cohort year.</li> <li>• 43 states were ranked for this measure.</li> <li>• See page 115 of the <i>2024 Progress Report</i>.</li> </ul>		
<b>STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT</b>			
<b>Data source:</b>	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2023</i>		
<b>Academic/cohort year:</b>	2022-2023 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 2
<b>Variables and calculations:</b>	<p>Cost of living index = COLI</p> <p>Enrollment mix index = EMI</p> <p>Education appropriations are a measure of state and local support available for public higher education operating expenses and student financial aid, excluding appropriations for research, hospitals, and medical education. Education appropriations include federal stimulus funding.</p> <p>Net FTE enrollment excludes medical students.</p> <p>State and local appropriations per FTE student = ([Education appropriations] / [Net FTE enrollment]) / [COLI * EMI]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Further information about COLI and EMI calculations is available at <a href="https://shef.sheeo.org/data-definitions/">https://shef.sheeo.org/data-definitions/</a></li> <li>• Net FTE enrollment is calculated by SHEEO using credit and contact hours submitted via the SHEF survey.</li> </ul>		
<b>NET TUITION REVENUE PER FTE STUDENT</b>			
<b>Data source:</b>	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2023</i>		
<b>Academic/cohort year:</b>	2022-2023 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 2
<b>Variables and calculations:</b>	<p>Cost of living index = COLI</p> <p>Enrollment mix index = EMI</p> <p>Education appropriations are a measure of state and local support available for public higher education operating expenses and student financial aid, excluding appropriations for research, hospitals, and medical education. Education appropriations include federal stimulus funding.</p> <p>Net FTE enrollment excludes medical students.</p> <p>Net tuition revenue per FTE student = ([Net tuition revenue] / [Net FTE enrollment]) / [COLI * EMI]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Further information about COLI and EMI calculations is available at <a href="https://shef.sheeo.org/data-definitions/">https://shef.sheeo.org/data-definitions/</a></li> <li>• Net FTE enrollment is calculated by SHEEO using credit and contact hours submitted via the SHEF survey.</li> </ul>		

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

<b>Data source:</b>	FTE data from IPEDS Fall Enrollment Survey. Data prepared by the National Association of State Student Grant and Aid Programs (NASSGAP), presented in the <i>54th Annual Survey Report on State-Sponsored Student Financial Aid, 2022-2023 Academic Year</i> (Table 12).		
<b>Academic/cohort year:</b>	2022-2023 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 2
<b>Variables and calculations:</b>	[Estimated need-based undergraduate grant dollars] / [Undergraduate FTE]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>Undergraduate FTE is calculated by NASSGAP using IPEDS fall enrollment data.</li> </ul>		

**PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO- AND FOUR-YEAR INSTITUTIONS: LOW-INCOME FAMILIES**

<b>Data source:</b>	Net price data from IPEDS Student Financial Aid Survey. Family poverty data from the 2022 Health and Human Services poverty guidelines. Data prepared by the Midwestern Higher Education Compact (MHEC).		
<b>Academic/cohort year:</b>	2021-2022 academic year (net price)  2022 (federal poverty level)	<b>Goal(s) measured:</b>	Students 2
<b>Variables and calculations:</b>	<p>Federal poverty level for a family of four = \$27,750 for the 48 contiguous states; Alaska = \$34,690; Hawaii = \$31,920.</p> <p>Average net price, income \$0-\$30,000, public 2-year = differs by state. Nebraska = \$5,216; median = \$6,424.</p> <p>Average net price, income \$0-\$30,000, public 4-year = differs by state. Nebraska = \$12,451; median = \$10,374.</p> <p>Public two-year institutions = [Average of SFA2022. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2021-22 public 2-yr] / [Federal poverty level for a family of four, in the past 12 months]</p> <p>Public four-year institutions = [Average of SFA2022. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2021-22 public 4-yr] / [Federal poverty level for a family of four, in the past 12 months]</p>		
<b>Notes:</b>			

**PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO-AND FOUR-YEAR INSTITUTIONS: MEDIAN FAMILY INCOME**

<b>Data source:</b>	Net price data from IPEDS Student Financial Aid Survey. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC).		
<b>Academic/cohort year:</b>	2021-2022 academic year (net price)  2022 (family income)	<b>Goal(s) measured:</b>	Students 2

<b>Variables and calculations:</b>	Median family income = differs by state. Nebraska = \$94,081; range = \$63,895 - \$121,975; median = \$91,360.
	Average net price for median family with child income, public 2-year = differs by state. Nebraska = \$10,382; median = \$10,680.
	Average net price for median family with child income, public 4-year = differs by state. Nebraska = \$17,960; median = \$17,732.
	Public two-year institutions = [Average of SFA2022. 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, 2021-22 public 2-yr] / [Median family income with child in the past 12 months]
	Public four-year institutions = [Average of SFA2022. 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, 2021-22 public 4-yr] / [Median family income with child in the past 12 months]
<b>Notes:</b>	

## Peer Comparisons

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

<b>Data source:</b>	IPEDS Fall Enrollment Survey (2022-23) and Student Financial Aid Survey (2023-24)		
<b>Academic/cohort year:</b>	Fall 2022 (enrollment by race/ethnicity)  Undergraduate students enrolled in fall 2022 who received Pell grant at any time during 2022-2023 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 (2023-24)		
<b>Academic/cohort year:</b>	2017 cohort completed by end of 2022-2023 academic year;  2020 cohort completed by end of 2022-2023 academic year	<b>Goal(s) measured:</b>	Students 1, 2, 3 Institutions 1

<b>Variables and calculations:</b>	<p>Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]</p> <p>Adjusted cohort = [Revised cohort] - [Exclusions]</p> <p>4-year institutions: [4-year institutions, Completers within 150% of normal time] / [4-year institutions, Adjusted cohort]</p> <p>2-year institutions: [Degree or certificate-seeking students (2-yr institution), Completers within 150% of normal time total] / [Degree or certificate-seeking students (2-yr institution), Adjusted cohort]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.</li> </ul>		
<b>FOUR-YEAR GRADUATION RATES</b>			
<b>Data source:</b>	IPEDS Graduation Rates Survey (2023-24)		
<b>Academic/cohort year:</b>	2017 cohort - completed by end of 2020-2021 academic year	<b>Goal(s) measured:</b>	Students 1, 2, 3 Institutions 1
<b>Variables and calculations:</b>	[Bachelor's or equiv subcohort (4-yr institution) Completers of bachelor's or equiv degrees in 4 years or less] / [Bachelor's or equiv subcohort (4-yr institution) adjusted cohort (revised cohort minus exclusions)]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Four-year graduation rates are only shown for four-year campuses.</li> <li>• Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.</li> </ul>		
<b>GRADUATION STATUS AT SIX YEARS</b>			
<b>Data source:</b>	IPEDS Outcome Measures Survey (2023-24)		
<b>Academic/cohort year:</b>	2015-2016 cohort: status at six years (August 31, 2021)	<b>Goal(s) measured:</b>	Students 1, 2, 3 Institutions 1
<b>Variables and calculations:</b>	Percent of completers within six years = [Number of adjusted cohort receiving an award at 6 years] / [Adjusted cohort at 6 years]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Graduation and enrollment status information are only reported for degree/certificate-seeking students.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation and enrollment status information is not available for first-time students.</li> </ul>		
<b>STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT</b>			
<b>Data source:</b>	IPEDS 12-Month Enrollment Survey (2023-24) IPEDS Finance Survey (2023-24)		
<b>Academic/cohort year:</b>	2022-2023 academic year	<b>Goal(s) measured:</b>	Institutions 1, 2
<b>Variables and calculations:</b>	<p>State and local appropriations = [State appropriations] + [Local appropriations, education district taxes, and similar support]</p> <p>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]</p> <p>State and local appropriations per FTE student = [State and local appropriations] / [FTE]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.</li> </ul>		
<b>NET TUITION AND FEES PER FTE STUDENT</b>			
<b>Data source:</b>	IPEDS 12-Month Enrollment Survey (2023-24) IPEDS Finance Survey (2023-24)		

<b>Academic/cohort year:</b>	2022-2023 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 1, 2
<b>Variables and calculations:</b>	<p>Net tuition and fees = [Tuition and fees, after deducting discounts and allowances]</p> <p>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]</p> <p>Net tuition and fees per FTE student = [Net tuition and fees] / [FTE]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.</li> </ul>		
<b>EDUCATION AND GENERAL SPENDING PER FTE STUDENT AND PER AWARD</b>			
<b>Data source:</b>	<p>IPEDS 12-Month Enrollment Survey (2023-24)</p> <p>IPEDS Completions Survey (2023-24)</p> <p>IPEDS Finance Survey (2023-24)</p>		
<b>Academic/cohort year:</b>	2022-2023 academic year	<b>Goal(s) measured:</b>	Institutions 1, 2
<b>Variables and calculations:</b>	<p>Education and general spending = [Instruction] + [Research] + [Public service] + [Academic support] + [Student services] + [Institutional support] + [Net scholarships and fellowship expenses]</p> <p><i>Note. O&amp;M is already included in these totals</i></p> <p>FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]</p> <p>Awards = All degrees and certificates classified as first major.</p> <p>Education and general spending per FTE student = [Education and general spending] / [FTE]</p> <p>Education and general spending per award = [Education and general spending] / [Awards]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.</li> </ul>		
<b>AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING GRANT OR SCHOLARSHIP AID</b>			
<b>Data source:</b>	IPEDS Student Financial Aid Survey (2023-24)		
<b>Academic/cohort year:</b>	2022-2023 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 1, 2
<b>Variables and calculations:</b>	[Average net price-students awarded grant or scholarship aid]		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded grant or scholarship aid from federal, state, or local governments, or the institution.</li> <li>The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available.</li> </ul>		
<b>AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING FEDERAL FINANCIAL AID FROM THE TWO LOWEST INCOME QUINTILES</b>			
<b>Data source:</b>	IPEDS Student Financial Aid Survey (2023-24)		
<b>Academic/cohort year:</b>	2022-2023 academic year	<b>Goal(s) measured:</b>	Students 2 Institutions 1, 2
<b>Variables and calculations:</b>	<p>Lowest quintile = [Average net price (income 0-30,000)-students awarded Title IV Federal financial aid]</p> <p>Second lowest quintile = [Average net price (income 30,001-48,000)-students awarded Title IV Federal financial aid]</p>		

<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded Title IV federal student aid. Title IV federal student aid includes federal grants or federal student loans.</li> <li>• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available.</li> </ul>		
<b>PERCENT OF UNDERGRADUATES WITH FEDERAL LOANS AND MEDIAN FEDERAL LOAN DEBT OF GRADUATES</b>			
<b>Data source:</b>	U.S. Department of Education, College Scorecard Data		
<b>Academic/cohort year:</b>	2021-2022 academic year (percent with loans) NSLDS FY2020 and FY2021 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>		
<b>RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL SCIENCE FOUNDATION)</b>			
<b>Data source:</b>	National Science Foundation (NSF), Higher Education Research and Development Survey (HERD)		
<b>Academic/cohort year:</b>	2022 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] + [Business] + [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 at Kearney's extramural funds and federal sources are not ranked because a large proportion of UNK's peers were not participants in the NSF HERD survey.</li> <li>• The University of Nebraska-Lincoln's extramural funds are not ranked because health sciences are included in extramural funds.</li> <li>• Data for The University of Tennessee-Knoxville includes The University of Tennessee-Knoxville and The University of Tennessee-Knoxville, Institute of Agriculture.</li> </ul>		
<b>RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL INSTITUTES OF HEALTH)</b>			
<b>Data source:</b>	Data from the National Institutes of Health. Data prepared by Blue Ridge Institute for Medical Research.		
<b>Academic/cohort year:</b>	2023	<b>Goal(s) measured:</b>	State 3 Institutions 1, 3

<b>Variables and calculations:</b>	Total health sciences research = [Schools of dentistry/oral hygiene] + [Schools of medicine] + [Schools of nursing] + [Schools of pharmacy] + [Schools of public health] + [Hospitals]
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• NIH research and development expenditures are only shown for the University of Nebraska Medical Center.</li> <li>• Data for the University of Connecticut includes the University of Connecticut Sch of Med/DNT and the University of Connecticut Storrs. Data for the University of Kansas includes the University of Kansas Lawrence and the University of Kansas Medical Center. Data for The University of Tennessee-Knoxville includes University of Tennessee-Knoxville and University of Tennessee Health Sci Ctr.</li> </ul>

## Non-Comparative Measures

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>	2022-2023	<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 Effective with the 2021-2022 cohort, students are also classified as low income if they graduate from a school that participates in the Community Eligibility Provision (CEP).</p> <p>Non-low-income students = students who are not approved to receive free or reduced-price school lunches</p> <p>College continuation rate = [Number of (race/ethnicity) (gender) (income status) on time public high school graduates who continued on to college] / [Number of (race/ethnicity) (gender) (income status) on time public high school graduates]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Data is only available for students who graduated on time (in four years or less) from Nebraska's public schools.</li> <li>• Only graduates who continue onto college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree.</li> <li>• Results are filtered for students who continued on to college between June 1, 2023, and May 8, 2024.</li> <li>• See page 60 of the <i>2024 Progress Report</i> for data on the 2021-2022 graduating class. Data for the 2022-2023 graduating class will be included in the <i>2025 Progress Report</i>.</li> </ul>		
REMEDIAL STUDENT COURSE TAKING AND SUCCESS (CREDENTIAL SEEKING COHORT)			
<b>Data source:</b>	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2024)</i>		
<b>Academic/cohort year:</b>	6-year cohort  Outcomes are for students who first entered college in fall 2017 (or the summer before). Progress is shown through the end of their first 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 = <math>[\text{Number of students in the credential seeking cohort with a developmental need in (subject)}] / [\text{Number of students in the credential seeking cohort}]</math></p> <p>Percent who needed developmental education who progressed to successfully complete a college-level course in the subject = <math>[\text{Number of students in the credential seeking cohort with a developmental need in (subject) that completed developmental education in (subject) and progressed to successfully complete a college-level course in (subject) by the end of year six}] / [\text{Number of students in the credential seeking cohort}]</math></p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.</li> <li>• 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 2024)</i>		
<b>Academic/cohort year:</b>	<p>2-year cohort</p> <p>Outcomes are for students who first entered college in fall 2021 (or the summer before). Progress is shown through the end of their first two years.</p>	<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 completed = <math>[\text{Number of students in the credential seeking cohort who completed a certificate or degree by the end of year two}] / [\text{Number of students in the credential seeking cohort}]</math></p> <p>Percent transferred = <math>[\text{Number of students in the credential seeking cohort who transferred to another institution by the end of year two}] / [\text{Number of students in the credential seeking cohort}]</math></p> <p>Percent still enrolled = <math>[\text{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}] / [\text{Number of students in the credential seeking cohort}]</math></p> <p>Percent completed, transferred, or still enrolled = <math>[\text{Percent completed}] + [\text{Percent transferred}] + [\text{Percent still enrolled}]</math></p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.</li> <li>• Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.</li> <li>• Credentials are earned at the reporting college.</li> </ul>		
<b>PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR SIX (CREDENTIAL SEEKING COHORT)</b>			
<b>Data source:</b>	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2024)</i>		

<b>Academic/cohort year:</b>	6-year cohort  Outcomes are for students who first entered college in fall 2017 (or the summer before). Progress is shown through the end of their first 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 completed = [Number of students in the credential seeking cohort who completed a certificate or degree by the end of year six] / [Number of students in the credential seeking cohort]</p> <p>Percent transferred = [Number of students in the credential seeking cohort who transferred to another institution by the end of year six] / [Number of students in the credential seeking cohort]</p> <p>Percent still enrolled = [Number of students in the credential seeking cohort who did not transfer but were still enrolled at the reporting institution at any time during their sixth academic year] / [Number of students in the credential seeking cohort]</p> <p>Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled]</p>		
<b>Notes:</b>	<ul style="list-style-type: none"> <li>• Includes data for Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.</li> <li>• Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.</li> <li>• Credentials are earned at the reporting college.</li> </ul>		
<b>EDUCATIONAL ATTAINMENT BY COUNTY</b>			
<b>Data source:</b>	U.S. Census Bureau, American Community Survey 5-year estimates, Table B15001		
<b>Academic/cohort year:</b>	2018-2022	<b>Goal(s) measured:</b>	State 1
<b>Variables and calculations:</b>	<p>25 to 64 years = [25 to 34 years] + [35 to 44 years] + [45 to 64 years]</p> <p>Associate's degree or higher = [Associate's degree] + [Bachelor's degree] + [Graduate or professional degree]</p> <p>Bachelor's degree or higher = [Bachelor's degree] + [Graduate or professional degree]</p> <p>Educational attainment = [Number of people 25 years or older who have completed (<u>education level</u>) in (<u>county</u>)] / [Number of people 25 years or older in (<u>county</u>)]</p>		
<b>Notes:</b>			

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

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