

JAN. 2025
EDITION



Nebraska State
College System

CHADRON | PERU | WAYNE



Our Students

OUR STRENGTH



| Strategic Plan 2030

Our difference builds a better Nebraska.



CHANCELLOR'S MESSAGE

Following the successful implementation of the Nebraska State Colleges' 2025 Strategic Plan, which provided a robust framework over the past five years, we began a comprehensive and collaborative strategic planning process in November 2023. This new endeavor has been driven by extensive engagement and input from a wide range of stakeholders across Chadron, Peru, and Wayne State Colleges. We aim to further strengthen our institutions and ensure we continue to provide exceptional educational pathways that prepare our students to thrive in their careers and contribute meaningfully to the Nebraska workforce.

The planning process was inclusive, involving representatives from across our System. These key stakeholders included members of the Board of Trustees, faculty, administration, staff, students, alumni, former student trustees, and foundation representatives. Altogether, a dedicated 35-member task force was assembled, reflecting a diverse mix of perspectives and expertise. This group evaluated the progress made toward the 2025 strategic plan outcomes and used those results to

identify four critical outcomes that will guide our focus for the next five years. Their work has resulted in a strategic vision designed to advance the mission of the State Colleges and maximize our impact on students and the broader community.

Our discussions centered on identifying priorities vital to our stakeholders but, more importantly, essential to ensuring the students we serve achieve success throughout their academic journeys. We are committed to preparing our graduates to positively impact the organizations and communities where they choose to live and work. Through this intensive and thoughtful process, the task force articulated four primary outcomes that will shape our efforts moving forward:

1. **Affordable Excellence for Every Student** – We are dedicated to providing high-quality education that is accessible and affordable, ensuring financial barriers do not stand in the way of student success.
2. **Retention-Driven Excellence and Engaged Degree Attainment** – We are focused on strategies to improve

student retention and help more students complete their degrees, emphasizing support systems that engage and motivate students throughout their academic journeys.

3. **Open Access and Supportive Pathways** – We will continue to ensure that our institutions are welcoming and accessible to all students, with clear and supportive pathways that guide them toward academic and professional achievement.
4. **Workforce Development and Leadership** – We will align our programs with workforce needs and leadership opportunities, preparing students to fill critical roles in Nebraska's economy and community life.

To ensure accountability and track our progress, we have established 20 performance metrics that will be monitored over the next five years. Ten of these metrics are a continuation of our 2025 Strategic Plan indicators, providing a solid foundation and continuity in our assessment approach. However, we have also introduced ten new performance





indicators, reflecting our commitment to innovation and the evolving needs of our students and the workforce. For each metric, we analyzed historical data to understand current trends and established benchmarks for 2030 that will drive our efforts.

For metrics reflecting positive trajectories, we set ambitious stretch goals. These stretch goals will challenge our System to continue excelling and push the boundaries of what we can achieve. In contrast, for metrics that revealed areas of concern or downward trends, we are preparing to deploy considerable effort toward strategic initiatives to reverse these patterns. Our focus will result in meaningful and measurable improvements to ensure our System continues to meet the needs of Nebraska and deliver high-quality education to our students.

A significant aspect of our strategic planning involves addressing equity gaps. We have identified several performance indicators that highlight disparities in undergraduate student retention, progression, and degree completion rates, particularly among Pell-eligible students, first-generation students, students of

color, and at-promise students (those who are both Pell-eligible and first in their families to attend college). Our System is committed to making substantial progress in these areas. We are focused on creating a more equitable environment and providing targeted support to ensure all students, regardless of their background, have the opportunity to succeed and earn a bachelor's degree. This emphasis aligns with our overarching mission of improving social and economic mobility and ensuring higher education is a transformative force in the lives of our students.

Additionally, as we seek to strengthen and expand our enrollment efforts, we are placing a renewed emphasis on developing multiple pathways for students, particularly in our Educator Preparation Programs. These programs are a crucial component of our strategy, as they address the ongoing teacher shortage in Nebraska and ensure we are preparing future educators who will shape the next generation. By focusing on this and other key workforce areas, we are taking proactive steps to meet the critical workforce needs of the State. Our strategic plan prioritizes the development

of students who are not only academically prepared but also equipped with the leadership and practical skills necessary to succeed in the workforce.

In conclusion, the new strategic plan builds on the success of our previous efforts while setting ambitious new goals to propel Chadron State, Peru State, and Wayne State Colleges forward. It reflects our commitment to providing affordable and accessible education, improving retention and degree attainment, ensuring open access with supportive pathways, and addressing workforce development needs. By closely monitoring our performance metrics and engaging with our community stakeholders, we are dedicated to ensuring the Nebraska State College System continues serving our students and the State excellently.

Sincerely,

Dr. Paul Turman
Chancellor

*Our difference
builds a better
Nebraska.*

STRATEGIC PLAN SCORECARD

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OVERVIEW

The Nebraska State College System's 2030 Strategic Plan was crafted to address one pivotal question: "What is our core value proposition to the students we serve and the regions we represent to achieve meaningful educational and workforce outcomes?" Initiated in November 2023, this comprehensive strategic planning effort brought together a diverse 35-member task force. This group of representatives from across Chadron, Peru, and Wayne State Colleges, including Board of Trustees members, faculty, staff, students, alumni, former student trustees, and foundation stakeholders, engaged in months of dedicated discussions and in-depth analysis.

The collaborative process was intentional and far-reaching, focusing on the core issues our students and communities face today. Four strategic outcomes emerged as our guiding pillars for the future:

1. **Affordable Excellence for Every Student** – Addressing the financial barriers to higher education is fundamental to our mission. This outcome emphasizes the need for strategic investments and innovative practices to make higher education accessible and attainable for every student, ensuring affordability without compromising quality.

2. **Retention-Driven Excellence and Engaged Degree Attainment** –

Retaining students and supporting their academic journeys through to degree completion is crucial. By focusing on student engagement, personalized support services, and comprehensive academic programs, we are committed to fostering environments in which students can thrive and achieve their educational goals.

3. **Open Access and Supportive Pathways** –

Our dedication to open access remains unwavering. This outcome highlights the importance of flexible entry points into higher education, robust academic advising, and student support networks that remove barriers and create a welcoming space for all students, regardless of background.

4. **Workforce Development and Leadership** –

With Nebraska's evolving workforce needs, our Colleges serve a critical role in shaping future leaders and professionals. By enhancing partnerships with industry, developing career-relevant programs, and prioritizing experiential learning, we are preparing graduates to make meaningful contributions to the State's economy and communities.

We have identified 20 specific performance metrics to track and assess our progress over the next five years to support these outcomes. These metrics reflect continuity and change, incorporating indicators from our previous strategic plan alongside new benchmarks that respond to emerging challenges and opportunities. Through careful analysis of historical data, we have mapped out trajectories and established clear benchmarks for 2030. Where metrics have reflected consistent improvement, we are pushing further with ambitious targets. In areas where performance has lagged, we have developed deliberate strategies to reverse those trends and achieve a positive impact.

Particularly significant are our commitments to equity and inclusivity. We recognize closing gaps in retention and degree completion rates among Pell-eligible students, first-generation students, students of color, and at-promise students is imperative. We are addressing these equity concerns head-on by implementing initiatives designed to support these student groups and enhance their academic and personal success. By investing in these efforts, we reaffirm our dedication to driving social and economic mobility and ensuring that higher education is a powerful catalyst for

opportunity.

Furthermore, we are taking a strategic approach to address critical workforce shortages. We have prioritized expanding pathways into high-need fields, such as educator preparation and other key workforce areas. By creating multiple entry points and strengthening our academic offerings, we aim to develop a robust talent pipeline that will benefit Nebraska's communities and industries.

Our approach to strategic planning is not just about setting goals but also creating a culture of accountability and continuous improvement. The metrics we have established are more than mere numbers; they represent our promise to our students and stakeholders. Progress will be closely monitored, and our performance will be transparently reported through a color-coded system highlighting achievements and areas for further focus. This ongoing evaluation ensures we remain committed to our mission and can adapt as necessary to better serve our students and the State.



\$14,205

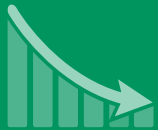
IS THE AVERAGE NET PRICE
TO ATTEND THE STATE
COLLEGES PER YEAR



67%

OF FRESHMEN AT CHADRON,
PERU, & WAYNE STATE
RECEIVE INSTITUTIONAL
SCHOLARSHIPS AND
AID

\$7,556



LESS THAN PEERS TO PRODUCE
A DEGREE AT THE STATE
COLLEGES



OUTCOME 1: **Affordable Excellence for Every Student**

Addressing the financial barriers to higher education is fundamental to our mission. This outcome emphasizes the need for strategic investments and innovative practices to make higher education accessible and attainable for every student, ensuring affordability without compromising quality.

Ensuring all students have access to high-quality education without the burden of excessive financial costs is central to the mission of the Nebraska State Colleges. The outcome of Affordable Excellence for Every Student underscores our commitment to making higher education accessible to all, regardless of financial background. By keeping tuition and fees affordable, we continuously seek innovative ways to reduce the overall cost of education, ensuring financial constraints do not stand in the way of students achieving academic success. This approach not only facilitates students' timely progression through their academic programs but also positions them for long-term success in the workforce, contributing to the broader economic vitality of Nebraska.

Several key performance metrics have been identified to track progress toward this goal. A crucial indicator is the **Average Net Price**, which allows us to assess how competitive our costs are compared to regional peers. This metric helps ensure we provide a financial value that aligns with our commitment to affordability. Additionally, **Spending Per Degree** examines the efficiency of our financial resources in supporting degree completion as compared to regional peers, while the **Scholarship Impact** metric measures the impact of our institutions' financial aid offerings in reducing the cost burden on first-time full-time students. These efforts are complemented by tracking the **Unmet Need per Resident Student FTE** and the **Percentage of Undergraduate Students Receiving Financial Aid**, ensuring all students have access to

necessary financial support. Finally, we monitor **Tuition and Fee Increase Rates**, adjusted for inflation, to maintain transparency and predictability in cost structures.

Through these performance metrics and strategies, the State Colleges ensure our students receive an exceptional education and are empowered to succeed without the weight of insurmountable financial debt. By minimizing financial barriers and expanding scholarship opportunities, we create a pathway to a transformative education that sets students on a trajectory to lifelong success, ultimately contributing to Nebraska's continued growth and prosperity.



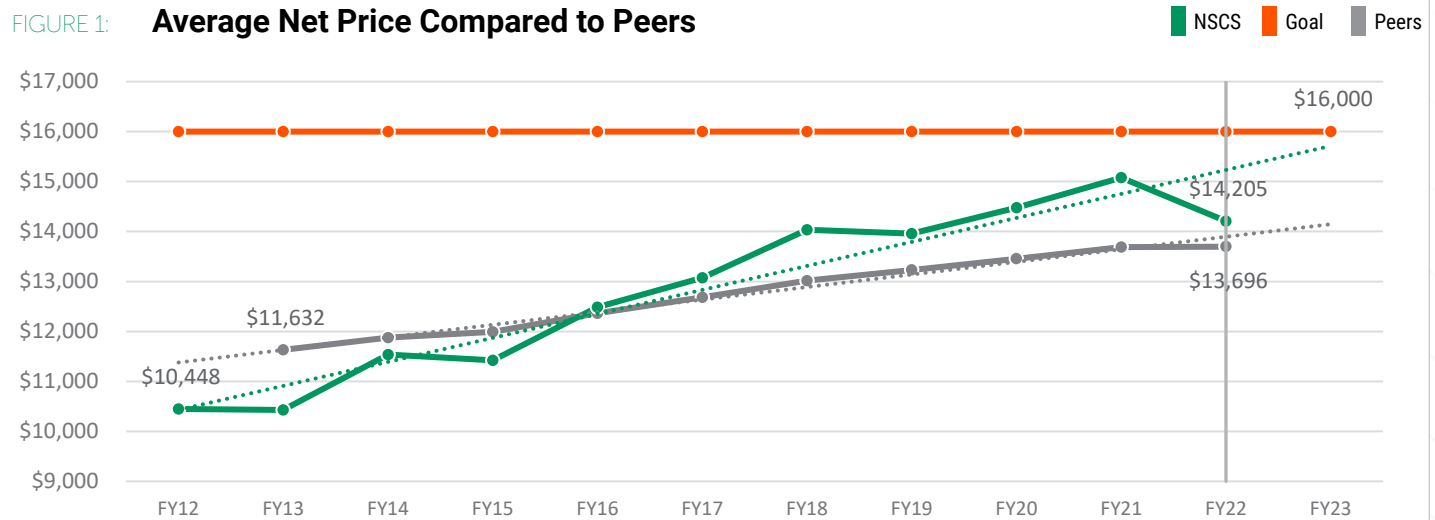
69%

OF STATE COLLEGE
UNDERGRADUATE
STUDENTS RECEIVE
FINANCIAL AID

INDICATOR 1

Average Net Price Compared to Peers (Comparison Against Regional Peers)

In FY15, the State Colleges offered a lower net price compared to peer institutions, but net prices have since trended upward. Over the past decade, the net price for the State Colleges has surged by roughly 50%, driven by inflation-exceeding costs and the impact of state general fund appropriations. Previously, the State Colleges' net prices were consistently lower, but peers have maintained a lower net price for seven consecutive years, highlighting growing affordability challenges.



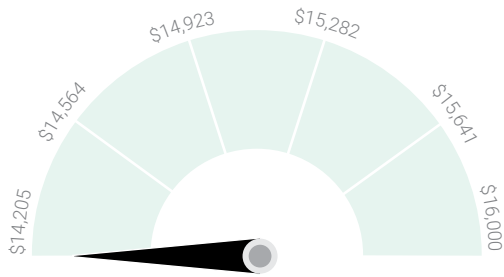
INDICATOR BACKGROUND INFORMATION

Recent research over the past five years highlights the significant impact of average net price on students and families when deciding where to attend college. Net price, which provides a clearer picture of the actual out-of-pocket costs families will incur, is calculated by subtracting the total grant aid received from the comprehensive cost of attendance. This includes tuition, mandatory fees, room, board, textbooks, and other living expenses. As with other public institutions, educational costs at the State Colleges have been affected by shifts

in state funding and rising operational costs. To mitigate these increases, general fund support from the State is critical, helping to keep tuition growth aligned with national higher education standards. Additionally, the availability of scholarships, strategic use of remissions and waivers, and partnerships with private entities can increase grant aid, reducing net price. However, despite these efforts, the past seven years have marked a concerning trend; for the first time, the net price for peer institutions has been lower than for the State Colleges.

Our goal is to keep the benchmark for net price at or below \$16,000 as we approach 2030, aiming to preserve the cost advantage over our peers, consistent with the 2025 strategic plan. Without intervention, projections indicate this figure could exceed \$16,000, underscoring the urgency of our efforts to stabilize costs and support affordability.

INDICATOR STATUS



\$14,205
Average Net Price



“When selecting a college, I had two main priorities: affordability and the ability to avoid getting buried under a mountain of student debt. Peru State’s “One Rate, Any State” program and numerous scholarship opportunities have made my academic journey here much smoother. Additionally, the professors at Peru State truly care about their students, and the connections I have made here are invaluable.”

Olivia McAsey
PERU STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 1A: Average Net Price by College

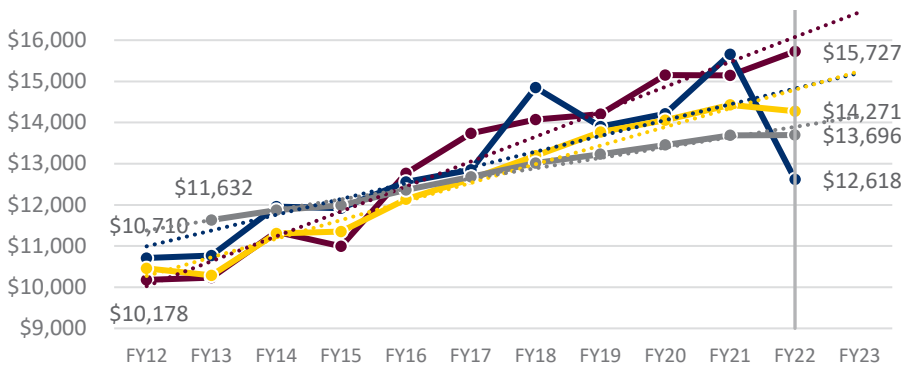


TABLE 1A: Average Net Price

Fiscal Year	CSC	PSC	WSC	System
FY12	\$10,178	\$10,710	\$10,457	\$10,448
FY13	\$10,233	\$10,765	\$10,288	\$10,429
FY14	\$11,344	\$11,955	\$11,307	\$11,535
FY15	\$10,993	\$11,918	\$11,353	\$11,421
FY16	\$12,766	\$12,557	\$12,139	\$12,487
FY17	\$13,740	\$12,850	\$12,626	\$13,072
FY18	\$14,073	\$14,846	\$13,193	\$14,037
FY19	\$14,203	\$13,902	\$13,770	\$13,958
FY20	\$15,156	\$14,216	\$14,055	\$14,476
FY21	\$15,147	\$15,657	\$14,428	\$15,077
Baseline FY22	\$15,727	\$12,618	\$14,271	\$14,205

INDICATOR 2

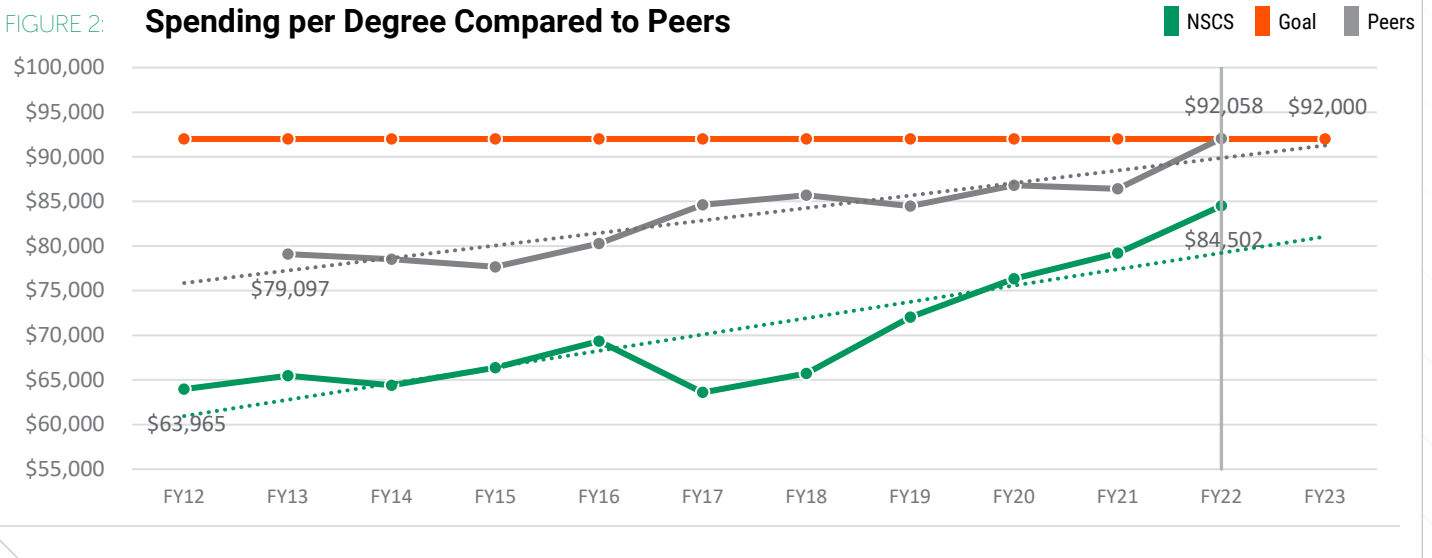
Spending per Degree Compared to Peers – Graduate Cost Efficiency

(Comparison Against Regional Peers)

The spending per degree gap between the Nebraska State Colleges and their peer institutions has narrowed significantly in recent years. In FY18, this gap was nearly \$20,000, but by FY22, it had decreased to just over \$7,500. The gap between the State Colleges and their peers has been reduced to 8.9% for the most recent year, with the State Colleges currently at \$84,502 spending per degree, which is \$7,498 below the benchmark for 2030.

FIGURE 2:

Spending per Degree Compared to Peers

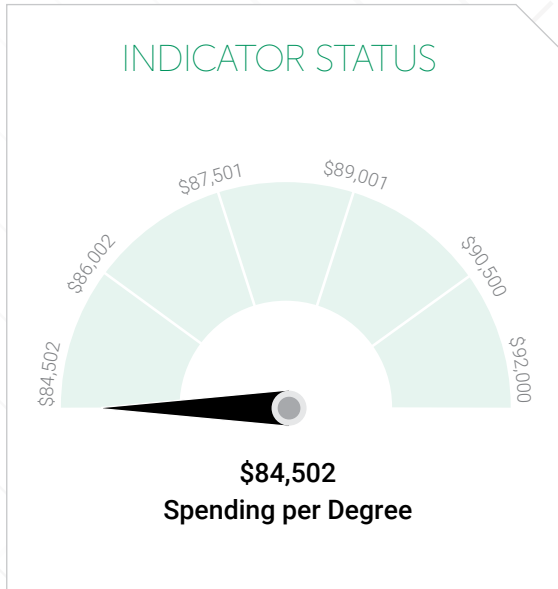


INDICATOR BACKGROUND INFORMATION

Spending per degree is an essential efficiency indicator for the Nebraska State Colleges, highlighting the effective use of resources to produce graduates and allowing for comparisons with peer institutions identified by the Coordinating Commission for Postsecondary Education (CCPE). In FY22, the State Colleges reported average spending per degree of \$84,502, against a set goal of \$92,000. Over the past decade, this metric has increased by \$20,537 from the baseline year,

with a \$5,310 increase in just this past year. As a result of this increase, the gap between the State Colleges and peer institutions has significantly narrowed, from 30% in FY18 to just under 9% in FY22. Achieving and sustaining efficiency relies heavily on key factors, including our ability to move students efficiently through the degree pipeline, facilitate successful transfer pathways, and manage resources from state general funds, tuition, and fees. Maintaining low costs while boosting

degree completion rates requires strategic efforts to improve enrollment, retention, and on-time graduation. The Nebraska State Colleges remain committed to these strategies, with a goal to keep the spending per degree gap around 25% compared to peers by 2030, while ensuring the efficient allocation of financial resources for student success.



"Affordability absolutely played a role in choosing Wayne State, especially since I figured that I would want to pursue further degrees after my time as an undergraduate student. Although I hadn't decided what that further degree would end up being when I was a graduating high school student, I knew from previous students and from Wayne's reputation that Wayne State would provide me the rigorous academic load that I would need in order to reach that next level without the same heavy cost that I might have paid at other competitive institutions."

Brett Hilbers
WAYNE STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC ■ Peers

FIGURE 2A: Spending per Degree by College

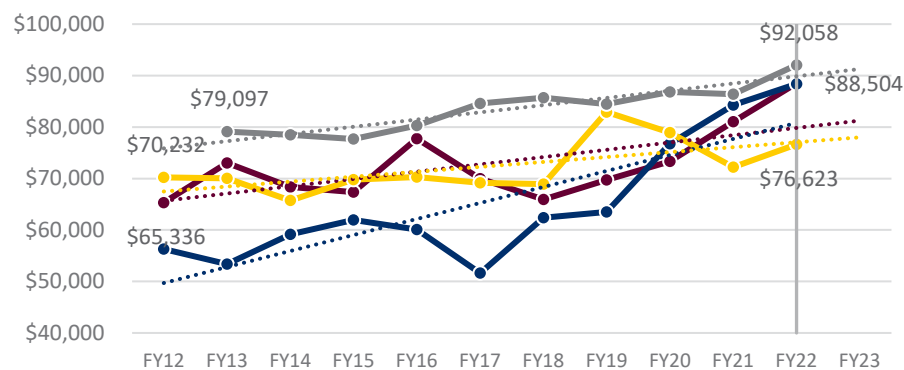


TABLE 2A: Spending per Degree

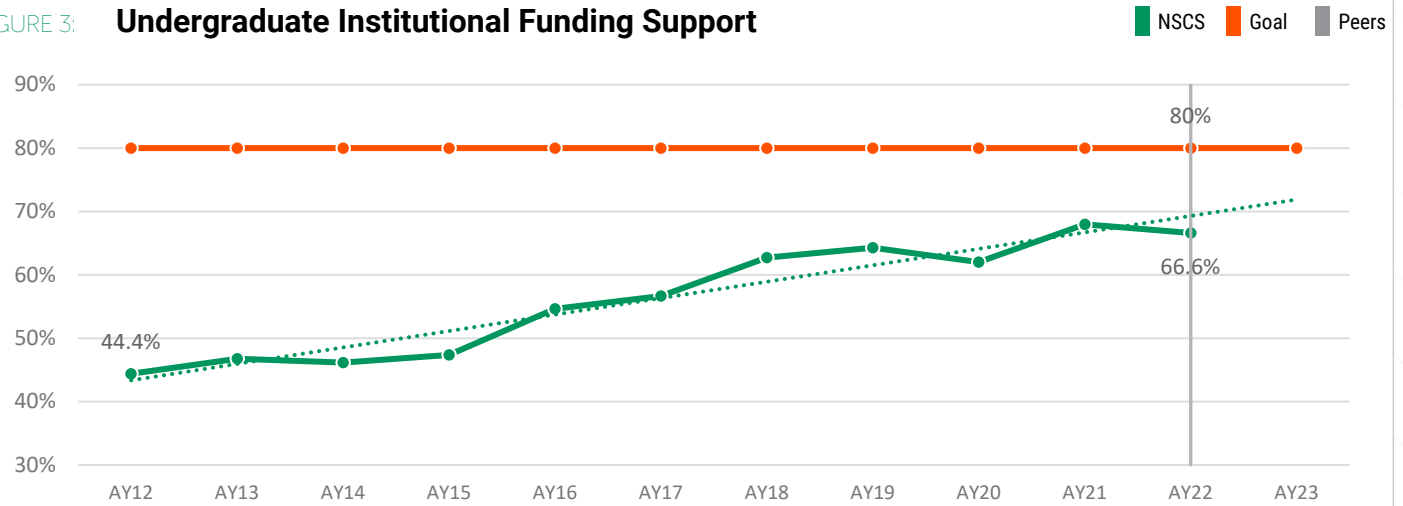
Fiscal Year	CSC	PSC	WSC	System
FY12	\$65,336	\$56,328	\$70,232	\$63,965
FY13	\$73,049	\$53,346	\$70,057	\$65,484
FY14	\$68,331	\$59,158	\$65,722	\$64,404
FY15	\$67,335	\$61,975	\$69,815	\$66,375
FY16	\$77,722	\$60,066	\$70,282	\$69,357
FY17	\$69,982	\$51,624	\$69,172	\$63,593
FY18	\$65,910	\$62,363	\$68,904	\$65,726
FY19	\$69,718	\$63,486	\$82,927	\$72,044
FY20	\$73,335	\$76,775	\$78,931	\$76,347
FY21	\$81,047	\$84,284	\$72,245	\$79,192
Baseline FY22	\$88,504	\$88,379	\$76,623	\$84,502

INDICATOR 3

Scholarship Impact – Undergraduate Institutional Funding Support

The percentage of first-time, full-time Nebraska State College students receiving institutional grant aid rose from 44.4% in 2012-13 to 66.6% in 2022-23. With a goal to reach 80% by 2030, the Colleges are committed to expanding financial support, leveraging state initiatives like Career Scholarships and RHOP, and ensuring affordability as the cost of attendance continues to grow.

FIGURE 3: Undergraduate Institutional Funding Support



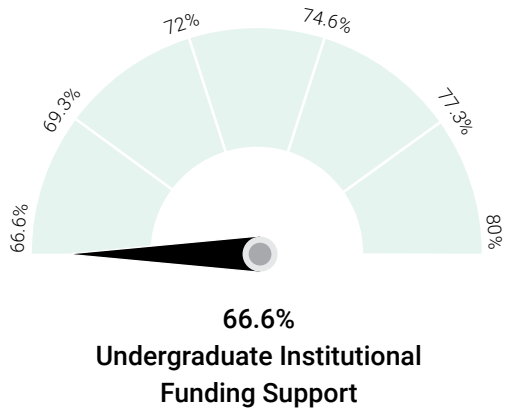
INDICATOR BACKGROUND INFORMATION

Institutional support for student grant aid needs at the Nebraska State Colleges has grown significantly, reflecting efforts to make higher education more affordable. During the 2012-13 academic year, 44.4% of first-time, full-time undergraduate students received institutional support. By 2022-23, this figure had increased to 66.6%, and the Colleges aim to raise this to 80% by 2030. Programs like the Career Scholarships and Rural Health Opportunity Program (RHOP) have benefited

from state funding, yet the need for more grant aid remains critical. Current data indicate most students and families are unwilling to borrow over \$5,000 annually for college, emphasizing the need to leverage remission programs and increase fundraising efforts through College Foundations. As the cost of attendance continues to climb each year, expanding institutional support will be essential for maintaining affordable and accessible degree pathways. Achieving this will require ongoing

collaboration and strategic use of resources, including state general funds, tuition, and fees. The Nebraska State Colleges are committed to filling the financial aid gap to support student success and maintain affordability as part of their long-term strategy to meet the evolving financial needs of students and families.

INDICATOR PROGRESSION



"To me and many others, scholarships are the difference between achieving dreams or not. Somewhere, there is a kid who's going to love music like I do, maybe even more, and I could be the one who shows him that. I thank donors for making this possible. You are my dream catchers."

Josh Fernau
CHADRON STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 3A: Undergraduate Institutional Funding Support by College

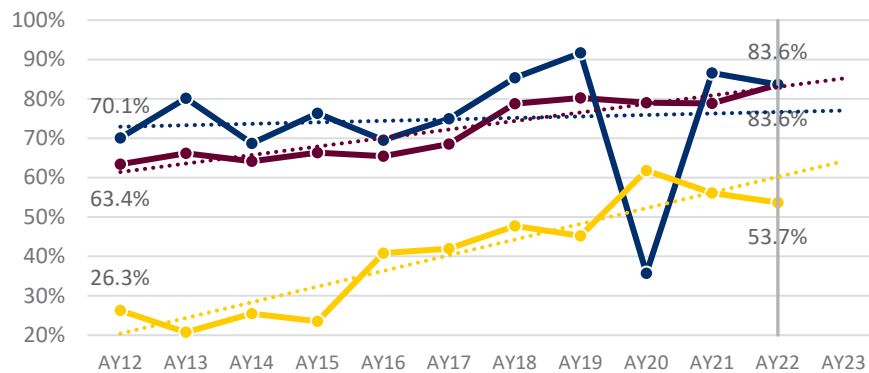


TABLE 3A: Undergraduate Institutional Funding Support

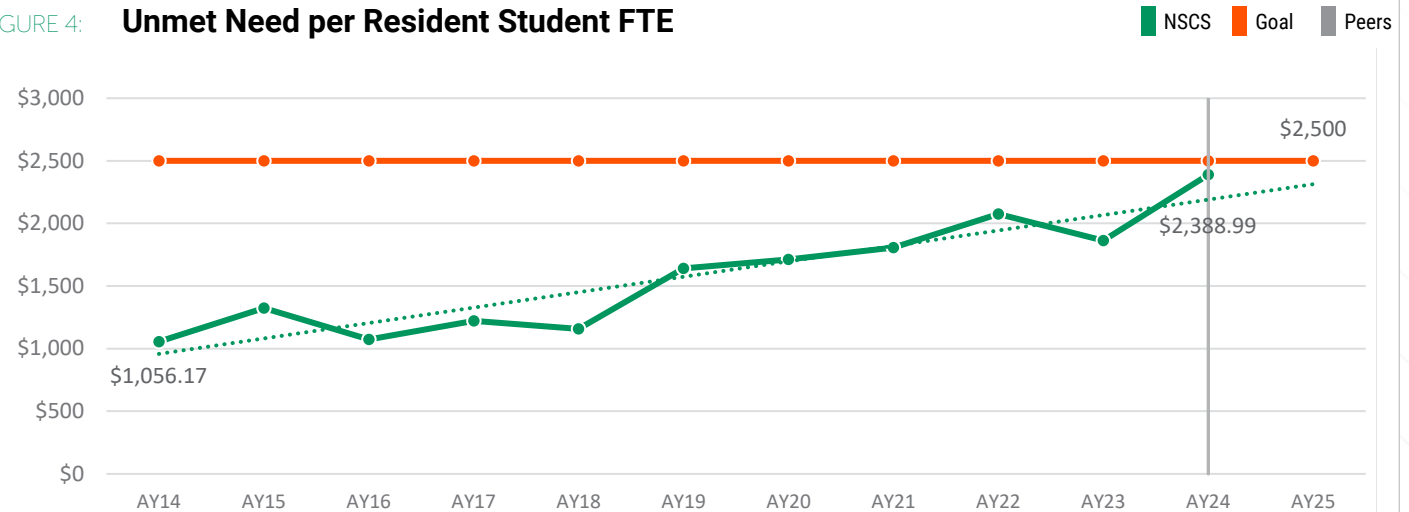
Academic Year	CSC	PSC	WSC	System
AY12	59.2%	71.5%	27.4%	43.5%
AY13	63.4%	70.1%	26.3%	44.4%
AY14	66.2%	80.1%	20.7%	46.8%
AY15	64.1%	68.7%	25.4%	46.2%
AY16	66.3%	76.3%	23.5%	47.4%
AY17	65.4%	69.5%	40.8%	54.6%
AY18	68.5%	75.0%	42.0%	56.6%
AY19	78.7%	85.4%	47.7%	62.7%
AY20	80.3%	91.7%	45.2%	64.3%
AY21	79.0%	35.7%	61.8%	62.0%
AY22	78.9%	86.6%	56.1%	68.0%
Baseline	86.6%	86.6%	53.7%	66.6%

INDICATOR 4

Unmet Need per Resident Student Full-Time Equivalency (FTE)

The amount of unmet student need for each year is based upon the Unmet Needs Report each State College completes and submits annually to the Coordinating Commission for Postsecondary Education (CCPE), as compared to the resident student FTE for that year. These numbers reflect the total amount of unmet need for students attending the NSCS. Over the past decade, this estimate of unmet need per resident student FTE has steadily grown, with an overall increase of 220% since AY13. The State Colleges' total unmet need grew to \$9.6 million for resident students in AY24, or \$2,389 per student FTE.

FIGURE 4: Unmet Need per Resident Student FTE

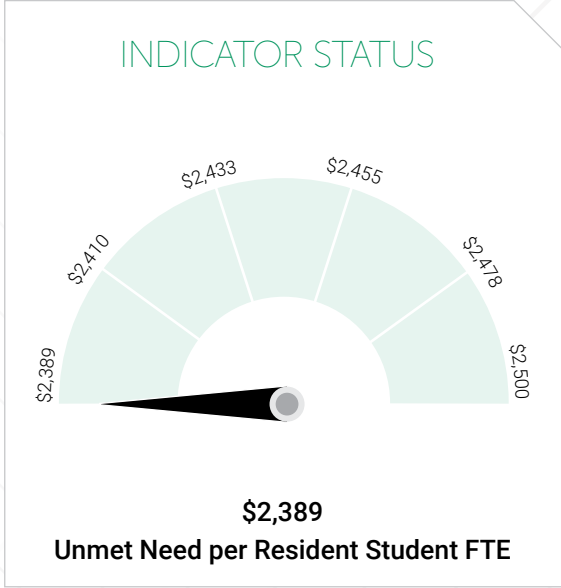


INDICATOR BACKGROUND INFORMATION

Unmet Need, the gap between combined grant/aid offers and the cost of attendance (COA), remains a challenge for many families. The Expected Family Contribution (EFC), calculated based on financial strength factors, helps estimate what families should contribute. However, as COA—which includes tuition, fees, housing, and other expenses—continues to rise, families increasingly struggle to cover the difference. Nationally, federal Pell Grants have not kept pace with rising educational costs, making institutional support essential.

Programs like the Nebraska Opportunity Grant (NOG) and College need-based grants are critical for reducing this gap. In the Nebraska State College System, Pell-eligible students consistently comprise about 40% of the population, underscoring the importance of sustained funding. The Colleges have focused on reducing unmet need by leveraging State and philanthropic support. Generous donations from foundations have been instrumental in improving student outcomes, especially when funds are targeted at initiatives that

enhance retention. Nationally, unmet need remains a significant issue, with nearly half of all undergraduates requiring additional financial aid to afford college. To address this, a benchmark of \$2,500 per resident student FTE has been set to stabilize unmet need and maintain affordability for Nebraska students through 2030.



“Through Wayne State I obtained an athletic scholarship as well as an academic award. Because of these scholarships, I am able to go through my college career stress-free. It doesn’t put any stress on my shoulders or my parents. The work you put in while in high school will pay off with the reward system of the scholarships given out.”

Abigail Broderson
WAYNE STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 4A: Unmet Need per Resident Student FTE by College

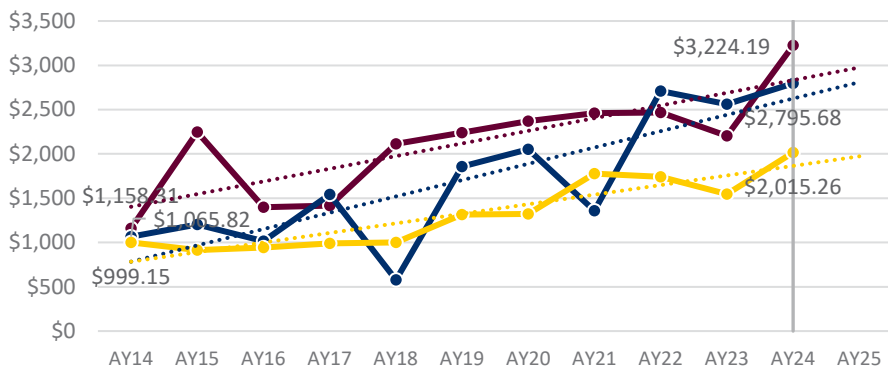


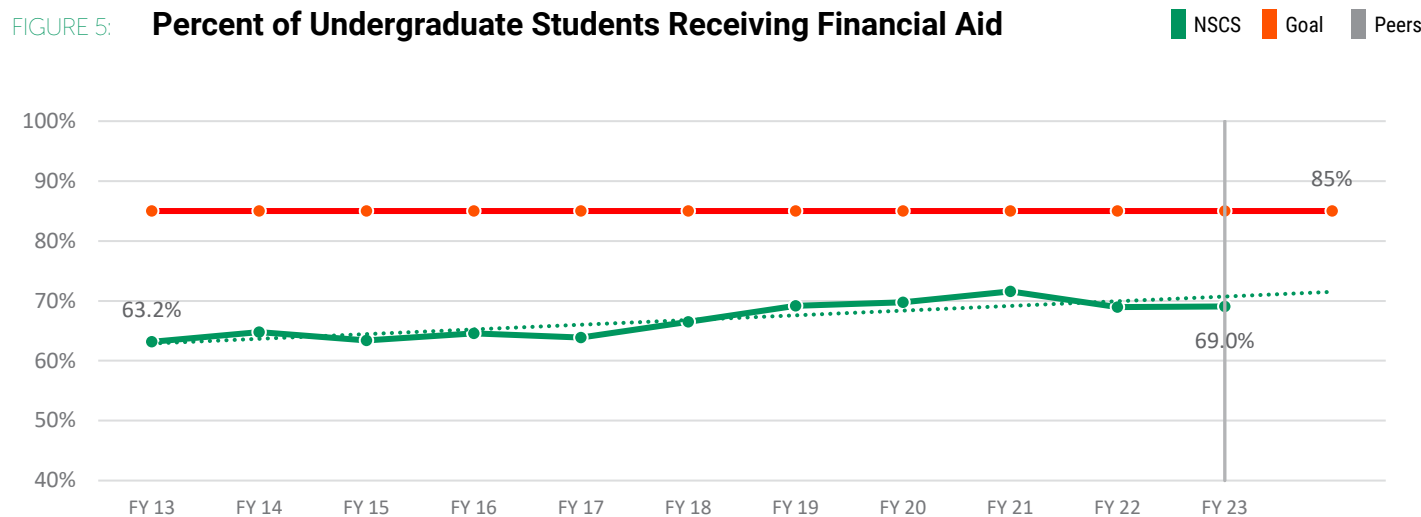
TABLE 4A: Unmet Need per Resident Student FTE

Academic Year	CSC	PSC	WSC	System Total
AY14	\$1,158.31	\$1,065.82	\$999.15	\$4,934,431
AY15	\$2,245.77	\$1,204.78	\$914.23	\$6,102,018
AY16	\$1,398.22	\$1,016.04	\$942.11	\$4,888,518
AY17	\$1,415.80	\$1,543.71	\$991.09	\$5,344,981
AY18	\$2,112.30	\$578.23	\$1,000.83	\$4,594,287
AY19	\$2,238.96	\$1,858.30	\$1,315.46	\$6,475,895
AY20	\$2,368.36	\$2,052.05	\$1,322.88	\$6,810,962
AY21	\$2,460.04	\$1,357.33	\$1,776.62	\$7,162,615
AY22	\$2,466.78	\$2,709.48	\$1,739.61	\$8,551,380
AY23	\$2,205.27	\$2,562.14	\$1,545.39	\$7,645,416
Baseline AY24	\$3,224.19	\$2,795.68	\$2,015.26	\$9,630,029

INDICATOR 5

Percent of Undergraduate Students Receiving Financial Aid

In the 2022-23 fiscal year, 69% of Nebraska State College undergraduate students received financial aid, a 5.8% increase from 2012-13. The State Colleges aim to increase financial aid participation to 85% by 2030, addressing unmet need and enhancing access to higher education for students across Nebraska.



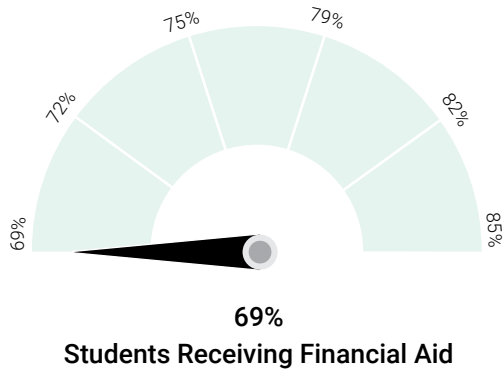
INDICATOR BACKGROUND INFORMATION

To support college access and retention, the Nebraska State Colleges are focusing on a new indicator to track the percentage of undergraduate students receiving financial aid. This indicator is critical, as financial support directly influences college enrollment and success. In the 2012-13 fiscal year, 63.2% of undergraduate students received some form of grant or aid, and this figure has increased by 5.7% to 69% in 2022-23. Moving forward, we are targeting an 85% participation rate by

2030, aiming for a 16% increase. Freshman renewable scholarships play a significant role in this strategy, providing an incentive for enrollment and supporting students over multiple years. State-based programs like the Career Scholarships, Corrections Leadership, and RHOP are also crucial in ensuring that financial incentives are available to students from diverse backgrounds, encouraging them to pursue higher education in Nebraska. Federal Pell Grants and increasing institutional

aid contribute to closing the gap between the rising cost of attendance and the financial support available to students. By focusing on both state and federal resources, the Colleges aim to reduce unmet need and ensure that more students can access affordable higher education.

INDICATOR PROGRESSION



"All the Rangeland Management professors have been a huge help to me in finding scholarships. I have a few scholarships to help with books, which is great."

Kourtney Kronhofman
CHADRON STATE COLLEGE

COLLEGE LEVEL DATA

CSC PSC WSC

FIGURE 5A: Percent of Undergraduate Students Receiving Financial Aid by College

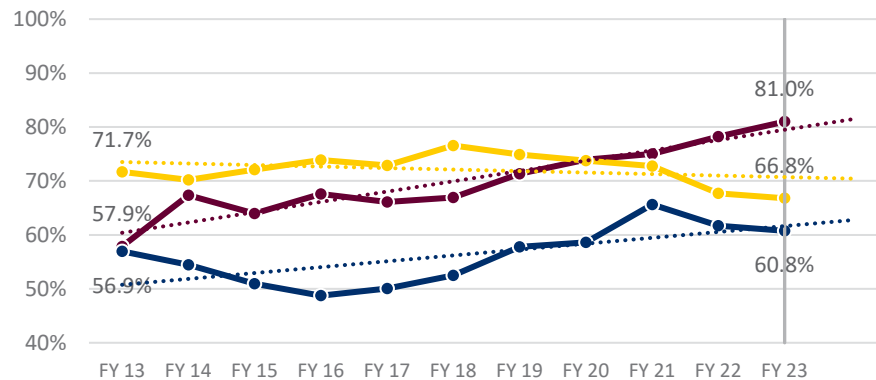


TABLE 5A:

Percent of Undergraduate Students Receiving Financial Aid

Fiscal Year	CSC	PSC	WSC	System
FY 13	57.9%	56.9%	71.7%	63.2%
FY 14	67.4%	54.4%	70.2%	64.8%
FY 15	64.0%	50.9%	72.1%	63.4%
FY 16	67.6%	48.7%	73.9%	64.6%
FY 17	66.1%	50.1%	72.9%	63.9%
FY 18	67.0%	52.5%	76.6%	66.5%
FY 19	71.3%	57.8%	74.9%	69.2%
FY 20	73.9%	58.6%	73.8%	69.8%
FY 21	75.0%	65.6%	72.8%	71.6%
FY 22	78.2%	61.7%	67.7%	69.0%
Baseline FY 23	81.0%	60.8%	66.8%	69.0%

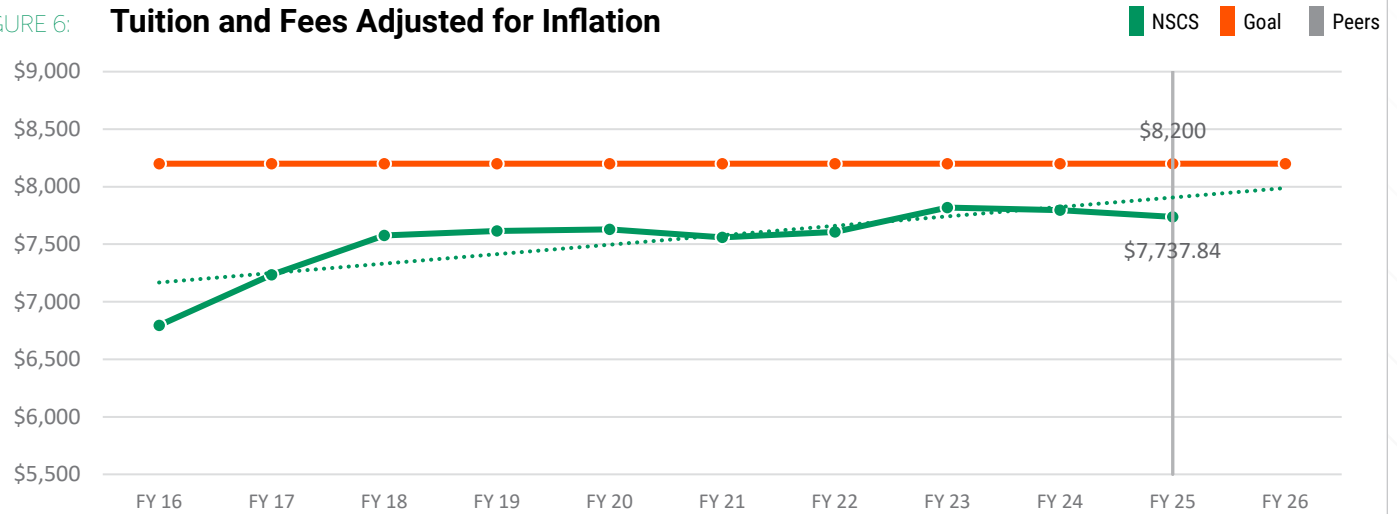
INDICATOR 6

Tuition and Fees

(Adjusted for Inflation)

Over the past fiscal year, the Nebraska State Colleges have successfully managed tuition and fee costs, decreasing slightly from \$7,796 to \$7,738 after adjusting for inflation. This marks a positive trend in controlling costs and maintaining affordability, following several years of low tuition increases approved by the Board of Trustees. The Colleges remain committed to keeping costs below \$8,200 by 2030.

FIGURE 6: Tuition and Fees Adjusted for Inflation

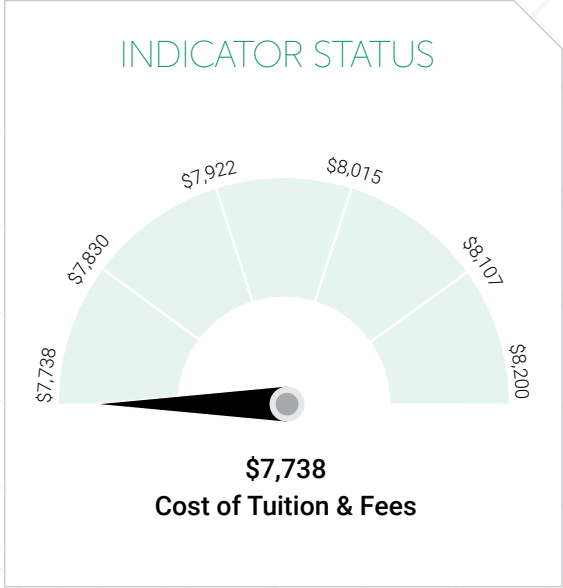


INDICATOR BACKGROUND INFORMATION

As public postsecondary institutions face declining state funding, the burden of covering instructional costs has increasingly shifted to tuition and fees. At the national level, this trend is evident in rising tuition costs. According to the College Board, average tuition and fees at public four-year institutions increased by over 200% from 1989 to 2021, outpacing inflation significantly. This growth is primarily driven by inflationary adjustments to fixed costs, such as salaries, benefits, utilities, and maintenance, which are often beyond the control of colleges

and universities. To better assess the rising costs, a useful measure is evaluating tuition and fee increases adjusted for the Consumer Price Index (CPI). For the Nebraska State Colleges, between FY14 and FY25, tuition and fee costs increased by \$1,380 after accounting for inflation. However, between FY17 and FY25, the Colleges experienced more limited increases, thanks to several years of minimal adjustments approved by the Board of Trustees. Looking ahead, the State Colleges have set an ambitious goal of

maintaining tuition and fee costs below \$8,200 through 2030. This goal is crucial to ensuring continued affordability for students while managing the rising costs of higher education. By keeping tuition and fee increases in check, the State Colleges aim to provide an accessible education without placing excessive financial strain on families.

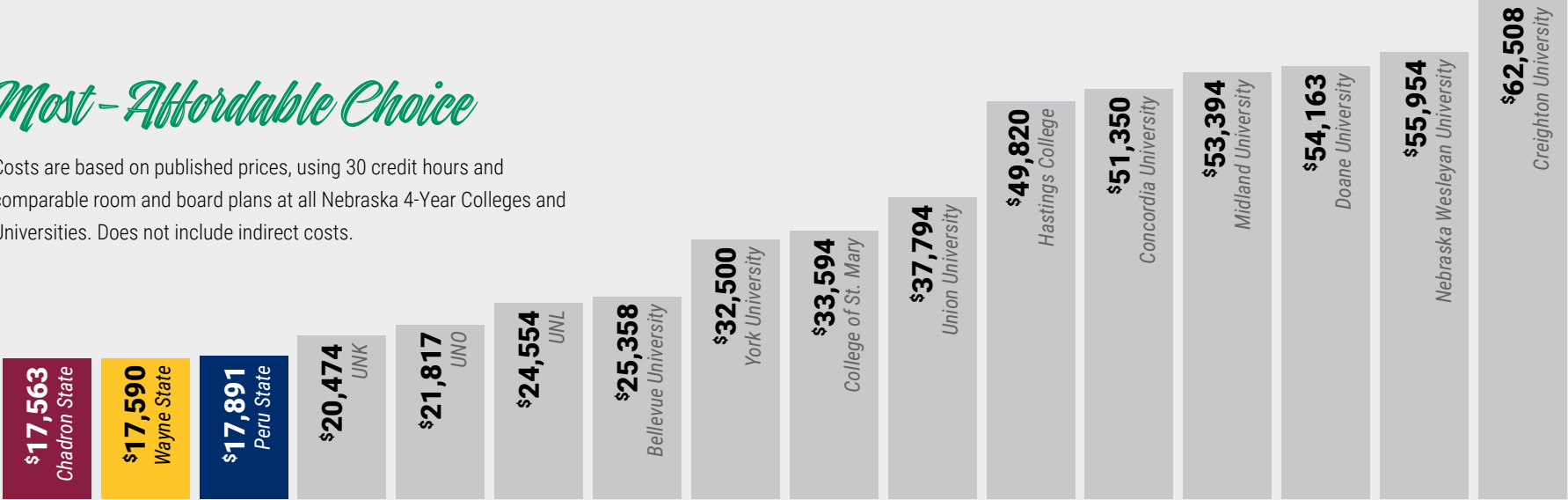


“The teacher education program was extremely rewarding, and I cannot emphasize enough the impact that the Nebraska Career Scholarship had on my success in this field. I am truly grateful for the support and opportunities it has provided me, and I am confident that it will continue to benefit many others in the future.”

Layla McIntyre
PERU STATE COLLEGE

Most-Affordable Choice

Costs are based on published prices, using 30 credit hours and comparable room and board plans at all Nebraska 4-Year Colleges and Universities. Does not include indirect costs.



46%



OF THE 2024 FRESHMAN CLASS
ARE FIRST-GENERATION
STUDENTS AT THE STATE
COLLEGES

69%



OF STATE COLLEGE FRESHMEN
RETURN FOR THEIR
SOPHOMORE YEAR

4.3 YEARS



AVERAGE TIME FOR A STUDENT
TO COMPLETE THEIR
BACHELOR'S DEGREE AT
THE STATE COLLEGES



OUTCOME 2:

Retention-Driven Excellence and Engaged Degree Attainment

Retaining students and supporting their academic journeys through to degree completion is crucial. By focusing on student engagement, personalized support services, and comprehensive academic programs, we are committed to fostering environments in which students can thrive and achieve their goals.

The Nebraska State Colleges are committed to retention-driven academic excellence, supporting students throughout their educational journeys. We believe engaged students are successful students; therefore, we focus on connecting them to the campus, community, and region through continuous access to caring faculty and staff who provide personalized guidance, helping students navigate academic and personal challenges. Our approach emphasizes the importance of mentoring, advising, and fostering a sense of belonging, to ensure students receive the support they need to succeed.

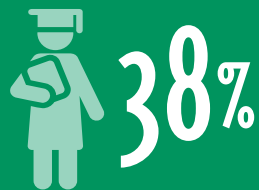
To complement academic guidance, the State Colleges offer a variety of engagement opportunities such as community service, student organizations,

internships, and undergraduate research. These co-curricular activities enrich the student experience, allowing students to connect with peers, faculty, and the local community while gaining valuable career skills. We understand student success is multifaceted, which is why we prioritize infrastructure investments to support academic achievement and student well-being. By enhancing learning environments and providing wellness spaces, we ensure students have the resources they need to thrive both academically and personally.

Performance metrics are critical in assessing the effectiveness of our retention-driven initiatives. Key indicators include **First to Second Year Retention Rates**, especially for at-risk or underserved student groups, as well as **Degree Completion Rates** over

4- and 6-year periods. We also track **Degree Progression Rates** to ensure students advance in their programs and achieve **On-Time Degree Completion**. By monitoring **Undergraduate Course Completion Rates**, we ensure students engage effectively with their coursework and receive the necessary support to stay on track.

Our focus on retention-driven excellence results in graduates who are not only academically successful but also well-prepared for meaningful careers and responsible citizenship. These graduates contribute positively to their communities and the broader region, embodying the values of leadership, civic engagement, and lifelong learning.



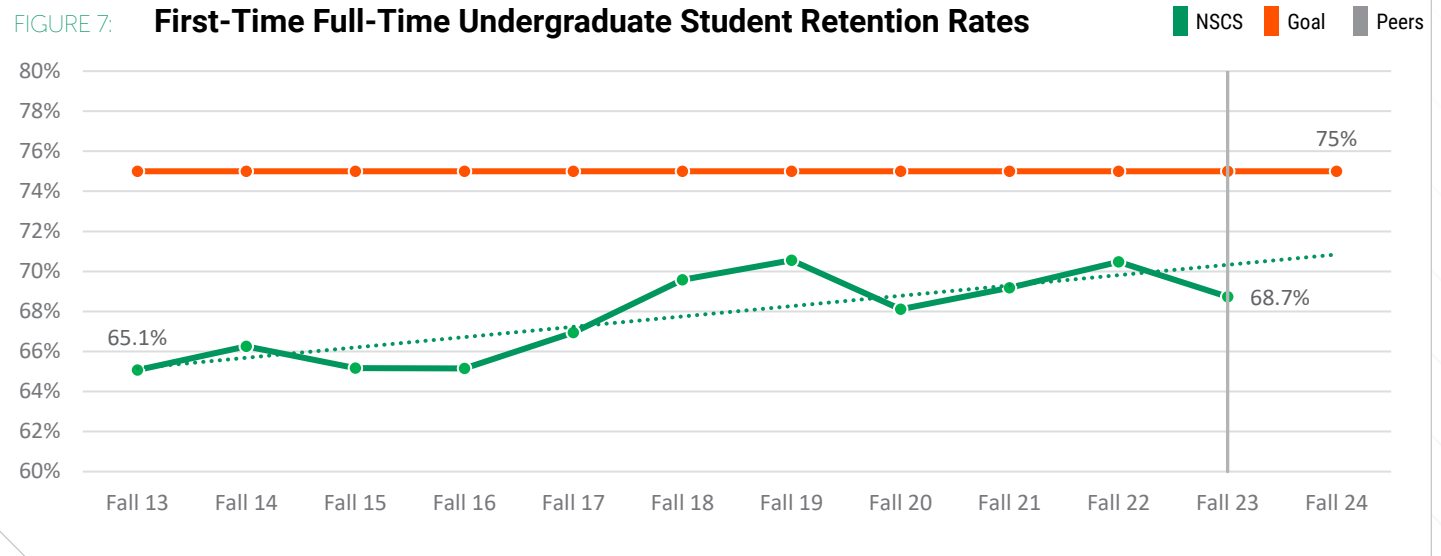
OF STATE COLLEGE STUDENTS
COMPLETE THEIR
BACHELOR'S DEGREE IN
4 YEARS OR LESS

INDICATOR 7

Undergraduate Student Retention Rates

Over the past five years, the retention rate for first-time, full-time students at the State Colleges has remained steady at around 70%. A slight 1.8% decrease in retention occurred between the Fall 2022 and Fall 2023 rates, resulting in an overall retention rate of 68.7%. The State Colleges' ongoing efforts to support student success and persistence are expected to have a positive impact on this metric.

FIGURE 7: First-Time Full-Time Undergraduate Student Retention Rates



INDICATOR BACKGROUND INFORMATION

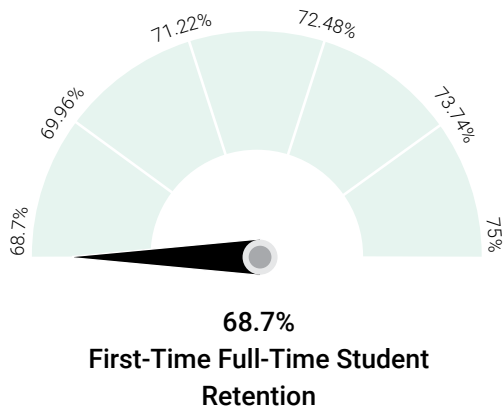
The Nebraska State Colleges are committed to providing degree programs that support traditional-age freshmen, a significant number of whom are first-generation students. These students often face unique challenges as they transition to higher education, making it crucial to provide robust support systems that foster success, particularly during their first year. To address these challenges, the State Colleges have implemented a range of initiatives focused on improving retention rates, such as transitional course offerings, proactive

advising, and programs designed to build self-efficacy and resilience. These services help students navigate academic and personal obstacles, providing essential support for continued enrollment and degree completion. In addition to these internal efforts, the State Colleges have drawn upon philanthropic support to fund retention grants, helping students address unexpected financial burdens that might otherwise lead to dropping out. To further enhance retention efforts, the Colleges are investing in two new software solutions to

improve student engagement, track progress, and provide more personalized support. These tools will allow faculty and staff to intervene more effectively and efficiently with students who may be at risk of not persisting.

To achieve a 75% retention rate goal by 2030, the State Colleges are focused on providing the resources and support necessary for students to succeed and complete their degrees on time.

INDICATOR PROGRESSION



"I chose Peru State College to pursue a degree in Education with a minor in theatre. I was inspired by the success of alumni at Louisville High School, and I strongly believe that Peru State College is one of the best teaching institutions in our state. I am confident that the college's excellent resources and staff will help me achieve my goal of becoming a great teacher."

Lucas Hrabik
PERU STATE COLLEGE

COLLEGE LEVEL DATA

CSC PSC WSC

First-Time Full-Time Undergraduate Student Retention Rates by College

FIGURE 7A:

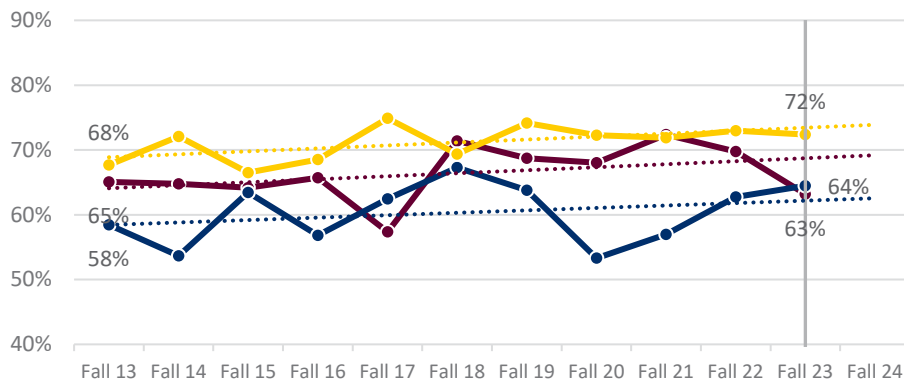


TABLE 7A:

First-Time Full-Time Undergraduate Student Retention Rates

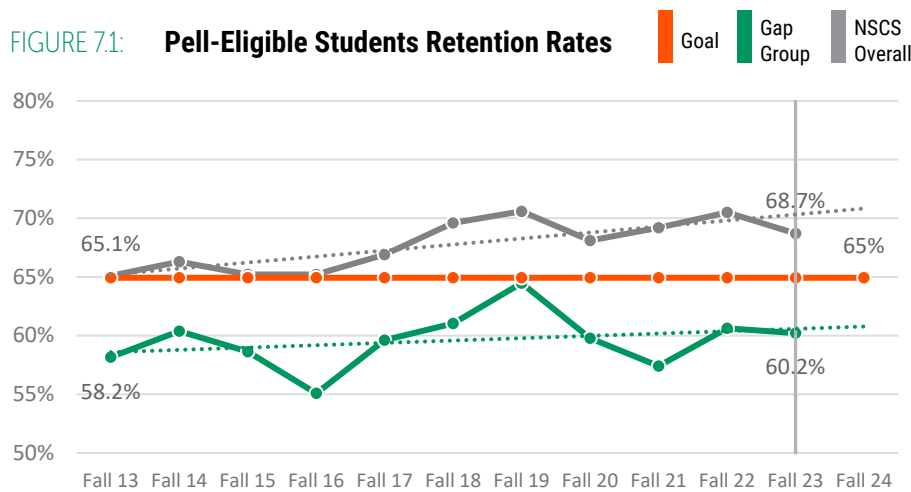
Cohort	CSC	PSC	WSC	System
Fall 13	65%	58%	68%	65.1%
Fall 14	65%	54%	72%	66.3%
Fall 15	64%	63%	67%	65.2%
Fall 16	66%	57%	69%	65.2%
Fall 17	57%	62%	75%	66.9%
Fall 18	71%	67%	69%	69.6%
Fall 19	69%	64%	74%	70.6%
Fall 20	68%	53%	72%	68.1%
Fall 21	72%	57%	72%	69.2%
Fall 22	70%	63%	73%	70.5%
Baseline Fall 23	63%	64%	72%	68.7%

Undergraduate Student Retention Rates – Students of Focus

In addition to improving retention for all first-time, full-time students, the State Colleges are addressing gaps that persist among Pell-eligible students, first-generation students, students of color, and at-promise students. Retention data reveal significant disparities for these groups, who often face challenges such as financial constraints, limited academic preparation, and reduced access to mentorship or support networks. Research emphasizes the importance of targeted interventions to bridge these gaps, enhancing retention and degree completion outcomes. The State Colleges are committed to reducing these gaps through tailored strategies, including specialized advising, mentorship, peer support programs, and financial assistance. By focusing on these groups, the Colleges aim to provide the support necessary for all students to thrive and succeed. Achieving the goal of reducing the gaps by 30% by 2030 will not only improve individual outcomes but also foster a more inclusive environment, enhance retention overall, and prepare graduates for long-term success.

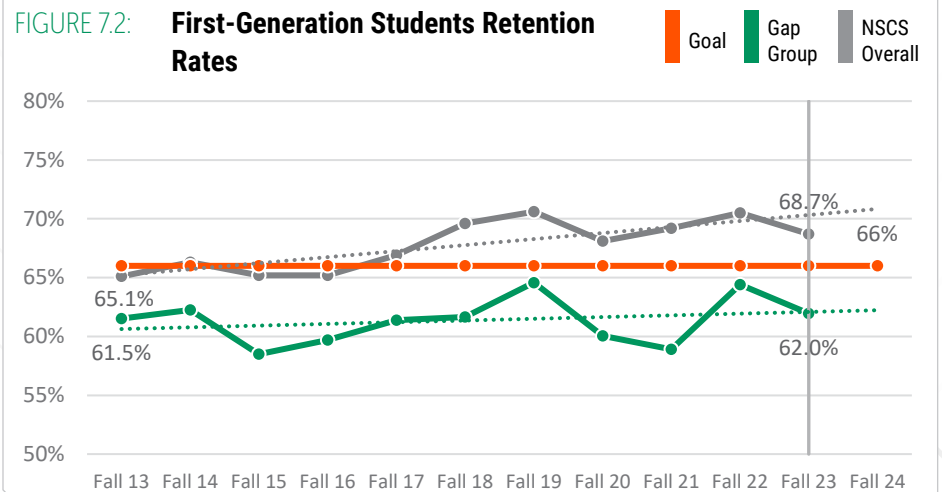
Pell-Eligible Students Retention Rates

Pell-eligible students face an 8.5% retention gap, often due to financial constraints and limited resources. The State Colleges' strategic plan includes targeted financial aid, mentorship, and support programs to address these barriers. By reducing this gap by 30% by 2030, the Colleges aim to create equitable opportunities and improve retention for this important student group.



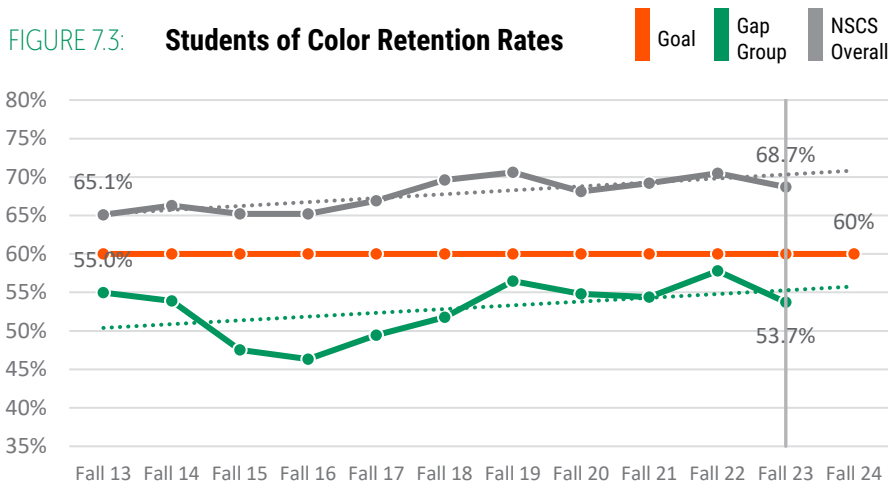
First-Generation Students Retention Rates

First-generation students experience a 6.7% retention gap, often linked to limited academic preparation and unfamiliarity with navigating college. The State Colleges will implement tailored interventions, including mentorship, specialized advising, and peer networks, to bridge these gaps. Reducing the disparity by 30% by 2030 will ensure these students feel supported and succeed in their academic journeys.



Students of Color Retention Rates

Students of color face a 15% retention gap in comparison to their peers. The State Colleges are committed to reducing this gap by 30% by 2030 through responsive programming, mentoring, and expanded support networks. These efforts are designed to create a welcoming college environment where all students can thrive.



At-Promise Students Retention Rates

At-promise students, those who are both Pell-eligible and first-generation, face a retention gap of 11.9%. These students often encounter compounded barriers, including financial and academic challenges. The State Colleges' plan includes comprehensive support, such as financial aid, peer mentoring, and academic resources, to close this gap by 30% by 2030 and enhance their overall success.

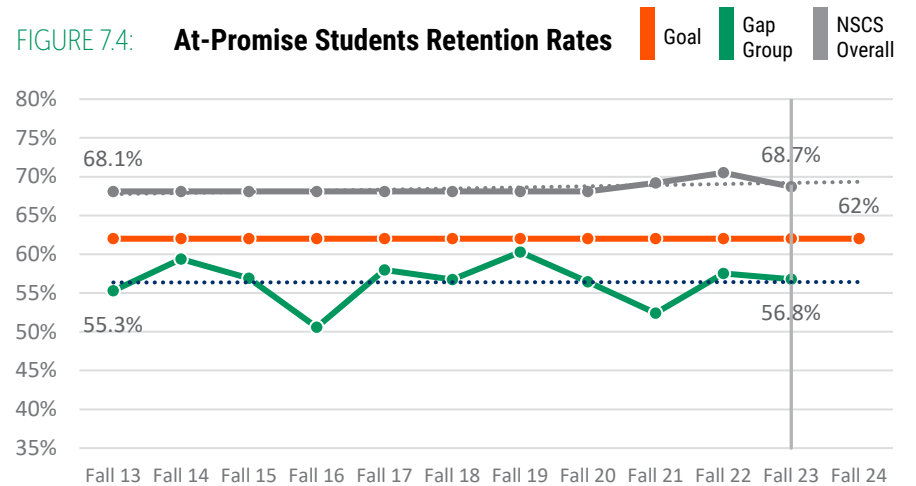


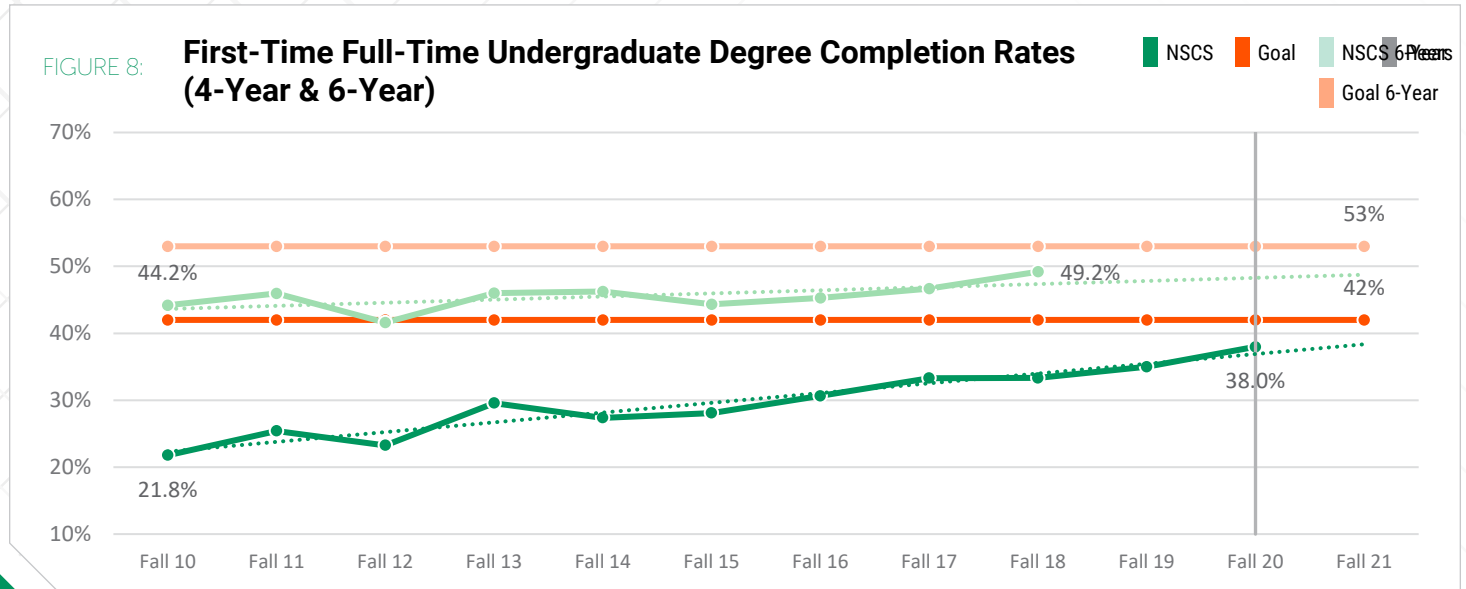
TABLE 7B: Undergraduate Student Retention Rates – Students of Focus

Cohort	CSC				PSC				WSC				System			
	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise
Fall 13	61%	61%	65%	53%	50%	48%	51%	44%	60%	66%	52%	61%	58.2%	61.5%	55.0%	55.3%
Fall 14	63%	60%	57%	59%	47%	48%	52%	43%	65%	67%	52%	65%	60.4%	62.2%	53.9%	59.4%
Fall 15	60%	54%	55%	55%	56%	60%	47%	62%	59%	61%	41%	56%	58.6%	58.5%	47.5%	56.9%
Fall 16	57%	56%	48%	46%	50%	60%	40%	51%	57%	61%	50%	52%	55.1%	59.7%	46.3%	50.6%
Fall 17	51%	52%	52%	53%	61%	54%	47%	58%	65%	70%	49%	61%	59.6%	61.4%	49.4%	58.0%
Fall 18	65%	62%	53%	59%	60%	59%	56%	53%	59%	62%	49%	57%	61.0%	61.6%	51.8%	56.7%
Fall 19	65%	63%	59%	63%	58%	59%	49%	51%	67%	68%	58%	63%	64.5%	64.6%	56.5%	60.3%
Fall 20	64%	62%	62%	62%	46%	51%	46%	47%	62%	62%	57%	57%	59.8%	60.1%	54.8%	56.4%
Fall 21	62%	64%	60%	61%	52%	49%	45%	45%	58%	61%	58%	53%	57.4%	58.9%	54.4%	52.4%
Fall 22	63%	64%	63%	59%	54%	62%	53%	57%	62%	65%	58%	57%	60.6%	64.4%	57.8%	57.5%
Baseline Fall 23	55%	58%	44%	51%	63%	56%	59%	61%	62%	66%	55%	58%	60.2%	62.0%	53.7%	56.8%

INDICATOR 8

Undergraduate Student Degree Completion (Graduation) Rates (4-Year and 6-Year)

Over the past decade, the State Colleges have maintained four-year degree completion rates, commonly referenced as graduation rates, around 33% for first-time, full-time students. The Fall 2020 cohort improved to 38%, a 3% increase from the previous year. Continued focus is essential to reach our goal of 42%, alongside efforts to elevate our six-year completion rate to 53% by 2030.



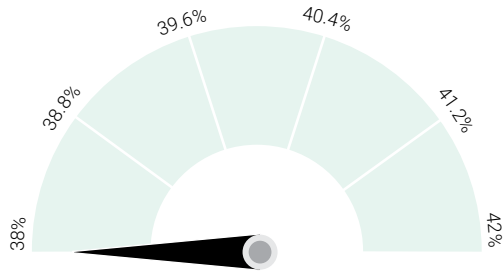
INDICATOR BACKGROUND INFORMATION

The Nebraska State College System is committed to enhancing both four-year and six-year degree completion rates as part of the 2030 strategic plan. We have set ambitious goals to increase our four-year completion rate from 34.5%, a figure that has steadily improved in recent years, to 42%. Similarly, we aim to raise our six-year completion rate from 46.7% to 53% by 2030. Achieving these targets is a critical driver of affordability for our students, as shorter timeframes to degree completion reduce overall costs and minimize the emergence of time-related barriers that may hinder student success. Completion

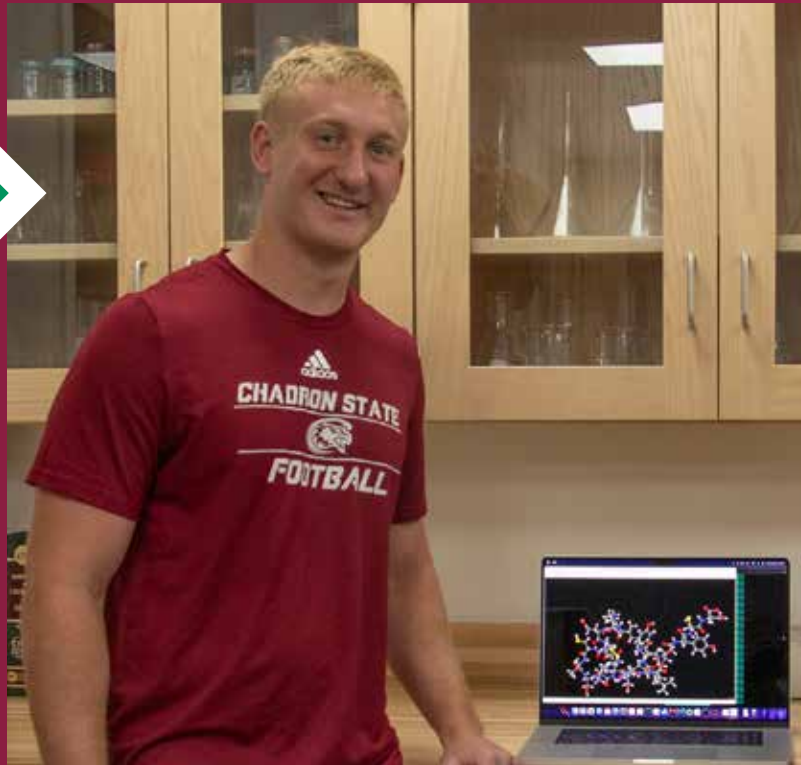
rates provide a comprehensive measure of the effectiveness of our academic enterprise, reflecting the impact of affordability initiatives, admission practices, grant and aid availability, curriculum design, academic programs, and student support services. While a four-year completion rate under 45% might not appear remarkable, it is a notable achievement given our open-access mission. Each of our Colleges has a completion rate that is either comparable to or significantly better than those of similar open-admission institutions nationwide. Despite this relative success, we are committed to further improvement. Our goal is

to increase the overall completion rate by four percent, striving for a 42% four-year completion rate for students who entered in the Fall 2014 cohort and beyond. While the pandemic has disrupted our efforts to keep students on track, those who have not yet completed their degrees still have the opportunity to do so, even if they fall outside the four- or six-year reporting windows. Our continued focus is on breaking down barriers and supporting student success at every level.

INDICATOR PROGRESSION



38%
Undergraduates Complete their Degrees in 4 Years or Less



“When I came on my campus visit, everyone was friendly. To this day, the people are the best thing about Chadron State College. Everyone I talked to greeted me with a smile. They asked how I was doing. I had a positive experience from day one.”

Sutton Pohlman
CHADRON STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 8A: **First-Time Full-Time Undergraduate Degree Completion Rates (4-Year) by College**

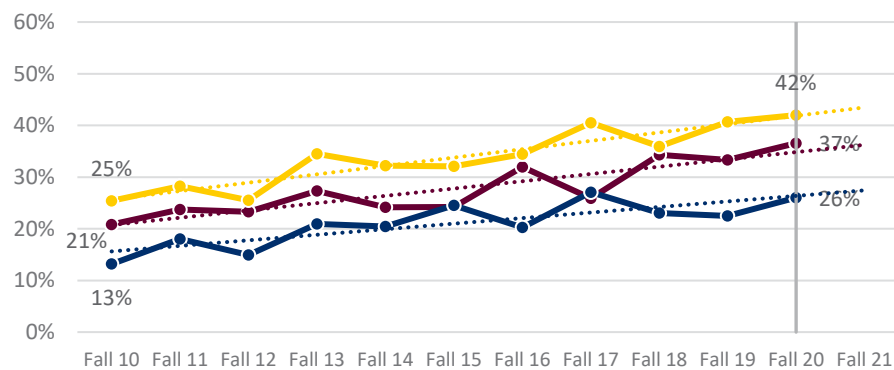


TABLE 8A:

First-Time Full-Time Undergraduate Degree Completion Rates (4-Year)

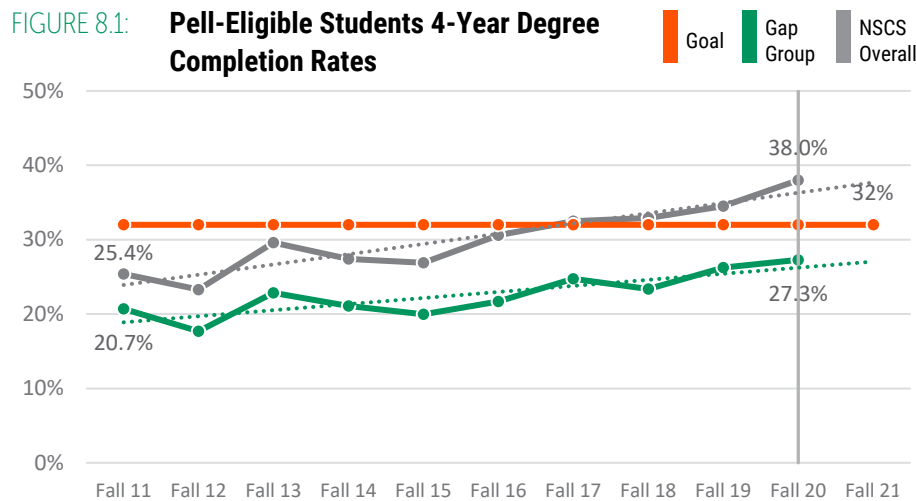
Cohort	CSC	PSC	WSC	System
Fall 10	21%	13%	25%	21.8%
Fall 11	24%	18%	28%	25.4%
Fall 12	23%	15%	26%	23.3%
Fall 13	27%	21%	34%	29.6%
Fall 14	24%	20%	32%	27.4%
Fall 15	24%	24%	32%	28.1%
Fall 16	32%	20%	34%	30.6%
Fall 17	26%	27%	40%	33.3%
Fall 18	34%	23%	36%	33.3%
Fall 19	33%	22%	41%	35.0%
Baseline Fall 20	37%	26%	42%	38.0%

Undergraduate 4-Year Degree Completion Rates — Students of Focus

Gaps in four- and six-year degree completion rates remain a challenge for underserved groups, including Pell-eligible students, first-generation students, students of color, and at-promise students. Research highlights how financial barriers, limited academic preparation, and lack of access to mentorship and support systems contribute to these disparities. These gaps not only impact individual students but also hinder institutional success and workforce readiness. To address this, the State Colleges have set an ambitious goal of reducing the gaps by 30% by 2030. Evidence-based strategies such as targeted financial aid, academic advising, peer mentoring, and responsive programming will be implemented to support all students in overcoming challenges. These tailored interventions will create opportunities, enabling more students to achieve timely graduation. By focusing on these efforts, the Colleges aim to improve educational outcomes for all students, fostering a stronger, more inclusive learning environment that benefits the entire college community.

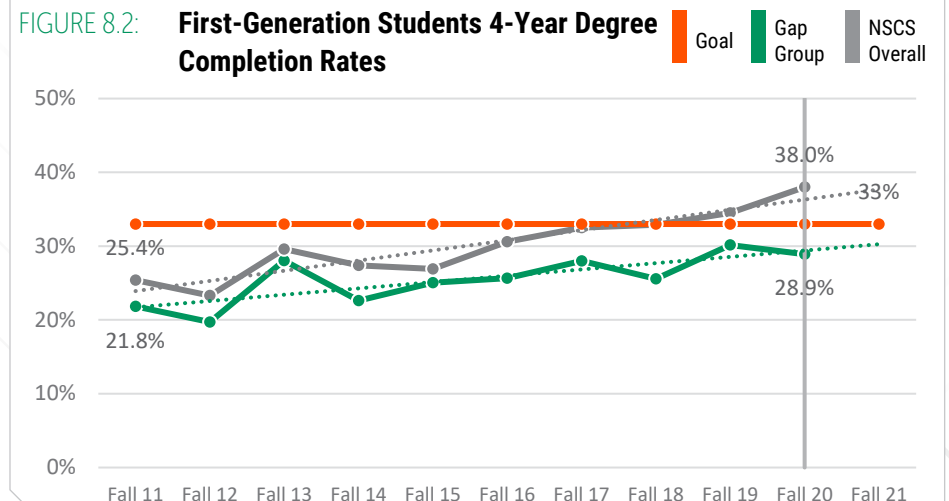
Pell-Eligible Students 4-Year Degree Completion Rates

Pell-eligible students complete degrees in four years at 27.3% and six years at 37.5%. The State Colleges aim to raise these rates to 32% and 42%, respectively, by 2030. Initiatives like targeted financial aid, advising, and peer support will address barriers, empowering Pell-eligible students to achieve timely degree completion and greater success in their academic journeys.



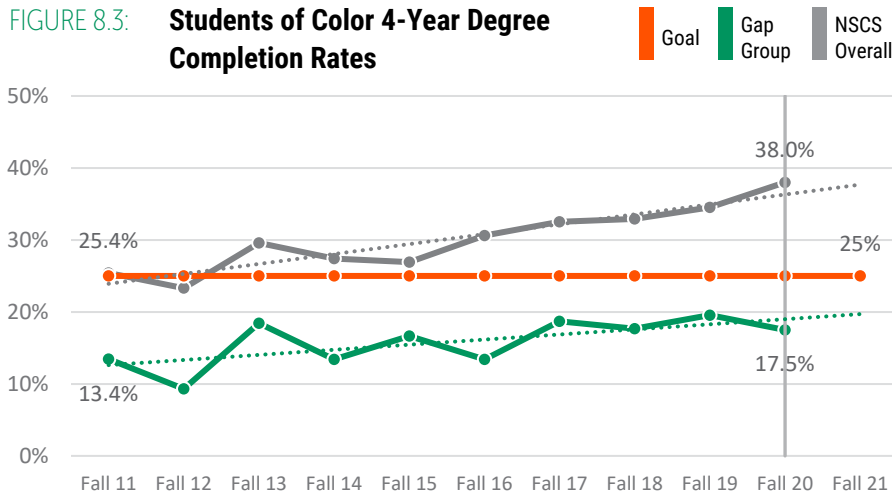
First-Generation Students 4-Year Completion Rates

First-generation students complete degrees in four years at 28.9% and six years at 41.3%. The State Colleges are committed to closing these gaps, increasing rates to 33% and 45% by 2030. Tailored strategies, such as mentorship, peer networks, and specialized advising, will provide the support first-generation students need to reach their graduation goals.



Students of Color 4-Year Degree Completion Rates

Students of color face significant degree completion gaps, with four-year rates at 17.5% and six-year rates at 30%. The State Colleges aim to raise these to 25% and 37% by 2030 through tailored programming, mentorship, as well as student support and academic resources. These efforts will create opportunities for all students to achieve their potential.



At-Promise Students 4-Year Degree Completion Rates

At-promise students complete degrees at a rate of 22.2% in four years and 35.8% in six, face compounded barriers. By 2030, the State Colleges aim to increase these rates to 28% and 41%. Comprehensive initiatives, including financial aid, peer mentoring, and tailored support, will address challenges and ensure students achieve greater success and timely graduation.

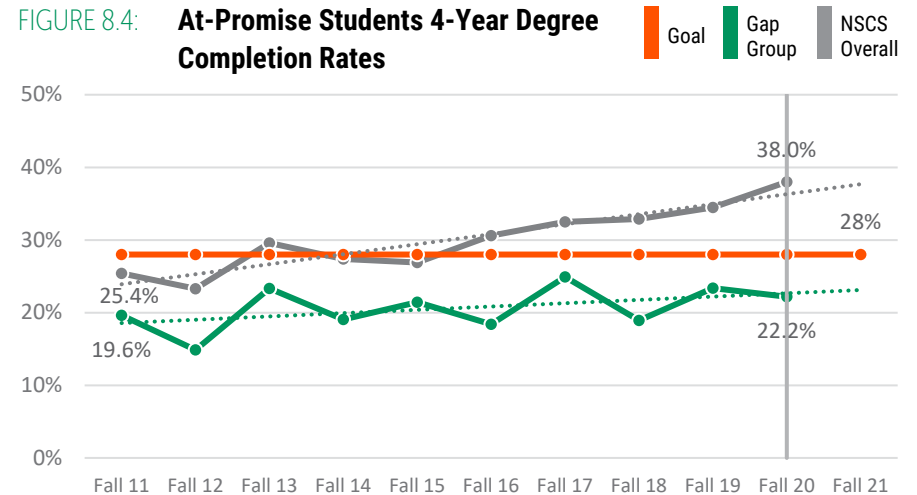


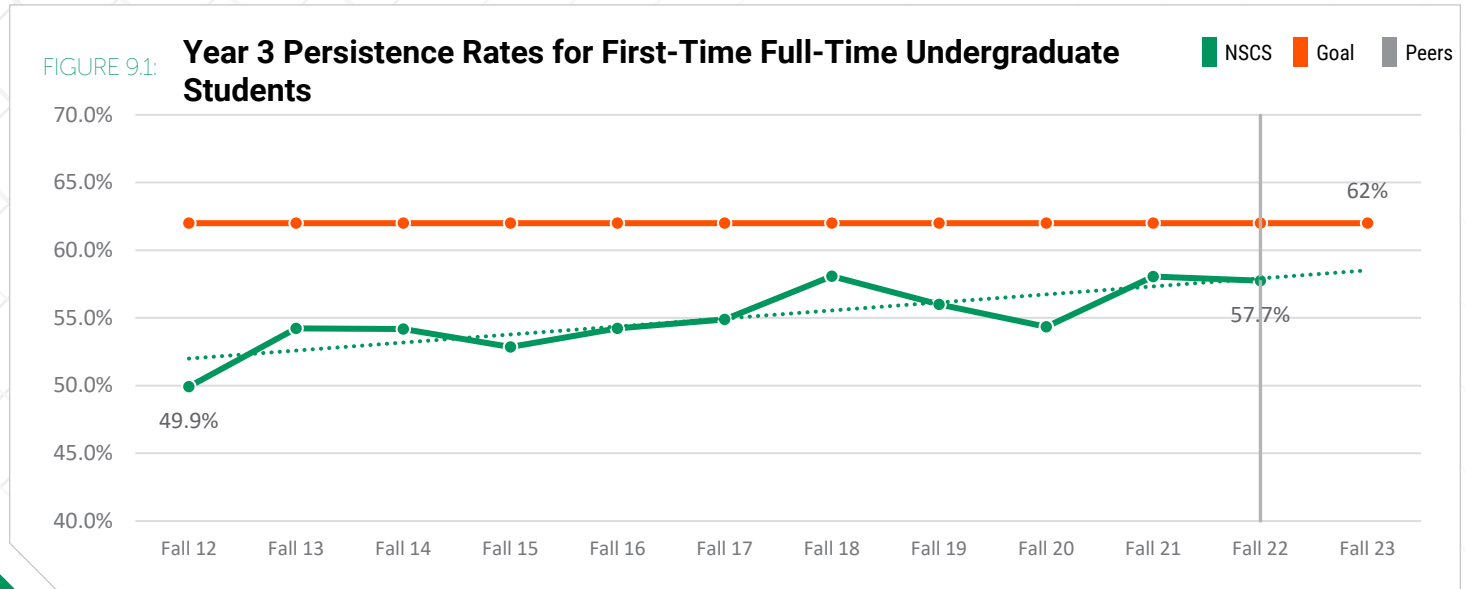
TABLE 8B: First-Time Full-Time Undergraduate 4-Year Degree Completion Rates – Students of Focus

Cohort	CSC				PSC				WSC				System			
	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise
Fall 11	20%	19%	13%	18%	14%	7%	9%	7%	23%	27%	16%	25%	20.7%	21.8%	13.4%	19.6%
Fall 12	19%	20%	16%	15%	7%	11%	8%	7%	20%	22%	6%	18%	17.7%	19.7%	9.3%	14.9%
Fall 13	24%	29%	23%	24%	10%	9%	10%	7%	28%	33%	25%	27%	22.8%	28.1%	18.4%	23.3%
Fall 14	22%	23%	18%	20%	11%	8%	8%	6%	25%	26%	12%	23%	21.1%	22.6%	13.4%	19.1%
Fall 15	19%	18%	16%	14%	13%	16%	17%	13%	24%	33%	15%	26%	20.0%	25.0%	16.7%	21.5%
Fall 16	24%	23%	14%	18%	14%	22%	8%	16%	25%	29%	19%	22%	21.7%	25.7%	13.4%	18.4%
Fall 17	19%	25%	22%	21%	23%	21%	15%	21%	30%	33%	17%	27%	24.8%	28.0%	18.7%	24.9%
Fall 18	28%	22%	25%	19%	16%	16%	7%	12%	24%	30%	18%	22%	23.4%	25.6%	17.7%	19.0%
Fall 19	29%	29%	16%	29%	15%	22%	9%	11%	30%	34%	24%	26%	26.3%	30.1%	19.6%	23.4%
Baseline Fall 20	26%	30%	21%	28%	14%	22%	11%	11%	32%	31%	22%	24%	27.3%	28.9%	17.5%	22.2%

INDICATOR 9

Undergraduate Student Persistence to Year 3

Over the past decade, the Nebraska State Colleges have averaged a 53% cohort persistence rate to year three. Encouragingly, persistence has shown a steady upward trend, improving from a low of 49.9% with the Fall 2012 cohort to just below 58% for recent cohorts. This progress reflects strategic efforts to enhance student retention and success. Looking ahead, the colleges aim to close a 4% gap by 2030, targeting a 62% persistence rate. Achieving this goal will require continued focus on student support initiatives and effective engagement strategies to ensure sustained progress in retention and academic achievement.



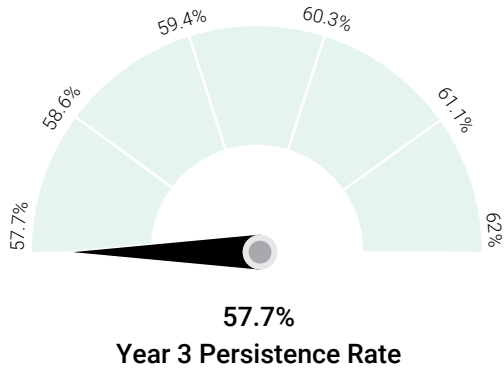
INDICATOR BACKGROUND INFORMATION

Building on our goals for improving retention rates, the State Colleges aim to increase persistence into the third year for first-time, full-time students. Currently, the third-year persistence rate stands at 57.7%, with a goal to raise it to 62%. Addressing barriers that emerge later in students' academic careers is essential to improving overall four- and six-year degree completion rates. Our 2030 Strategic Plan broadens our approach to tracking student persistence by establishing benchmarks for retaining students into their third year, rather than focusing solely on first-to-second-year

retention. While the highest student attrition occurs in the first year for first-time, full-time students, research shows colleges and universities continue to experience notable student loss as students transition into their third year. This trend highlights the need for robust student support services and financial aid strategies that address barriers and hurdles emerging later in a student's academic journey. By setting a goal to increase persistence into the third year to 62% (a 4.3% improvement), we aim to strengthen the pipeline to program completion. Studies indicate improved

retention rates correlate with higher four- and six-year degree completion rates, as students who remain engaged and supported beyond their initial years are more likely to complete their degrees. Our expanded focus on these persistence metrics will drive targeted initiatives designed to address academic, financial, and social challenges, ultimately enhancing the overall success of our students and raising degree completion outcomes across the State College System.

INDICATOR PROGRESSION



"I am a first-generation student, and I am so proud that I am living out my parents' dreams of becoming an educated woman since they were not given the same opportunities as me. Their sacrifices have meant so much to me because I know they worked hard to get me here. At first it was a scary experience for them and me because I didn't know what to do or didn't know what to even expect when moving here; however, there were many patient and wonderful people who helped us through this process. I made sure to stay organized and ask questions so the transition would be easy for my parents and me."

Sherlyn Medina Caracoza
WAYNE STATE COLLEGE

COLLEGE LEVEL DATA

CSC PSC WSC

Year 3 Persistence Rates for First-Time Full-Time Undergraduate Students by College

FIGURE 9.1A:

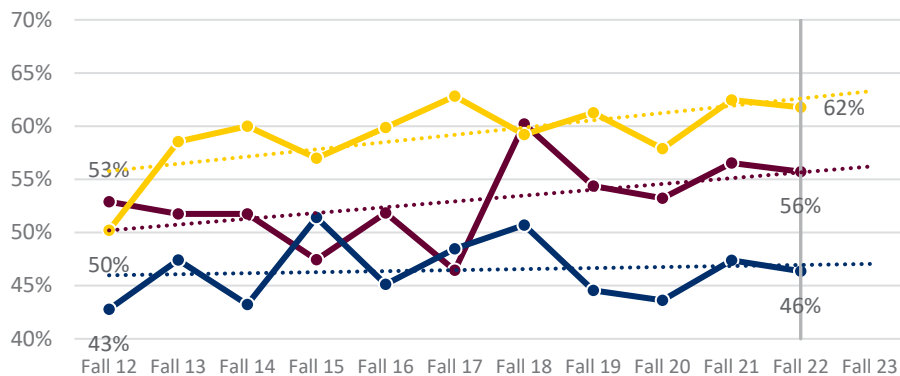


TABLE 9.1A:

Year 3 Persistence Rates for First-Time Full-Time Undergraduate Students

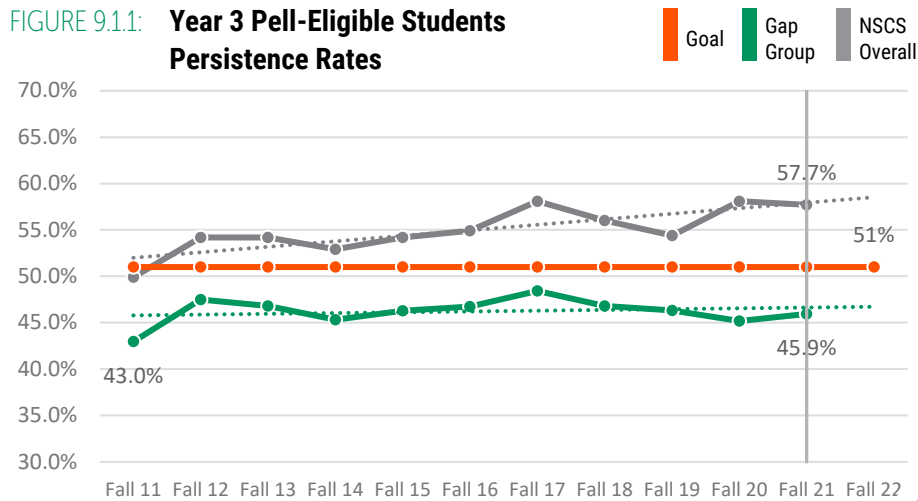
Cohort	CSC	PSC	WSC	System
Fall 12	53%	43%	50%	49.9%
Fall 13	52%	47%	59%	54.2%
Fall 14	52%	43%	60%	54.2%
Fall 15	47%	51%	57%	52.9%
Fall 16	52%	45%	60%	54.2%
Fall 17	46%	48%	63%	54.9%
Fall 18	60%	51%	59%	58.1%
Fall 19	54%	45%	61%	56.0%
Fall 20	53%	44%	58%	54.4%
Fall 21	57%	47%	62%	58.1%
Baseline Fall 22	56%	46%	62%	57.7%

Undergraduate Student Persistence to Year 3 – Students of Focus

Persistence to year three continues to be a challenge for underserved groups, including Pell-eligible students, first-generation students, students of color, and at-promise students. Financial barriers, limited academic preparation, and lack of mentorship contribute to these disparities, affecting both student outcomes and institutional success. To address this, the State Colleges have set a goal to reduce these gaps by 30% by 2030. Evidence-based strategies, including targeted financial aid, academic advising, peer mentoring, and tailored programming, will be implemented to support all students. These focused efforts are designed to improve persistence and degree completion rates while fostering a learning environment where more students can succeed. By addressing these challenges, the Colleges are committed to improving educational outcomes and preparing all students for personal and professional success.

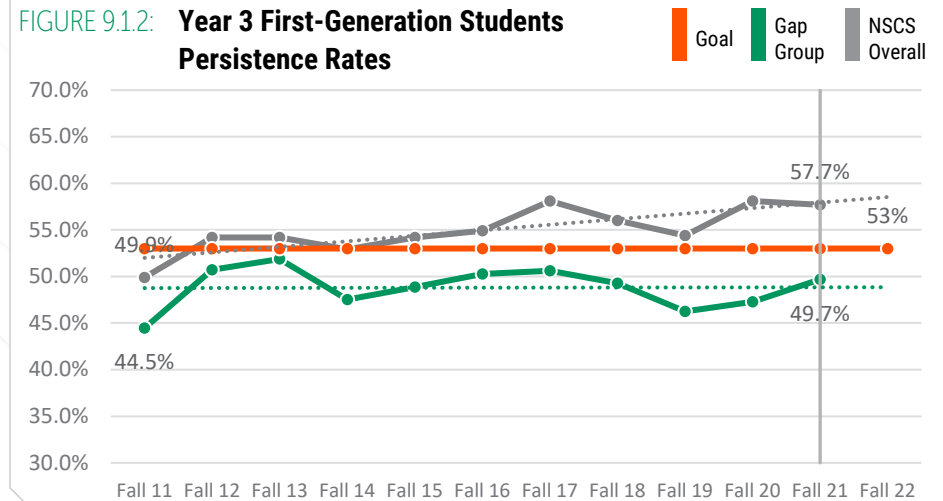
Year 3 Pell-Eligible Students Persistence Rates

Currently, 45.9% of Pell-eligible students persist to year three. By 2030, the goal is to raise this rate to 51%. Financial support, academic advising, and mentorship programs will play a critical role in closing these persistence gaps.



Year 3 First-Generation Students Persistence Rates

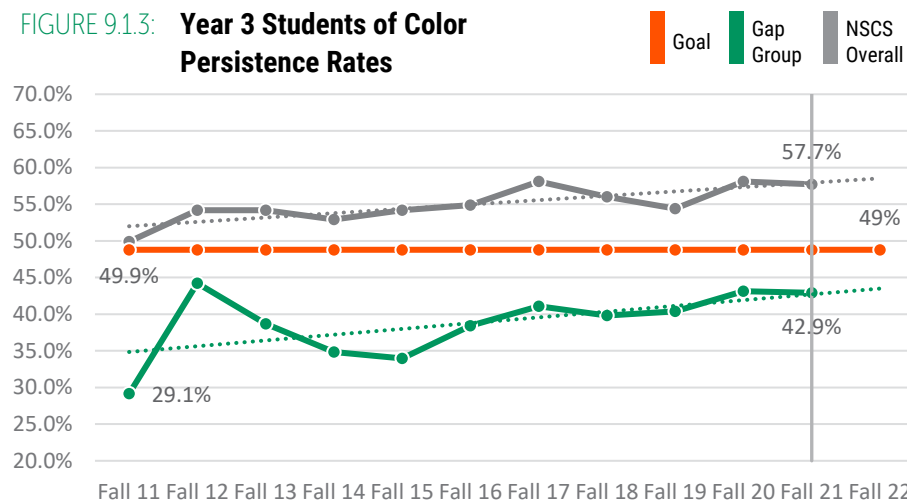
First-generation students persist at 49.7% to year three. The goal is to increase this rate to 53% by 2030. Targeted advising, peer support, and academic resources will ensure these students receive the tools needed to stay on track and succeed.



Year 3 Students of Color Persistence Rates

Students of color currently persist to year three at 42.9%. By 2030, the goal is to raise these rates to 49%. Focused programming and mentorship will help address barriers and improve persistence for all students.

FIGURE 9.1.3: Year 3 Students of Color Persistence Rates



Year 3 At-Promise Students Persistence Rates

At-promise students persist to year three at 42.5%. The goal is to improve this rate to 48% by 2030. Tailored financial aid, academic support, and peer mentorship programs will provide essential resources for these students to succeed.

FIGURE 9.1.4: Year 3 At-Promise Students Persistence Rates

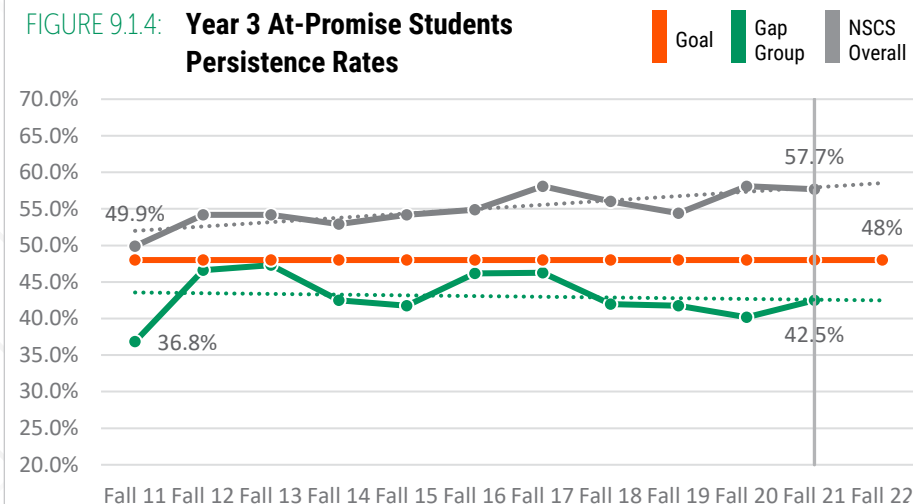
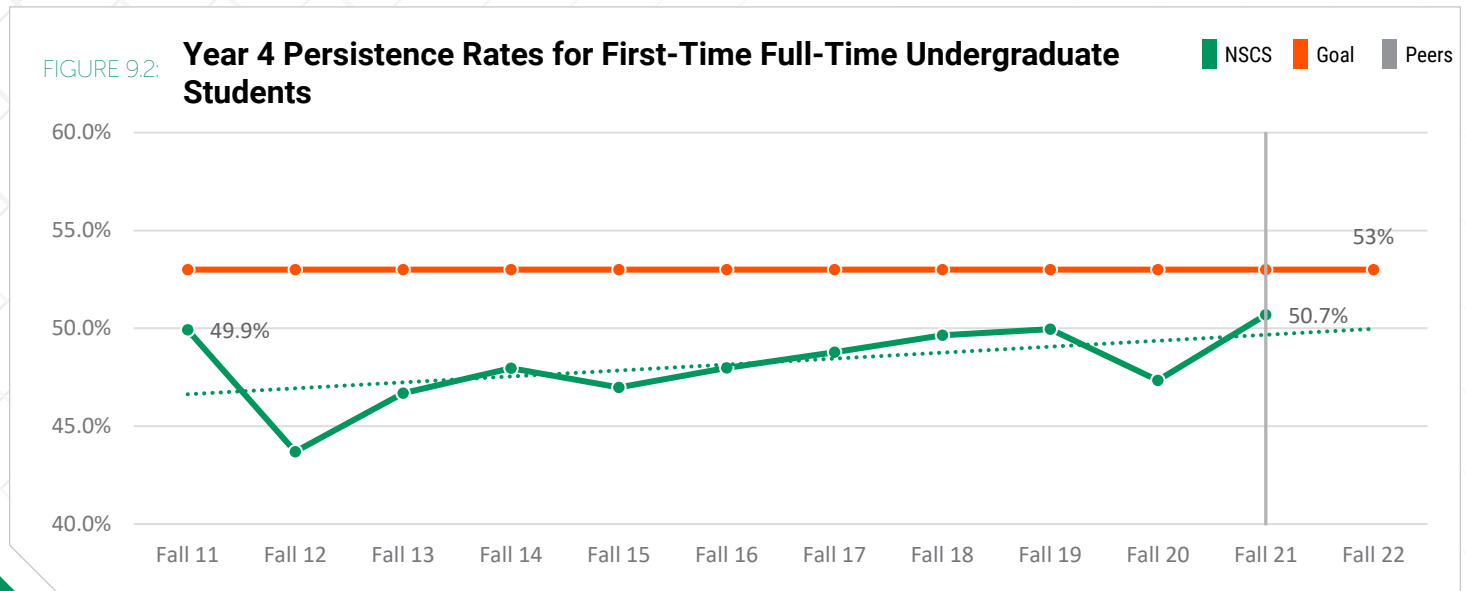


TABLE 9.1B: First-Time Full-Time Undergraduate Students Year 3 Persistence Rates – Students of Focus

Cohort	CSC				PSC				WSC				System			
	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise
Fall 12	51%	50%	38%	42%	38%	37%	31%	29%	41%	42%	24%	35%	43.0%	44.5%	29.1%	36.8%
Fall 13	50%	48%	47%	48%	37%	42%	36%	41%	51%	56%	47%	47%	47.5%	50.7%	44.2%	46.6%
Fall 14	49%	49%	43%	46%	36%	34%	28%	27%	50%	59%	42%	54%	46.8%	51.9%	38.7%	47.3%
Fall 15	42%	40%	33%	36%	43%	48%	34%	46%	49%	53%	37%	46%	45.3%	47.5%	34.8%	42.5%
Fall 16	45%	42%	32%	34%	42%	49%	26%	42%	50%	52%	41%	45%	46.3%	48.8%	34.0%	41.8%
Fall 17	43%	45%	41%	45%	43%	40%	31%	40%	51%	58%	40%	50%	46.7%	50.3%	38.4%	46.2%
Fall 18	55%	53%	50%	51%	44%	44%	33%	40%	47%	51%	39%	46%	48.4%	50.6%	41.1%	46.3%
Fall 19	48%	47%	38%	44%	35%	38%	27%	26%	52%	55%	47%	48%	46.8%	49.3%	39.8%	42.0%
Fall 20	48%	47%	43%	50%	34%	41%	31%	32%	49%	48%	45%	42%	46.3%	46.3%	40.4%	41.7%
Fall 21	47%	49%	49%	44%	38%	38%	35%	34%	48%	51%	46%	42%	45.2%	47.3%	43.1%	40.2%
Baseline Fall 22	48%	49%	49%	43%	43%	46%	39%	43%	46%	52%	42%	42%	45.9%	49.7%	42.9%	42.5%

Undergraduate Student Persistence to Year 4

Cohort persistence to year four at the Nebraska State Colleges has hovered around 47% over the last ten years, with some variation in rates. This past year, persistence rose to 50.7%, reflecting ongoing work to support student success. While the colleges have seen improvements, challenges remain in boosting long-term retention. The aim is to increase year four persistence to 53% by 2030, addressing just over a 2% gap. This goal will require a mix of initiatives, from academic interventions to engagement strategies, to ensure students are equipped to continue their education. Continued progress will depend on a coordinated effort across campuses to achieve results.



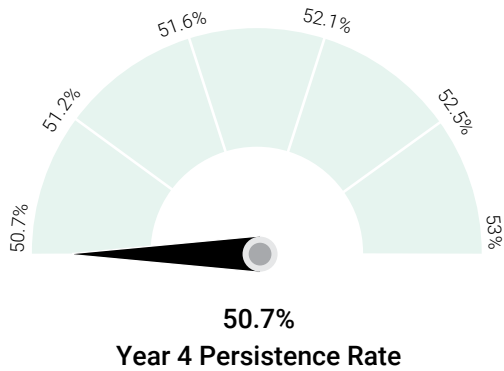
INDICATOR BACKGROUND INFORMATION

Building on our goals for improving retention rates, the State Colleges aim to increase persistence into the fourth year for first-time, full-time students. Currently, the fourth-year persistence rate stands at 50.7%, with a target of 53%. Addressing barriers that emerge later in students' academic careers is essential to improving overall four- and six-year degree completion rates. Our 2030 Strategic Plan broadens our approach to tracking student persistence by establishing benchmarks for retaining students into their fourth year, rather than focusing solely on first-to-second-year

retention. While the highest student attrition occurs in the first year for first-time, full-time students, research shows colleges and universities continue to experience notable student loss as students transition into their fourth year. This trend highlights the need for robust student support services and financial aid strategies that address barriers and hurdles emerging later in a student's academic journey. By setting a goal to increase persistence into the fourth year to 53% (a 2.3% improvement), we aim to strengthen the pipeline to program completion. Studies indicate improved

retention rates correlate with higher four- and six-year degree completion rates, as students who remain engaged and supported beyond their initial years are more likely to complete their degrees. Our expanded focus on these persistence metrics will drive targeted initiatives designed to address academic, financial, and social challenges, ultimately enhancing the overall success of our students and raising degree completion outcomes across the State College System.

INDICATOR PROGRESSION



"As a First-Generation student at Peru State College, I take pride in making my family proud while embracing new experiences every day."

Codee Hartle
PERU STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 9.2A:

Year 4 Persistence Rates for First-Time Full-Time Undergraduate Students by College

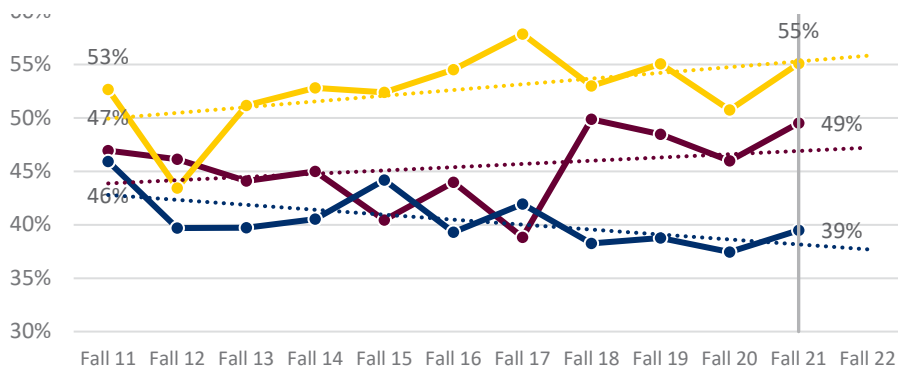


TABLE 9.2A:

Year 4 Persistence Rates for First-Time Full-Time Undergraduate Students

Cohort	CSC	PSC	WSC	System
Fall 11	47%	46%	53%	49.9%
Fall 12	46%	40%	43%	43.7%
Fall 13	44%	40%	51%	46.7%
Fall 14	45%	41%	53%	48.0%
Fall 15	40%	44%	52%	47.0%
Fall 16	44%	39%	54%	48.0%
Fall 17	39%	42%	58%	48.8%
Fall 18	50%	38%	53%	49.7%
Fall 19	48%	39%	55%	50.0%
Fall 20	46%	37%	51%	47.3%
Baseline Fall 21	49%	39%	55%	50.7%

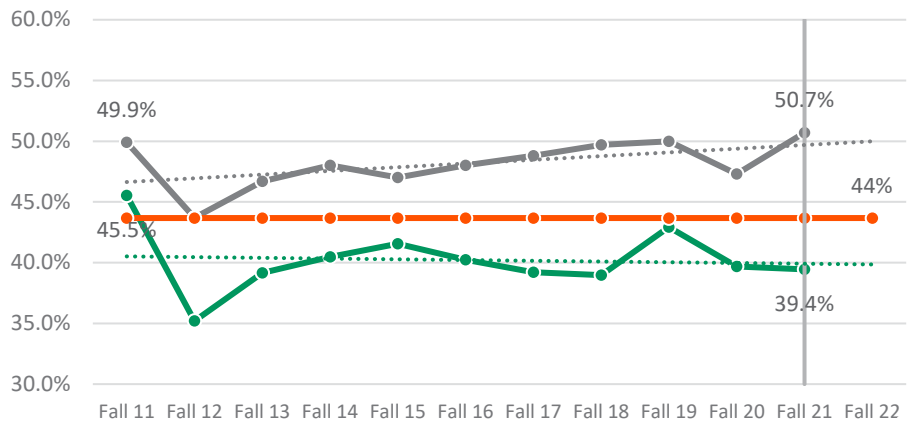
Undergraduate Student Persistence to Year 4 – Students of Focus

Year four persistence rates remain a significant challenge for underserved groups, including Pell-eligible students, first-generation students, students of color, and at-promise students. Research shows that financial barriers, limited academic preparation, and inadequate access to mentorship and support systems contribute to these disparities. These challenges not only affect individual students but also hinder institutional progress and workforce development. To address this, the State Colleges have set an ambitious goal to reduce these gaps by 30% by 2030. Evidence-based initiatives such as targeted financial aid, academic advising, peer mentoring, and specialized programming will be implemented to help students overcome barriers and stay on track. These efforts are designed to boost persistence and degree completion rates, helping more students achieve academic and personal success. Through these strategic actions, the Colleges are committed to enhancing student outcomes and fostering a supportive learning environment that strengthens the campus community and prepares all students for future success.

Year 4 Pell-Eligible Students Persistence Rates

Currently, 39.4% of Pell-eligible students persist to year four. By 2030, the goal is to raise this rate to 44%. Financial support, academic advising, and mentorship programs will play a critical role in closing these persistence gaps.

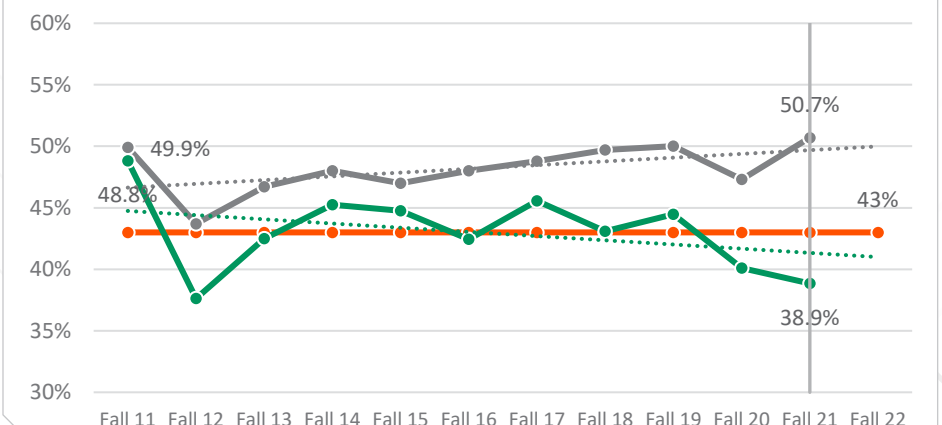
FIGURE 9.2.1: Year 4 Pell-Eligible Students Persistence Rates



Year 4 First Generation Students Persistence Rates

First-generation students persist at 38.9% to year four. The goal is to increase this rate to 43% by 2030. Targeted advising, peer support, and academic resources will ensure these students receive the tools needed to stay on track and succeed.

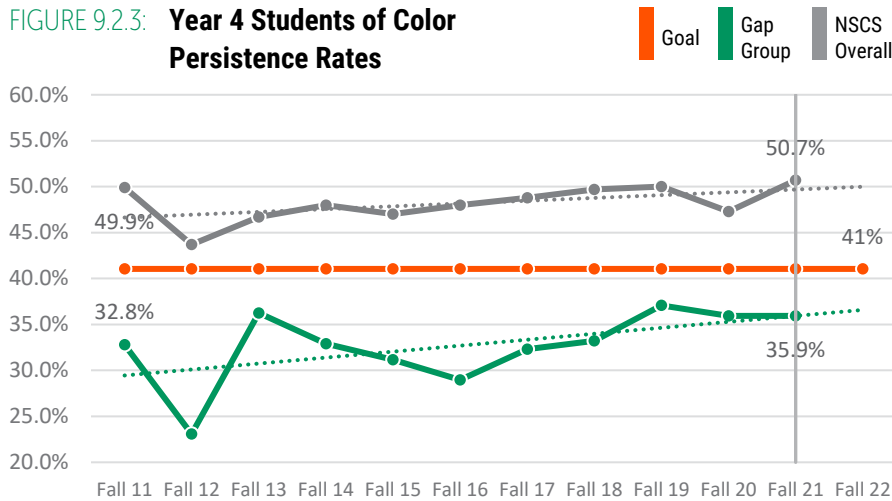
FIGURE 9.2.2: Year 4 First-Generation Students Persistence Rates



Year 4 Students of Color Persistence Rates

Students of color currently persist to year four at 35.9%. By 2030, the goal is to raise this rate to 41%. Responsive programming and mentorship will help address barriers and improve persistence for all students.

FIGURE 9.2.3: Year 4 Students of Color Persistence Rates



Year 4 At-Promise Students Persistence Rates

At-promise students persist to year four at 33%. The goal is to improve this rate to 39% by 2030. Tailored financial aid, academic support, and peer mentorship programs will provide essential resources for these students to succeed.

FIGURE 9.2.4: Year 4 At-Promise Students Persistence Rates

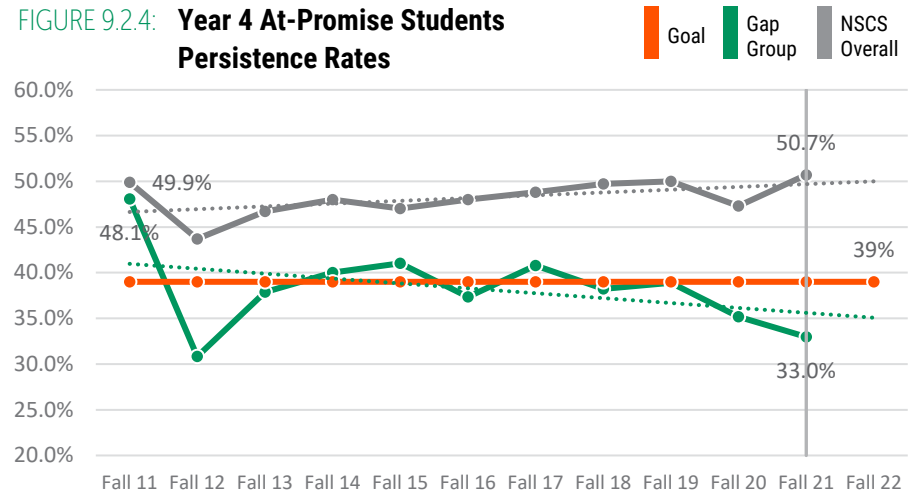


TABLE 9.2B: First-Time Full-Time Undergraduate Students Year 4 Persistence Rates – Students of Focus

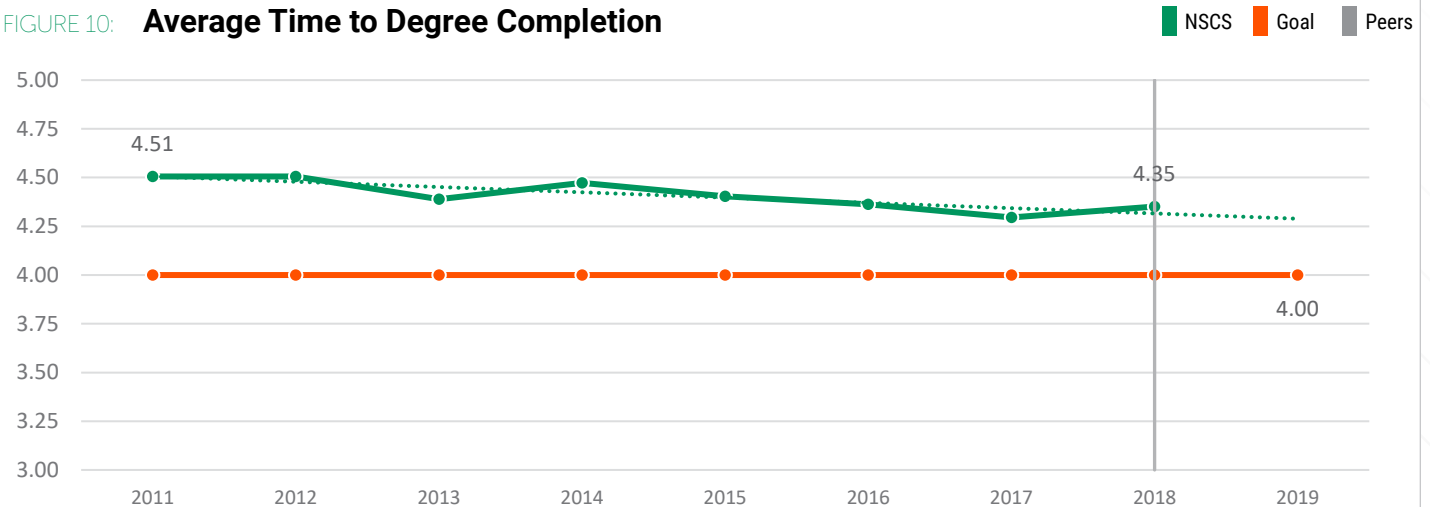
Cohort	CSC				PSC				WSC				System				
	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	Pell-Eligible	First Gen	Students of Color	At-Promise	
Fall 11	46%	44%	38%	46%	45%	39%	34%	40%	46%	55%	29%	52%	45.5%	48.8%	32.8%	48.1%	
Fall 12	43%	42%	32%	37%	32%	32%	27%	24%	32%	35%	17%	28%	35.2%	37.6%	23.1%	30.8%	
Fall 13	38%	40%	35%	38%	30%	30%	25%	32%	44%	48%	42%	40%	39.2%	42.5%	36.3%	37.9%	
Fall 14	45%	44%	41%	43%	30%	30%	23%	22%	42%	50%	32%	44%	40.5%	45.2%	32.9%	40.0%	
Fall 15	38%	35%	29%	32%	40%	44%	30%	44%	44%	52%	34%	46%	41.5%	44.8%	31.1%	41.0%	
Fall 16	35%	35%	29%	29%	36%	42%	21%	38%	46%	46%	36%	41%	40.2%	42.4%	29.0%	37.4%	
Fall 17	34%	38%	34%	37%	32%	35%	26%	34%	46%	55%	35%	47%	39.2%	45.6%	32.3%	40.8%	
Fall 18	45%	44%	40%	45%	30%	33%	18%	23%	39%	46%	36%	40%	39.0%	43.1%	33.2%	38.2%	
Fall 19	45%	41%	32%	42%	33%	35%	33%	26%	46%	50%	43%	43%	42.9%	44.5%	37.1%	38.9%	
Fall 20	40%	41%	37%	41%	26%	35%	27%	25%	43%	41%	41%	36%	39.7%	40.1%	35.9%	35.2%	
Baseline	Fall 21	39%	41%	38%	33%	32%	28%	28%	26%	43%	43%	40%	37%	39.4%	38.9%	35.9%	33.0%

INDICATOR 10

Average Time to Degree Completion

The average time to degree completion for Chadron, Peru, and Wayne State College students has improved over the past decade, currently standing at 4.35 years. The System is making steady progress toward reducing time to degree. The goal is to further reduce this to an average of 4.0 years by 2030. Reducing the time required to complete a degree will lower student costs and improve overall completion rates.

FIGURE 10: Average Time to Degree Completion



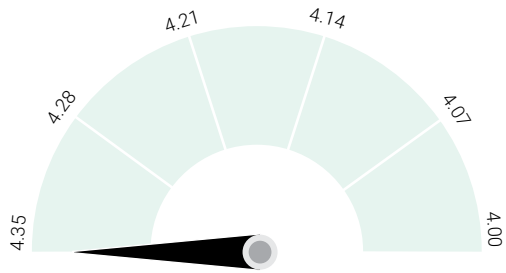
INDICATOR BACKGROUND INFORMATION

The 2030 Strategic Plan places significant emphasis on tracking and evaluating the average time to degree completion, as this metric is a crucial indicator of student success and institutional efficiency. Research consistently reflects that various factors can hinder students from completing their degrees on time, including financial challenges, insufficient academic advising, and the need for remedial coursework. Each additional semester beyond the standard four years increases the overall cost of a degree for students, both in

terms of tuition and fees and in the form of delayed entry into the workforce, affecting long-term earning potential. Addressing these barriers is key to reducing students' time to degree completion and improving affordability. For the past decade, the State Colleges have been making strides, reducing the average time to completion to 4.35 years. This progress reflects enhanced efforts in academic support services, expanded financial aid opportunities, and implementation of targeted interventions to keep students on track. Our 2030 goal is to

bring the average time to degree down to 4.0 years, a significant improvement that requires sustained focus on academic planning, career counseling, and financial stability. Achieving this ambitious target will lower the cost burden on students and increase the likelihood of timely degree completion, ultimately contributing to higher four- and six-year completion rates.

INDICATOR PROGRESSION



4.35 Years
Time to Degree Completion



“Chadron State gives every student who walks onto campus the amazing opportunity to make a new life for themselves. The staff and teachers here are absolutely incredible and make you feel welcome. Coming to Chadron was the best decision I’ve made for my future and for my career.”

Reece Vinzant
CHADRON STATE COLLEGE

COLLEGE LEVEL DATA

CSC PSC WSC

FIGURE 10A: Average Time to Degree Completion by College

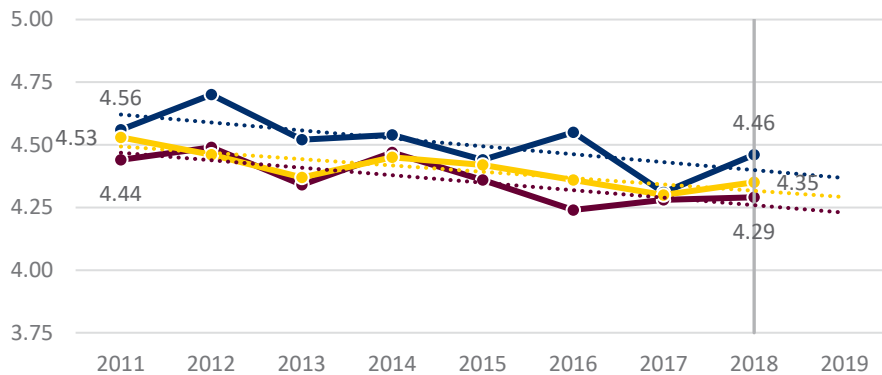


TABLE 10A: Average Time to Degree Completion

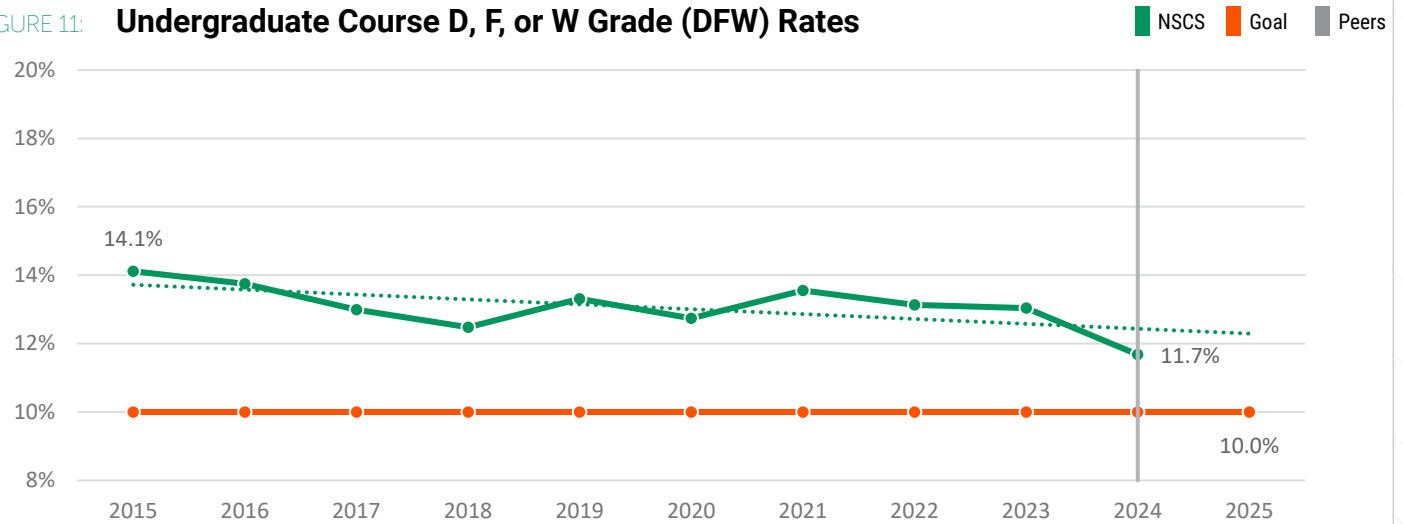
Cohort	CSC	PSC	WSC	System
2011	4.44	4.56	4.53	4.51
2012	4.49	4.70	4.46	4.51
2013	4.34	4.52	4.37	4.39
2014	4.47	4.54	4.45	4.47
2015	4.36	4.44	4.42	4.40
2016	4.24	4.55	4.36	4.36
2017	4.28	4.31	4.30	4.30
Baseline 2018	4.29	4.46	4.35	4.35

INDICATOR 11

Undergraduate Course Completion Rates

Course completion rates at the Nebraska State Colleges have shown steady improvement over the past decade. In 2015, 14.1% of the course credits attempted by undergraduate students resulted in DFW (grades of D or F, or withdrawal), but that percentage has consistently declined. Currently, the DFW rate stands at 11.7%, reflecting efforts to enhance academic support and student success initiatives. The goal is to further reduce this rate, closing the remaining 1.7% gap to reach 10.0% by 2030. Achieving this milestone will require sustained focus on targeted interventions, enhanced course design, and expanded academic resources to ensure students successfully complete their coursework.

FIGURE 11: Undergraduate Course D, F, or W Grade (DFW) Rates



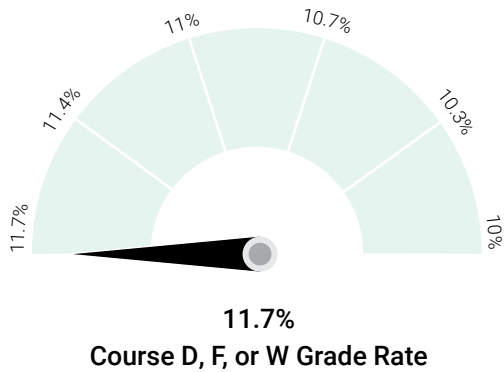
INDICATOR BACKGROUND INFORMATION

Course completion is a critical factor in student success, directly influencing degree attainment and workforce readiness. Currently, 11.7% of undergraduate course credits attempted across the Nebraska State Colleges result in a D, F, or W, indicating a substantial risk of delayed program completion and the need to retake courses. Although the DFW rate has lowered over the past decade, the cost of non-completion remains high—not only for students, who may face additional tuition costs and extended time to degree, but also for the State Colleges' broader degree attainment goals. High DFW rates often correlate with decreased persistence and increased dropout

rates, making it essential to address these challenges for individual and institutional success. Research indicates that students who experience high rates of course failure or withdrawal are less likely to persist to degree completion. Addressing these issues is crucial for improving overall retention, persistence, and completion rates. A key factor in reducing DFW rates is the implementation of early intervention strategies, such as identifying at-risk students through predictive analytics and providing targeted academic support. This approach has been shown to improve course and degree completion outcomes, particularly for underrepresented student groups. To

tackle these challenges, the Nebraska State College System is utilizing several initiatives to improve course completion rates. These include the expanded use of Pharos 360, an early alert system that helps identify students in need of support, mandatory attendance policies to increase student engagement, and AI-driven tools that proactively assist students who are struggling academically. By improving course completion rates, the State Colleges aim to reduce the DFW rate, increase student success, and contribute to Nebraska's goal of achieving a 70% educational attainment rate by 2030, thereby enhancing the State's workforce capacity.

INDICATOR PROGRESSION



"I chose to attend Peru State College because it gave me the best opportunity to succeed in the classroom and finish out my degree after transferring from a junior college. Additionally, I was allowed to come and continue to play football here at the collegiate level."

Colin Shields
PERU STATE COLLEGE

COLLEGE LEVEL DATA

CSC PSC WSC

FIGURE 11A: Undergraduate Course D,F, or W Grade Rates by College

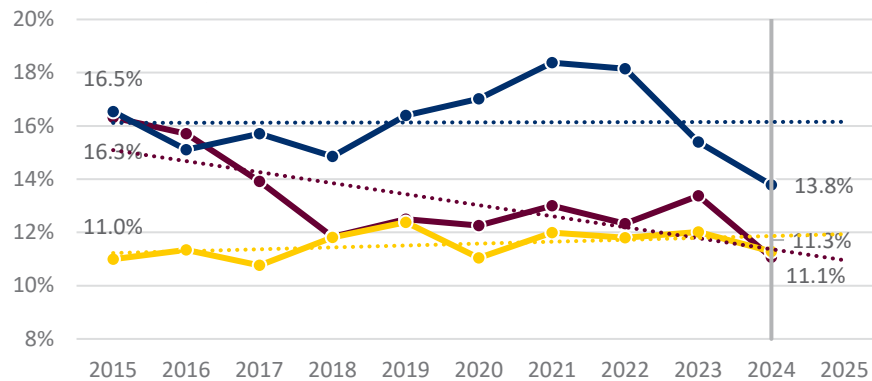


TABLE 11A: Undergraduate Course D,F, or W Grade Rates

Academic Year	CSC	PSC	WSC	System
2015	16.3%	16.5%	11.0%	14.1%
2016	15.7%	15.1%	11.3%	13.8%
2017	13.9%	15.7%	10.8%	13.0%
2018	11.8%	14.8%	11.8%	12.5%
2019	12.5%	16.4%	12.4%	13.3%
2020	12.3%	17.0%	11.0%	12.7%
2021	13.0%	18.4%	12.0%	13.6%
2022	12.3%	18.2%	11.8%	13.1%
2023	13.4%	15.4%	12.0%	13.0%
Baseline 2024	11.1%	13.8%	11.3%	11.7%



8,256

STUDENTS ENROLLED AT
CHADRON, PERU, AND
WAYNE STATE COLLEGES



11,424

STUDENT CREDIT HOURS OF
DUAL CREDIT COMPLETED
IN ACADEMIC YEAR 2024



1,480

TRANSFER STUDENTS
ENROLLED AT THE STATE
COLLEGES



OUTCOME 3:

Open Access and Supportive Pathways

Our dedication to open access remains unwavering. This outcome highlights the importance of flexible entry points into higher education, robust academic advising, and student support networks that remove barriers and create a welcoming space for all students, regardless of background.

The Nebraska State Colleges are committed to providing equitable opportunities for all students, ensuring every individual, regardless of educational background, experience, or geographic location, has access to affordable undergraduate and graduate degrees. Our open-access mission is central to our efforts, with a focus on reaching underrepresented communities and offering supportive pathways for success. This approach extends beyond accessibility, creating a welcoming environment that fosters inclusivity and a sense of belonging for every student.

Through proactive outreach programs, the State Colleges work to connect with diverse communities, ensuring students are informed about the opportunities available

to them. We offer dedicated support services to address the unique challenges of students from varied educational experiences and backgrounds, ensuring they have the tools necessary to succeed. Our admission policies embrace inclusivity, promoting a campus culture that values diversity and supports all students on their academic journeys.

In partnership with Community Colleges, philanthropic organizations, and businesses across the state, we expand access to higher education while ensuring students from all regions of Nebraska can pursue degrees that will help them contribute to their communities. We recognize the importance of a holistic educational experience enriched by the varied perspectives brought by students from underrepresented groups. By embracing

diversity, we ensure our student body reflects the richness of our State.

Performance metrics for this outcome include **Undergraduate Student Enrollments**, **Undergraduate Transfer Student Enrollments**, and **Graduate Student Enrollments**, which demonstrate the effectiveness of our outreach and support efforts. Additionally, we track participation in pre-college **Dual Credit Programs** as an indicator of early academic engagement and pathways to higher education.

Our goal is to provide access and create a supportive environment where all students can thrive, empowering them to succeed academically and contribute meaningfully to their communities.



4,235

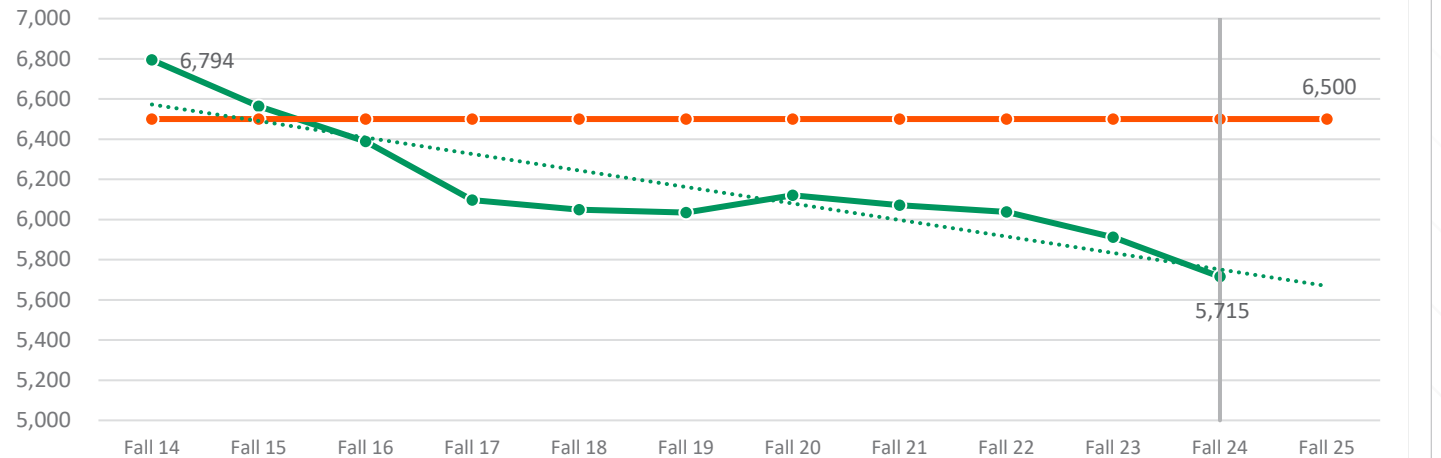
STATE COLLEGE STUDENTS
ENROLLED IN KEY
WORKFORCE PROGRAMS

INDICATOR 12

Undergraduate Student Enrollments

The Fall undergraduate student enrollments at the State Colleges experienced a decline over the past decade, with a 15.9% decrease in total headcount when compared to the Fall 2014 term. For the most recent academic year, the System experienced a 3.3% decrease when comparing Fall 2023 and Fall 2024 terms.

FIGURE 12: Undergraduate Student Enrollments



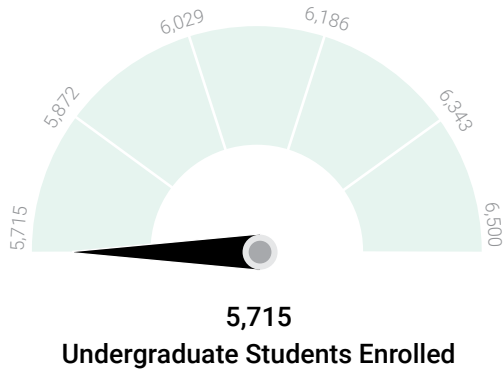
INDICATOR BACKGROUND INFORMATION

A decade ago, the Nebraska State Colleges enrolled more than 6,500 undergraduate students annually, a benchmark that reflected both the accessibility and value of the educational opportunities offered. However, like many institutions across the country, the State Colleges have faced a steady decline in enrollments over the past ten years. As of Fall 2024, enrollments stand at 5,715 undergraduate students. In response, the State Colleges have set an ambitious goal to return to the 6,500-student benchmark by 2030. Despite demographic shifts and a projected decrease

in high school graduates, opportunities remain to reverse this trend. Each year, thousands of Nebraska high school graduates with ACT scores indicating college readiness opt to enter the workforce instead of pursuing higher education. This represents a significant pool of potential students who could benefit from targeted financial aid and support programs. Initiatives such as the Career Scholarships Program, RHOP, Rural Law Opportunity Program (RLOP), and Nebraska Opportunity Grants (NOG) are designed to make college more accessible and demonstrate the tangible return

on investment of earning a degree. By providing financial incentives and aligning academic programs with high-demand career fields, the State Colleges aim to attract and retain more students. Achieving this enrollment goal is essential for the State Colleges' sustainability and critical to Nebraska's broader objective of reaching a 70% postsecondary attainment rate by 2030. Increased enrollments and degree completion will contribute to a more educated workforce, driving economic growth and development across the State.

INDICATOR PROGRESSION



"When my dad heavily encouraged me to visit Wayne State, I was apprehensive. However, that apprehension quickly disappeared with my first visit. During my visit, a couple things stood out to me. I remember being shocked by how pretty I found the campus. I loved the small size and the brick buildings and was really impressed by the library. The Willow Bowl and Nature Trail were winners in my book. Secondly, the people I met really made me feel welcome. Compared to other colleges I had visited (and I visited a lot), the professors I met seemed incredibly down to earth. They focused our meeting on having an actual discussion and getting to know each other. At other colleges, I got the impression that the professors were just trying to 'sell' their program to me. It felt much more genuine at Wayne."

Anna DeGroot
WAYNE STATE COLLEGE



COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 12A: Undergraduate Student Enrollments by College

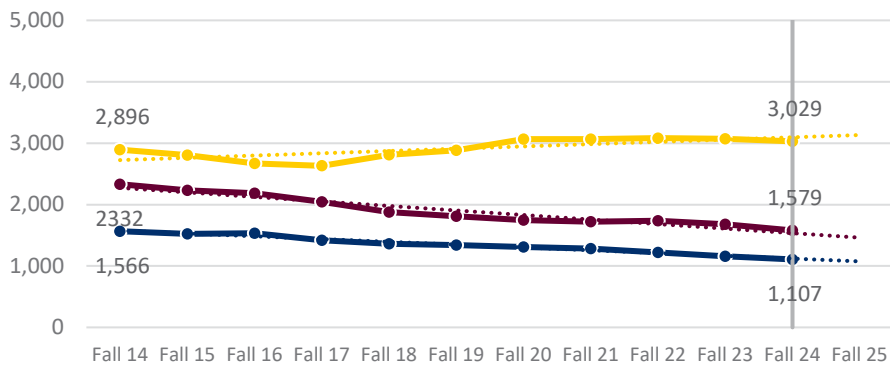


TABLE 12A: Undergraduate Student Enrollments

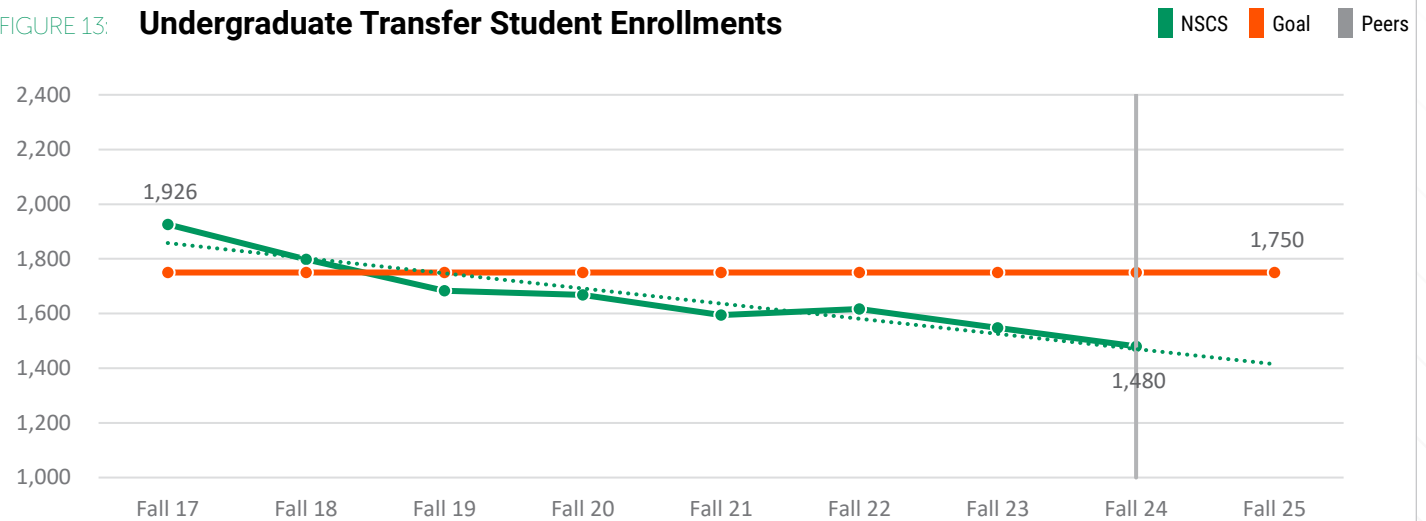
Cohort	CSC	PSC	WSC	System
Fall 14	2,332	1,566	2,896	6,794
Fall 15	2,234	1,522	2,808	6,564
Fall 16	2,187	1,531	2,670	6,388
Fall 17	2,045	1,420	2,631	6,096
Fall 18	1,877	1,362	2,809	6,048
Fall 19	1,808	1,343	2,883	6,034
Fall 20	1,747	1,310	3,064	6,121
Fall 21	1,719	1,285	3,067	6,071
Fall 22	1,735	1,220	3,083	6,038
Fall 23	1,681	1,159	3,071	5,911
Baseline Fall 24	1,579	1,107	3,029	5,715

INDICATOR 13

Undergraduate Transfer Student Enrollments

Degree completion and retention rates draw primarily upon the first-time, full-time student populations and fail to capture a key subgroup of undergraduate students who impact degree production in the Nebraska State College System. Over the past ten years, transfer students have represented a significant share of undergraduate enrollments. The System experienced a high of 1,926 transfer students enrolled in students in AY17, but the past two years have reflected a decrease in the number of transfer students attending the State Colleges, from 1,616 in Fall 2022 to 1,480 in Fall 2024.

FIGURE 13: Undergraduate Transfer Student Enrollments



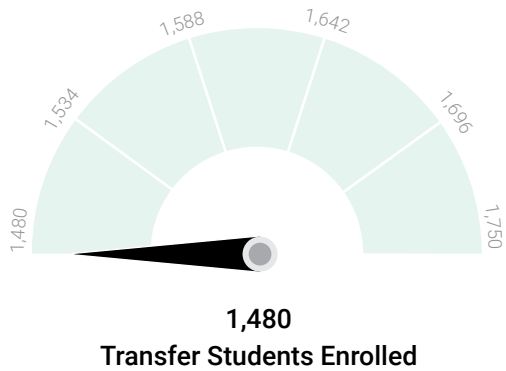
INDICATOR BACKGROUND INFORMATION

National Student Clearinghouse data show that 80% of students entering community colleges intend to earn a bachelor's degree. However, fewer than 28% ultimately achieve that goal. This stark reality underscores the need for stronger, more intentional partnerships between Nebraska's Community Colleges and the State Colleges to improve transfer pathways and increase the number of students enrolled as transfers. The State Colleges recognize the critical role transfer students play in achieving enrollment goals and supporting degree attainment. Many students who begin at community colleges face barriers that

prevent them from transitioning to a four-year institution, such as challenges navigating transfer requirements, financial constraints, or a lack of structured academic pathways. To address these challenges, the State Colleges are focused on enhancing transfer enrollments through robust 2+2 programs and clear articulation agreements, ensuring seamless credit transfers. Beyond these structural improvements, efforts include targeted outreach to community college students and comprehensive academic advising designed to guide them from application to enrollment. Financial incentives, such as

transfer scholarships and need-based aid, will further reduce barriers for prospective transfer students. The goal is to significantly increase the number of transfer students enrolled across the State College System, creating a more efficient pipeline from community colleges to bachelor's degree completion. By fostering these partnerships and enhancing the transfer experience, the State Colleges aim to grow enrollments and support the educational aspirations of thousands of Nebraskans who seek to advance their careers and contribute to the State's workforce.

INDICATOR PROGRESSION



"My goal is to get a job working for the Bureau of Land Management, U.S. Fish and Wildlife Service, or similar agencies. This would allow me to work closely with wildlife and their habitats, ensuring their future. My career will focus on preserving wildlife and their habitats and raising public awareness."

Morgan Halquist
CHADRON STATE COLLEGE

COLLEGE LEVEL DATA

CSC PSC WSC

FIGURE 13A: Undergraduate Transfer Student Enrollments by College

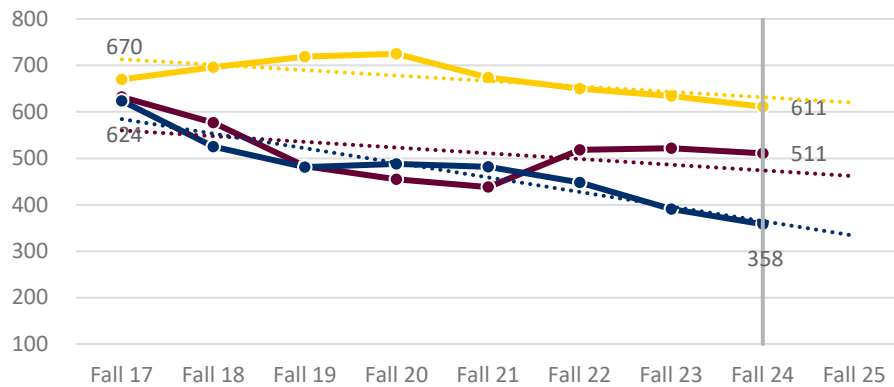


TABLE 13A: Undergraduate Transfer Student Enrollments

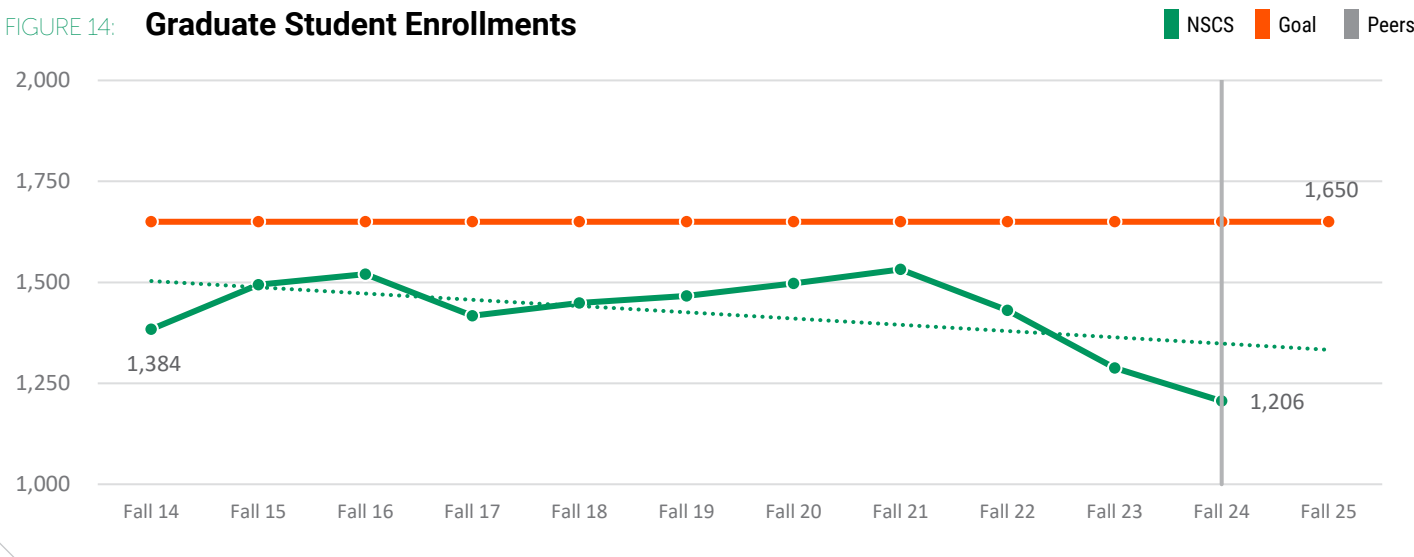
Cohort	CSC	PSC	WSC	System
Fall 17	632	624	670	1,926
Fall 18	577	525	696	1,798
Fall 19	483	481	719	1,683
Fall 20	455	488	725	1,668
Fall 21	438	482	674	1,594
Fall 22	518	448	650	1,616
Fall 23	522	391	634	1,547
Baseline Fall 24	511	358	611	1,480

INDICATOR 14

Graduate Student Enrollments

Graduate education plays a critical role in advancing economic mobility for students and addressing workforce demands across Nebraska. While the Nebraska State Colleges have averaged close to 1,500 graduate students annually over the past decade, enrollment has steadily declined, dropping to just under 1,206 students in Fall 2024. Reversing this trend is essential to meeting the needs of students and employers alike. The goal is to increase graduate enrollment to 1,650 students by 2030, closing a gap of over 400 students annually. Achieving this target will require strategic recruitment efforts and expanded program offerings aligned with workforce priorities.

FIGURE 14: Graduate Student Enrollments



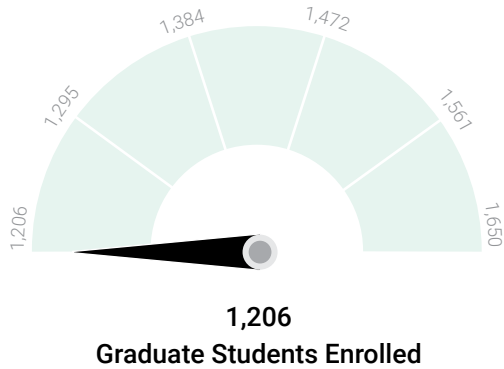
INDICATOR BACKGROUND INFORMATION

Graduate education plays a vital role in career development and advancement, particularly in fields like education and business. Research consistently shows advanced degrees enhance earning potential, improve job stability, and open pathways to leadership positions. For educators, graduate degrees are linked to improved instructional practices and better student learning outcomes, critical for addressing achievement gaps and improving overall school performance. The State Colleges have a long history of providing accessible and high-quality graduate education, serving as a key resource for individuals seeking to

advance their careers in education, business, management, leadership, and related fields. However, graduate enrollments have declined, from more than 1,500 students in Fall 2021 to 1,206 in Fall 2024. This decline mirrors national trends and highlights an opportunity for the State Colleges to renew their commitment to growing graduate enrollment. To address this, the State Colleges are implementing targeted strategies to increase graduate enrollment to 1,650 by 2030. These efforts include expanding flexible online and hybrid program offerings, enhancing partnerships with school districts and businesses to provide tailored

professional development pathways, and strengthening outreach to prospective graduate students through alumni networks and employer partnerships. Financial support, such as graduate assistantships and need-based aid, will also be expanded to reduce barriers to enrollment. By increasing graduate enrollments, the State Colleges will not only improve the professional outcomes for students but also help meet Nebraska's workforce needs, ensuring that the State remains competitive in an evolving economic landscape.

INDICATOR PROGRESSION



Once I received the RHOP Scholarship, my decision was made. I was going to be a Wildcat in the fall. This scholarship not only paid for my full tuition at Wayne State College but also allowed for my automatic acceptance into the University of Nebraska Medical Center. This took away all the worries I had pertaining to my future. I could finally make my decision and be happy with where I was going. Without the generosity of Wayne State, I would not be where I am today. Since I am majoring in nursing at Wayne State, I am more than excited to serve the rural communities of Nebraska that inspired and allowed me to be who I am today. I am excited to be a part of the future of medicine and bring that to the rural communities who once served me."

Annika Kuehn

WAYNE STATE COLLEGE



COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 14A: Graduate Student Enrollments by College

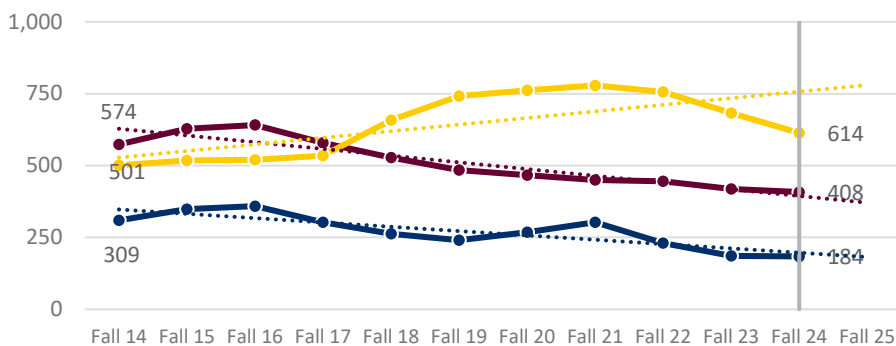


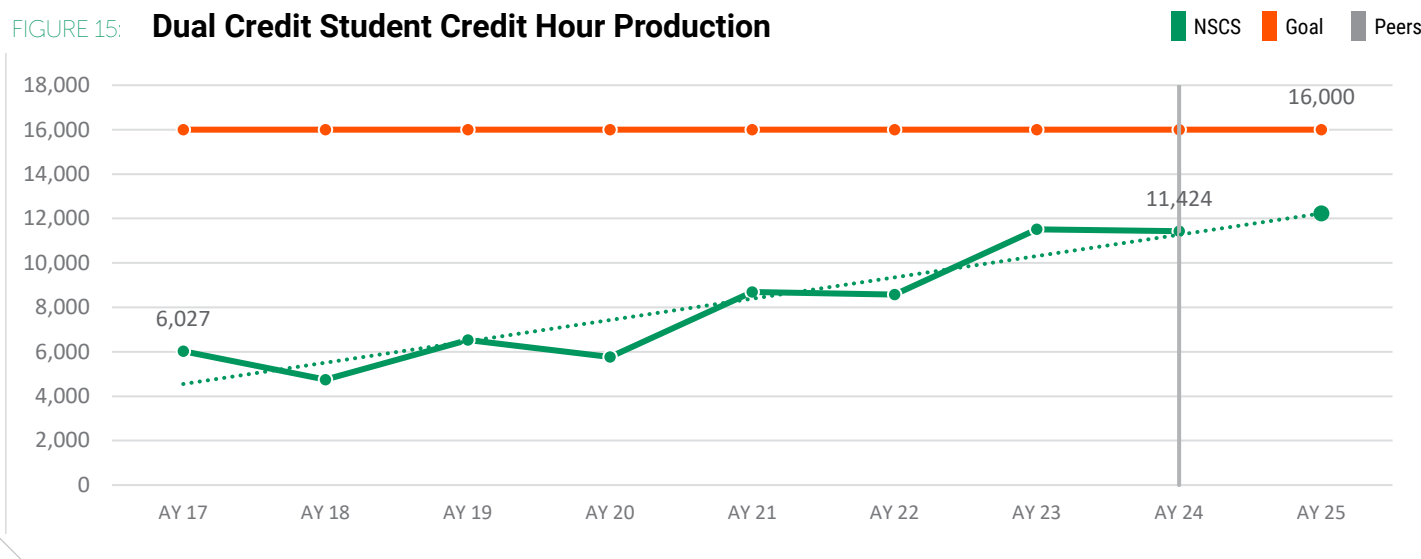
TABLE 14A: Graduate Student Enrollments

Cohort	CSC	PSC	WSC	System
Fall 14	574	309	501	1,384
Fall 15	628	348	518	1,494
Fall 16	641	359	520	1,520
Fall 17	579	303	535	1,417
Fall 18	528	263	658	1,449
Fall 19	484	240	742	1,466
Fall 20	467	268	762	1,497
Fall 21	450	303	779	1,532
Fall 22	445	230	756	1,431
Fall 23	419	186	683	1,288
Baseline Fall 24	408	184	614	1,206

INDICATOR 15

Dual Credit Student Credit Hour (SCH) Production

Dual credit programs are vital to reduce the time to degree and lower educational costs for students, and offer an effective pathway to college success. Over the past decade, the Nebraska State Colleges have averaged more than 8,000 dual credit hours completed annually. Recent efforts have led to significant growth, with 11,424 credit hours most recently delivered in AY24. Building on this momentum, the goal is to reach over 16,000 credit hours by 2030, nearly doubling the decade's average. This ambitious target underscores the Colleges' commitment to expand access to college-level coursework, foster student achievement, and help families manage the financial burden of higher education.



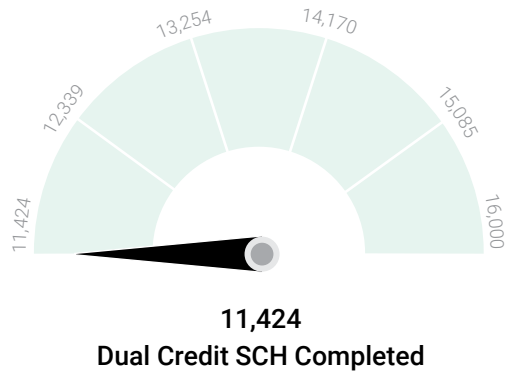
INDICATOR BACKGROUND INFORMATION

Dual credit programs have become a cornerstone of the State Colleges' efforts to enhance college readiness and success for Nebraska students. Research from the Nebraska Statewide Workforce & Educational Reporting System (NSWERS) highlights the significant impact of dual credit on students' educational trajectories. Dual credit participation is shown to increase college-going rates, boost persistence through the first year of college, and improve graduation rates. These outcomes are critical in meeting Nebraska's workforce needs and increasing the number

of residents with postsecondary credentials. Over the past decade, the State Colleges have experienced remarkable growth in dual credit enrollment. In the 2017-18 academic year, students earned just under 5,000 dual credit hours. By 2023-24, this figure had more than doubled to 11,424 credit hours. This growth demonstrates the State Colleges' commitment to providing high school students with a head start on their college journeys. Dual credit programs reduce the time and cost of earning a degree and equip students with the academic skills and confidence necessary to succeed

in higher education. The State Colleges have set an ambitious goal of delivering 16,000 dual credit student credit hours annually by 2030. Achieving this target will require continued collaboration with high schools, expanded course offerings, and increased accessibility for underserved populations. By reaching this goal, the State Colleges will play a pivotal role in fostering a college-going culture in Nebraska, ultimately helping more students achieve their educational and career aspirations.

INDICATOR PROGRESSION



“Over time, I realized that Peru State was more than just a college. It was a community where I could pursue my degree, play football, and most importantly strengthen my faith. My journey has been incredible thanks to the teachers, coaches, and fellow athletes who support me. I have learned my experience at Peru State is determined by my actions and not just my observations.”

Quinton Rowell
PERU STATE COLLEGE

COLLEGE LEVEL DATA

CSC PSC WSC

FIGURE 15A: Dual Credit Student Credit Hour Production by College

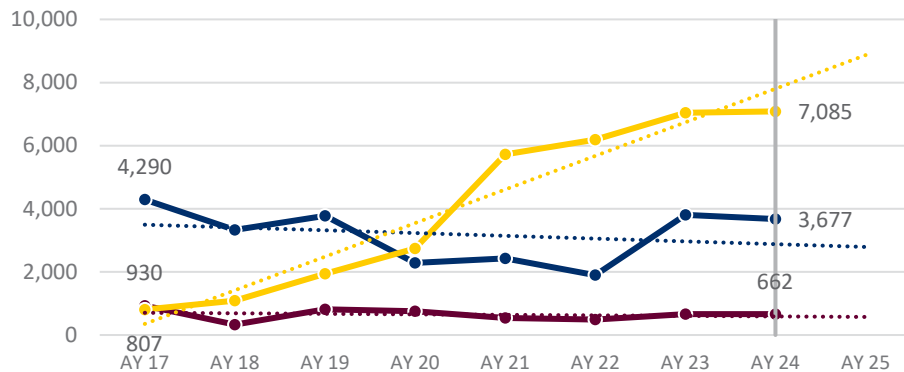


TABLE 15A: Dual Credit Student Credit Hour Production

Academic Year	CSC	PSC	WSC	System
AY 17	930	4,290	807	6,027
AY 18	330	3,330	1,089	4,749
AY 19	810	3,780	1,944	6,534
AY 20	750	2,280	2,739	5,769
AY 21	540	2,430	5,727	8,697
AY 22	488	1,896	6,188	8,572
AY 23	664	3,809	7,039	11,512
Baseline AY 24	662	3,677	7,085	11,424



\$1.4 BILLION

IN ECONOMIC IMPACT CREATED
BY THE STATE COLLEGES

1,420

STUDENTS COMPLETING
AT LEAST ONE CAREER-
RELATED EXPERIENCE

70%

OF STATE COLLEGE
STUDENTS LIVE AND
WORK IN NEBRASKA
ONE YEAR AFTER
GRADUATION



OUTCOME 4:

Workforce Development and Leadership

With Nebraska's evolving workforce needs, our Colleges play a critical role in shaping future leaders and professionals. By enhancing partnerships with industry, developing career-relevant programs, and emphasizing experiential learning, we are preparing graduates to make meaningful contributions to the State's economy and communities.

The Nebraska State Colleges play a pivotal role in shaping a collaborative workforce that strengthens rural and urban communities across the State. By partnering with local businesses, school districts, and community organizations, the State Colleges provide students with opportunities to gain real-world experiences and develop the leadership skills necessary to contribute to the region's economic growth. Our graduates are equipped with entrepreneurial skills that enable them to serve as change agents, advancing the sustainability and economic vitality of Nebraska's communities.

Through leadership programs tailored to the unique needs of Nebraska's rural workforce, the Colleges ensure graduates are prepared to thrive in their careers with a

deep understanding of the challenges and opportunities facing rural areas. Emphasizing experiential learning, we equip students with both academic knowledge and practical skills desired by employers in the region. Programs such as the Rural Business Initiative, Growing Grand Island, and Corrections Leadership provide students with direct connections to the communities they serve, enabling them to make meaningful contributions to local economies.

Our commitment to workforce development extends beyond traditional education as we work to expand opportunities for students to engage with and support rural communities. By fostering leadership and entrepreneurship, our graduates become key players in driving economic growth and positive change in Nebraska's rural areas.

Performance metrics for this outcome include **Undergraduate Completer Employment Placement in Nebraska**, which tracks graduates' success in securing employment within the State, and **Undergraduate Students Completing Academic Experiential Learning**, which reflects the practical training students receive. Additionally, we monitor **Total Degrees and Transfer Degrees** to gauge the success of our programs in meeting workforce demands. Another key metric is **Undergraduate Student Enrollments in Key Workforce Areas**, particularly in sectors identified as critical to the State's economic development, ensuring that we produce graduates ready to fill key positions. Finally, **Continuing Education and Professional Development** programs help keep our workforce skilled and adaptable to a rapidly changing economy.



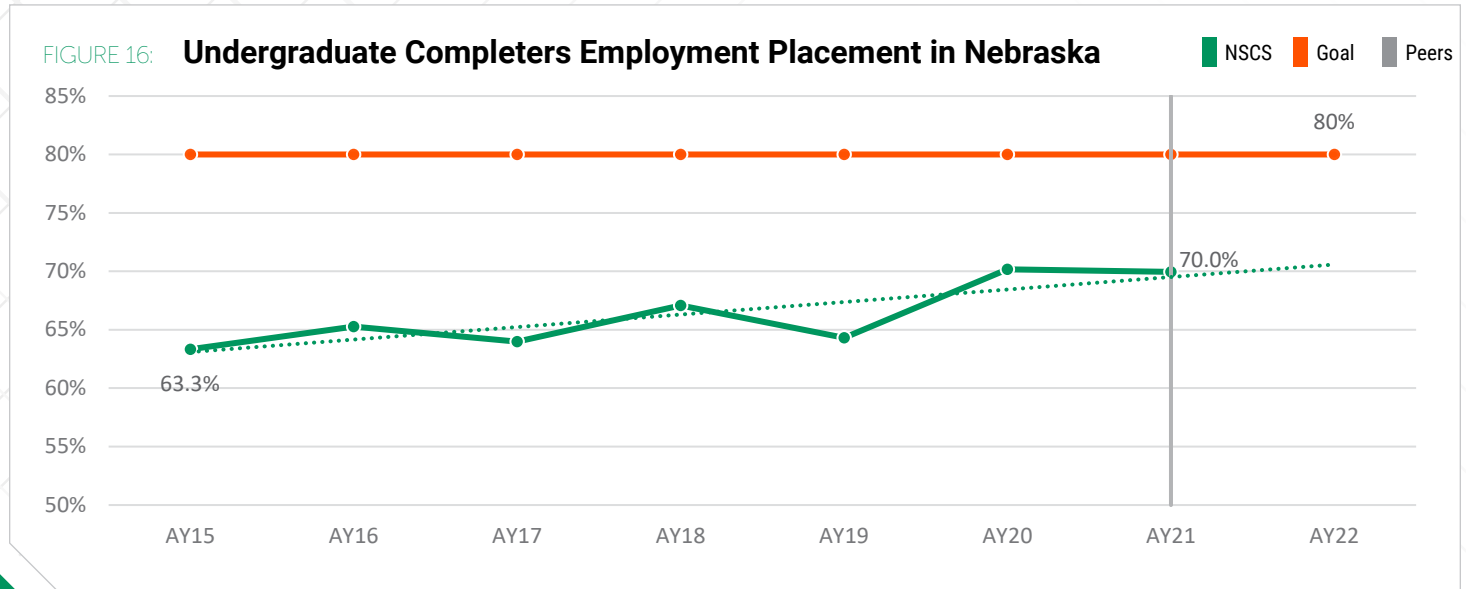
1,965

DEGREES AWARDED DURING
FY 2023-24

INDICATOR 16

Employment Placement in Nebraska

Data depicting undergraduate degree completer employment placement (employed in Nebraska after degree completion) are available beginning with the 2015-16 Nebraska State Colleges' graduates. Over the past seven years, completer employment placement in the workforce across the state has averaged just above 67%, increasing to 70% for the most recent graduating class. These data exclude students who did not immediately enter the workforce due to pursuing advanced degrees, such as a master's or other graduate programs.



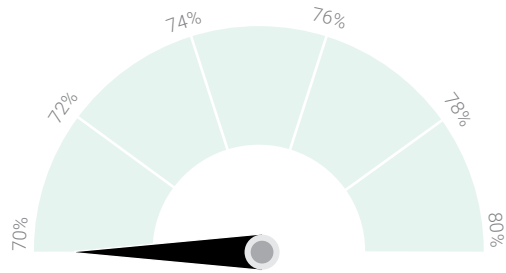
INDICATOR BACKGROUND INFORMATION

Since 2015-16, the Nebraska Statewide Workforce and Education Reporting System (NSWERS) has tracked Nebraska State College System (NSCS) degree completers' employment placement one year after graduation. Using data from the Nebraska Department of Labor (NDOL) and NSCS, this process examines employment outcomes by degree major. As of the most recent data, the placement rate for completers is 70%, an increase from 63.3% seven years ago. The State Colleges aim to achieve an

80% placement rate by 2030. Employment placement outcomes are influenced by academic preparation, internships, field experiences, and the proportion of resident versus non-resident students. Building stronger connections with Nebraska's industries and employers is essential for positioning graduates for successful careers. Experiential learning opportunities play a critical role in retaining graduates within the state, which is key to meeting Nebraska's workforce and economic goals. Research shows that students

who attend college in-state are more likely to remain in Nebraska, contributing to a stable workforce. The focus on increasing placement rates aligns with the State Colleges' mission to advance student success and address workforce challenges. Achieving the 80% employment placement target will enhance individual career outcomes while bolstering Nebraska's economic sustainability. By prioritizing these efforts, the NSCS continues to be a vital contributor to the state's educational and economic prosperity.

INDICATOR PROGRESSION



70%
Undergraduate Completers
Work in Nebraska



"I'm a senior at Peru State, and throughout my time at Peru State, I've been in many different organizations including FMLA collegiate campus activities board and cross country but on top of that I am also a Career Scholar, which has prepared me for life after college. The Career Scholarship allowed me to get an internship at Lutz Technology the internship was a 12-week paid position where I learned all about the IT field, where I spent the first four weeks learning the basics with an instructor and the next 4 weeks shadowing people currently doing the job in the last four weeks getting real-life experience."

Jeremy Matuszewski
PERU STATE COLLEGE

COLLEGE LEVEL DATA

CSC PSC WSC Peers

Undergraduate Completers Employment Placement in Nebraska by College

FIGURE 16A:

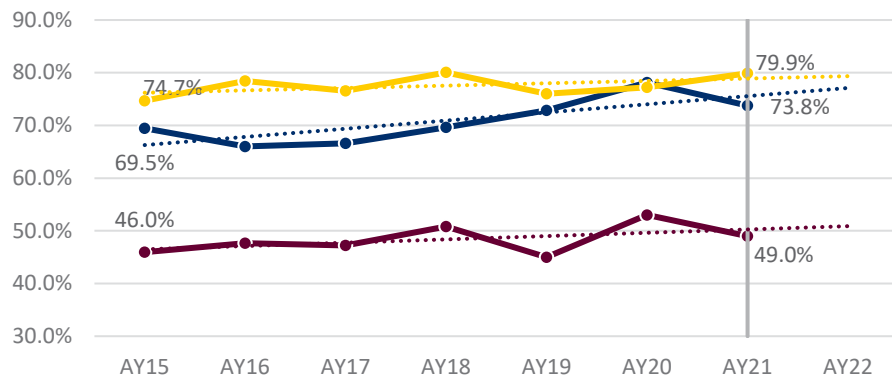


TABLE 16A:

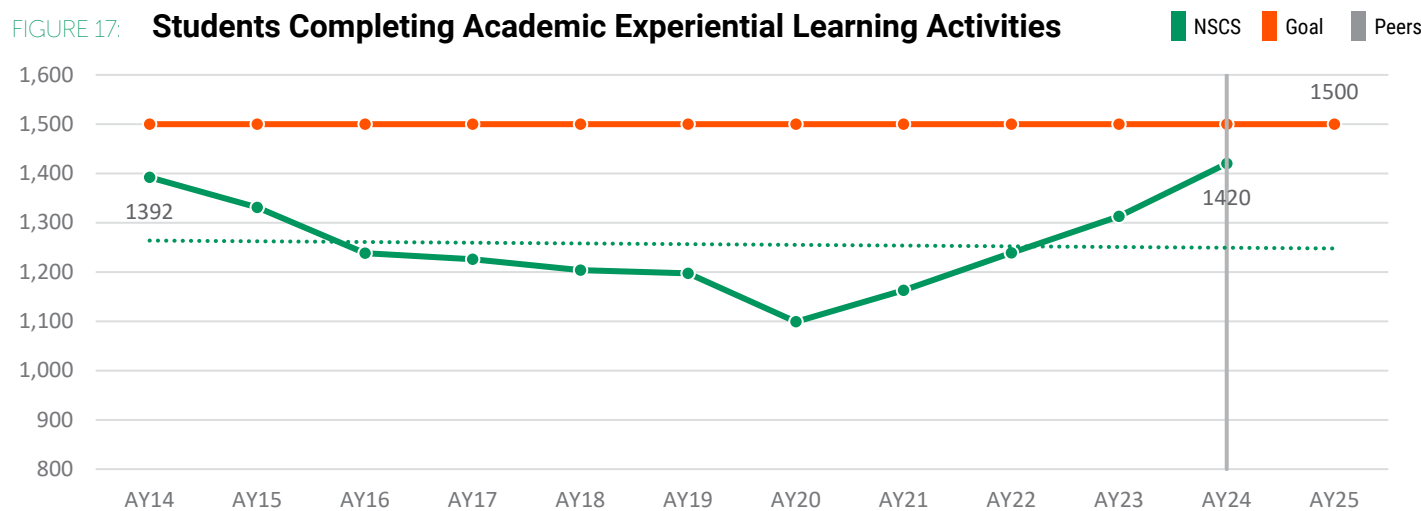
Completers Employment Placement in Nebraska

Cohort	CSC	PSC	WSC	System
AY15	46.0%	69.5%	74.7%	63.3%
AY16	47.6%	66.0%	78.5%	65.3%
AY17	47.2%	66.6%	76.5%	64.0%
AY18	50.8%	69.6%	80.0%	67.1%
AY19	45.0%	72.8%	76.0%	64.3%
AY20	53.0%	78.1%	77.2%	70.2%
Baseline AY21	49.0%	73.8%	79.9%	70.0%

INDICATOR 17

Students Completing Academic Experiential Learning Activities

The number of students who complete one or more academic experiential learning activities, such as field experiences, internships, work-based learning placements, student teaching, and shadowing, has decreased slightly over the past decade across the State Colleges. Over the past four years, however, this trend has reversed as the number of students participating in this range of activities increased by 29% compared to AY20. Academic Year 2023-2024 reflected 1,420 students who completed at least one experiential learning activity.



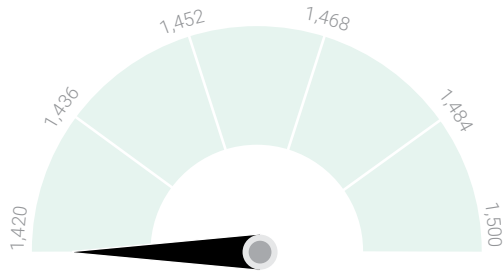
INDICATOR BACKGROUND INFORMATION

The Nebraska State Colleges prioritize providing students with valuable experiential learning opportunities to prepare them for success upon graduation. Fields like Education and Counseling have long required hands-on experiences, such as student teaching and clinical placements, where students can apply their theoretical knowledge in real-world settings. These activities, guided by trained faculty and mentors, allow students to gain practical experience while solidifying their career interests and enhancing their readiness for the workforce. Research highlights the

significant impact of such experiences on future employment. According to NSWERS data, students who engage in paid internships or cooperative learning experiences before graduation have a 68.3% likelihood of receiving a job offer from the same employer, underscoring the value of these opportunities for career advancement. In light of these findings, the Nebraska State Colleges have set a goal to increase the number of students completing academic-based experiential learning for credit from the current 1,420 to 1,500 by 2030. This increase is part of a

broader strategy to boost student success and employment outcomes. Programs like Career Scholarships and Corrections Leadership further support this initiative by providing paid internships and leadership opportunities that help students gain relevant work experience. By meeting the target of 1,500 students engaged in experiential learning, the State Colleges will not only improve placement rates but also strengthen Nebraska’s workforce and its economic growth.

INDICATOR PROGRESSION



1,420

Students Completed an Academic Experiential Learning Activity



"I joined the Career Scholars program mainly because of the cooperative work experience that I get during my senior year. I am looking forward to getting real experience in my major working with a company and getting paid while earning college credits. I have met all of my friends through this program; it has been very beneficial for my college experience."

Tyler Lucas
WAYNE STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 17A: Students Completing Academic Experiential Learning Activities by College

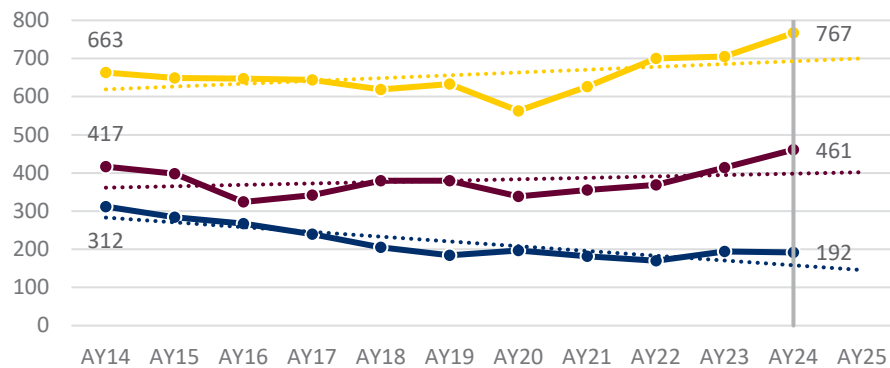


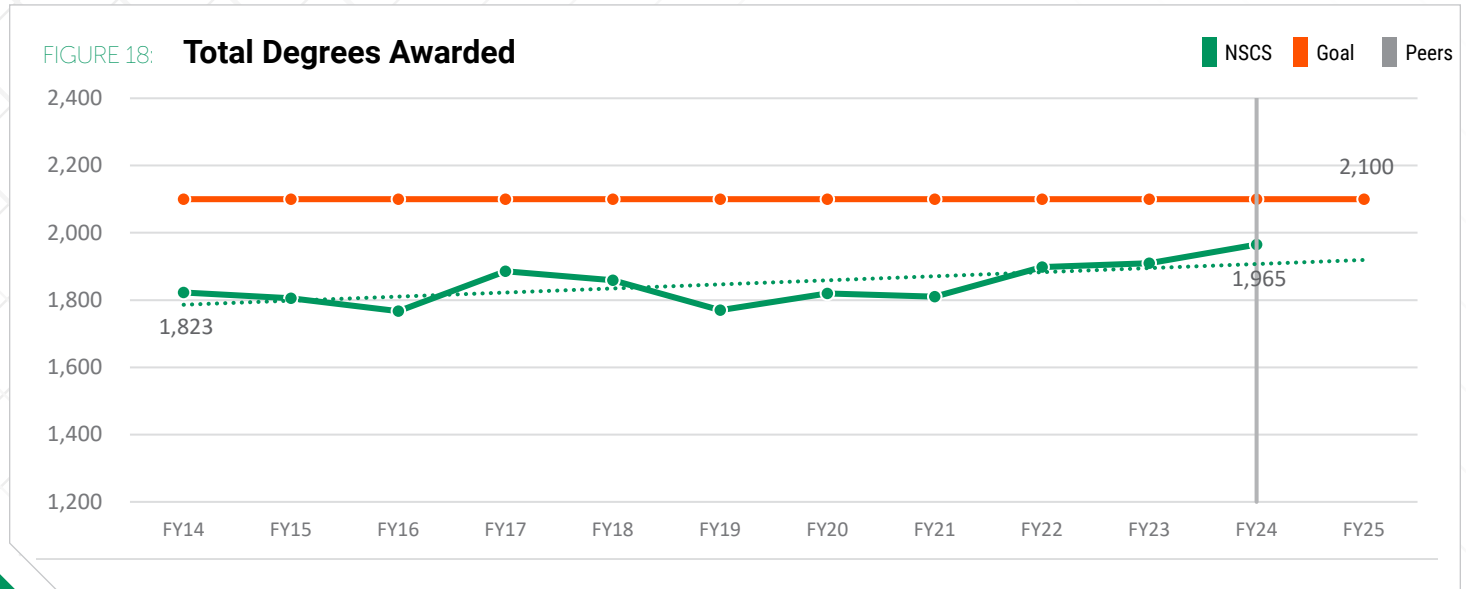
TABLE 17A:

Students Completing Academic Experiential Learning Activities

Academic Year	CSC	PSC	WSC	System
AY14	417	312	663	1392
AY15	398	284	649	1331
AY16	324	267	647	1238
AY17	342	240	644	1226
AY18	380	205	619	1204
AY19	380	184	633	1197
AY20	339	197	563	1099
AY21	355	182	626	1163
AY22	369	170	700	1239
AY23	414	194	705	1313
Baseline AY24	461	192	767	1420

Total Undergraduate/Graduate Degrees Awarded

The total number of undergraduate and graduate degrees awarded by the Nebraska State Colleges has continued to increase each year since FY19, for a total increase of 11%. FY24 reflected an all-time high of 1,965 total undergraduate and graduate degrees, which is only 135 degrees away from meeting the annual award production goal of 2,100 degrees by 2030.



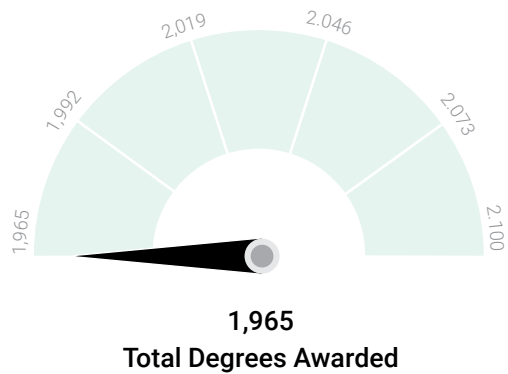
INDICATOR BACKGROUND INFORMATION

Research from the Georgetown University Center on Education and the Workforce highlights the growing importance of a college degree, particularly in securing what is defined as a “good job”—one that provides economic stability and advancement. According to their findings, individuals with a bachelor’s degree earn significantly more over their lifetimes compared to those with only a high school diploma. Moreover, a college degree is increasingly necessary to access the types of jobs that contribute to a strong and growing economy. This is especially relevant

in Nebraska, where meeting the State’s goal of 70% educational attainment by 2030 will require an increase in degree production. The Nebraska State Colleges have committed to helping achieve this goal by growing the number of degree completers. The State Colleges are experiencing a positive shift in their trajectory, having awarded 1,965 degrees in the 2024 fiscal year. This marks a significant increase from previous years and reflects the System’s successful efforts to increase degree completion rates despite enrollment challenges. Building on this momentum, the

State Colleges have set an ambitious goal of reaching 2,100 degrees awarded annually by 2030. This increase is not just about numbers; it’s about ensuring more Nebraska residents have the credentials they need to thrive in the workforce. By expanding degree production, the State Colleges are supporting Nebraska’s workforce development goals, providing more students with the opportunity to obtain the skills and qualifications that are critical to securing high-paying, stable jobs in the State’s evolving economy.

INDICATOR PROGRESSION



"The support I received from Chadron State College faculty and staff while working and pursuing my degree made a positive impression. The respect and guidance I received were individualized. They have helped me become a better educator during my journey."

Shasta Rosales
CHADRON STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 18A: Total Degrees Awarded by College

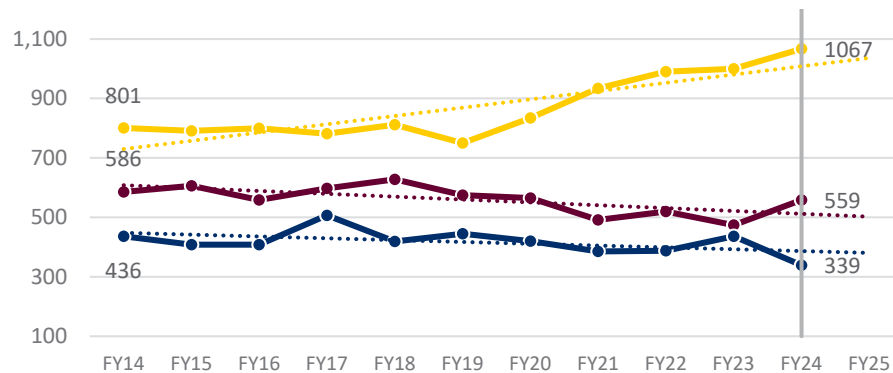
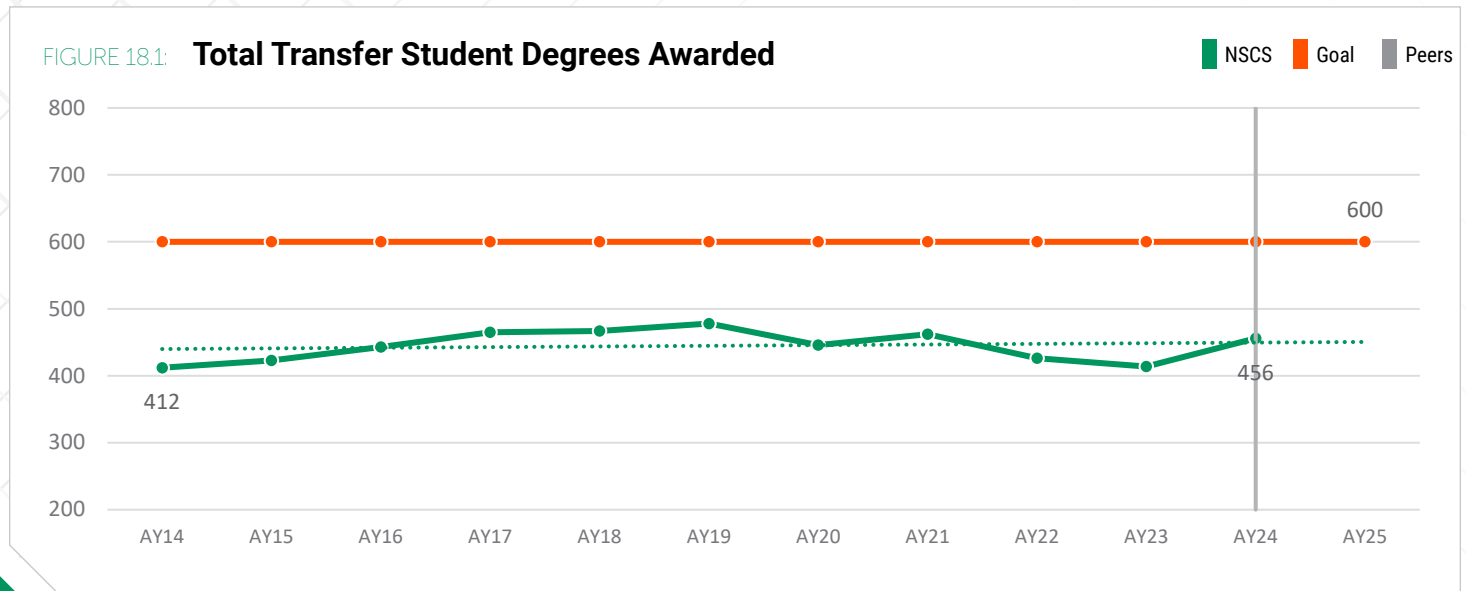


TABLE 18A: Total Degrees Awarded

Fiscal Year	CSC	PSC	WSC	System
FY14	586	436	801	1,823
FY15	606	408	791	1,805
FY16	559	408	800	1,767
FY17	598	507	781	1,886
FY18	628	419	812	1,859
FY19	575	445	750	1,770
FY20	565	420	835	1,820
FY21	491	385	934	1,810
FY22	520	388	990	1,898
FY23	474	436	1000	1,910
Baseline FY24	559	339	1067	1,965

Total Transfer Student Degrees Awarded

Throughout the past decade, the Nebraska State Colleges consistently graduate over 400 transfer students annually. Academic year 2023-24 recorded 456 transfer student graduates, which will serve as the baseline. To further enhance this success, efforts are focused on expanding articulation agreements and streamlining pathways to attract more transfer students. Equally critical is ensuring these students thrive and achieve their degrees once enrolled. Closing the 150-student gap to reach 600 transfer student graduates annually by 2030 will strengthen the Colleges' role in supporting student achievement and addressing the educational and workforce needs of Nebraska's communities.



INDICATOR BACKGROUND INFORMATION

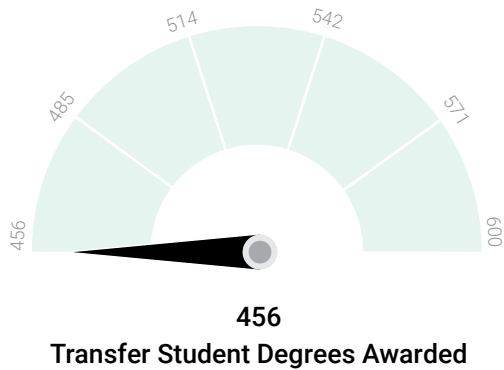
Research demonstrates that financial and academic support are essential to improve the success of transfer students and increase the number of degrees awarded. National data reveals that while 80% of students entering community colleges intend to pursue a bachelor's degree, only 30% of these students succeed in doing so within six years, according to the National Student Clearinghouse. This significant gap underscores the challenges that transfer students face in completing their degrees. Financial barriers are one of the most pressing issues for transfer students. Without sufficient financial aid to cover tuition, textbooks, and living expenses, many students

are forced to work part-time or full-time, impacting their academic performance and slowing their progress toward graduation. Providing comprehensive financial support, including scholarships, grants, and work-study opportunities, can significantly reduce the financial strain on these students and help them remain focused on their studies.

Equally important is offering academic support. Transfer students often face challenges in adjusting to the academic demands and expectations of four-year institutions. Disruptions in credit transfer, gaps in coursework alignment, and limited

access to academic advising can further delay graduation. Research shows that early and consistent academic advising, mentorship, tutoring, and peer support programs help transfer students navigate these obstacles, leading to higher graduation rates. The goal of the Nebraska State Colleges is to increase the number of transfer student graduates annually from a baseline of 456 in the 2023-24 academic year to 600 by 2030. Achieving this goal will require a holistic approach, addressing both financial and academic needs to ensure that transfer students can successfully earn their degrees.

INDICATOR PROGRESSION



"I began my college career at the University of Nebraska-Lincoln. From the moment I stepped on campus, I felt overwhelmed by the large number of people, which made me realize I wanted to transfer to Wayne where things aren't so crowded. The Admissions team made the transfer process extremely quick and easy. Transferring to Wayne State was the best choice I ever made."

Braydn McCorkindale
WAYNE STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 18.1A:

Total Transfer Student Degrees Awarded by College

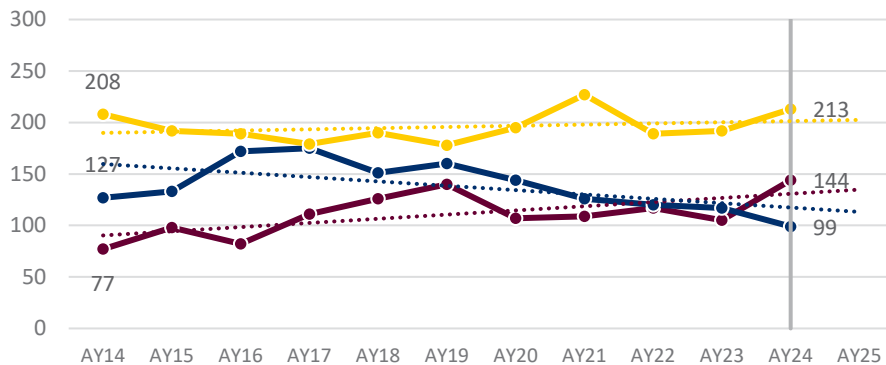


TABLE 18.1A: Total Transfer Student Degrees Awarded

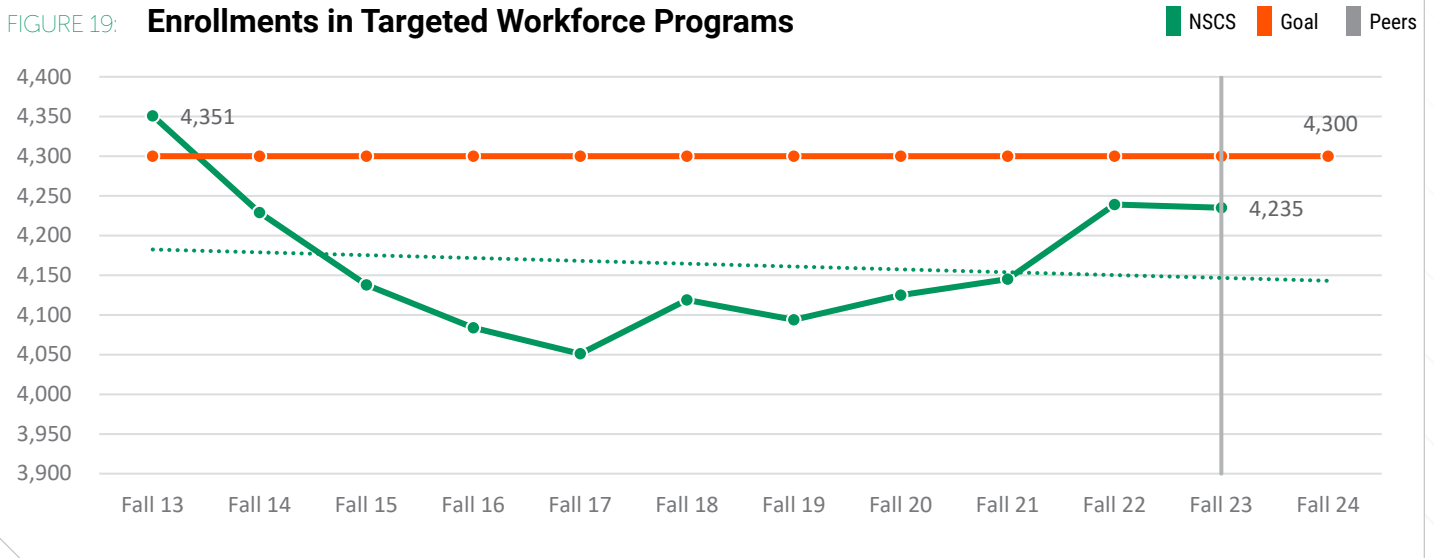
Academic Year	CSC	PSC	WSC	System
AY14	77	127	208	412
AY15	98	133	192	423
AY16	82	172	189	443
AY17	111	175	179	465
AY18	126	151	190	467
AY19	140	160	178	478
AY20	107	144	195	446
AY21	109	126	227	462
AY22	117	120	189	426
AY23	105	117	192	414
Baseline AY24	144	99	213	456

INDICATOR 19

Key Workforce Area Enrollments

The Nebraska State College System has targeted six key degree areas necessary for meeting the future workforce needs for the State, in addition to the RHOP and RLOP programs. From 2010 to 2019, the percentage of students enrolled in degree programs that align with these critical areas had decreased. However, enrollments in critical workforce areas continue to remain strong, with **4,235 students enrolled in key workforce areas in Fall 23.**

FIGURE 19: **Enrollments in Targeted Workforce Programs**



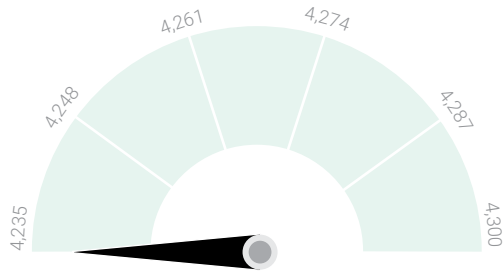
INDICATOR BACKGROUND INFORMATION

Enrollment growth is essential not only for the financial stability of the State Colleges but also for meeting the critical workforce needs of Nebraska. Research consistently shows increased access to higher education is crucial for addressing the skills gap in the workforce and ensuring a pipeline of qualified professionals for key industries. In the 2018-19 academic year, College Presidents collaborated with stakeholders and industry representatives to identify degree programs essential for meeting Nebraska’s workforce shortages. These areas include Rangeland Management,

Business Administration, Education, Industrial/Engineering Technology, Computer Information Systems, and Criminal Justice, with 17 degree programs aligning directly with these fields. Since 2019, the State Colleges have worked to increase enrollments in these key areas, growing from under 4,100 undergraduate enrollments to 4,235 in the most recent year. The introduction of new programs like ROTC, now supported as a Career Scholarships initiative, and the legislature’s first-time financial support for RHOP students have further strengthened this effort. Looking ahead,

the State Colleges are committed to ensuring that 4,300 students are enrolled in these critical workforce areas by 2030. Strategies to achieve this goal include expanding scholarship opportunities, continually adapting academic programs to meet evolving industry demands, and making investments in faculty and facilities. These efforts ensure that Nebraska’s workforce is equipped with the skilled professionals needed to drive economic growth and address statewide labor shortages.

INDICATOR PROGRESSION



4,235
Students Enrolled in Key
Workforce Programs



"Participating in the Corrections Leadership Scholarship Program has provided me with valuable hands-on experience in a correctional environment. It has helped me build strong relationships with coworkers and expand my knowledge in various areas. The networking opportunities have been beneficial, connecting me with individuals from different facilities and roles, and allowing me to grow professionally in the field of corrections."

Karington
PERU STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 19A: **Enrollments in Targeted Workforce Programs by College**

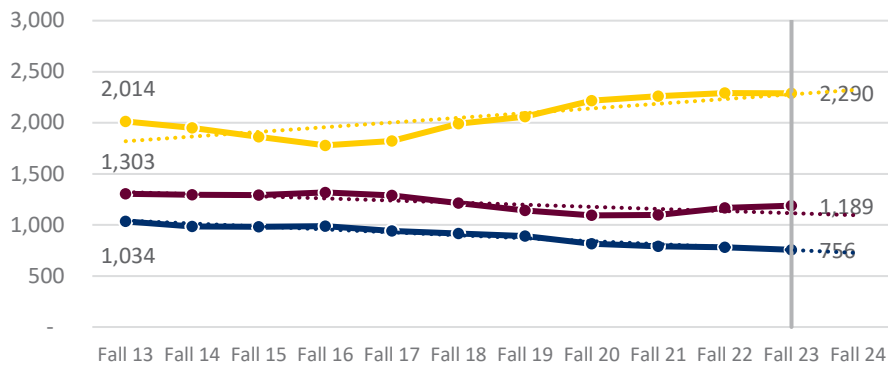
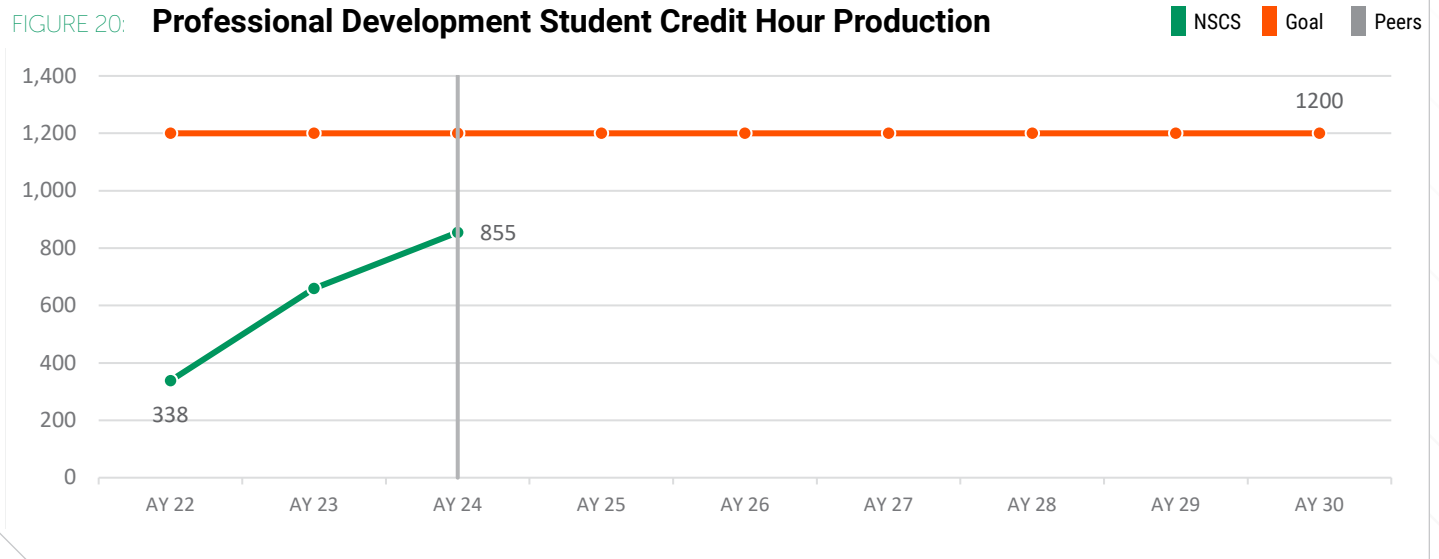


TABLE 19A: **Enrollments in Targeted Workforce Programs**

Cohort	CSC	PSC	WSC	System	
Fall 13	1303	1034	2014	4,351	
Fall 14	1295	984	1950	4,229	
Fall 15	1293	982	1863	4,138	
Fall 16	1318	987	1779	4,084	
Fall 17	1289	942	1820	4,051	
Fall 18	1212	917	1990	4,119	
Fall 19	1142	892	2060	4,094	
Fall 20	1093	815	2217	4,125	
Fall 21	1097	789	2259	4,145	
Fall 22	1166	782	2291	4,239	
Baseline	Fall 23	1189	756	2290	4,235

Professional Development Student Credit Hour (SCH) Production

The Nebraska State Colleges aim to expand professional development opportunities, particularly in educator preparation programs, to support the state’s workforce needs. Leveraging the new tuition model approved in AY21, the Colleges have seen growth, with students completing 855 credit hours of professional development coursework last year. This growth aligns with the Department of Education’s efforts to improve the Science of Reading and other educational initiatives. The goal is to increase support to 1,200 SCH completed annually. This expansion will help individuals enhance their skills and meet the evolving needs of Nebraska’s students, fostering a stronger, more effective educational workforce.



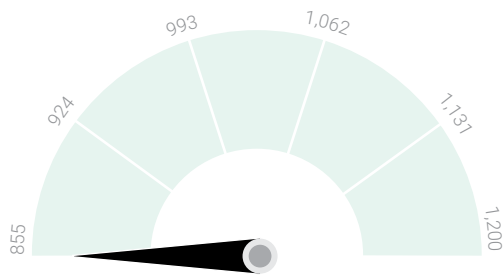
INDICATOR BACKGROUND INFORMATION

Professional development is increasingly essential for individuals seeking to advance their careers, particularly as technology and industry demands change rapidly. Colleges play a crucial role in expanding professional development opportunities, especially as technological advancements and industry needs evolve. They offer upskilling programs, certifications, and lifelong learning opportunities that help workers stay competitive. Research shows college-led programs provide access to expert knowledge, cutting-edge resources, and industry-aligned credentials, boosting career advancement and employability. By partnering with industries,

institutions ensure their programs meet labor market demands, fostering workforce resilience and enabling individuals to thrive in their careers. The importance of professional development is particularly evident in sectors like education, where teachers must stay up-to-date with changing standards, and in business, where professionals need to remain competitive in a rapidly changing market. The State Colleges have recently expanded continuing education and professional development opportunities to address these needs. 338 SCH of professional development coursework were completed in the 2021-22 academic year through a newly established

professional development course model. This number multiplied 2.5 times to 855 SCH in the third year, reflecting both the demand for such programs and the Colleges’ ability to support this growing need. Looking to the future, the State Colleges have set a goal of 1,200 student credit hours of professional development and continuing education completed annually by 2030. This goal is designed to meet the increasing demand for upskilling and reskilling opportunities across industries, ensuring that Nebraska’s workforce remains highly skilled and adaptable in an ever-changing economy.

INDICATOR PROGRESSION



855
Professional Development
SCH Completed



“Wayne State College has an excellent program for me to be able to study Elementary Education. The education professors are very knowledgeable and willing to share personal experiences they had as teachers in the classroom, good or bad. In general, all of my classes at Wayne State College have been small in size. It is much easier for me learn in a class where I am able to have a personal relationship with the professor, which is not possible at bigger schools.”

Karsyn Broders
WAYNE STATE COLLEGE

COLLEGE LEVEL DATA

■ CSC ■ PSC ■ WSC

FIGURE 20A: Professional Development SCH Production by College

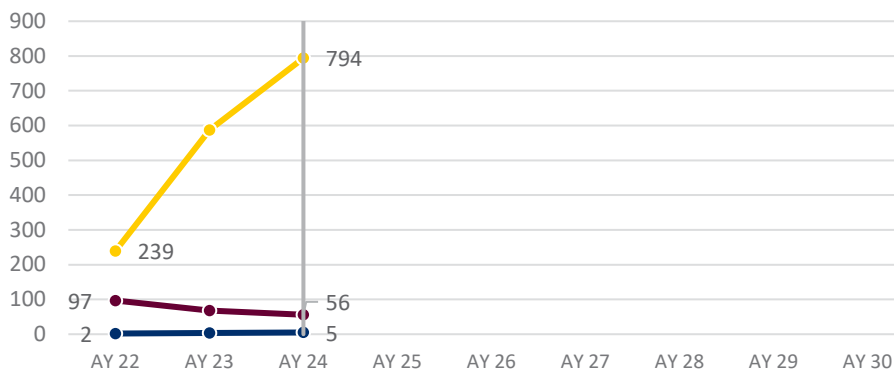


TABLE 20A: Professional Development SCH Production

Academic Year	CSC	PSC	WSC	System
AY 22	97	2	239	338
AY 23	68	4	587	659
Baseline AY 24	56	5	794	855

DATA SOURCES FOR PERFORMANCE INDICATORS

1. Average Net Price Compared to Peers

IPEDS Data provided in NSCS IPEDS Analysis Data Tool Dashboard, specific to measure "Cost & Aid: Average Net Price".

2. Spending Per Degree Compared to Peers

IPEDS Data provided in NSCS IPEDS Analysis Data Tool Dashboard, specific to measure "Efficiency: Total Spending per Degree".

3. Percentage of FTFT UG Students Receiving Institutional Financial Aid

IPEDS Data provided in Student Financial Aid Report, Section 1: Part B and Section 1: Part C (compute aggregate amount of financial aid data for all degree-seeking students as well as for FTFT cohort students, disaggregated by federal, state, institution funding).

4. Student Unmet Need per Resident Student FTE

Data pulled annually from College Nebraska Opportunity Grant (NOG) Expenditures Report, submitted each year to the CCPE, as compared to Undergraduate Resident Student FTE data submitted each year in annual Fall Enrollment Report.

5. Percentage of UG Students Receiving Institutional Financial Aid

IPEDS Data provided in Student Financial Aid Report, Section 1: Part B for all undergraduate students – both number and percent of total.

6. Tuition and Fee Increase Rates

Annual NSCS budgets provide these data.

7. Student Retention Rates

IPEDS Retention Rates based on October 15th Snapshot Enrollment data, provided annually by College IR Lead in Strategic Planning Worksheet (Tabs 1-4).

8. Undergraduate 4-Year and 6-Year Degree Completion Rates

IPEDS Graduation Rates based on October 15th Snapshot Graduation data, provided annually by College IR Lead in Strategic Planning Worksheet (Tabs 1-4).

9. Undergraduate Student Persistence to Year-3 and Year-4

IPEDS Enrollment Data based on October 15th Snapshot Enrollment data, provided annually by College IR Lead in Strategic Planning Worksheet (Tabs 1-4).

10. Average Time to Undergraduate Degree Completion

Mean average of number of years required for each cohort of FTFT students to complete degree, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 1).

11. Undergraduate Course Completion Rates

Overall Undergraduate Student Credit Hour (SCH) for each AY, with number and percent of SCH with final grades of D, F, and W, provided annually by System Office Data Analyst.

12. Undergraduate Student Enrollments

IPEDS Enrollment Data based on October 15th Snapshot data, provided annually by College IR Lead in Fall Enrollment Report.

13. Undergraduate Transfer Student Enrollments

IPEDS Enrollment Data based on October 15th Snapshot data, provided annually by College IR Lead in Fall Enrollment Report.

14. Graduate Student Enrollments

IPEDS Enrollment Data based on October 15th Snapshot data, provided annually by College IR Lead in Fall Enrollment Report.

15. Dual Credit Student Credit Hour (SCH) Production

12-Month Data on number of SCH completed for Dual Credit courses, provided annually by College IR Lead in Dual Credit, Online, and Professional Development Enrollments Report.

16. Undergraduate Completer Placement in Nebraska

Data provided through the NSWERS Insights+ portal (Employment Location), which tracks degree completers from each of the State Colleges into the workforce in Nebraska."

17. Students Completing Academic Experiential Learning Activities

College tracking of student enrollments for all academic courses that involve experiential learning activities, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 6).

18. Total Degrees Awarded

IPEDS Graduate Data overall and disaggregated by number and percent of UG/GR level and Transfer Students, based on Academic Year (Fall, Spring, trailing Summer), provided annually by College IR Lead in Strategic Planning Worksheet (Tab 5).

19. Enrollments in Key Workforce Programs

Enrollment Data pulled from Quantitative Annual Reports (QARs) specific to programs aligned to targeted workforce areas, provided annually by College IR Lead. Disaggregation and computation of these data can be found in Strategic Planning Workforce Program Data Worksheet.

20. Professional Development Student Credit Hour (SCH) Production

12-Month Data on number of SCH completed in UG and GR Professional Development courses, provided annually by College IR Lead in Dual Credit, Online, and Professional Development Enrollments Report.

STRATEGIC PLANNING TASK FORCE

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NEBRASKA STATE COLLEGE SYSTEM

Dr. Paul Turman
Chancellor

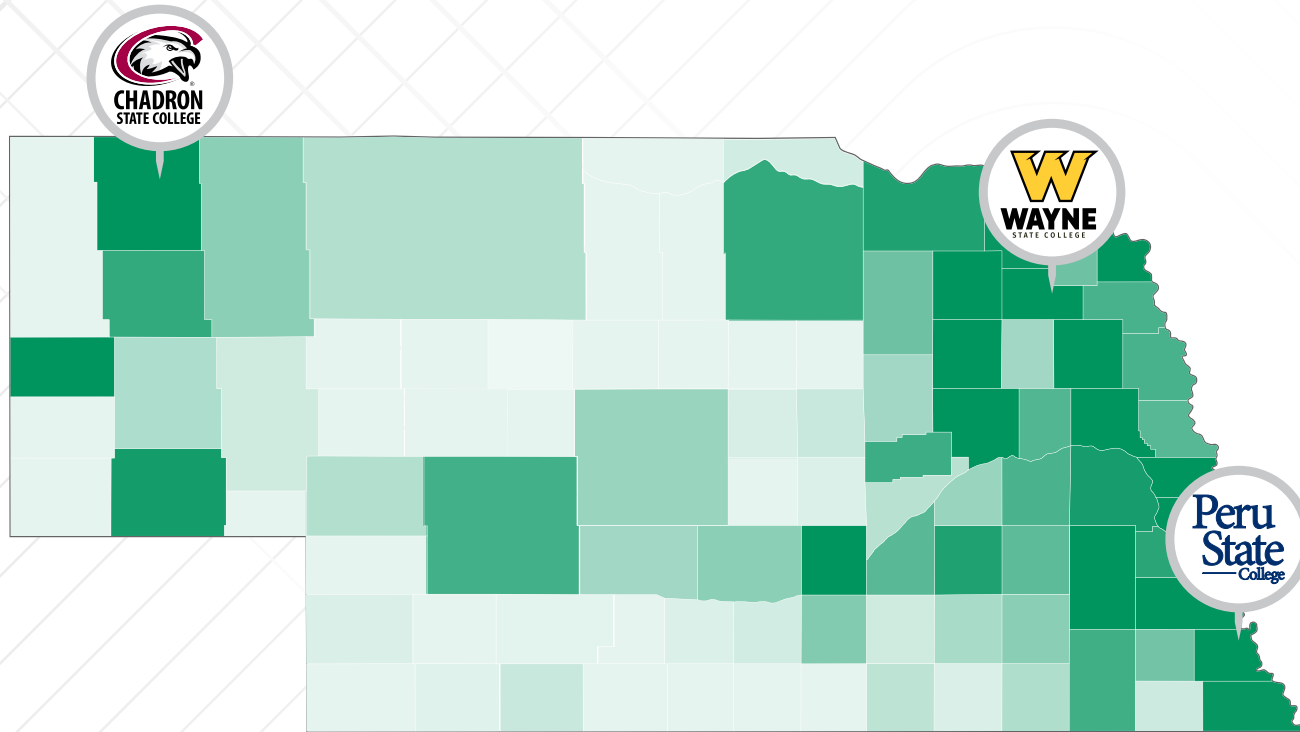
John Chaney
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Judi Yorges
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Serving Students From
EVERY NEBRASKA COUNTY



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