MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION
October 11, 2018
The Apothecary Building, 5th Floor, North Loft
Lincoln, Nebraska

Public notice of meeting

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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON OCTOBER 11, 2018. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 11:00 P.M.

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

W. SCOTT WILSON, CHAIR

Meeting called to order at 8:33 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair W. Scott Wilson called the meeting to order at 8:33 a.m. and asked for introductions.

Commissioners Present

Colleen Adam
Gwenn Aspen
Dr. Deborah Frison
Mary Lauritzen
Dwayne Probyn
Dr. Paul Von Behren
W. Scott Wilson

Commissioners Absent

Dr. John Bernthal
Dr. Ron Hunter

Commission Staff Present

Dr. Michael Baumgartner
Dr. Kathleen Fimple
Kadi Lukesh
Helen Pope
Gary Timm
Mike Wemhoff

Minutes of September 11, 2018, Commission Meeting approved

MINUTES OF SEPTEMBER 11, 2018, COMMISSION MEETING

Commissioner Probyn moved to approve the September 11, 2018, Commission meeting minutes. Commissioner Adam seconded the motion. A roll call vote was taken. Commissioner Frison abstained. The remaining six Commissioners present voted yes. The motion carried.

Chair Wilson's report

CHAIR'S REPORT

Chair Wilson reported that they are working with the Governor's office to find and appoint two more Commissioners.

Chair Wilson noted that some Commissioners may have received emails from him that are a scam, so be aware that if they do not come from his usual email address, to delete them.

Executive Director's Report

Kadi Lukesh presented the First Quarter Budget Report

EXECUTIVE DIRECTOR'S REPORT

Dr. Mike Baumgartner, Executive Director, introduced Kadi Lukesh, Budget Coordinator/Office Manager, who presented the First Quarter Budget Report for the fiscal year 2018-19. Ms. Lukesh reported the budget is overspent by 3.2 percent because of the $115,000 payment for MHEC dues. In benefits and personal services, worker's compensation dues of $8,861.00 were paid. Ms. Lukesh noted that Commissioner expenses were low, most likely due to the July Commission meeting being cancelled. There was not a lot of spending in the Nebraska Opportunity Grant Program (NOG) as those payments are paid as institutions request. The Improving Teacher Quality (ITQ) Grant's last day will be December 31, 2018. All of the payments have been made to the sub-recipients. Payments are made quarterly to the Community Colleges from the Community College GAP Assistance Program, and the first payment has been made. The Access College Early Scholarship (ACE) money will be spent once the institutions request those dollars.

Dr. Baumgartner reported on recent college campus visits

Dr. Baumgartner recently visited and toured the math and science building at Chadron State College and the new construction of the administration building and performing arts center at Western Nebraska Community College. Dr. Baumgartner stated he was able to spend time with Commissioner Emeritus Eric Seacrest in North Platte on his way back to Lincoln.

Dr. Baumgartner will be visiting Peru State College next week.

Dr. Baumgartner speaks about Mr. Morrow's upcoming meeting

J. Ritchie Morrow, Financial Aid Officer, will be going to Albuquerque, New Mexico next week to attend the National Association of State Student Grant and Aid Programs annual meeting. Ritchie has been on the executive committee for many years and will be stepping down from those duties.

Dr. Baumgartner discussed his and Dr. Fimple's upcoming meetings

On October 26, Dr. Baumgartner and Dr. Kathleen Fimple, Academic Programs Officer, will be attending a meeting on the Higher Learning Commission's Substantive Change Process at UNO. On November 8th and 9th, Dr. Baumgartner will attend the Higher Learning Commission's Fall State Agency meeting in Chicago.

Dr. Baumgartner will attend NCCA meeting in November

Dr. Baumgartner will be attending the NCCA annual meeting on November 5, at Northeast Community College. The annual meeting will focus on student success and includes a number of national experts on student engagement, College Promise programs, and student success research.

Commissioner Frison and Dr. Baumgartner will attend MHEC annual meeting in November

Commissioner Frison and Dr. Baumgartner will be attending the Midwest Higher Education Compact's annual meeting in Fargo, North Dakota, November 14-16.

Dr. Baumgartner recognized three employees that will be celebrating milestones at CCPE and with the state

Dr. Baumgartner reported that October is Teammate Recognition month statewide, and CCPE has three employees to be recognized:

- Miste Adamson, Administrative Assistant, 10 years with the state and CCPE, will be recognized in the Warner Legislative Chamber at the capitol next Thursday.
- J. Ritchie Morrow is completing 15 years at CCPE and 24 years with the state.
- Jill Heese, Research Coordinator, is completing 5 years with CCPE and 13 years with the state.

Public Hearing on Matters of General Concern

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

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

Public Hearing on Academic Programs Committee Items

Dr. David Jackson, University of Nebraska

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. David Jackson, Vice Provost at the University of Nebraska, came forward to update the Commissioners on the UNO/UNMC Applied Behavior Analysis (MA) proposal for a new instructional program that was approved at the September Commission meeting. He reported that the Higher Learning Commission stated that UNMC could not offer a Master of Arts degree, only a Master of Science degree. Through the UNO/UNMC internal approval processes that change will be made and reported to the Commission, where the program approval will be amended.

Dr. Jackson also commented on the report the Commission received relative to UNL's Geography program. Some elements of that report became outdated and UNL is considering a proposal that would restructure Geography along with Anthropology and Global Studies. They would merge those units into a single school. Individual degrees would be offered, but instead of individual department leaders, the three units would be led by one person.

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

Commissioner Lauritzen chaired the Academic Programs Committee

ACADEMIC PROGRAMS COMMITTEE

In Commissioner Bernthal's absence, Commissioner Lauritzen chaired the Academic Programs Committee. She acknowledged Commissioners and staff that were present at the recent committee meeting.

University of Nebraska-Lincoln

Dr. Fimple presented the proposal

University of Nebraska-Lincoln - Follow-up Report on an Existing Program - Geography (MA, PhD)

Dr. Fimple presented the report, noting that the low number of degrees in the graduate program is due in part to the declining number of faculty. The first step proposed is to rebuild the number of faculty and improve recruitments. It was noted that while the MA and PhD programs recently were not meeting Commission thresholds, they have in the past. The strategies outlined in the in-depth review to rejuvenate the program are comprehensive and supported by the College of Arts and Sciences.

Dr. Elizabeth Theiss-Morse, University of Nebraska-Lincoln

Dr. Elizabeth Theiss-Morse, Interim Dean, College of Arts and Sciences at the University of Nebraska-Lincoln, commented that a proposal will be submitted by the end of this semester to create a school that combines Anthropology, Geography and Global Studies. The school would cover human, spatial, and global studies. With the strong synergy of these three areas, using GIS and remote sensing, they believe it will draw people from around the country. Dr. Theiss-Morse answered Commissioners' questions.

APC Committee recommendation

Commissioner Lauritzen stated the Committee recommendation is to continue the MA and PhD Geography programs at UNL with a report due by September 30, 2019, on the internal evaluation scheduled to be completed in May 2019.

University of Nebraska-Lincoln Follow-up Report on an Existing Program – Geography (MA, PhD) approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's– Follow–up Report on an Existing Program – Geography (MA, PhD). A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

University of Nebraska at Kearney

Commissioner Lauritzen presented the proposal

University of Nebraska at Kearney – Follow-up Report on an Existing Program – Philosophy (BA)

Commissioner Lauritzen presented the follow-up report, noting that the original approval of the Philosophy program in 2004 included the expectations and considerations that need to be discussed again. She stated two points in the review summary that stand out: first, national exams show that students with philosophy degrees score higher than other disciplines, and second, visits to high schools and home schools will be conducted to expose students to the philosophy program before they enter UNK. The interest in philosophy has to be generated among younger students.

Dr. David Rozema, University of Nebraska at Kearney

Dr. David Rozema, Chair of Philosophy at the University of Nebraska at Kearney, commented that they have conducted a review as to why the number of graduates in the philosophy program have been low over the last

University of Nebraska at Kearney continued

few years. They have proposed steps to alleviate those issues and generate more interest in philosophy, especially among younger students. Most students do not know what philosophy is until they take a course, which then generates more interest and increases the number of graduates. Dr. Rozema added that graduates from philosophy are easily employable because they think critically, independently, and creatively. A huge percentage of philosophy graduates go on to obtain graduate degrees.

Dr. Fimple speaks regarding the proposal

Dr. Fimple added that within the five-year average the philosophy program has never met the thresholds. The program was continued because reports from UNK were optimistic. She noted that to grow the program UNK plans to earmark scholarship dollars that are available for incoming honors freshmen.

APC Committee recommendation

Commissioner Lauritzen stated the Committee recommendation is to continue the BA Philosophy program at UNK with a report due September 30, 2019, on the internal assessment scheduled to be conducted after one year. A report on enrollments and number of graduates is due June 30, 2021. The next regular program review is due June 30, 2024.

University of Nebraska at Kearney Follow-up Report on an Existing Program – Philosophy (BA) approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Kearney's – Follow–up Report on an Existing Program – Philosophy (BA). A roll call vote was taken. Commissioner Probyn abstained. The remaining six Commissioners voted yes. The motion carried.

Existing Program Review

Existing Program Review

Dr. Fimple presented the program reviews approved by the Executive Director.

Chadron State College
Art – BA, BSE
Music – BA, BSE

Peru State College
Art – BS

Wayne State College
Art – BA, BS
Music – BA, BS

University of Nebraska-Lincoln
Art – BA, BFA, MFA
Art History – BA
Graphic Design – BA, BFA
Music – BA, BM, MM, DMA
Music Entrepreneurship – Graduate Certificate
Music Education – BME

Existing Program Review continued

Theatre – BA, BFA, MFA
Dance – BA

University of Nebraska at Kearney
Studio Art – BA, MAE
Art K-12 – BA, BAE, MAE
Studio Art Comprehensive – BFA
Visual Communication & Design – BFA
Music – BA
Music Education – BAE, BM, MAE
Musical Performance Comp – BM

University of Nebraska at Omaha
Studio Art – BFA, BSA, BMS
Theatre – BTH, BMS
Music – BAM, BMS, MM
Music Education – BM
Music Performance – BM

Existing Program Review Action Items

Existing Program Review Action Items

Dr. Fimple presented the Existing Program Review items that are below threshold and are recommended for an in-depth review.

Chadron State College
Theatre – BA

Peru State College
Music – BS/BA

University of Nebraska-Lincoln
Art History – MA
Music - PhD

University of Nebraska at Kearney
Art History – BA
Music Comp-Music Business – BM
Theatre – BA
Theatre Education – BAE
Musical Theatre Comp – BM

University of Nebraska at Omaha
Art History – BAH
Theatre – MA

APC Committee recommendation

Commissioner Lauritzen stated the Committee recommendation is to approve the Existing Program Review Action Items.

Existing Program Review Action Items approved

Commissioner Lauritzen, on behalf of the Academic Programs Committee, moved to approve all the Existing Program Review Action Items as a group. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

Report on Institutional Activities Relating to Existing Programs

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

1. WNCC - Applied Agriculture Technology: diploma, certificate (applied agriculture basic), certificate (agriculture welder)
2. WNCC - Welding Technology: AAS, diploma, certificate (basic welding), certificate (advanced welding)
3. WNCC - Business Technology: AAS (staff accountant option), diploma (executive assistant option), diploma (staff accountant option), certificate (executive assistant I option), certificate (staff accountant I option), certificate (executive assistant II option), certificate (staff accountant II option)

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

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

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

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

Commissioner Von Behren acknowledged Committee members

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Von Behren, Committee Chair, acknowledged Committee members who were present at the recent Budget, Construction, and Financial Aid Committee conference call

Northeast Community College / Norfolk Campus – Student Center Addition and Renovation

Mr. Wemhoff presented the project proposal

Capital Construction Project Proposal - Northeast Community College / Norfolk Campus – Student Center Addition and Renovation

Mike Wemhoff, Facilities Officer, stated there were representatives from Northeast Community College present that include Dr. Michael Chipps, President of NECC, Ms. Amanda Nipp, Vice President of Student Services, Mr. Derek Bierman, Vice President of Technology Services, Ms. Lynne Koski, Vice President of Administrative Services, and Ms. Kali Eklund, Architect from Wilkins ADP, Inc. Mr. Wemhoff reported the proposal is to renovate and add to the Student Center Building on the NECC Norfolk campus. This project is geared toward the large number of on-campus students and the many students that commute. The current Student Center houses the College Store, Student Health Services, student organization offices, lounge, game room, and activity areas. The addition would allow some student service functions, library and technology service functions, and tutoring functions along with adding some of the business functions to relocate into the Student Center. The cost of the project is $20.3 million with funding sources from student facility fees, local property taxes, and auxiliary funds.

Ms. Lynne Koski, Northeast Community College, and Ms. Kali Eklund, Wilkins ADP Architecture Firm

Ms. Koski and Ms. Eklund discussed the project funding, the estimated construction time, and answered Commissioners' questions. Dr. Chipps commended the Commissioners and staff for their service and expressed his appreciation to Mr. Wemhoff for his work on the proposed project.

BCF Committee recommendation

Commissioner Von Behren stated the Committee recommendation is to approve the Northeast Community College / Norfolk Campus – Student Center Addition and Renovation.

Northeast Community College / Norfolk Campus – Student Center Addition and Renovation approved

Commissioner Von Behren, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Northeast Community College / Norfolk Campus – Student Center Addition and Renovation. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

Postsecondary Education Operating and State Aid Budget Recommendations for the 2019-21 Biennium

Mr. Timm presented the report

Postsecondary Education Operating and State Aid Budget Recommendations for the 2019-2021 Biennium

Gary Timm, Chief Finance & Administrative Officer, presented the *Postsecondary Education Operating and State Aid Budget Recommendations for the 2019-2021 Biennium.* The Commission is directed to review the budget requests of the governing boards and make recommendations for approval or modification of the budget requests, together with the rationale for its recommendations, in order to promote compliance and consistency with the *Comprehensive Statewide Plan for Postsecondary Education*. Mr. Timm stated the total higher education institutional request is a 7.76 percent increase from the current fiscal year. He reviewed the Commission's recommendations for each request. He also stated the Commission recommends additional funding for the ACE and NOG programs that would provide financial aid scholarships for low-income students. Mr. Timm gave a brief overview of each section of the report and answered questions from the Commissioners.

BCF Committee recommendation

Commissioner Von Behren stated the Committee recommendation is to approve the *Postsecondary Education Operating and State Aid Budget Recommendations for the 2019-2021 Biennium.*

Postsecondary Education Operating and State Aid Budget Recommendations for the 2019-21 Biennium approved

Commissioner Von Behren, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Postsecondary Education Operating and State Aid Budget Recommendations for the 2019-2021 Biennium.* A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

Capital Construction Budget Recommendations and Prioritization 2019-21 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture

Mr. Wemhoff presented the report

Capital Construction Budget Recommendations and Prioritization 2019-2021 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture

Mr. Wemhoff gave an overview of each of the five sections of the *Capital Construction Budget Recommendations and Prioritization 2019-2021 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture*. Mr. Wemhoff reported that the Commission places high priority on providing safe, functional, and well-maintained facilities that support the institutions' efforts to provide exemplary programs. In order to fund the upkeep of existing facilities, the Commission has identified three areas that are in need of new funding during the next biennium: ongoing routine building maintenance, deferred repair, and renovation/remodeling. Mr. Wemhoff answered questions from the Commissioners.

BCF Committee recommendation

Commissioner Von Behren stated the Committee recommendation is to approve the *Capital Construction Budget Recommendations and Prioritization 2019-2021Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture*.

Capital Construction Budget Recommendations and Prioritization 2019-21 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture approved

Commissioner Von Behren, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Capital Construction Budget Recommendations and Prioritization 2019-2021 Biennium for the Nebraska State College System, University of Nebraska, and Nebraska College of Technical Agriculture.* A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

EXECUTIVE COMMITTEE

2019 CCPE Meeting Calendar

Dr. Baumgartner presented the proposed 2019 CCPE Commission Meeting Calendar

2019 CCPE Meeting Calendar

Dr. Baumgartner presented the proposed 2019 CCPE Commission meeting calendar. The Executive Committee made the determination that six meetings would be adequate with the majority of those meetings to be held in Lincoln. Commissioner Probyn indicated he would like to see more meetings held at the postsecondary institutions. Dr. Baumgartner replied that currently it is a budgetary issue and two of the meetings in 2019 will likely be held off-site. Chair Wilson added the meeting dates will be approved with location changes as the Commission sees fit.

Chair Wilson comments

2019 CCPE Meeting Calendar approved

Chair Wilson, on behalf of the Executive Committee, moved to approve the 2019 CCPE Meeting Calendar. A roll call vote was taken. All seven Commissioners present voted yes. The motion carried.

FUTURE MEETINGS

Next Commission meeting is Thursday, December 6, 2018

The next Commission meeting will be Thursday, December 6, 2018, at the Nebraska State Capitol, Room 1507, following a joint breakfast with the Nebraska State Board of Education.

COMMISSIONER COMMENTS

Commissioner Von Behren comments

Commissioner Von Behren commented that he was intrigued by the September presentation on The Drone School and asked if a tour would be possible. Dr. Baumgartner noted this is not a school that the Commission would regulate, but staff will try to arrange a tour with the Commission while in Omaha.

Commissioner Lauritzen comments

Commissioner Lauritzen commented she would like to have someone from “Pathways to Tomorrow” come give a presentation to the Commission to discuss its program. She also indicated it would be nice to have the person from West Point talk to the Commission about his ventures in Denmark.

Commissioner Probyn comments

Commissioner Probyn stated the Governor declared October as manufacturing month. The manufacturing trailer that is taken to schools and businesses is being well received. One new technology is the 3D printer. He brought samples of 3D printed ball bearings that were completed in one operation and would be a cost and time saving alternative.

Meeting adjourned at 10:38 a.m.

ADJOURNMENT

Chair Wilson adjourned the meeting at 10:38 a.m.

NEBRASKA'S
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: **Central Community College (CCC)**

Program: **Energy Technology**

Awards: **Associate of Applied Science (AAS), Diploma, Certificates**

Institution's Existing Degree(s) in Same or Similar Discipline: **A recently discontinued option of Renewable Energy under the Mechatronics program**

Proposal Received by Commission: **October 11, 2018**

Proposed Start Date: **August 2019**

Background

Several years ago CCC developed a specialization for Renewable Energy under the Mechatronics program in response to ethanol industry requests. Recently the college has worked with the industry to develop a new option under Mechatronics called Process Instrumentation and Controls that will better meet industry needs. The Renewable Energy option has been discontinued. The curriculum for the proposed Energy Technology program is different and designed to support industry in the areas of wind, solar, and battery storage.

Description

The proposed program is designed for students who want to design, install, and service energy systems in both residential and commercial settings. The curriculum would prepare students to assess, build, install, and service solar, wind, and fuel cell systems.

The proposed degree would require 63-64 semester credit hours comprised of 15 general education hours, 31 hours in the major, 14-15 hours of program electives, and three open elective hours. The diploma would consist of 33 credit hours: 24 of the 31 hours required for the degree and nine hours of general education. The two certificates would each require 12 credit hours, with one focusing on solar energy and the other on wind energy. The certificates would ladder into the diploma and the diploma would ladder directly into the AAS. Wind technology courses developed for the previous renewable energy option would be utilized. All other courses would be new.

The program would be offered on the Hastings campus where wind trainers from the previous program option are located. A blended web and lecture/lab format would be utilized.

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

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

REVIEW CRITERIA

A. Need for the Program

High---------------Low				
		√		

CCC cited several studies and reports regarding renewable energy. Some of the information from the more recent reports is summarized below.

- Nebraska ranks fourth in the U.S. in wind energy potential and 13th in solar energy potential.
- The solar photovoltaic installer profession is expected to grow 105.3% between 2016 and 2026 while wind turbine service technician growth is projected to be 96.1% nationally.
- Three-fifths of Nebraska's power is generated by coal, one-fifth from nuclear, and the remainder from renewable sources, primarily wind and hydropower.
- Global wind power employment is projected to grow to as much as 2.1 million in 2030 and 2.8 million in 2050.

In addition, in 2017 CCC sent a survey to 58 people representing 55 businesses related to sustainable energy located in and out of the college's service area. Answers and comments from the 18 respondents include:

- The majority of employees work in northeast Nebraska (58%) and central Nebraska (47%). Some businesses' employees are located solely outside the state.
- The total number of full-time employees was 149. Last year 41 employees were hired by 13 employers and 14 businesses plan to hire 57 next year.
- Almost half would loan equipment to the program, 42% would pay tuition reimbursement for employees, and 74% would allow students to shadow employees.

In 2018 a follow-up surveyed was sent to 82 individuals.

- Seventeen of the 20 respondents reported that they have positions working with renewable energy that require less than a bachelor's degree.
- Total new hires in the next three years was estimated at 112 with an additional 96 replacements needed. Fifty new positions were also identified.
- The greatest advantage of having a formal education was listed as an advantage in acquiring a job, followed by greater earning potential, and more rapid advancement.

Letters of support were submitted from Hastings Utilities, Bluestem Energy Solutions, and NextEra Energy (a Florida-based entity).

The survey results are difficult to interpret because of the mix of local and out-of-state employers as well as local and out-of-state employees. The employment figures are large enough, however, to suggest that there are employment opportunities in energy technology in Nebraska.

B. Demand for the Program

High---------------Low				
		√		

CCC states that expansion of Nebraska's utilization of renewable energy resources will require a trained and skilled workforce. The college cited Nebraska Department of Labor statistics for three occupation categories in which graduates from the proposed program might fit: Electrical and Electronics Repairers, Commercial and Industrial Equipment; Electronics Engineering Technologist; and Environmental Engineering Technician. Projected annual openings were 18, 26, and 7, respectively. Annual wages ranged from $42,610 to $56,547. The proposal acknowledges the fairly small number of annual openings, but states that the industry focus group felt the need would be larger, especially in light of upcoming retirements and extremely low levels of unemployment.

The college expects that five full-time students would enroll in the proposed program in the first year and 10 to 12 students each subsequent year. The estimate of enrollments was based on potential job openings, lab/equipment availability, instructor ratio for vocational courses, and past estimates of new technical program enrollments. CCC also anticipates that online offerings and part-time students will boost enrollments.

In 2009 the Commission approved a diploma in wind energy at Northeast Community College and in 2011 an AAS was approved. The 2011 proposal stated that the diploma program had been full with a wait list, often exceeding 20 students. Commission staff consulted IPEDS for data on the number of students completing the Northeast program. For the five most recent years, the program has averaged 13.6 graduates per year, the majority earning the AAS. However, NECC reports that there is no longer a wait-list and the program has not been at maximum enrolment for the past four years.

There are several concerns regarding demand for the program.

- Department of Labor categories encompass many occupations and so may have limited utility in determining demand for the very specific fields of solar and wind energy and battery storage. Even with broad categories, the job projections are small.
- The availability of space in the wind program at NECC indicates slowing interest but the broader focus of the proposed program may attract a different group of students.
- An unknown factor is the degree to which renewable energy sources will expand in the state—even though there is potential, to date development has been slow.

In the end, the enrollment estimates are relatively small but suggest that there could be sufficient student interest to support a program at CCC.

C. Avoidance of Unnecessary Duplication

High---------------Low				
	√			

Northeast Community College offers an AAS and diploma in wind energy. Southeast and Metro Community Colleges have programs in energy generation or power plant operations, but do not focus on renewable energy. The NECC program no longer has wait-lists and is not at full enrollment. This suggests that NECC is meeting the needs in wind energy, at least for the northern part of the state. The proposed program, however, will include solar energy and battery storage as well as wind.

D. Resources: Faculty/Staff

High---------------Low				
	√			

CCC reports that one full-time faculty member would be hired for the program. Since some of the courses needed for the program were part of the Mechatronics Renewable Energy option, one additional faculty member should be adequate to support the program. The position is included in the budget.

E. Resources: Physical Facilities/Equipment

High---------------Low				
	√			

CCC states that the program would be housed in the Merrick Building that currently houses Electrical Technology and HVAC. Merrick was recently remodeled to accommodate additional courses in solar, wind, and battery storage. The proposal states that classroom and lab space are adequate for the program’s needs but the budget includes $10,000 in the first year for physical adaptations in classrooms and labs. $75,000 is budgeted for year 2. The proposal also notes that if the program grows significantly, it would be moved to the Kearney Building on the Hastings campus. The college’s other campuses and learning centers could accommodate non-credit workshops.

Existing equipment includes access to a wind turbine, a 48 panel solar array, three wind turbine trainers, and a residential solar/wind energy trainer. The budget lists $25,000 in year one for replacement and upgrading of training equipment. $15,000 is budgeted for year two and $10,000 for each of the last three years.

F. Resources: Library/Information Access
The proposal does not address this item but since a portion of the proposed program existed previously as an option there should be a foundation for program resources.

G. Budget

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

PROJECTED COSTS		**ANTICIPATED REVENUES**	
Faculty and Staff	$401,837	Reallocated Funds	$301,837
General Operating[1]	$60,000	New State Funds	
Equipment	$70,000	New Local Funds	
New/renovated Space	$85,000	Tuition and Fees[2]	$240,000
Library/info resources		Other[3]	$75,000
Four-Year TOTAL	$616,837	Four-Year TOTAL	$616,837

[1] Supplies, instructor training and travel, data processing, etc.

[2] Based on five students taking 30 credits per year at $100 per credit hour for year one; increasing to 15 students in year 2 and 20 students in years three, four, and five.

[3] Private support in the form of donated parts and teaching resources.

Committee Recommendation: **Approve the program.**

First Program Review Date: **Due June 30, 2021**

NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

PROPOSAL FOR AN OFF-CAMPUS CENTER WITHIN 30 MILES OF ANOTHER INSTITUTION[1]

Institution:	**Southeast Community College (SCC)**
Facility:	**Plattsmouth Off-campus Center** **Wahoo Off-campus Center**
Awards:	**AAS, Diploma, Certificate**
Programs:	**Varied (including credit and non-credit courses)**
Institution's Existing Degree(s) in Same or Similar Discipline:	**All programs are offered at other SCC campuses, centers, or sites**
Proposed Site/Location:	**537 Main St., Plattsmouth, NE** **536 N. Broadway, Wahoo, NE**
Proposed Start Date:	**Upon CCPE and HLC approval**

DESCRIPTION

Southeast Community College has been offering courses in Plattsmouth and Wahoo for many years. The college intends to designate the locations as off-campus centers so that students will be able to take 50% or more of a complete degree program.[2] Both locations are within 30 miles of a principal campus of Metropolitan Community College and therefore require Commission approval. The Higher Learning Commission (HLC) also requires SCC to have approval from the Coordinating Commission to offer 50% or more of a degree program before the HLC will give its final approval of the locations.

Currently SCC offers many non-credit courses at the two locations to meet local training and workforce development needs. While fewer in number, the credit offerings include general education, business, criminal justice, human services, and nursing assistant courses.

[1] Commission Rule 10 requires any institution to seek Commission approval if it is intending to establish an off-campus center within 30 miles of a principal campus of another public institution on which courses or programs are offered that are comparable in content to those at the off-campus center. Rule 10 specifies that prior to Commission approval representatives of the establishing institution shall notify, and are encouraged to meet and consult with, representatives of all institutions within a 30 miles radius with similar courses and/or programs. (*NAC Title 281, Chapter 10, § 007.02*)

[2] An off-campus center is defined as a facility in which the institution offers a complete degree program or 50% or more of the courses leading to a complete degree and enrolls 100 or more students in an academic year. (*NAC Title 281, Chapter 10, § 004.06a*)

REVIEW CRITERIA

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

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

A. Demonstrated Need and Demand for the Facility

High---------------Low				
	√			

In crafting its 2015-2019 strategic plan, SCC determined that learning centers should be developed to serve as many students as possible. Plattsmouth's population of 6,579 and Wahoo's population of 4,080 rank them fourth and sixth, respectively, in population of cities within the SCC service area that do not have a campus. The plan also recommended that centers should be geographically distributed to maximize the number of individuals within a 30 mile radius of the center. SCC reports that the overall population within 30 miles of Plattsmouth is 800,000, including parts of Omaha. There are approximately 920,000 people within 30 miles of Wahoo, including parts of Omaha and Lincoln.

SCC consulted local employers and advisory committees for each location to determine educational needs. While the college is serving some needs of the communities, designation as off-campus centers will allow SCC to make additional opportunities available.

B. Avoidance of Unnecessary Duplication

High---------------Low				
	√			

The closest SCC campus to both Plattsmouth and Wahoo is Lincoln, which is 31 miles from Wahoo and 49 miles from Plattsmouth. SCC also has a learning center in Nebraska City, approximately 27 miles from Plattsmouth.

SCC reports that President Paul Illich of Southeast Community College met with President Randy Schmailzl of Metropolitan Community College on September 11, 2018, to discuss SCC's plans. According to the proposal, "President Schmailzl agreed that it is appropriate for SCC to have learning spaces in communities throughout its service area" and that "MCC would not oppose SCC's proposal" to establish off-campus centers at Wahoo and Plattsmouth.

C. Resources

The Wahoo location is in a rented building with a year-to-year lease. It has two flexible classrooms, office space, and a testing room. Classrooms are equipped with interactive technology that allows students to interact with instructors at SCC's other locations.

The Plattsmouth facility is also rented on a year-to-year basis. It has three classrooms, office space, a testing room, and interactive technology.

Both locations employ a full-time Coordinator and a part-time administrative assistant.

Committee Comment: Southeast Community College has met the requirements of Rule 10. Metropolitan Community College has no objections to the off-campus centers.

Committee Recommendation: Approve the proposal from Southeast Community College for an off-campus center in Plattsmouth and an off-campus center in Wahoo.

2017-2018 EXISTING PROGRAM REVIEW

(Item in bold is under Commission Threshold)

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	**Program**	**5 yr Average (2012-2017)**							
		SCH	**SCH/ FTE**	**Associate**		**Diploma**	**Certificate**	**Total Awards**	**Justification if under threshold**
MCC	Design, Interactivity and Media Arts	3771	300	AAS	26.6		0.4	27.0	
CCC	Early Childhood Education	2270	578	AAS	23.4	25.4	27.0	75.8	
MCC	Early Childhood Education	5343	708	AAS	25.0		4.6	29.6	
MPCC	Early Childhood Education	357	338	AAS	0.4	2.6	6.0	**9.0**	Need
NECC	Early Childhood Education	926	445	AAS AA	3.0 13.2	0.8		17.0	(AAS) New
SCC	Early Childhood Education	3864	649	AAS				27.8	
WNCC	Early Childhood Education	287	**229**	AAS AA	0.4 3.0	0.8	1.0	**5.2**	R & M Demand Need
MCC	Fashion Design	180*	667*	AAS	0.0*		0.0*	0.0*	New
MPCC	Graphic Design	301	**199**	AAS	5.6	0.6	5.0	11.2	R & M Need
NECC	Graphic Design	629	333	AAS AA/AS	9.2 5.4			14.6	
SCC	Graphic Design/Media Arts	1950	517	AAS	19.2			19.2	
MCC	Interior Design	1209	498	AAS	11.6		0.2	11.8	
MCC	Photography	3916	405	AAS	20.4		3.6	24.0	
MCC	Video/Audio Communication Arts	1783	412	AAS	16.0		5.4	21.4	

*One year

Commission Thresholds

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

Less Than Two Years and Associate	10
Baccalaureate and First Professional	7
Masters Degree	5
Specialist	4
Doctoral Degree	3

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

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.	300
All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275

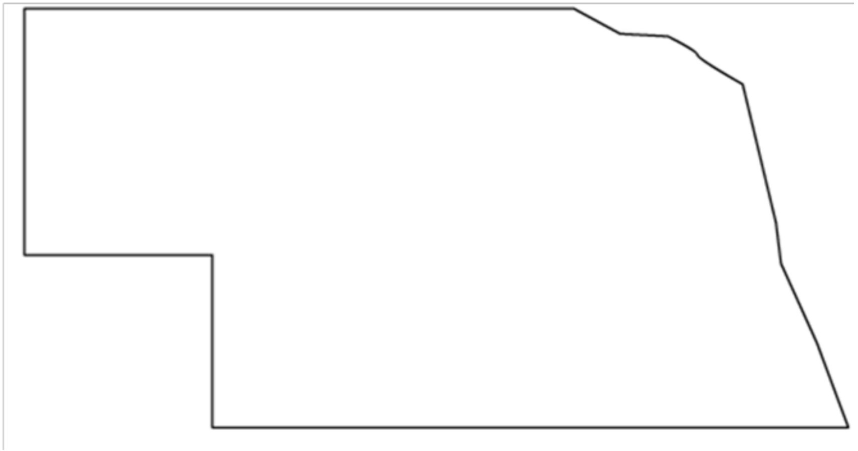
Justification Key

R & M:	Program is critical to the role and mission of the institution
Gen Ed:	Program contains courses supporting general education or other programs
Interdisciplinary:	Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs)
Demand:	Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program
Access:	Program provides unique access to an underserved population or geographical area
Need:	Program meets a unique need in the region, state, or nation
New:	Program is newly approved within the last five years
Other:	Detailed explanation provided

December
2018

A Report by the
Coordinating Commission
for Postsecondary
Education

NEBRASKA'S
ccpe
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION



Delivering Courses Beyond Campus Walls: A Focus on High Schools

Off-campus and Distance Education at Nebraska Public Institutions 2016-2017

Delivering Courses Beyond Campus Walls: A Focus on High Schools
Off-campus and Distance Education at Nebraska Public Institutions
2016-2017

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NOTE: All data were self-reported by the institutions.
Anomalies were investigated as time allowed.

Delivering Courses Beyond Campus Walls: A Focus on High Schools
Highlights of the Report
2016-2017

Since the early 1990s the Commission has reported on courses offered at distance by public institutions for students in Nebraska. Information on instruction for high school students wasn’t initially collected; it was added in 1998-99. Due to the number and ubiquity of distance courses overall, the Commission decided to eliminate reporting on distance education with the exception of distance courses offered for high school students. This decision was based on two factors. First, research has shown that students taking college level courses in high school are more likely to attend college after graduation and more likely to succeed. Second, this information is not collected elsewhere. This report provides a snapshot of the extent to which this opportunity for success is being made available to Nebraska high school students.

Definitions

- Traditional delivery—instructor and students are in the same time and place away from the campus; for example, a face-to-face class in a different town or a location in the community other than the campus.

- Synchronous delivery—instructor and students are in the same time, but not the same place; for example, two-way interactive video, where the instructor is in one location, often on the campus with students in a classroom, and delivers the course at the same time by video to other students at a “receiving” site or sites.

- Asynchronous delivery—instructor and students are in a different time and place; for example, an online course where students work on their own and there is no specified time for the class as a whole to have contact with the instructor.

- Dual or concurrent enrollment—The courses counted in this report are frequently offered for both high school and college credit and are usually called “dual enrollment” courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses. Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and are not reflected in the high school data presented here.

Details of Delivery to High Schools

Numbers of Courses and Students

- All six community colleges, the three state colleges, and the University of Nebraska campuses offer courses at distance, and all but one reported offering to high school students in 2016-17 (Table I).

- In 2014-15 there were 2,112 college courses offered to 19,496 high school students (duplicated headcount). The number of courses and students took a big jump in 2015-16 with 2,699 courses offered to 24,164 students and an even bigger jump in 2016-17 with 3,849 courses and 35,355 students (Table I).

- Both the state college and community college sectors increased the number of courses offered as well as the number of students served over the three years represented in Table I. Notably, MCC increased the number of courses by 530% and number of students by 342%. Small declines were reported by NECC and SCC from 2015-16 but the figures were still higher than in 2014-15.

- The university sector showed an increase in number of students but a decrease in number of courses.

- In 2016-17 the community college sector offered over 80% of the courses available for high school students while the state colleges offered 6% and the university provided 14% (Table I). This is a significant change from 2015-16 when the percentages were 71, 8, and 21, respectively.

Distribution by Sector

- At the university and state colleges the percentage of students served (15% and 9%, respectively, of all students) slightly exceeded the percentage of courses (14% and 6%). The community colleges served 76% of students with 80% of the courses.

- In past years, the largest number of courses and students was reported by UNO (Graphs I and II). Much of UNO's success can be attributed to a partnership between UNO and the Omaha area high schools by which UNO faculty work with high school faculty so that Advanced Placement courses taught in high schools meet UNO requirements and are accepted for college credit.

- However, in 2015-16 UNO was surpassed by MCC for the largest number of students served (Graph II). CCC also broke historic patterns, surpassing UNO for first place in number of courses offered (Graph I). In 2016-17 the number of courses and students served sky-rocketed at MCC, ranking it first in both categories. This growth was not unexpected since most high schools partner with community colleges for their dual enrollment courses. Graphs I and II illustrate this pattern but also show relatively large numbers at PSC. This is due to a long-standing and robust High School Early Entry program.

Delivery Methods

The method of delivery varies significantly both by sector and by institution.

- For distance education as a whole, all delivery methods are used but asynchronous delivery is by far the most popular in all three sectors, while synchronous is the least-used. For offerings to high school students, however, traditional delivery is most common and asynchronous the least (Table II).

- Synchronous delivery is used heavily by the community colleges due, in part, to dual enrollment courses offered to high school students at their high school building (Table II). Improving the ability of colleges to offer synchronous courses to K-12 schools was the goal of LB 1208, passed in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

- LB 1208 did greatly improve connectivity in the state, but did not result in a significant increase in the number of synchronous courses offered by the community colleges (Figure I). With the exception of one course at UNK, the community college sector is the only one reporting synchronous delivery for high school students. While four institutions utilize it, only 319 courses were offered (8.3% of all dual credit). MCC provides dual credit solely via traditional methods, a situation not unexpected due to its small geographic service area and number of campuses and centers. Asynchronous delivery is used by CCC and SCC for 195 courses.

- The state colleges offer dual credit courses relying heavily on traditional delivery, with the exception of 18 courses at PSC and 23 courses at WSC offered asynchronously (Figure II).

- Similarly, UNO offers all of their dual credit courses traditionally, but UNL and NCTA offer their dual credit entirely as asynchronous courses. UNK reported only one dual credit course, offered synchronously (Figure III).

Subject areas

Almost every type of course is offered at distance, including courses requiring hands-on activities such as biology, allied health, and mechanics. Table III identifies the disciplines in which the courses were offered.

- Of special note is the tradition of the community colleges to report the vast majority of their academic transfer courses (e.g., English, science, math, and social science) under Liberal Arts and Sciences (CIP 24), which therefore represents a wide range of courses. This tradition results in Liberal Arts and Sciences being the discipline with the most offered courses—all at the community colleges.

- However, liberal arts and sciences are also the kinds of courses offered by the four-year institutions. The most offered courses in the state college sector were in English language and literature and in social science at the university. It is logical that these courses would be popular for dual credit offerings. They are often courses that would fulfill general education requirements at both two-year and four-year institutions. They would also be courses most likely to be accepted in transfer from one institution to another.

- Beyond the liberal arts and sciences realm, the most frequently offered courses at the community colleges were in health professions, followed by precision production, and information sciences.

Tables IV, V, and VI show the course offerings by institution.

- At the university, as might be expected, the agriculture courses were offered primarily by the Nebraska College of Technical Agriculture and UNL. After social science, the most-offered courses were in math, history, and English. (Table IV) In addition to offering the largest number of courses to the largest number of students, UNO also offers the greatest range of course disciplines.

- Like UNO in the university sector, PSC overshadows the other institutions in the state college sector. Although there were close to the same number of courses in math and English, English classes enrolled considerably more than double the number of math students. WSC offered the greatest range of subjects, but many of those disciplines had only one course available. (Table V)

- Table VI lists the courses in the CIP code category reported by the community colleges. MCC offered the widest variety of courses, followed by CCC and MPCC. After arts and sciences, the colleges focused on the technical and career training that is primary in their role and mission. The largest number of courses was in health professions (223), offered at all the colleges. That was followed by 221 courses in precision production offered at all but NECC and WNCC. Mechanic and repair enrolled the most students – 2,152. This may be reflective of health profession and other career academies in many of the high schools in the institutions' service areas.

Accessibility

- Asynchronous courses can be accessed from almost any location across the state. Therefore, the institutions do not report locations for students taking courses asynchronously.

- The map on page 18 (Figure IV) shows the cities and towns* reported as locations for traditional courses as well as those delivered synchronously.

- The state is well-covered, especially when low population areas are taken into consideration. Table VII lists the locations reported by the institutions. There may be more than one course in any given location. Northeast Community College offered courses in 54 different locations in its service area, the largest number reported. Mid-Plains had the second largest number with 42.

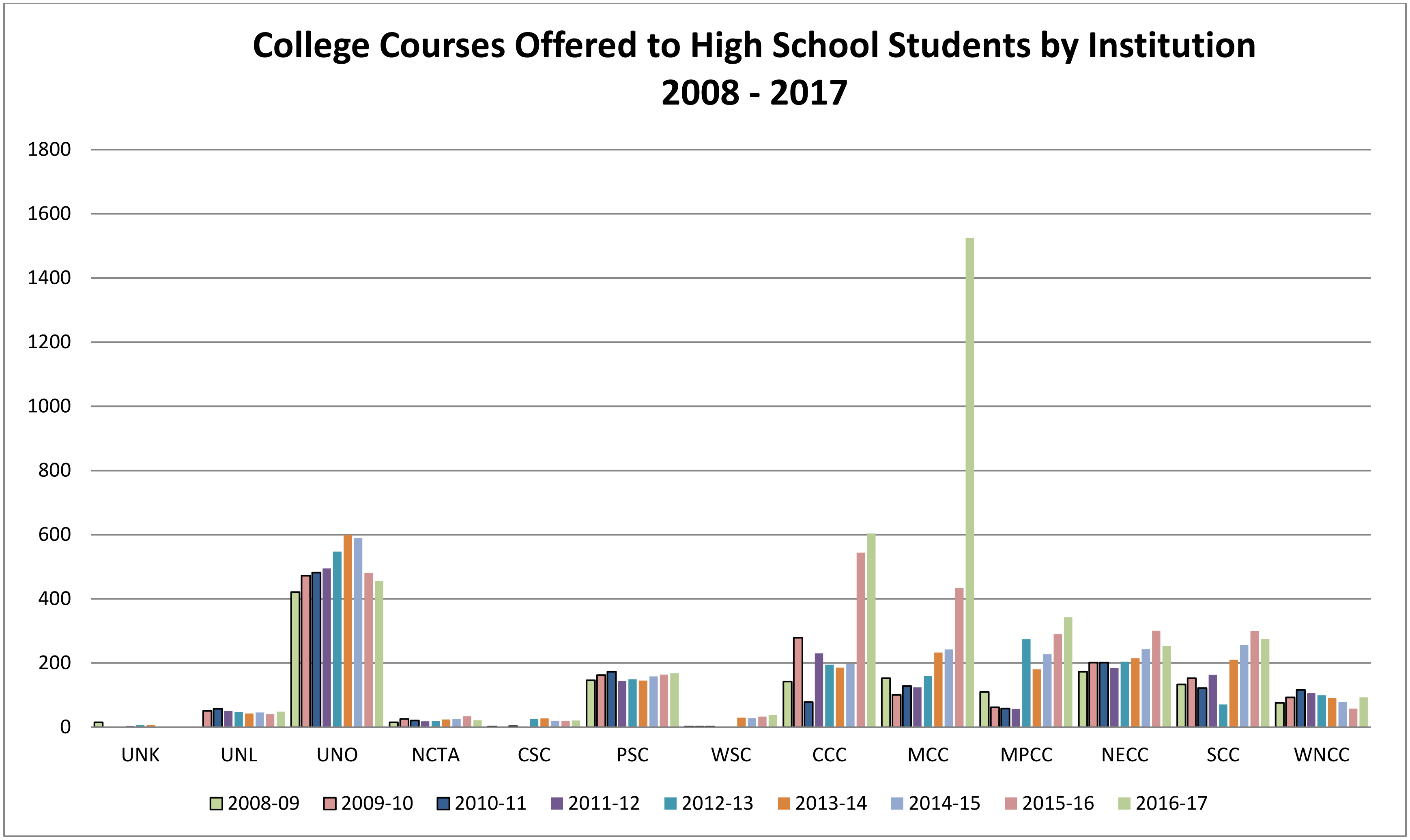
---

*Within the limits of the map. Some locations, either due to small population or proximity to a larger community, are not shown.

TABLE I
Summary of College Courses Offered to High School Students in Nebraska by Public Institution
(duplicated headcount)
2014-2017

	2014-15		2015-16						2016-17						Courses Past 3 Years		Students Past 3 Years	
Institution	**# Courses**	**# Students**	**# Courses**	**+/-**	**+/- %**	**# Students**	**+/-**	**+/- %**	**# Courses**	**+/-**	**+/- %**	**# Students**	**+/-**	**+/- %**	**+/-**	**+/- %**	**+/-**	**+/- %**
UNK	1	0	1	0	0.0%	5	5	NA	1	0	0.0%	3	-2	-40.0%	0	0.0%	3	NA
UNL	46	197	40	-6	-13.0%	158	-39	-19.8%	48	8	20.0%	361	203	128.5%	2	4.3%	164	83.2%
UNMC	0	0	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0.0%	0	0.0%
UNO	589	4,898	480	-109	-18.5%	4,535	-363	-7.4%	456	-24	-5.0%	4,924	389	8.6%	-133	-22.6%	26	0.5%
NCTA	26	225	34	8	30.8%	589	364	161.8%	22	-12	-35.3%	167	-422	-71.6%	-4	-15.4%	-58	-25.8%
University Total	662	5,320	555	-107	-16.2%	5,287	-33	-0.6%	527	-28	-5.0%	5,455	168	3.2%	-135	-20.4%	135	2.5%
CSC	20	168	20	0	0.0%	210	42	25.0%	21	1	5.0%	213	3	1.4%	1	5.0%	45	26.8%
PSC	158	2,065	164	6	3.8%	2,227	162	7.8%	168	4	2.4%	2,258	31	1.4%	10	6.3%	193	9.3%
WSC	28	305	33	5	17.9%	391	86	28.2%	39	6	18.2%	579	188	48.1%	11	39.3%	274	89.8%
State College Total	206	2,538	217	11	5.3%	2,828	290	11.4%	228	11	5.1%	3,050	222	7.9%	22	10.7%	512	20.2%
CCC	198	2,193	544	346	174.7%	3,994	1,801	82.1%	604	60	11.0%	4,481	487	12.2%	406	205.1%	2,288	104.3%
MCC	242	3,266	434	192	79.3%	4,812	1,546	47.3%	1,525	1,091	251.4%	14,428	9,616	199.8%	1,283	530.2%	11,162	341.8%
MPCC	227	1,283	290	63	27.8%	1,837	554	43.2%	343	53	18.3%	2,329	492	26.8%	116	51.1%	1,046	81.5%
NECC	243	1,742	301	58	23.9%	1,847	105	6.0%	254	-47	-15.6%	1,794	-53	-2.9%	11	4.5%	52	3.0%
SCC	256	2,486	300	44	17.2%	2,839	353	14.2%	275	-25	-8.3%	2,625	-214	-7.5%	19	7.4%	139	5.6%
WNCC	78	668	58	-20	-25.6%	720	52	7.8%	93	35	60.3%	1,193	473	65.7%	15	19.2%	525	78.6%
Community College Total	1,244	11,638	1,927	683	54.9%	16,049	4,411	37.9%	3,094	1,167	60.6%	26,850	10,801	67.3%	1,850	148.7%	15,212	130.7%
Grand Total	2,112	19,496	2,699	587	27.8%	24,164	4,668	23.9%	3,849	1,150	42.6%	35,355	11,191	46.3%	1,737	82.2%	15,859	81.3%

GRAPH I


College Courses Offered to High School Students by Institution
2008 - 2017
1800
1600
1400
1200
1000
800
600
400
200
0
UNK
UNL
UNO
NCTA
CSC
PSC
WSC
CCC
MCC
MPCC
NECC
SCC
WNCC
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17

GRAPH II

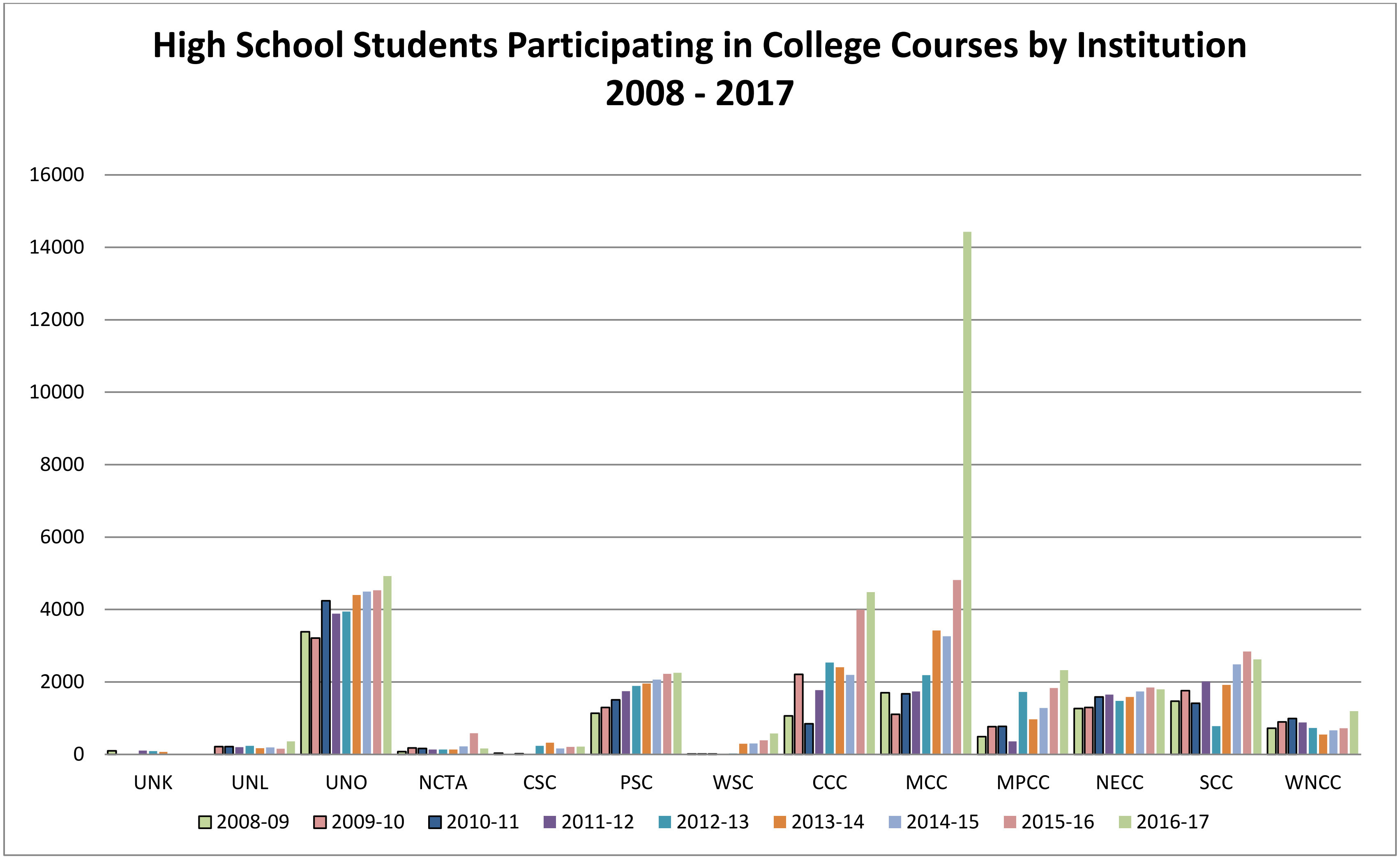
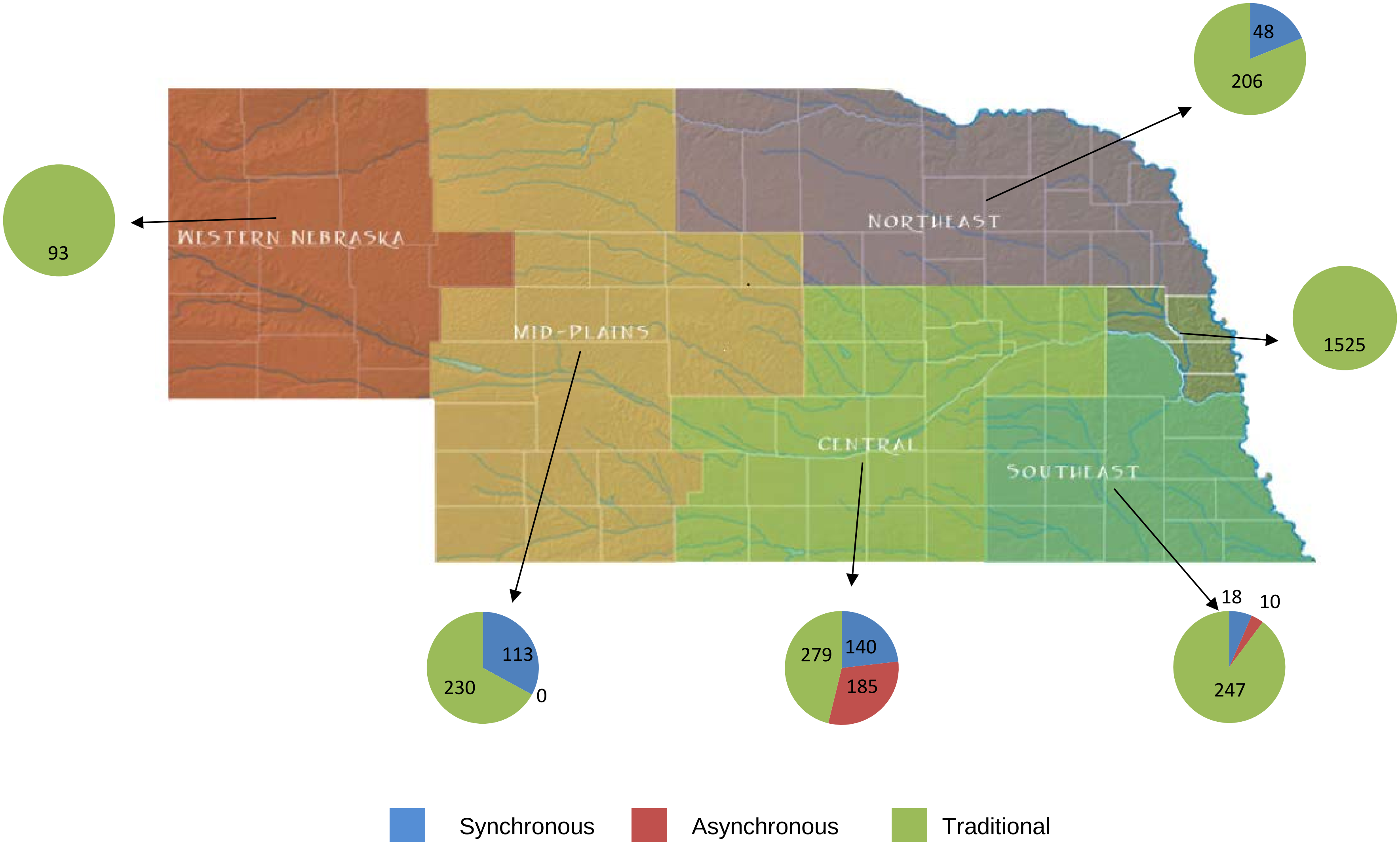

High School Students Participating in College Courses by Institution
2008 - 2017
16000
14000
12000
10000
8000
6000
4000
2000
0
UNK
UNL
UNO
NCTA
CSC
PSC
WSC
CCC
MCC
MPCC
NECC
SCC
WNCC
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17

TABLE II
Courses Offered to High School Students by Delivery Method
2016-17

Institution	Synch	Asynch	Tradition	Total
UNK	1	0	0	1
UNL	0	48	0	48
UNMC	0	0	0	0
UNO	0	0	456	456
NCTA	0	22	0	22
University Total	1	70	456	527
CSC	0	0	21	21
PSC	0	18	150	168
WSC	0	23	16	39
State College Total	0	41	187	228
CCC	140	185	279	604
MCC	0	0	1,525	1,525
MPCC	113	0	230	343
NECC	48	0	206	254
SCC	18	10	247	275
WNCC	0	0	93	93
Community College Total	319	195	2,580	3,094
Grand Total	320	306	3,223	3,849

FIGURE I
Courses Offered to High School Students by Delivery Methods of Community Colleges
2016-17



WESTERN NEBRASKA
93
NORTHEAST
48
206
1525
MID-PLAINS
113
230
0
CENTRAL
279
140
185
SOUTHEAST
18
10
247
Synchronous
Asynchronous
Traditional

FIGURE II
Courses Offered to High School Students by Delivery Methods of State Colleges
2016-17

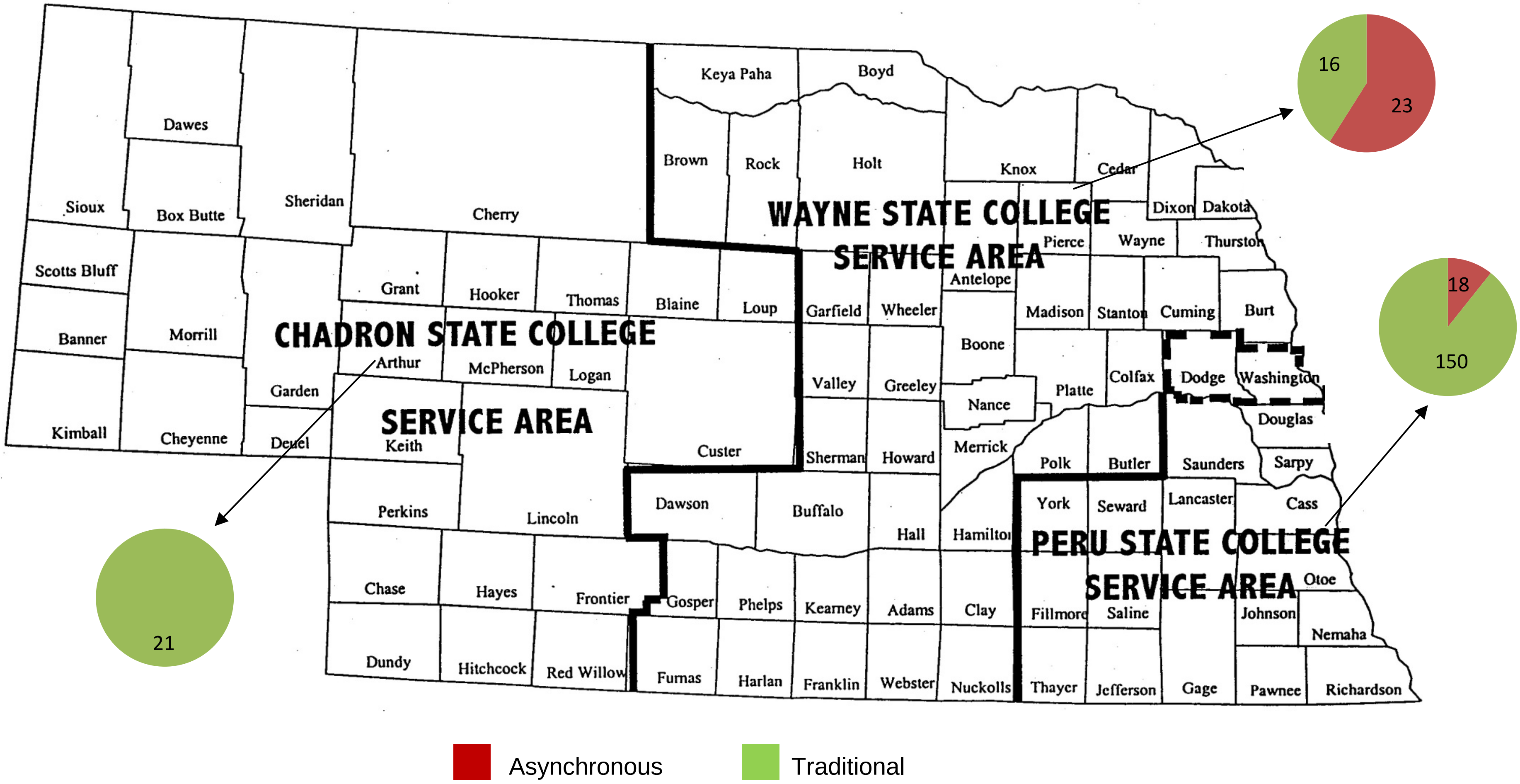
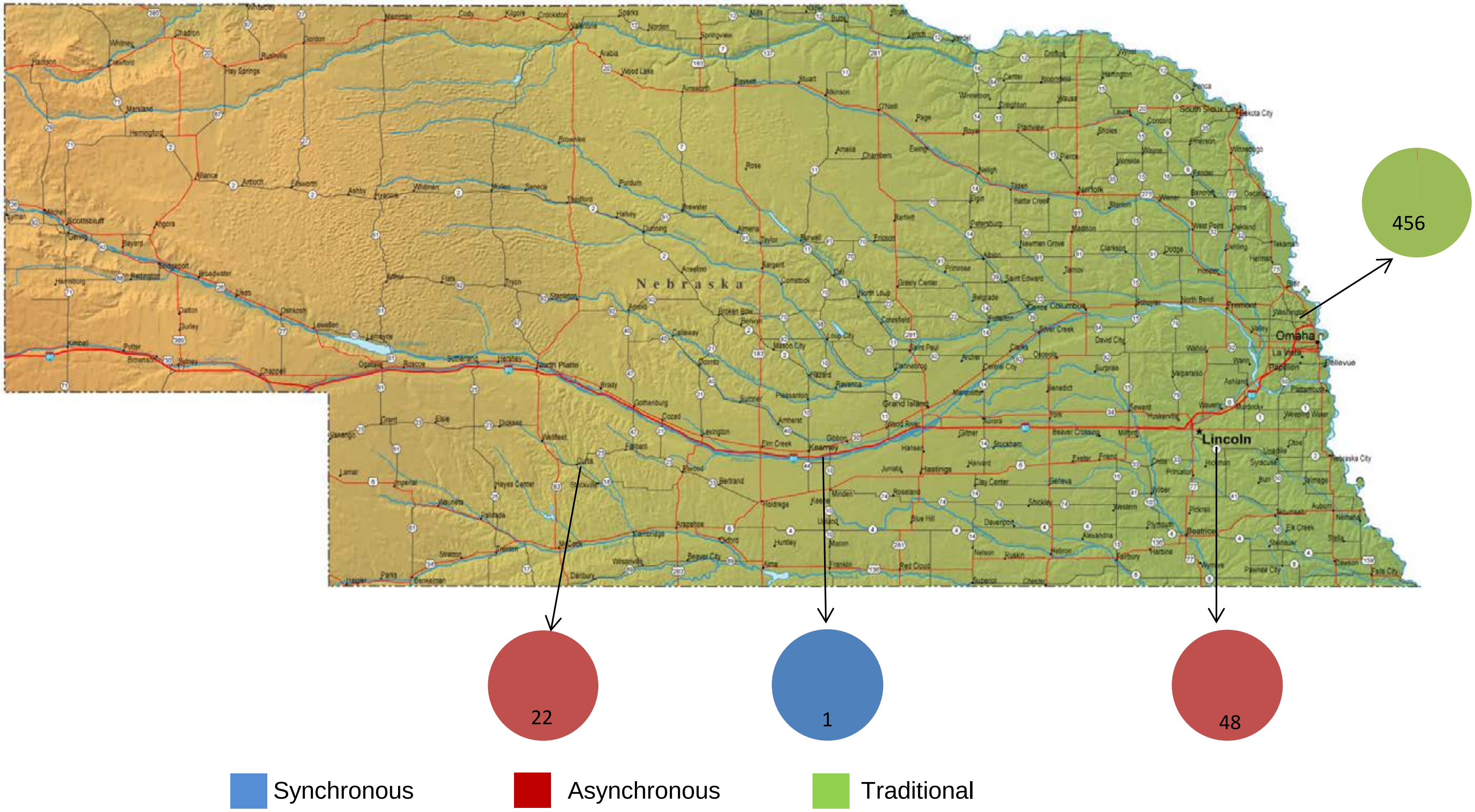

16
23
18
150
21
WAYNE STATE COLLEGE SERVICE AREA
CHADRON STATE COLLEGE SERVICE AREA
PERU STATE COLLEGE SERVICE AREA
Sioux
Dawes
Box Butte
Sheridan
Cherry
Keya Paha
Boyd
Brown
Rock
Holt
Knox
Cedar
Dixon
Dakota
Pierce
Wayne
Thurston
Antelope
Scotts Bluff
Grant
Hooker
Thomas
Blaine
Loup
Garfield
Wheeler
Madison
Stanton
Cuming
Burt
Banner
Morrill
Arthur
McPherson
Logan
Boone
Garden
Valley
Greeley
Platte
Colfax
Dodge
Washington
Nance
Douglas
Kimball
Cheyenne
Deuel
Keith
Custer
Sherman
Howard
Merrick
Polk
Butler
Saunders
Sarpy
Perkins
Lincoln
Dawson
Buffalo
Hall
Hamilton
York
Seward
Lancaster
Cass
Chase
Hayes
Frontier
Gosper
Phelps
Kearney
Adams
Clay
Fillmore
Saline
Otoe
Johnson
Nemaha
Dundy
Hitchcock
Red Willow
Furnas
Harlan
Franklin
Webster
Nuckolls
Thayer
Jefferson
Gage
Pawnee
Richardson
🟥 Asynchronous
🟩 Traditional

FIGURE III
Courses Offered to High School Students by Delivery Methods of University of Nebraska
2016-17



Nebraska
Omaha
Lincoln
Kearney
456
22
1
48
🟦 Synchronous
🟥 Asynchronous
🟩 Traditional

TABLE III
High School Course Offerings by Discipline (CIP Code) and Sector 2016-17

CIP Code		University of NE		State Colleges		Community Colleges		Total Courses	Total Students
		# Courses	# Students	# Courses	# Students	# Courses	# Students		
1	Agriculture	33	220			30	120	63	340
4	Architecture & Related Svcs	2	10					2	10
5	Ethnic/Cultural Studies	2	6					2	6
9	Communication			1	13				
10	Communications Technology					15	97	15	97
11	Information Sciences	45	324	2	8	150	1,255	197	1,587
12	Culinary					5	62	5	62
13	Education	12	107	2	5			14	112
15	Engineering Technology					76	563	76	563
16	Foreign Language	37	238	4	53	12	141	53	432
19	Family/Consumer Science	9	35			36	331	45	366
22	Legal Professions & Studies					1	9	1	9
23	English Language/Lit	53	747	63	1,049	63	513	179	2,309
24	Liberal Arts & Sciences					1,736	15,661	1,736	15,661
26	Biology	42	446	15	216			57	662
27	Math	54	466	51	406	115	486	220	1,358
30	International Study			1	21				
31	Parks/Leisure Studies	10	35	1	16			11	51
32	Basic Skills (non-credit)					46	307	46	307
38	Philosophy/Religion	6	62					6	62
40	Physical Science	43	496	11	131			54	627
42	Psychology	27	354	20	378			47	732
43	Security/Protective Svcs			4	63	35	123	39	186
45	Social Science	77	1013	21	368			98	1,381
46	Construction					110	675	110	675
47	Mechanic & Repair					199	2,152	199	2,152
48	Precision Production					221	1,612	221	1,612
49	Transportation	2	5					2	5
50	Arts	13	56	1	1	49	487	63	544
51	Health Professions					232	1,510	232	1,510
52	Business	11	133	18	166	145	746	174	1,045
54	History	49	702	13	156			62	858

Shaded areas indicate largest number of courses and enrollment

TABLE IV
High School Course Offerings by Discipline (CIP Code) and Institution within the University of Nebraska
2016-17

University of Nebraska								
	UNK		**UNL**		**UNO**		**NCTA**	
CIP Code	**Courses**	**Students**	**Courses**	**Students**	**Courses**	**Students**	**Courses**	**Students**
1 - Agriculture			11	53			22	167
4 - Architecture & Related Svcs			2	10				
5 - Ethnic/Cultural Studies			2	6				
11 - Information Sciences			2	18	43	306		
13 - Education					12	107		
16 - Foreign Language					37	238		
19 - Family/Consumer Science			9	35				
23 - English Language/Lit					53	747		
26 - Biology			2	5	40	441		
27 - Math	2	3			53	463		
31 - Parks/Leisure Studies					10	35		
38 - Philosophy/Religion					6	62		
40 - Physical Science			3	13	40	483		
42 - Psychology			2	80	25	274		
45 - Social Science			11	99	66	914		
49 - Transportation					2	5		
50 - Arts			1	4	12	52		
52 - Business					11	133		
54 - History			3	38	46	664		

Shaded areas indicate largest number of courses and enrollment

TABLE V
High School Course Offerings by Discipline (CIP Code) and Institution within the State College Sector
2016-17

Nebraska State Colleges						
	CSC		**PSC**		**WSC**	
CIP Code	**Courses**	**Students**	**Courses**	**Students**	**Courses**	**Students**
9 – Communication					1	13
11 – Information Sciences			1	1	1	7
13 - Education			2	5		
16 - Foreign Language			2	19	2	34
23 - English Language/Lit			44	769	19	280
26 - Biology			13	171	2	45
27 - Math	10	92	41	314		
30 - International Study					1	21
31 - Parks/Leisure Studies					1	16
40 - Physical Science			11	131		
42 - Psychology	1	10	18	360	1	8
43 - Security/Protective Svcs					4	63
45 - Social Science			19	330	2	38
50 - Arts					1	1
52 - Business	8	88	6	25	4	53
54 - History	2	23	11	133		

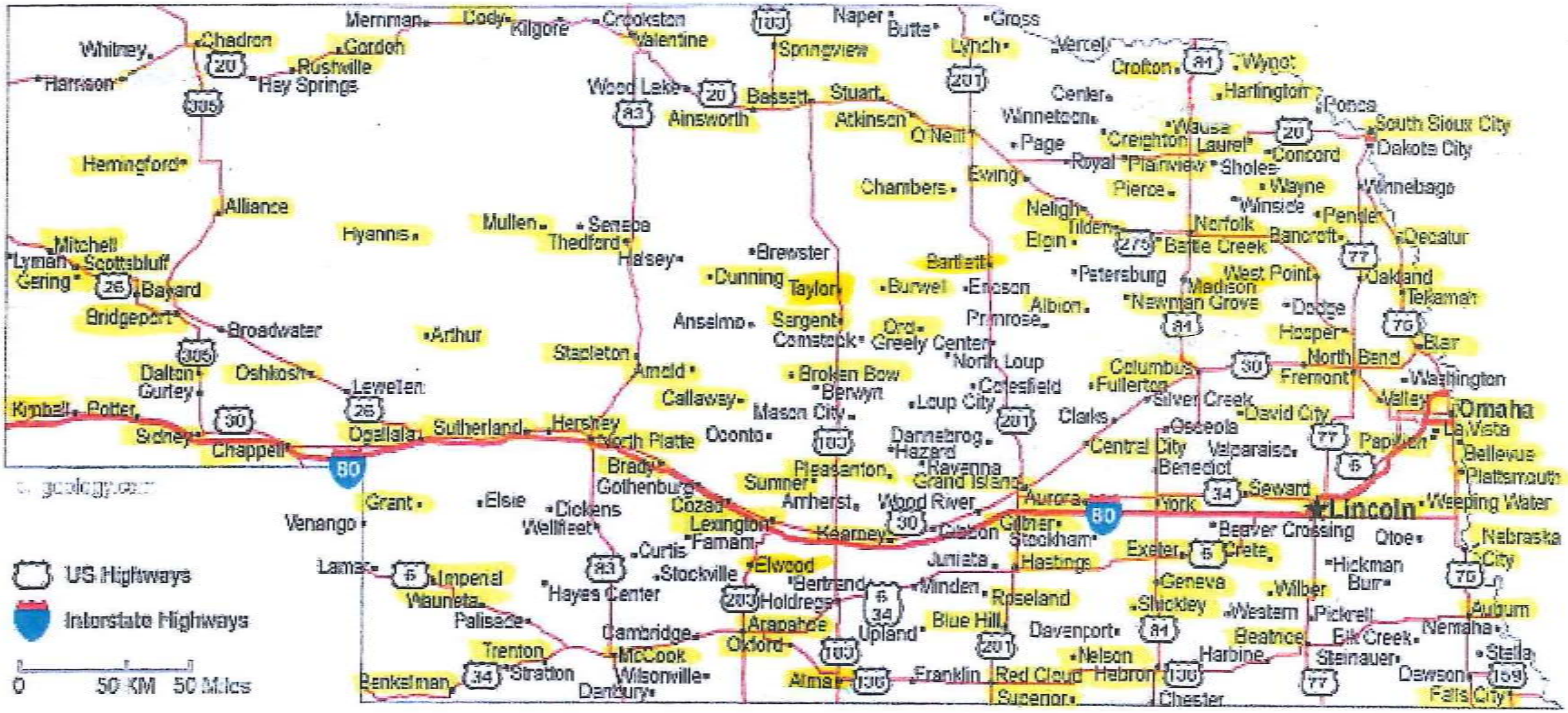
Shaded areas indicate largest number of courses and enrollment

TABLE VI
High School Course Offerings by Discipline (CIP Code) and Institution within the Community College Sector
2016-17

Nebraska Community Colleges												
	CCC		MCC		MPCC		NECC		SCC		WNCC	
CIP Code	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu
1 - Agriculture			4	34	19	45	1	3	6	38		
10 – Communications Tech	12	66	3	31								
11 - Information Sciences	17	73	121	1123	1	0	2	24	7	20	2	15
12 - Culinary			5	62								
15 - Engineering Technology	29	150	36	344	3	5	2	7			6	57
16 - Foreign Language			12	141								
19 - Family/Consumer Science	1	1	34	320					1	10		
22 – Legal Prof. & Studies			1	9								
23 - English Language/Lit							63	513				
24 - Liberal Arts & Sciences	377	3145	670	7155	376	2070	91	571	168	1950	54	770
27 - Math							115	486				
32 - Basic Skills (non-credit)	1	2	38	257	2	14					5	34
43 - Security/Protective Svc	2	4	33	119								
46 - Construction	11	104	85	471	2	0			6	26	6	74
47 - Mechanic & Repair	33	395	163	1749	3	8						
48 - Precision Production	49	258	94	1010	25	74			53	270		
50 - Arts	2	15	42	460	4	11					1	1
51 - Health Professions	42	201	112	730	3	9	36	166	23	214	16	190
52 - Business	28	67	72	413	24	93	7	24	11	97	3	52

Shaded areas indicate the largest number of courses and enrollments excluding CIP 24

FIGURE IV
Locations of Traditional and Synchronous Courses Delivered to High School Students
2016-17



US Highways
Interstate Highways
0 50 KM 50 Miles

TABLE VII
High School Course Locations by Institution
2016-17

Central Community College

1. Albion/Boone Central Public
2. Alma Fire Hall
3. Aurora Public Schools
4. Blue Hill Public Schools
5. Brainard/East Butler Public Schools
6. Cedar Rapids Public Schools
7. Central City Public Schools
8. Columbus/Lakeview High School
9. Columbus/Scotus High School
10. Columbus Public Schools
11. Cozad High School
12. David City Aquinas High School
13. Fairfield/Sandy Creek School
14. Fullerton Public Schools
15. Genoa/Twin River High School
16. Grand Island Central Catholic
17. Grand Island Public Schools (2)
18. Hastings/Adams Central School
19. Hastings Public Schools
20. Humphrey/St. Francis Central HS
21. Kearney Public Schools
22. Leigh Public Schools
23. Lexington/Plum Creek Carecenter
24. Lexington Public Schools
25. Loomis/LC/Public School
26. Nelson High School
27. Ord Community Education Center
28. Ord Public Schools
29. Overton Public Schools
30. Oxford/Southern Valley High School
31. Pleasanton Public Schools
32. Roseland/Silver Lake High School
33. Schuyler High School
34. Shelby-Rising City High School
35. Superior Public Schools
36. Sutton Fire Hall

Chadron State College

1. Chadron
2. Gordon/Rushville
3. Hemingford
4. Sandhills (Dunning)
5. Scottsbluff
6. Sidney

Metropolitan Community College

1. Applied Technology Center (Omaha)
2. Arlington High School
3. Bellevue East High School
4. Bellevue University
5. Blair High School
6. Creighton University
7. Cummins Central Power (Omaha)
8. Douglas County West HS (Valley)
9. First Data Resources (Omaha)
10. Fort Calhoun High School
11. Fremont Area Center
12. Fremont High School
13. Goodwill Industries (Omaha)
14. Gretna High School
15. Learning Community Center (North Omaha Building)
16. Logan View Jr/Sr High (Hooper)
17. MCC Express (Omaha)
18. Millard Public Schools (3) (Omaha metro area)
19. Munroe-Meyer Institute (Omaha)
20. Nebraska Correctional Youth Facility (Omaha)
21. Offutt Air Force Base (Bellevue)
22. Omaha Corrections Center
23. Omaha Playhouse
24. Omaha Public Schools (8)
25. Papillion-Lavista Public (2)
26. Pipal Park Community Ctr (Omaha)
27. Platteview High School (Springfield)
28. Roncalli Catholic HS (Omaha)
29. Rose Theater (Omaha)
30. Sarpy Center
31. Scribner High School
32. Technical Advancement Center (Omaha)
33. Washington County Center
34. Westside High School (Omaha)
35. YMCA Downtown (Omaha)

Mid-Plains Community College

1. Alma
2. Arapahoe
3. Arcadia
4. Arnold
5. Arthur
6. Bartlett
7. Benkleman
8. Brady
9. Broken Bow
10. Callaway
11. Clarkson
12. Cody
13. Dunning
14. Elgin
15. Elwood
16. Eustis
17. Grant
18. Hershey
19. Hyannis
20. Imperial
21. Kimball
22. Maxwell
23. McCook
24. Merna
25. Mullen
26. North Platte
27. Ogallala
28. Oshkosh
29. Paxton
30. Pender
31. Sargent
32. Stapleton
33. Sumner
34. Sutherland
35. Taylor
36. Thedford
37. Tryon
38. Valentine
39. Wallace
40. Wauneta
41. West Point
42. Yutan

NE College of Technical Agriculture

1. All Asynchronous courses

Northeast Community College

1. Ainsworth High School
2. Aurora High School
3. Bancroft Rosalie High School
4. Battle Creek High School
5. Boyd County Schools (Spencer)
6. Burwell Jr Sr High School
7. Chambers High School
8. Clearwater Orchard High School
9. Creighton Community School
10. Crofton High School
11. Elgin High School
12. Elkhorn Valley High School (Tilden)
13. Emerson Hubbard High School
14. Ewing High School
15. Guardian Angels CC (West Point)
16. Hartington Cedar Catholic High
17. Hartington-Newcastle Schools
18. Homer High School
19. Keya Paha County HS (Springview)
20. Laurel Concord Coleridge High School
21. Lindsay Holy Family School
22. Lutheran High Northeast (Norfolk)
23. Lynch High School
24. Lyons Decatur High School
25. Madison Senior High School
26. Neligh Oakdale High School
27. Newman Grove High School
28. Norfolk Catholic High School
29. Norfolk Public Schools
30. North Bend Central High School
31. Oakland Craig Senior High
32. O'Neill Extended Campus
33. O'Neill High School
34. Osmond High School
35. Pender High School
36. Pierce Jr Sr High School
37. Plainview High School
38. Pope John XXIII High School (Elgin)
39. Rock County High School (Bassett)
40. Saint Mary's High School (O'Neill)
41. South Sioux City High School
42. Stanton High School
43. Stuart High School
44. Tekamah Herman High School
45. Verdigre High School
46. Wakefield High School
47. Walthill High School
48. Wausa High School
49. Wayne High School
50. West Holt High School (Atkinson)
51. West Point Beemer High School
52. Wheeler Central High School (Bartlett)
53. Wisner Pilger High School
54. Wynot High School

Peru State College

1. Auburn
2. Beatrice - ESU#5
3. Bennington HS
4. Centennial High School (Utica)
5. Crete High School
6. Diller-Odell High School
7. Elkhorn Public Schools (2)
8. Exeter - Milligan
9. Fairbury High School
10. Falls City
11. Fillmore Central High School (Geneva)
12. Ft. Calhoun
13. Humboldt
14. Johnson-Brock H.S.
15. McCool Junction Public Schools
16. Nebr City Lourdes Central HS
17. Nebraska City
18. Norris High School (Firth)
19. North Bend
20. Pawnee City
21. Ralston High School
22. Shickley
23. Syracuse High School
24. Tecumseh
25. Tri County Public Schools (Dewitt)
26. York

Southeast Community College

1. Ashland-Greenwood
2. Beatrice
3. Bryan Community (Lincoln)
4. Cedar Bluffs
5. Crete
6. Deshler
7. Elmwood Murdock
8. Fairbury
9. Falls City
10. Fillmore Central (Geneva)
11. Freeman
12. Friend
13. Heartland (Henderson)
14. Johnson-Brock
15. Lincoln Christian
16. Lincoln Public Schools (5)
17. Louisville
18. Mead
19. Milford
20. Nebraska City
21. Norris (Firth)
22. Palmyra-Bennett
23. Pawnee City
24. Plattsmouth
25. Raymond Central
26. Schickley
27. Seward
28. Syracuse-Avoca-Dunbar
29. Thayer Central (Hebron)
30. Tri County (Dewitt)
31. Wahoo
32. Waverly
33. Weeping Water
34. Wilber-Clatonia
35. York
36. Yutan

University of Nebraska at Kearney

1. Kearney High School
2. Pleasanton

University of Nebraska-Lincoln

1. All Asynchronous Courses

University of Nebraska at Omaha

1. Bellevue Public Schools (2)
2. Blair High School
3. Brownell-Talbot HS (Omaha)
4. Crete High School
5. DC West High School (Valley)
6. Elkhorn Public Schools (2)
7. Lincoln East High School
8. McCook High School
9. Millard Public Schools (4) (Omaha metro area)
10. Omaha Archdiocese Schools (6)
11. Omaha Public Schools (7)
12. Papillion-LaVista Public (2)
13. Platteview High School (Springfield)
14. Plattsmouth High School
15. Ralston High School
16. Raymond Central High School
17. Univ of Nebraska High School
18. Westside High School (Omaha)

Western Nebraska Community College

1. Alliance HS
2. Bayard
3. Bridgeport
4. Chadron
5. Chappell
6. Dalton
7. Gering
8. Gordon
9. Mitchell
10. Potter
11. Scottsbluff
12. Sidney

Wayne State College

1. Beemer
2. Cross Co. HS (Stromsburg)
3. David City
4. Greece
5. Oakland-Craig High School
6. Osmond
7. Sandy Creek (Fairfield)
8. Schuyler
9. South Sioux City College Center
10. Superior
11. Wayne Public Schools

State Authorization Reciprocity Agreements (SARA)

In 2013, the National Council for State Authorization Reciprocity Agreements (NC-SARA) became a nationwide coordinating entity, in partnership with the country's four regional education compacts (NEBHE, MHEC, SREB, and WICHE). Its purpose is to establish uniform standards and procedures for state oversight of postsecondary distance education delivered across state lines. States join SARA and agree to vet institutions in their state who wish to participate in SARA. Participating institutions can then offer distance education in other SARA states without additional state approval.

As of October 23, 2018, 49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands were members of SARA and almost 1,900 institutions were participating in SARA. California is the only state that has not joined SARA.

Number of SARA Institutions, 2016-2018

Year	Number of Institutions Operating Under SARA	Change (year over previous year)	Number of Institutions Reporting Data to NC- SARA
2016	867		846
2017	1,494	+627	1,477
2018	1,878	+384	1,791

Reporting Institutions by Sector, 2018

Sector	Number of Institutions Reporting	% of Total Institutions Reporting
Independent/For-Profit	104	5.9%
Private Non-Profit	735	41.0%
Public	950	53.0%
Tribal	2	0.1%
Total	1,791	100%

Reported Enrollments by Sector, 2017 and 2018

Sector	2017	2018	% of Total Enrollments	Change	% Change
Public	202,707	275,518	22.5%	72,811	35.9%
Private Non-Profit	385,978	507,309	41.4%	121,331	31.4%
Independent/For-Profit	582,040	442,189	36.1%	(139,851)	-24.0%
Tribal	0	6		6	
Total	1,170,725	1,225,022	100%	54,297	4.6%

Data source: *NC-SARA 2018 Enrollment Report* (http://nc-sara.org/content/Data_Info)

Distance Students from SARA and Non-SARA States at Nebraska Institutions
Fall 2017 Enrollments (reported to NC-SARA in May 2018)

Institution (25 participating)	# students from SARA	# students from non-SARA*	State w/ largest # of students	State w/ 2nd largest # of students
Bellevue University	3,318	266	IA - 414	TX - 268
Bryan College of Health Sciences	1	1	NC - 1	
Central Community College	19	0	KS - 7	CO - 3
Chadron State College	452	48	WY - 142	SD - 48
Clarkson College	285	10	IA – 108	SD - 52
College of Saint Mary	6	0	IA, MO, NY, OH, PA, TX - 1 each	
Concordia University	547	51	TX - 77	NY - 52
Creighton University	1,124	155	TX - 109	MN - 85
Doane University	255	32	TX - 35	PA - 19
Metropolitan Community College	126	5	IA - 41	KS - 28
Mid-Plains Community College	24	1	SC, TX - 3 each	AR, CO, KS, NC, NY - 2 each
Midland University	3	0	IA - 3	
Nebraska College of Technical Agriculture	1	0	MO - 1	
Nebraska Methodist College of Nursing and Allied Health	127	8	IA - 68	MN - 6
Northeast Community College	148	1	IA - 83	SD - 29
Peru State College	183	26	IA - 38	MO - 25
Southeast Community College	128	5	KS - 20	IA -15
Union College	8	0	MN - 3	CO - 2
University of Nebraska - Lincoln	671	63	IA - 60	KS - 53
University of Nebraska at Kearney	441	52	TX - 29	CO, FL - 28 each
University of Nebraska at Omaha	203	22	IA - 51	IL, MN -12 each
University of Nebraska Medical Center	99	9	OH - 9	MN, VA – 8 each
Wayne State College	83	1	IA - 36	SD - 7
Western Nebraska Community College	32	1	CO, WY - 7 each	NY, OR, PA, UT - 2 each
York College	17	3	TN - 4	TX - 3
TOTALS	**8,301**	**760**		

*Enrollments from non-SARA states were not identified by individual state. At the time of reporting, the non-SARA states were California and Massachusetts.

48 States and the District of Columbia Reported the Following Enrollment Information

States That Provided the Largest Number of Distance Students to Nebraska Institutions

State	Enrollment from NE
Iowa	989
Texas	638
New York	416
Florida	383
Colorado	330
Virginia	321
Illinois	309

Nebraska enrolled a total of 9,061 distance students.

States Enrolling the Largest Number of Students from Nebraska

State	Enrollment from NE
Arizona	784
Iowa	493
Colorado	404
Utah	283
Kansas	271
West Virginia	262
New Hampshire	231

Institutions Enrolling the Largest Number of Students from Nebraska

Institution	State	Type	Enrollment from NE
University of Phoenix	AZ	Private, for-profit	256
American Pubic University	WV	Private, for-profit	255
Western Governors University	UT	Private, non-profit	238
Southern New Hampshire University	NH	Private, non-profit	229
Arizona State University	AZ	Public	181
Iowa Western Community College	IA	Public	164
Penn Foster College	AZ	Private, for-profit	150

The total number of Nebraskans enrolled in institutions located in all SARA states was 5,065.

What's New:

- Starting in spring 2019 institutions participating in SARA must report their in-state distance education enrollments (in addition to out-of-state enrollments) and annually report the numbers of their students engaged in certain experiential learning placements (rotations, internships, student teaching, etc.), disaggregated by state and two-digit CIP.
- A full re-design of the NC-SARA website has begun, with anticipated launch in summer 2019.
- NC-SARA is creating and will maintain a searchable database of academic programs available through distance education and offered by SARA institutions that voluntarily choose to list such programs in the database.
- Marshall Hill is resigning/retiring as executive director of NC-SARA effective June 30, 2019.

INFORMATION ITEMS

A. Off-Campus Centers
   1. SCC – York
   2. SCC – Nebraska City

B. Discontinued Program
   1. UNO – Recreation and Leisure Studies (BS)
   2. UNK – Theatre Education K-12 (BAEd)
   3. UNK – Speech Communication (BA, BS, BAEd)

C. Program Name Change
   1. UNK – Organizational Communication Comprehensive (BS) to
      Organizational and Relational Communication Comprehensive (BS)
   2. UNK – Musical Theatre (BM) to
      Musical Theatre Comprehensive (BM)

D. Dual Degree
   1. UNMC and UNO – Master of Science in Nursing/Master of Business Administration

E. Single Degree
   1. Joint UNK and UNO Master of Fine Arts in Writing will become the sole academic responsibility of UNO

Coordinating Commission for Postsecondary Education
Capital Construction Project Evaluation Form

Committee Draft
November 28, 2018

Institution/Campus:	Metropolitan Community College / South Omaha
Project Name:	Automotive Facility
Date of Governing Board Approval:	November 13, 2018
Date Complete Proposal Received:	November 16, 2018
Date of Commission Evaluation:	December 6, 2018

Metropolitan Community College – South Omaha Campus
Fall Quarter Enrollment by Campus*

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
On-campus HC	5,881.0	5,505.0	5,079.0	5,257.0	4,803.0	4,282.0
Off-campus HC	0.0	0.0	0.0	0.0	0.0	0.0
Online HC	0.0	0.0	0.0	0.0	0.0	0.0
Campus FTE	3,085.5	2,972.3	2,783.3	2,723.5	2,724.5	2,375.3

Metropolitan Community College – Applied Technology Center
Fall Quarter Enrollment by Campus*

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
On-campus HC	214.0	256.0	262.0	298.0	359.0	335.0
Off-campus HC	0.0	0.0	0.0	0.0	0.0	0.0
Online HC	0.0	0.0	0.0	0.0	0.0	0.0
Campus FTE	146.75	158.9	175.3	174.2	219.8	210.6

* Source: Supplemental enrollment by campus forms. Includes full-time, part-time, and non-credit headcount (HC) enrollment. Full-time equivalent (FTE) enrollment based on 15 quarter credit hours and 450 quarter contact hours for non-credit courses.

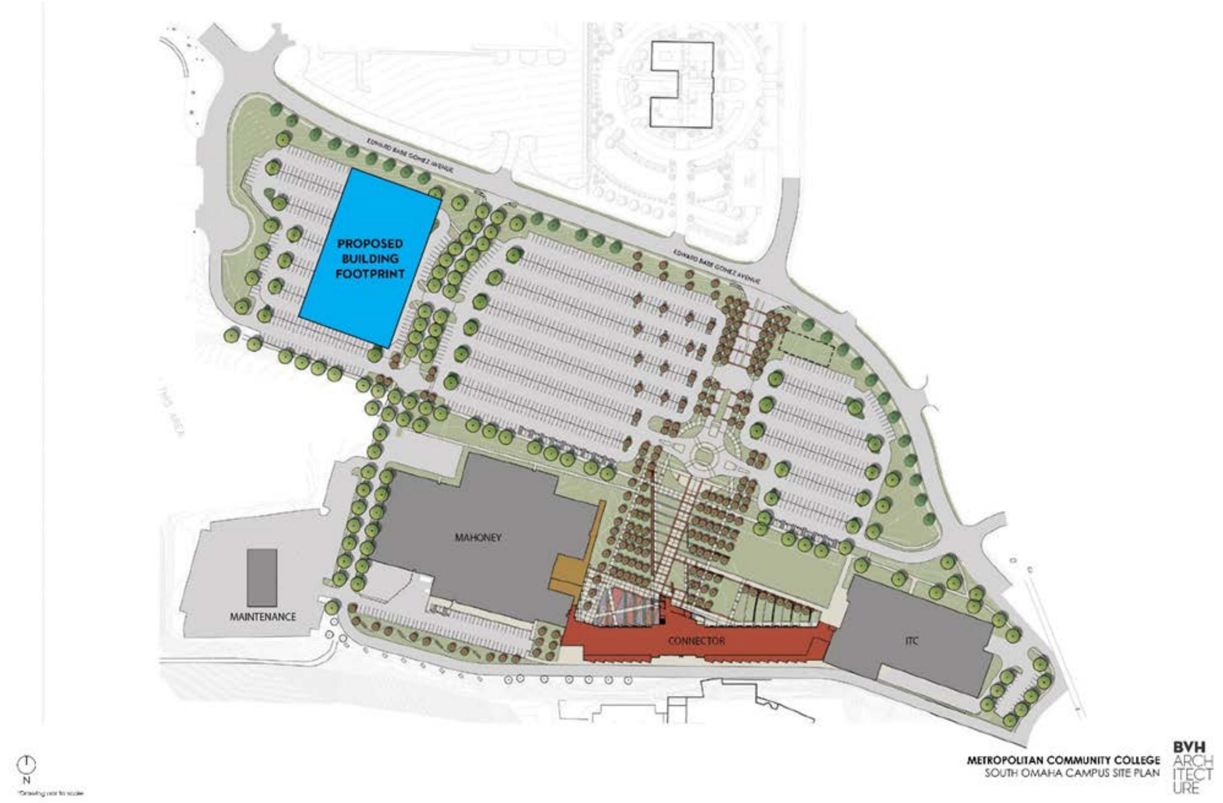
Project Description: Metropolitan Community College is proposing to construct a 93,563 gross square foot (gsf) Automotive Facility on the northwest corner of the South Omaha Campus in an existing parking lot. A site plan of the MCC South Omaha Campus is provided at the end of this section showing the proposed building site. The new facility would consolidate the college's two auto programs. The Automotive Collision Technology program is currently located at the Applied Technology Center (ATC) in northwest Omaha and the Automotive Technology program is located in the South Omaha Campus' Mahoney Building.

The Automotive Collision Technology program currently utilizes 19,846 square feet of space at ATC that provides space for 13 auto lab bays, two frame repair bays, two paint booths, welding lab, one classroom, office, and interior/exterior storage. Shared space includes two classrooms, computer lab, and locker/shower space.

The Automotive Technology program currently utilizes 20,150 square feet of space in the Mahoney Building for 20 auto lab bays, a wash bay, auto teardown lab, electrical component classroom, tool/parts classroom, two general-use classrooms, office/conference space, interior/exterior storage, and other support space.

The proposed new facility would expand both the size and number of auto lab bays for both academic programs and provide a number of new spaces not currently available. MCC has entered into an agreement with Toyota to become a T-TEN (Technician Training & Education Network) facility, with specific faculty and staff hired to train and support this program, providing a direct pipeline for students entering into work at a regional Toyota dealership. The T-TEN program would have dedicated auto lab bays within the Auto Technology lab, a dedicated classroom, and share other resources with the Auto Technology program. The new facility would also provide Auto Technology program space for three Quick Lane Bays (oil change/tire rotation), and space for a dynamometer. Additional Auto Collision Technology space would provide 15 additional auto lab bays, additional demonstration lab space, an aluminum bay with storage, and one additional paint booth/prep station. New shared space would include a showroom/entry, industry training/meeting room, tutoring/advisor space, five additional general-use classrooms, and various other support spaces.

The college is estimating a total project cost of $32,514,741 ($348/gsf) with $16.26 million in private donations, $14.31 million in capital improvement property tax levy funds, and $1.95 million in student facility fees, all from the Capital Improvement Fund, proposed as the source of funding. The college is estimating an increase in facility operating and maintenance (O&M) costs of $587,574/year ($6.28/gsf/year), funded from General Operating Funds.


EDWARD BABE GOMEZ AVENUE
EDWARD BABE GOMEZ AVENUE
PROPOSED BUILDING FOOTPRINT
MAHONEY
MAINTENANCE
CONNECTOR
ITC
N
*Drawing not to scale
METROPOLITAN COMMUNITY COLLEGE
SOUTH OMAHA CAMPUS SITE PLAN
BVH ARCHITECTURE

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

Yes ☒ No ☐

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: “Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication.” This project would provide an efficient use of facilities to meet the needs of the MCC’s automotive technology programs.

Page 3-1 of the *Plan* outlines the following major statewide goal regarding workforce development: “Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.” The MCC Automotive Technology and Automotive Collision Technology programs respond directly to workforce development and training needs of industry in the region.

Page 5-4 of the *Plan* outlines the need to create partnerships between higher education and Nebraska business as follows: “An active partnership between higher education and Nebraska’s business sector is essential if the economy of the state is to grow. Coalitions formed by a wide range of leaders can help guide institutions to educate and/or train students for the economic and social realities they will encounter. Community-level partnerships may include joint planning, collaborative research, and cooperative education and training programs.” The college has several corporate partnerships with area businesses.

Page 7-7 of the *Plan* outlining community colleges’ role and mission states: “Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer program.” Space associated with this project would affect applied technology programs at MCC.

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

Yes ☒ No ☐

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

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

Yes* ☒ No ☐

Comments: The proposed project would house the following Metropolitan Community College academic programs last approved for continuation by the Commission’s Executive Director and reported to the Commission as follows:

- Automotive Technology – Associate of Applied Science (AAS) Degree and Certificates (Auto Maintenance and Light Repair Technician, Auto Technician Assistant, and Auto Under-Vehicle Specialist) on April 28, 2016; and
- Automotive Collision Technology – AAS Degree on April 28, 2016.

Automotive Collision Technology has since added Certificates for Auto Collision Estimating and Auto Collision Technology that were determined to be reasonable and moderate extensions of the existing program.

The Commission reviews all existing academic programs on a seven-year review cycle.

* Note: MCC is planning to include the Toyota T-TEN (Technician Training & Education Network) program on the MCC Board of Governors December 2018 agenda for approval as a new academic program; which the Commission would likely be required to review and approve or disapprove.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The MCC *2010 Master Plan Update for Campuses and Centers* was approved by the College's Board of Governors on September 14, 2010.

Page 8 of the *2010 Master Plan Update* outlined the following: “The South Omaha Campus is home to several of the transportation-related Applied Technology programs. The plan recommends migrating the Auto Collision Technology program from ATC to a new facility on the South Omaha Campus. This will increase efficiency in the delivery of education through shared use of space, resources, and faculty consolidation to one location.”

Page 75 of the *2010 Master Plan Update* recommended the following: “The Auto Collision Technology program—considered a candidate for migration from the Applied Technology Center to the South Omaha Campus—should be located in a new facility adjacent to the Automotive Technology program in the Mahoney Building.”

Page 78 of the *2010 Master Plan Update* outlined two options for Auto Collision as follows: “There are two opportunities for the future location of the Auto Collision Technology program. The illustrative framework plan depicts a new building connected directly to the Mahoney Building oriented east-west to maximize its solar gain. Implementation of this layout will require purchasing an industrial parcel to the west. Purchasing this property will create a contiguous parcel of land for future campus development. The bus loop, which currently cuts through the middle of the parking lot, can be relocated to a bus-friendly route on the exterior of campus, thus reducing conflicts between pedestrians and vehicles. The east-west orientation of the new building will provide an appropriately scaled lay-down space on the service side of the building for the Auto Collision Technology and Automotive Technology programs.”

The college has not been successful in purchasing the industrial parcel to the west of the South Omaha Campus at this time. Therefore, the current proposal is to construct a new facility in the northwest corner of the campus.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The Applied Technology Center (ATC) was purchased from Omaha Public Power District (OPPD) in 2007. The Auto Collision Technology program utilizes a portion of the main building. The main building is a pre-engineered metal building with high bay sidewalls, allowing for clear overhead space, and appears to be in generally good condition. The Diesel Technology program would likely expand into the vacated spaces without the need for extensive renovation.

The Mahoney building on the South Omaha Campus opened in 1978. The portion of the building used by the Auto Technology program appears to be in generally good condition. The extent of renovation work that would be needed of vacated space will depend on the program(s) that would expand into these spaces. The college has indicated that initial considerations include the Medical Assisting program, which has no dedicated labs but has seen substantial growth due to a partnership and grant with the University of Nebraska Medical Center. The Nebraska Medicine Medical Assisting Sponsorship program is in its first year of implementation, and sponsors MCC students through the one-year program to receive an industry-recognized certificate and employment at completion. The program currently relies on labs dedicated to other Health Career programs, constraining their course offerings. Additionally, the EMS (Paramedicine) and Fire Science programs, has no storage facility or location to maintain the vehicles it uses in program training – five total vehicles. A portion of the existing high-bay Auto Lab would provide indoor storage for the vehicles while allowing indoor training areas when working with the vehicles in coursework.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The primary functional deficiency for these two programs is a lack of adjacency. Locating both programs in the same facility allows for the sharing of some common spaces and equipment such as alignment bays, a target/scan bay, wash bays, parts/tools storage, locker/showers, break room, and tutoring/advising space.

The following deficiencies exist in the ATC building and Mahoney building labs used by Auto Collision Technology and Auto Technology respectively:

- There is a lack of safe and secure dedicated walkways in lab spaces, which limits the ability to show these spaces to student recruits during active labs;
- Labs do not have air conditioning, which is not conducive for an optimal learning environment; and
- Natural lighting is poor to nonexistent in teaching areas.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: Space Guidelines – Classroom, office, office service, and conference room sizes appear to be consistent with generally accepted space guidelines.

Classroom and Class Lab Utilization – The ATC Building has 8 classrooms available for use in the Fall 2018. These classrooms are scheduled an average of 34.4 hours per week. This compares to nationally recognized standards of 30 to 35 hours per week considered acceptable for classroom scheduling. Fall 2018 utilization data completed for the South Omaha Campus showed 53 classrooms being scheduled an average of 26.8 hours per week. This included the Industrial Training Center with several under-utilized classrooms caused by construction related programs moving to the Fort Omaha Campus. Utilization within that facility should improve once renovation is completed for advanced manufacturing and welding programs.

Class Lab Utilization –Class laboratories used by the Auto Collision Technology and Auto Technology are typically not scheduled separately from their respective classrooms. Students will typically move back and forth between the scheduled classroom and laboratory throughout the day. Labs are typically in use mornings and evenings Monday – Thursday with afternoons available for high school Career Academy classes. Nationally recognized standards of 20 hours per week are considered acceptable for class laboratory scheduling. Based on classroom utilization, existing lab space appears to be scheduled beyond the 20 hours per week standard.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The types of lab space proposed are not readily applicable to standard space guidelines. Each of the laboratories proposed would be designed to meet the needs associated with each program. Laboratory square footages were calculated based on a projected equipment layout and clearances. Auto bay sizes were increased to 450 square feet per bay to safely accommodate multiple students working on a vehicle.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: Most community colleges have experienced enrollment decreases over the past several years, possibly a result of increased labor participation rates. This has also been the case on the MCC South Omaha

Campus, with the largest decrease occurring in the Fall 2017 when construction trade programs were relocated to the Fort Omaha Campus. Overall enrollment in MCC's automotive technology programs has remained stable over the past five years.

The college stated that the 35-county region within a two hour driving radius from Omaha employs around 6,000 individuals in the Automotive Technology and Collision fields, which is just above the national average. Sector growth is estimated around 3% over an eight-year period. However, the college also mentions that employers are concerned about turnover in the industry in the upcoming decade, as 40% of the current workforce is at or near retirement (45 – 65 years of age).

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The proposed new facility would not create an immediate need for future projects. A possible future renovation of the Auto Technology program space in the Mahoney building can be accommodated within the college's capital budget.

The proposed new facility would require a $587,574/year increase in ongoing facility operating and maintenance costs. Increased funding would be accommodated within the college's general operating budget. MCC's existing combined operating and capital improvement levies are 9.5¢ per $100 property valuation, which is below the maximum of 11.25¢ per $100 property valuation allowed by statute.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The college considered three options to address automotive program needs. First, an addition to the Industrial Training Center (ITC) was considered.

Complications with the site and underground utilities precluded an addition to the ITC. Second, renovation and adding to the Mahoney building was considered. The college believed that an extensive renovation and addition would not be the best alternative given the size and complexity of the building, with numerous academic programs and specialized labs that could not be easily displaced. The third alternative considered was the construction of a new facility. The college determined that a new building in an existing parking lot with low utilization would best serve the timeline and budget for this project, while having minimal impact on existing programs.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The college does not anticipate overall cost efficiencies from this project. The proposed project would improve the effectiveness of the automotive programs by providing adequate quantity and quality of space and equipment. The new facility would enhance the ability of these programs to serve students and business and industry in the Omaha area.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: **Construction Costs -** The college estimate to construct and equip a new facility is $32,514,741 ($348/gsf). Commission staff's estimate of the total project cost is $30,968,200 ($331/gsf) for constructing and equipping green (energy efficient) vocational school space per *R.S. Means Square Foot Costs* modified to account for local conditions. The college's estimate is $1,546,500 (5.0%) higher than Commission staff's estimate for the project. Both estimates are inflated to the mid-point of construction. The difference between these estimates is in construction and site preparation costs.

Operating and Maintenance Costs - The college is estimating an increase in facility operating and maintenance (O&M) costs of $587,574/year ($6.28/gsf/year). Commission staff’s estimate for additional facility O&M costs is $588,500/year ($6.29/gsf/year). The college’s estimate is $900/year (0.2%) lower than Commission staff’s estimate for the project. Both estimates are inflated to the first year of operations.

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

High . . . . Low
■ ☐ ☐ ☐ ☐

Comments: The proposed use of capital improvement property tax levy funds and student facility fees to construct academic space is appropriate.

Beginning in FY 2014, community colleges were allowed to collect a maximum capital improvement levy limit of 2.0¢ per $100 property valuation for the Capital Improvement Fund. However, the combined operating and capital improvement levies shall not exceed the current maximum of 11.25¢ per $100 property valuation.

MCC presently collects 2.0¢ per $100 property valuation for the Capital Improvement Fund, which is the maximum capital improvement levy limit allowed by statute. The college estimates that the capital improvement levy will generate about $12.6 million in the current fiscal year.

Statutes also allow community colleges to collect student facilities fees for use in funding capital construction projects. MCC charges a student facilities fee of $5 per credit hour that is projected to raise about $2.1 million per year.

MCC had a Capital Improvement Fund available balance of $28,979,826 as of June 30, 2018, with a projected year-end fund balance of $26.85 million at the end of FY 2019. MCC is projecting balances of $17.45 million and $12.57 million at the end of FY 2020 and FY 2021 respectively (including estimated expenditures for this proposed project). The projected balances are based on maintaining the current capital improvement property tax levy and student facilities fee rates. These projected balances are also based on projected donations of $24.07 million for this project and other ongoing and proposed capital construction projects over the next several years.

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

Yes	No
■	☐

Comments: The college has demonstrated that this project would not unnecessarily duplicate instructional space on Metropolitan Community College's South Omaha Campus.

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

High . . . . Low
☐ ■ ☐ ☐ ☐

Comments: The proposed new facility would address demonstrated space shortage for the Automotive Collision Technology and Automotive Technology programs. The types of laboratory space needs for these programs are unique to these academic programs.

COMMISSION ACTION AND COMMENTS:

Approve	Disapprove
■	☐

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **staff** of the Coordinating Commission for Postsecondary Education recommends approval of Metropolitan Community College's proposal to use $14,306,486 in capital improvement property taxes to construct an Automotive Facility as outlined in the program statement approved by the MCC Board of Governors on November 13, 2018 and supplemental information provided.

Comments: With an estimated total project cost of $32.5 million, the Commission commends Metropolitan Community College's use of $16.26 million in private donations to fund half of this new facility. Private donations, combined with $1.95 million in student facilities fees, enhances the college's ability to address facility needs while staying within available property tax levy limits.

Consolidation of the Automotive Technology and Automotive Collision Technology programs within a newly constructed facility will provide the opportunity for collaboration between programs and promote this industry within the Omaha metropolitan region.

Comprehensive Statewide Plan for Postsecondary Education

Changes Made and Important Notes:
2018 Measuring Accomplishments Packet

Overall Changes:

- N/A

National Comparisons:

- ACT, percent meeting all four benchmarks – since Nebraska is now testing 100% of students their junior year of high school, we are limiting our state ranking to only include states that have 95% or more of their graduates tested. Last year, the cutoff was 70% and there were 25 states that met the threshold. This year, 19 states will meet the 95%+ threshold.
- Percentage of high school graduates going directly to college – just as we did with the *2018 Progress Report*, we had to use an estimate for this year's Comp Plan metrics. Normally, we obtain high school graduation data from NCES, but they have not updated the number of high school completers since the class of 2013. So, instead of using Postsecondary Education OPPORTUNITY's *Chance for College by Age 19*, we are using NCHEMS's estimated college continuation data (which uses WICHE's high school graduate projections).

Peer Comparisons:

- Enrollment percentages by race/ethnicity and low-income status (Pell) – skipped a year (fall 2015) of data because more recent data was available.
- 150% graduation rates – added in rates for Pell recipients and took out rates for nonresident aliens.
- Graduation status at six years – IPEDS changed from using a fall cohort to a full year cohort.
- State and local per FTE, net tuition and fees per FTE, Education and general spending per FTE and per award, average net price for students receiving grant/scholarship aid and for the two lowest income quintiles – skipped a year (2015-2016) because more recent data was available.

Non-Comparative Measures:

- Number of students completing adult basic education and continuing into postsecondary – we were not able to obtain updated information from NDE. Therefore, the information presented in the *2018 Measuring Accomplishments* is a repeat of last year's data (2015-2016 program year).

Data Dictionary:

- N/A

2018

Measuring Accomplishments

November 19, 2018

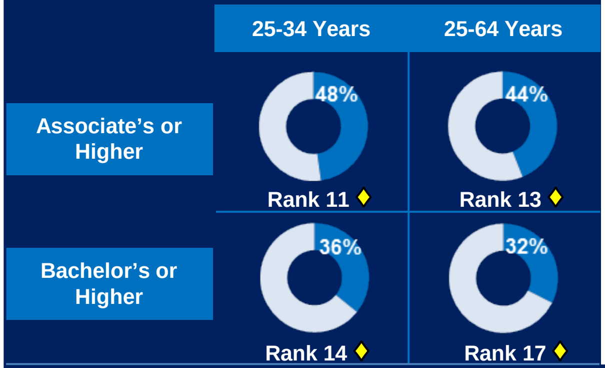
ccpe NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

Comprehensive Statewide Plan for Postsecondary Education 2018 Measuring Accomplishments

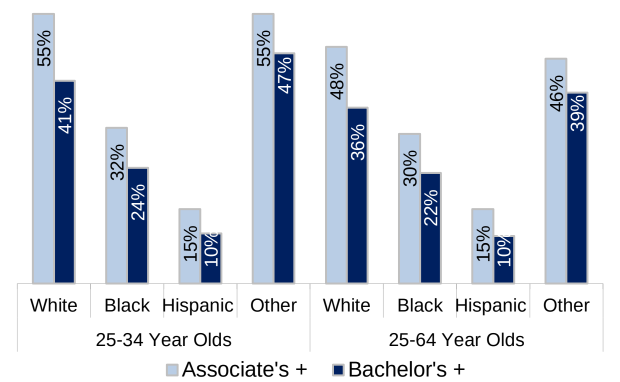
Nebraska is committed to measuring its progress toward achieving the major statewide goals through national comparisons and institutional peer comparisons. It is the aim of the *Comprehensive Plan* that, when rank order is appropriate, Nebraska will rank among the ten best states in national comparisons, and individual public institutions will rank among the five best institutions in peer comparisons. For national comparisons, ranking in the top 10 is noted by a green circle, ranking 11 to 25 is noted by a yellow diamond, and ranking 26 to 50 is noted by a red square. For peer comparisons, ranking in the top five is noted by a green circle while ranking in the bottom six is noted by an orange diamond.

National Comparisons

Educational Attainment (2012-2016)



	25-34 Years	25-64 Years
Associate's or Higher	48% Rank 11 ◆	44% Rank 13 ◆
Bachelor's or Higher	36% Rank 14 ◆	32% Rank 17 ◆



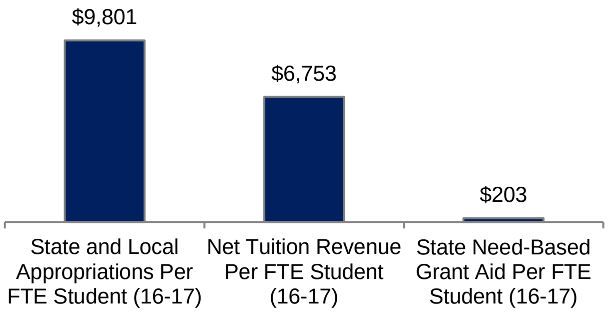
High School Graduation Rate, Preparation for College, and College Enrollment

	Nebraska	Rank	
Public High School Graduation Rate (2015-2016)	89%	4	●
Percentage of ACT-Tested High School Graduates who Met or Exceeded All Four College Readiness Benchmarks (2018)	22%	6	●
Percentage of High School Graduates Going Directly to College (Fall 2014)	63%	26	■
Percentage of Population 25-49 Years without an Associate's Degree or Higher Enrolled in College (2012-2016)	6%	22	◇

College Completion Rates

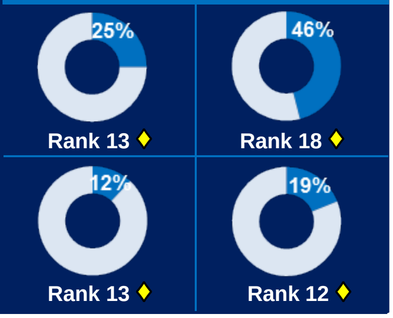
	Nebraska	Rank	
Four-Year Completion Rate for First-Time, Full-Time Baccalaureate-Seeking Students at Public Four-Year Institutions who Completed a Bachelor's Degree at their First Campus (2011 Cohort)	32%	28	■
Six-Year Completion Rate for First-Time Students who Started at Public Four-Year Institutions and Completed a Credential Anywhere (2011 Cohort)	68%	18	◇
Six-Year Completion Rate for First-Time Students who Started at Public Two-Year Institutions and Completed a Credential Anywhere (2011 Cohort)	39%	18	◇

Funding and Affordability



	Rank:	
6 ●	20 ◇	35 ■

Percentage of Family Income Needed to Pay for Full-Time Enrollment at Public Institutions (2015-2016)



	Two-Year	Four-Year
Families in the Lowest Quintile	25% Rank 13 ◆	46% Rank 18 ◆
Families with Median Incomes	12% Rank 13 ◆	19% Rank 12 ◆

Data sources: U.S. Census Bureau (educational attainment, percent of population without an associate's degree enrolled in college); U.S. Department of Education (public high school graduation rate); ACT (college readiness benchmarks); Western Interstate Commission for Higher Education (high school graduates going directly to college); Integrated Postsecondary Education Data System (four-year completion rate); National Student Clearinghouse (six-year completion rates); State Higher Education Executive Officers Association (state and local appropriations per FTE student, net tuition revenue per FTE student); National Association of State Student Grant and Aid Programs (state need-based grant aid per FTE student); Midwestern Higher Education Compact (family income needed to pay net price for full-time enrollment). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: ccpe.nebraska.gov/files/doc/DataDictionary.pdf.

Peer Comparisons: Nebraska College of Technical Agriculture

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
NCTA	**Nebraska College of Technical Agriculture**	**NE**	**342**	**28%**
ABAC	Abraham Baldwin Agricultural College	GA	3,475	39%
ILCC	Iowa Lakes Community College	IA	2,122	26%
LATI	Lake Area Technical Institute	SD	2,061	34%
MTI	Mitchell Technical Institute	SD	1,253	27%
MSC	Morrisville State College	NY	3,003	54%
NCTC	Northland Community and Technical College	MN	3,599	30%
OSAT	Ohio State University Agricultural Technical Institute	OH	722	31%
SOCC	South Central College	MN	2,807	45%
STCM	State Technical College of Missouri	MO	1,227	37%
SUNY	SUNY College of Agriculture and Technology at Cobleskill	NY	2,287	52%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
NCTA	**0%**	**0%**	**0%**	**1%**	**0%**	**4%**	**95%**
ABAC	1%	9%	6%	0%	2%	1%	81%
ILCC	2%	4%	5%	1%	2%	0%	86%
LATI	1%	0%	2%	2%	0%	0%	94%
MTI	1%	1%	2%	3%	0%	1%	92%
MSC	1%	18%	8%	0%	2%	2%	68%
NCTC	1%	7%	4%	2%	1%	4%	80%
OSAT	0%	1%	1%	0%	0%	1%	96%
SOCC	2%	10%	9%	0%	1%	3%	75%
STCM	0%	1%	2%	0%	0%	2%	93%
SUNY	1%	12%	11%	0%	1%	3%	71%

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
NCTA	**0%**	**NA**	**0%**	**NA**	**NA**	**45%**	● **43%**	● **49%**
ABAC	43%	9%	14%	0%	12%	25%	21%	6%
ILCC	20%	40%	29%	0%	NA	49%	48%	40%
LATI	50%	NA	43%	56%	NA	72%	71%	62%
MTI	NA	0%	100%	31%	40%	72%	69%	68%
MSC	43%	17%	18%	0%	12%	32%	28%	23%
NCTC	0%	17%	32%	14%	26%	42%	38%	32%
OSAT	0%	0%	0%	NA	0%	35%	33%	26%
SOCC	0%	11%	12%	0%	21%	30%	26%	20%
STCM	50%	17%	22%	0%	100%	66%	65%	60%
SUNY	0%	36%	35%	50%	35%	43%	41%	42%

Graduation Status at Six Years (2009-2010 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
NCTA	● **47%**	● **100%**	● **74%**	◆ **0%**
ABAC	23%	13%	36%	39%
ILCC	38%	4%	2%	34%
LATI	71%	49%	NA	NA
MTI	62%	25%	70%	25%
MSC	29%	31%	41%	53%
NCTC	35%	23%	57%	33%
OSAT	41%	40%	50%	17%
SOCC	33%	22%	44%	42%
STCM	65%	21%	78%	48%
SUNY	36%	3%	54%	33%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
NCTA	**$11,631**	**$2,513**	**$19,280**	**$44,937**	**$11,417**	**$9,388**	**$9,820**	**23%**	◆ **$21,788**
ABAC	$5,829	$3,705	$12,856	$61,540	$8,022	$5,973	$7,133	43%	$14,682
ILCC	$11,279	$3,444	$19,260	$71,188	$10,113	$7,897	$8,306	30%	$11,239
LATI	$4,314	$5,160	$9,288	$21,859	$11,536	$9,326	$10,052	75%	$12,000
MTI	$3,576	$5,072	$11,582	$26,151	$10,885	$8,999	$9,812	60%	$12,000
MSC	$12,031	$4,455	$25,106	$105,972	$18,326	$14,849	$16,823	71%	$19,192
NCTC	$5,886	$3,485	$13,793	$26,435	$10,263	$9,912	$9,065	39%	$13,300
OSAT	$4,880	$7,455	$16,423	$49,196	$17,341	$15,266	$15,297	52%	$21,500
SOCC	$6,523	$3,637	$15,161	$53,926	$9,601	$8,622	$9,568	46%	$13,000
STCM	$4,515	$5,543	$15,630	$37,259	$8,071	$8,109	$8,069	52%	$10,421
SUNY	$12,291	$4,441	$26,972	$94,960	$15,082	$11,636	$14,536	68%	$17,250

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

Peer Comparisons: University of Nebraska at Kearney

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNK	**University of Nebraska at Kearney**	**NE**	**5,056**	**32%**
EIU	Eastern Illinois University	IL	5,957	40%
ESU	Emporia State University	KS	3,702	37%
MSUM	Minnesota State University Moorhead	MN	5,205	27%
NWMS	Northwest Missouri State University	MO	5,628	32%
PSU	Pittsburg State University	KS	5,904	36%
SUP	Shippensburg University of Pennsylvania	PA	5,896	32%
UCM	University of Central Missouri	MO	9,786	32%
WCU	Western Carolina University	NC	9,171	38%
WIU	Western Illinois University	IL	8,543	48%
WSU	Winona State University	MN	7,661	25%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
UNK	**1%**	**2%**	**11%**	**0%**	**7%**	**2%**	**77%**
EIU	1%	19%	7%	0%	2%	2%	68%
ESU	1%	5%	7%	0%	9%	8%	70%
MSUM	1%	3%	3%	1%	8%	3%	80%
NWMS	1%	6%	4%	0%	4%	3%	81%
PSU	1%	4%	5%	1%	6%	6%	77%
SUP	2%	11%	5%	0%	1%	3%	77%
UCM	1%	10%	4%	0%	2%	4%	78%
WCU	1%	7%	6%	1%	1%	4%	79%
WIU	1%	21%	12%	0%	2%	3%	61%
WSU	3%	3%	3%	0%	3%	2%	86%

Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2010 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
UNK	**100%**	**20%**	**39%**	**0%**	**20%**	**61%**	● **57%**	● **50%**
EIU	90%	44%	45%	60%	44%	62%	57%	56%
ESU	57%	33%	24%	50%	33%	47%	44%	34%
MSUM	60%	11%	29%	25%	11%	43%	42%	37%
NWMS	36%	32%	36%	33%	32%	53%	50%	41%
PSU	67%	31%	48%	50%	31%	51%	49%	38%
SUP	47%	36%	47%	100%	36%	58%	56%	50%
UCM	70%	35%	52%	100%	35%	56%	53%	46%
WCU	62%	54%	65%	80%	54%	57%	57%	53%
WIU	50%	35%	49%	0%	35%	60%	53%	50%
WSU	55%	50%	48%	100%	50%	59%	59%	52%

Four-Year Graduation Rates (2011 Cohort) and Graduation Status at Six Years (2009-2010 Cohort)

		Graduation Status at Six Years			
ID	Four-Year Graduation Rate	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNK	◆ **28%**	● **55%**	● **17%**	◆ **49%**	◆ **30%**
EIU	33%	57%	58%	69%	62%
ESU	26%	41%	41%	48%	43%
MSUM	26%	43%	22%	57%	50%
NWMS	26%	49%	4%	59%	27%
PSU	24%	45%	6%	59%	54%
SUP	34%	56%	25%	63%	43%
UCM	29%	50%	15%	63%	49%
WCU	40%	57%	14%	69%	62%
WIU	30%	52%	0%	70%	51%
WSU	36%	59%	14%	69%	67%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
UNK	**$7,887**	**$5,330**	**$15,906**	**$65,242**	**$15,909**	**$12,715**	**$13,754**	**47%**	🟢 **$20,980**
EIU	$4,921	$7,060	$27,234	$69,046	$14,107	$12,185	$10,898	64%	$23,250
ESU	$6,161	$7,149	$15,243	$49,699	$14,013	$11,394	$11,758	55%	$18,568
MSUM	$5,787	$5,783	$15,219	$54,239	$15,541	$11,233	$12,141	59%	$22,579
NWMS	$5,166	$7,040	$16,063	$60,811	$11,778	$8,124	$8,141	55%	$23,557
PSU	$5,339	$5,370	$12,391	$46,944	$13,841	$10,874	$12,372	57%	$20,000
SUP	$4,667	$8,715	$19,417	$71,379	$19,448	$16,769	$17,875	70%	$25,250
UCM	$4,781	$6,620	$15,831	$37,760	$12,711	$10,103	$11,012	56%	$21,500
WCU	$9,057	$6,104	$15,765	$58,765	$14,456	$10,670	$12,550	58%	$22,500
WIU	$3,445	$7,412	$26,642	$88,897	$15,605	$13,210	$13,729	70%	$24,830
WSU	$5,041	$5,852	$14,718	$56,599	$16,678	$12,564	$13,175	61%	$23,206

Research and Development Expenditures (National Science Foundation, 2016)

ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
UNK	🟢 **$963,000**	**$901,000**	**$1,864,000**	🟢 **$825,000**
PSU	$2,162,000	$0	$2,162,000	$270,000
WCU	$1,095,000	$210,000	$1,305,000	$864,000

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

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

Peer Comparisons: University of Nebraska-Lincoln

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNL	**University of Nebraska-Lincoln**	**NE**	**20,833**	**22%**
CSUF	Colorado State University-Fort Collins	CO	25,177	23%
ISU	Iowa State University	IA	30,671	21%
LSUA	Louisiana State University & Agricultural & Mechanical College	LA	26,118	20%
UTK	The University of Tennessee-Knoxville	TN	22,139	27%
UI	University of Iowa	IA	24,476	19%
KU	University of Kansas	KS	19,262	22%
UKY	University of Kentucky	KY	22,621	23%
UMC	University of Missouri-Columbia	MO	25,877	19%
UON	University of Oklahoma-Norman Campus	OK	21,609	22%
WASH	Washington State University	WA	24,904	31%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
UNL	**3%**	**3%**	**6%**	**0%**	**8%**	**3%**	**77%**
CSUF	3%	2%	12%	0%	4%	4%	75%
ISU	3%	3%	5%	0%	8%	2%	78%
LSUA	4%	12%	6%	0%	2%	2%	73%
UTK	4%	7%	4%	0%	2%	3%	81%
UI	4%	3%	8%	0%	11%	3%	71%
KU	5%	4%	8%	0%	7%	5%	72%
UKY	3%	8%	5%	0%	3%	4%	78%
UMC	2%	8%	4%	0%	4%	3%	79%
UON	6%	5%	10%	4%	5%	8%	62%
WASH	6%	3%	15%	1%	5%	7%	63%

Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2010 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
UNL	**57%**	**50%**	**62%**	**31%**	**50%**	**68%**	◇ **67%**	◇ **56%**
CSUF	65%	66%	55%	50%	66%	69%	67%	62%
ISU	74%	49%	70%	38%	49%	76%	74%	66%
LSUA	64%	56%	62%	44%	56%	70%	68%	57%
UTK	83%	61%	61%	57%	61%	70%	69%	57%
UI	67%	53%	69%	56%	53%	73%	72%	58%
KU	57%	36%	62%	62%	36%	65%	63%	48%
UKY	79%	51%	61%	20%	51%	65%	64%	52%
UMC	74%	57%	62%	65%	57%	70%	68%	56%
UON	71%	51%	63%	54%	51%	69%	68%	55%
WASH	65%	58%	64%	62%	58%	68%	67%	61%

Four-Year Graduation Rates (2011 Cohort) and Graduation Status at Six Years (2009-2010 Cohort)

		Graduation Status at Six Years			
ID	Four-Year Graduation Rate	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNL	◇ **39%**	◇ **67%**	● **36%**	◇ **48%**	◇ **26%**
CSUF	45%	66%	47%	72%	66%
ISU	45%	71%	29%	65%	21%
LSUA	38%	67%	31%	65%	29%
UTK	46%	69%	17%	68%	40%
UI	54%	71%	65%	68%	40%
KU	42%	61%	20%	63%	41%
UKY	40%	61%	39%	56%	37%
UMC	44%	69%	36%	68%	46%
UON	41%	65%	20%	57%	43%
WASH	38%	64%	25%	74%	51%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
UNL	**$12,290**	**$9,764**	**$33,373**	**$142,854**	**$16,813**	**$12,948**	**$13,579**	**39%**	◆ **$21,788**
CSUF	$0	$15,189	$26,551	$108,161	$17,191	$11,910	$12,105	45%	$20,502
ISU	$7,185	$10,357	$28,629	$114,469	$13,949	$8,603	$9,894	50%	$23,256
LSUA	$7,569	$11,816	$32,221	$138,053	$19,224	$9,565	$14,885	37%	$21,000
UTK	$12,230	$11,570	$39,313	$151,854	$20,995	$11,537	$14,905	44%	$20,500
UI	$8,321	$14,358	$44,667	$161,540	$14,845	$9,296	$11,001	42%	$21,500
KU	$9,785	$12,206	$39,586	$146,911	$18,365	$14,983	$14,946	44%	$20,500
UKY	$10,781	$12,543	$55,301	$215,251	$19,361	$14,635	$15,318	43%	$23,000
UMC	$7,129	$11,279	$29,686	$96,464	$17,762	$13,234	$14,032	44%	$22,000
UON	$4,857	$12,648	$30,140	$117,490	$20,003	$14,379	$16,420	35%	$20,000
WASH	$7,903	$10,066	$32,987	$120,109	$17,885	$9,246	$11,463	46%	$20,349

Research and Development Expenditures (National Science Foundation, 2016)

ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
UNL	**$187,469,000**	**$107,387,000**	**$294,856,000**	◆ **$85,318,000**
CSUF	$282,857,000	$49,005,000	$331,862,000	$196,754,000
ISU	$204,269,000	$124,116,000	$328,385,000	$120,137,000
LSUA	$185,963,000	$106,009,000	$291,972,000	$79,314,000
UTK	$159,723,000	$92,681,000	$252,404,000	$125,812,000
UI	$290,233,000	$183,129,000	$473,362,000	$116,779,000
KU	$197,558,000	$100,375,000	$297,933,000	$96,861,000
UKY	$244,494,000	$105,167,000	$349,661,000	$127,886,000
UMC	$133,957,000	$114,343,000	$248,300,000	$90,952,000
UON	$196,909,000	$63,089,000	$259,998,000	$94,117,000
WASH	$211,947,000	$122,135,000	$334,082,000	$122,188,000

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

Peer Comparisons: University of Nebraska Medical Center

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNMC	**University of Nebraska Medical Center**	**NE**	**877**	**21%**
MUSC	Medical University of South Carolina	SC	306	21%
OSU	Ohio State University-Main Campus	OH	45,831	20%
UTK	The University of Tennessee-Knoxville	TN	22,139	27%
UA	University of Arizona	AZ	33,694	29%
UCON	University of Connecticut	CT	19,324	21%
UI	University of Iowa	IA	24,476	19%
KU	University of Kansas	KS	19,262	22%
UKY	University of Kentucky	KY	22,621	23%
UU	University of Utah	UT	23,789	27%
VCU	Virginia Commonwealth University	VA	23,865	28%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
UNMC	**4%**	**2%**	**7%**	**0%**	**0%**	**2%**	**85%**
MUSC	3%	9%	4%	0%	0%	4%	81%
OSU	7%	6%	4%	0%	8%	3%	72%
UTK	4%	7%	4%	0%	2%	3%	81%
UA	6%	4%	26%	1%	7%	5%	52%
UCON	11%	6%	10%	0%	7%	3%	62%
UI	4%	3%	8%	0%	11%	3%	71%
KU	5%	4%	8%	0%	7%	5%	72%
UKY	3%	8%	5%	0%	3%	4%	78%
UU	6%	1%	12%	0%	5%	5%	70%
VCU	13%	19%	9%	0%	4%	6%	49%

Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2010 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
UNMC	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**
MUSC	NA	NA	NA	NA	NA	NA	NA	NA
OSU	86%	74%	81%	71%	74%	84%	84%	77%
UTK	83%	61%	61%	57%	61%	70%	69%	57%
UA	69%	37%	55%	26%	37%	63%	60%	52%
UCON	80%	74%	71%	100%	74%	84%	82%	75%
UI	67%	53%	69%	56%	53%	73%	72%	58%
KU	57%	36%	62%	62%	36%	65%	63%	48%
UKY	79%	51%	61%	20%	51%	65%	64%	52%
UU	76%	97%	58%	40%	97%	66%	65%	60%
VCU	69%	60%	59%	36%	60%	62%	62%	60%

Four-Year Graduation Rates (2011 Cohort) and Graduation Status at Six Years (2009-2010 Cohort)

		Graduation Status at Six Years			
ID	Four-Year Graduation Rate	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNMC	**NA**	**NA**	**NA**	● **97%**	● **87%**
MUSC	NA	NA	NA	92%	63%
OSU	59%	83%	47%	74%	52%
UTK	46%	69%	17%	68%	40%
UA	45%	61%	28%	64%	49%
UCON	70%	82%	63%	83%	42%
UI	54%	71%	65%	68%	40%
KU	42%	61%	20%	63%	41%
UKY	40%	61%	39%	56%	37%
UU	31%	62%	32%	69%	57%
VCU	39%	61%	12%	64%	65%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
UNMC	**$40,360**	**$13,361**	**$110,260**	**$380,934**	**NA**	**NA**	**NA**	**57%**	● **$15,000**
MUSC	-	-	-	-	-	-	-	69%	$5,500
OSU	-	-	-	-	-	-	-	41%	$21,500
UTK	-	-	-	-	-	-	-	44%	$20,500
UA	-	-	-	-	-	-	-	40%	$19,000
UCON	-	-	-	-	-	-	-	47%	$21,500
UI	-	-	-	-	-	-	-	42%	$21,500
KU	-	-	-	-	-	-	-	44%	$20,500
UKY	-	-	-	-	-	-	-	43%	$23,000
UU	-	-	-	-	-	-	-	33%	$15,000
VCU	-	-	-	-	-	-	-	50%	$23,250

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

Research and Development Expenditures (National Institutes of Health, 2017)

ID	Total Health Sciences School Research
UNMC	◆ **$73,132,750**
MUSC	$114,402,459
OSU	$124,843,352
UTK	$32,338,327
UA	$72,812,828
UCON	$48,946,381
UI	$126,923,634
KU	$63,034,489
UKY	$94,827,488
UU	$137,812,016
VCU	$64,068,306

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

Peer Comparisons: University of Nebraska at Omaha

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNO	**University of Nebraska at Omaha**	**NE**	**12,536**	**32%**
CSU	Cleveland State University	OH	12,352	39%
EMU	Eastern Michigan University	MI	17,682	41%
NKU	Northern Kentucky University	KY	12,380	31%
UTC	The University of Tennessee-Chattanooga	TN	10,170	33%
UCO	University of Central Oklahoma	OK	14,612	34%
UCCS	University of Colorado, Colorado Springs	CO	10,619	31%
UMSL	University of Missouri-St Louis	MO	13,898	24%
UNCG	University of North Carolina at Greensboro	NC	16,281	47%
UNF	University of North Florida	FL	13,846	29%
WSU	Wichita State University	KS	11,585	34%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
UNO	**4%**	**6%**	**12%**	**0%**	**4%**	**5%**	**69%**
CSU	4%	18%	5%	0%	5%	3%	65%
EMU	3%	20%	5%	0%	2%	4%	66%
NKU	1%	7%	3%	0%	3%	2%	83%
UTC	2%	11%	4%	0%	1%	5%	77%
UCO	4%	9%	10%	4%	7%	10%	57%
UCCS	3%	4%	17%	0%	1%	7%	66%
UMSL	5%	15%	3%	0%	2%	2%	72%
UNCG	6%	28%	8%	0%	2%	5%	51%
UNF	5%	10%	11%	0%	2%	5%	67%
WSU	7%	6%	11%	1%	8%	4%	62%

Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2010 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
UNO	**50%**	**22%**	**42%**	**33%**	**22%**	**48%**	◆ **45%**	● **41%**
CSU	37%	17%	25%	25%	17%	48%	41%	30%
EMU	67%	20%	42%	27%	20%	49%	41%	31%
NKU	26%	23%	25%	50%	23%	40%	38%	30%
UTC	54%	37%	39%	NA	37%	46%	44%	39%
UCO	64%	26%	43%	38%	26%	38%	38%	32%
UCCS	38%	34%	39%	50%	34%	49%	47%	42%
UMSL	71%	36%	50%	0%	36%	56%	53%	44%
UNCG	56%	61%	51%	57%	61%	51%	54%	54%
UNF	64%	53%	46%	0%	53%	55%	54%	54%
WSU	51%	21%	38%	31%	21%	50%	46%	37%

Four-Year Graduation Rates (2011 Cohort) and Graduation Status at Six Years (2009-2010 Cohort)

		Graduation Status at Six Years			
ID	Four-Year Graduation Rate	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNO	◆ **20%**	● **46%**	● **23%**	◆ **47%**	◆ **38%**
CSU	22%	37%	15%	58%	50%
EMU	14%	39%	16%	57%	44%
NKU	15%	39%	8%	51%	49%
UTC	22%	44%	15%	54%	37%
UCO	14%	39%	15%	52%	38%
UCCS	23%	43%	14%	55%	38%
UMSL	32%	41%	13%	60%	34%
UNCG	30%	56%	41%	60%	50%
UNF	30%	60%	44%	73%	58%
WSU	22%	41%	18%	54%	35%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
UNO	**$5,612**	**$6,562**	**$15,976**	**$58,019**	**$11,727**	**$10,023**	**$10,326**	**41%**	● **$19,500**
CSU	$5,164	$10,618	$19,829	$70,244	$15,320	$13,841	$14,839	59%	$22,000
EMU	$4,426	$10,343	$14,977	$52,516	$14,090	$11,953	$12,588	70%	$25,270
NKU	$3,963	$8,833	$19,117	$76,259	$9,338	$4,943	$6,213	50%	$24,914
UTC	$4,551	$6,362	$16,568	$70,142	$14,706	$9,257	$10,465	51%	$20,619
UCO	$4,339	$7,305	$13,848	$55,431	$13,995	$11,182	$12,029	39%	$20,000
UCCS	$0	$11,334	$16,251	$71,647	$15,427	$12,440	$13,045	46%	$21,000
UMSL	$5,827	$8,691	$20,720	$62,804	$9,150	$6,838	$7,969	37%	$20,460
UNCG	$8,717	$6,059	$18,310	$77,628	$10,496	$8,045	$9,662	58%	$22,546
UNF	$6,532	$5,670	$16,047	$54,444	$13,524	$8,079	$11,651	38%	$15,947
WSU	$6,292	$8,568	$20,476	$72,979	$13,541	$11,233	$12,022	51%	$21,000

Research and Development Expenditures (National Science Foundation, 2016)

ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
UNO	● **$7,732,000**	**$2,727,000**	**$10,459,000**	● **$4,474,000**
CSU	$59,861,000	$17,859,000	$77,720,000	$46,025,000
EMU	$1,885,000	$1,930,000	$3,815,000	$1,621,000
NKU	$1,237,000	$609,000	$1,846,000	$1,133,000
UTC	$2,304,000	$3,296,000	$5,600,000	$1,092,000
UCO	$3,668,000	$2,607,000	$6,275,000	$1,409,000
UCCS	$5,924,000	$888,000	$6,812,000	$3,972,000
UMSL	$6,612,000	$6,848,000	$13,460,000	$3,818,000
UNCG	$19,757,000	$4,208,000	$23,965,000	$14,778,000
UNF	$2,869,000	$2,272,000	$5,141,000	$1,342,000
WSU	$54,178,000	$11,752,000	$65,930,000	$10,420,000

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

Peer Comparisons: Chadron State College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
CSC	**Chadron State College**	**NE**	**2,334**	**35%**
GSC	Granite State College	NH	1,854	43%
LU	Lincoln University	MO	2,618	56%
MWSU	Missouri Western State University	MO	5,120	36%
MSUB	Montana State University-Billings	MT	3,968	32%
OSUL	Ohio State University-Lima Campus	OH	1,024	34%
OSUN	Ohio State University-Newark Campus	OH	2,517	38%
PSC	Peru State College	NE	2,215	30%
SSU	Shawnee State University	OH	3,621	47%
UAM	University of Arkansas at Monticello	AR	3,669	50%
WSC	Wayne State College	NE	2,837	34%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
CSC	**1%**	**4%**	**8%**	**1%**	**2%**	**3%**	**80%**
GSC	1%	3%	4%	0%	0%	2%	90%
LU	1%	45%	2%	1%	2%	3%	46%
MWSU	2%	9%	1%	0%	1%	4%	83%
MSUB	1%	1%	5%	4%	2%	3%	82%
OSUL	2%	4%	2%	0%	0%	4%	87%
OSUN	4%	16%	3%	0%	0%	5%	72%
PSC	1%	7%	6%	1%	1%	3%	82%
SSU	1%	6%	1%	1%	1%	3%	88%
UAM	1%	25%	3%	0%	1%	3%	67%
WSC	1%	3%	8%	1%	0%	2%	84%

Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2010 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
CSC	**100%**	**31%**	**33%**	**0%**	**20%**	**47%**	● **43%**	● **48%**
GSC	NA	NA	0%	NA	NA	12%	14%	8%
LU	0%	14%	38%	50%	NA	35%	22%	19%
MWSU	33%	14%	50%	27%	25%	33%	31%	25%
MSUB	10%	0%	12%	12%	9%	27%	24%	21%
OSUL	50%	19%	10%	50%	0%	30%	28%	26%
OSUN	32%	25%	25%	25%	13%	38%	36%	26%
PSC	20%	20%	20%	50%	NA	37%	35%	34%
SSU	40%	8%	67%	40%	20%	33%	30%	20%
UAM	NA	13%	50%	NA	5%	30%	22%	23%
WSC	33%	20%	46%	20%	17%	51%	48%	41%

Four-Year Graduation Rates (2011 Cohort) and Graduation Status at Six Years (2009-2010 Cohort)

		Graduation Status at Six Years			
ID	Four-Year Graduation Rate	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
CSC	● **24%**	● **41%**	● **16%**	● **47%**	◆ **24%**
GSC	0%	14%	34%	59%	54%
LU	7%	20%	7%	45%	25%
MWSU	13%	28%	7%	38%	26%
MSUB	11%	26%	15%	42%	33%
OSUL	18%	32%	10%	38%	24%
OSUN	15%	34%	13%	38%	40%
PSC	18%	35%	7%	45%	34%
SSU	13%	28%	14%	29%	28%
UAM	12%	25%	37%	33%	45%
WSC	28%	48%	33%	52%	24%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
CSC	**$7,548**	**$4,779**	**$14,802**	**$57,197**	**$13,740**	**$12,221**	**$11,556**	**53%**	🟢 **$18,500**
GSC	$2,072	$6,689	$11,366	$26,412	$12,905	$12,555	$14,025	65%	$15,270
LU	$8,133	$3,046	$20,799	$121,883	$10,911	$10,533	$10,366	72%	$23,733
MWSU	$5,364	$6,064	$16,640	$78,570	$10,467	$8,726	$8,666	46%	$22,000
MSUB	$6,664	$5,649	$16,434	$65,946	$12,503	$11,994	$12,763	46%	$17,955
OSUL	$3,738	$6,966	$14,628	$63,365	$14,512	$10,867	$11,862	56%	$21,500
OSUN	$3,024	$6,739	$11,321	$36,754	$14,656	$12,610	$13,189	55%	$21,500
PSC	$5,613	$4,036	$12,060	$43,442	$12,850	$11,147	$12,115	44%	$21,573
SSU	$4,591	$6,422	$16,050	$71,047	$13,882	$13,038	$13,907	64%	$23,000
UAM	$6,443	$4,008	$14,659	$40,545	$11,260	$10,662	$11,575	49%	$14,000
WSC	$7,449	$4,457	$14,721	$57,519	$12,626	$10,585	$10,905	58%	$19,922

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

Peer Comparisons: Peru State College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
PSC	**Peru State College**	**NE**	**2,215**	**30%**
CSC	Chadron State College	NE	2,334	35%
GSC	Granite State College	NH	1,854	43%
LU	Lincoln University	MO	2,618	56%
MWSU	Missouri Western State University	MO	5,120	36%
MSUB	Montana State University-Billings	MT	3,968	32%
OSUL	Ohio State University-Lima Campus	OH	1,024	34%
OSUN	Ohio State University-Newark Campus	OH	2,517	38%
SSU	Shawnee State University	OH	3,621	47%
UAM	University of Arkansas at Monticello	AR	3,669	50%
WSC	Wayne State College	NE	2,837	34%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
PSC	**1%**	**7%**	**6%**	**1%**	**1%**	**3%**	**82%**
CSC	1%	4%	8%	1%	2%	3%	80%
GSC	1%	3%	4%	0%	0%	2%	90%
LU	1%	45%	2%	1%	2%	3%	46%
MWSU	2%	9%	1%	0%	1%	4%	83%
MSUB	1%	1%	5%	4%	2%	3%	82%
OSUL	2%	4%	2%	0%	0%	4%	87%
OSUN	4%	16%	3%	0%	0%	5%	72%
SSU	1%	6%	1%	1%	1%	3%	88%
UAM	1%	25%	3%	0%	1%	3%	67%
WSC	1%	3%	8%	1%	0%	2%	84%

Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2010 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
PSC	**20%**	**20%**	**20%**	**50%**	**NA**	**37%**	● **35%**	● **34%**
CSC	100%	31%	33%	0%	20%	47%	43%	48%
GSC	NA	NA	0%	NA	NA	12%	14%	8%
LU	0%	14%	38%	50%	NA	35%	22%	19%
MWSU	33%	14%	50%	27%	25%	33%	31%	25%
MSUB	10%	0%	12%	12%	9%	27%	24%	21%
OSUL	50%	19%	10%	50%	0%	30%	28%	26%
OSUN	32%	25%	25%	25%	13%	38%	36%	26%
SSU	40%	8%	67%	40%	20%	33%	30%	20%
UAM	NA	13%	50%	NA	5%	30%	22%	23%
WSC	33%	20%	46%	20%	17%	51%	48%	41%

Four-Year Graduation Rates (2011 Cohort) and Graduation Status at Six Years (2009-2010 Cohort)

		Graduation Status at Six Years			
ID	Four-Year Graduation Rate	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
PSC	● **18%**	● **35%**	◇ **7%**	● **45%**	● **34%**
CSC	24%	41%	16%	47%	24%
GSC	0%	14%	34%	59%	54%
LU	7%	20%	7%	45%	25%
MWSU	13%	28%	7%	38%	26%
MSUB	11%	26%	15%	42%	33%
OSUL	18%	32%	10%	38%	24%
OSUN	15%	34%	13%	38%	40%
SSU	13%	28%	14%	29%	28%
UAM	12%	25%	37%	33%	45%
WSC	28%	48%	33%	52%	24%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
PSC	**$5,613**	**$4,036**	**$12,060**	**$43,442**	**$12,850**	**$11,147**	**$12,115**	**44%**	◆ **$21,573**
CSC	$7,548	$4,779	$14,802	$57,197	$13,740	$12,221	$11,556	53%	$18,500
GSC	$2,072	$6,689	$11,366	$26,412	$12,905	$12,555	$14,025	65%	$15,270
LU	$8,133	$3,046	$20,799	$121,883	$10,911	$10,533	$10,366	72%	$23,733
MWSU	$5,364	$6,064	$16,640	$78,570	$10,467	$8,726	$8,666	46%	$22,000
MSUB	$6,664	$5,649	$16,434	$65,946	$12,503	$11,994	$12,763	46%	$17,955
OSUL	$3,738	$6,966	$14,628	$63,365	$14,512	$10,867	$11,862	56%	$21,500
OSUN	$3,024	$6,739	$11,321	$36,754	$14,656	$12,610	$13,189	55%	$21,500
SSU	$4,591	$6,422	$16,050	$71,047	$13,882	$13,038	$13,907	64%	$23,000
UAM	$6,443	$4,008	$14,659	$40,545	$11,260	$10,662	$11,575	49%	$14,000
WSC	$7,449	$4,457	$14,721	$57,519	$12,626	$10,585	$10,905	58%	$19,922

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

Peer Comparisons: Wayne State College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
WSC	**Wayne State College**	**NE**	**2,837**	**34%**
CSC	Chadron State College	NE	2,334	35%
GSC	Granite State College	NH	1,854	43%
LU	Lincoln University	MO	2,618	56%
MWSU	Missouri Western State University	MO	5,120	36%
MSUB	Montana State University-Billings	MT	3,968	32%
OSUL	Ohio State University-Lima Campus	OH	1,024	34%
OSUN	Ohio State University-Newark Campus	OH	2,517	38%
PSC	Peru State College	NE	2,215	30%
SSU	Shawnee State University	OH	3,621	47%
UAM	University of Arkansas at Monticello	AR	3,669	50%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
WSC	**1%**	**3%**	**8%**	**1%**	**0%**	**2%**	**84%**
CSC	1%	4%	8%	1%	2%	3%	80%
GSC	1%	3%	4%	0%	0%	2%	90%
LU	1%	45%	2%	1%	2%	3%	46%
MWSU	2%	9%	1%	0%	1%	4%	83%
MSUB	1%	1%	5%	4%	2%	3%	82%
OSUL	2%	4%	2%	0%	0%	4%	87%
OSUN	4%	16%	3%	0%	0%	5%	72%
PSC	1%	7%	6%	1%	1%	3%	82%
SSU	1%	6%	1%	1%	1%	3%	88%
UAM	1%	25%	3%	0%	1%	3%	67%

Graduation Rates 150% of Normal Time by Race/Ethnicity and Low-Income Status (2010 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
WSC	**33%**	**20%**	**46%**	**20%**	**17%**	**51%**	🟢 **48%**	🟢 **41%**
CSC	100%	31%	33%	0%	20%	47%	43%	48%
GSC	NA	NA	0%	NA	NA	12%	14%	8%
LU	0%	14%	38%	50%	NA	35%	22%	19%
MWSU	33%	14%	50%	27%	25%	33%	31%	25%
MSUB	10%	0%	12%	12%	9%	27%	24%	21%
OSUL	50%	19%	10%	50%	0%	30%	28%	26%
OSUN	32%	25%	25%	25%	13%	38%	36%	26%
PSC	20%	20%	20%	50%	NA	37%	35%	34%
SSU	40%	8%	67%	40%	20%	33%	30%	20%
UAM	NA	13%	50%	NA	5%	30%	22%	23%

Four-Year Graduation Rates (2011 Cohort) and Graduation Status at Six Years (2009-2010 Cohort)

		Graduation Status at Six Years			
ID	Four-Year Graduation Rate	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
WSC	🟢 **28%**	🟢 **48%**	🟢 **33%**	🟢 **52%**	🔶 **24%**
CSC	24%	41%	34%	59%	54%
GSC	0%	14%	34%	59%	54%
LU	7%	20%	7%	45%	25%
MWSU	13%	28%	7%	38%	26%
MSUB	11%	26%	15%	42%	33%
OSUL	18%	32%	10%	38%	24%
OSUN	15%	34%	13%	38%	40%
PSC	18%	35%	7%	45%	34%
SSU	13%	28%	14%	29%	28%
UAM	12%	25%	37%	33%	45%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
WSC	**$7,449**	**$4,457**	**$14,721**	**$57,519**	**$12,626**	**$10,585**	**$10,905**	**58%**	● **$19,922**
CSC	$7,548	$4,779	$14,802	$57,197	$13,740	$12,221	$11,556	53%	$18,500
GSC	$2,072	$6,689	$11,366	$26,412	$12,905	$12,555	$14,025	65%	$15,270
LU	$8,133	$3,046	$20,799	$121,883	$10,911	$10,533	$10,366	72%	$23,733
MWSU	$5,364	$6,064	$16,640	$78,570	$10,467	$8,726	$8,666	46%	$22,000
MSUB	$6,664	$5,649	$16,434	$65,946	$12,503	$11,994	$12,763	46%	$17,955
OSUL	$3,738	$6,966	$14,628	$63,365	$14,512	$10,867	$11,862	56%	$21,500
OSUN	$3,024	$6,739	$11,321	$36,754	$14,656	$12,610	$13,189	55%	$21,500
PSC	$5,613	$4,036	$12,060	$43,442	$12,850	$11,147	$12,115	44%	$21,573
SSU	$4,591	$6,422	$16,050	$71,047	$13,882	$13,038	$13,907	64%	$23,000
UAM	$6,443	$4,008	$14,659	$40,545	$11,260	$10,662	$11,575	49%	$14,000

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

Peer Comparisons: Central Community College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
CCC	**Central Community College**	**NE**	**6,316**	**28%**
BHC	Black Hawk College	IL	5,613	28%
CCCC	Central Carolina Community College	NC	5,137	36%
EAC	Eastern Arizona College	AZ	6,423	19%
HCC	Hutchinson Community College	KS	5,866	26%
IHCC	Indian Hills Community College	IA	4,366	37%
ICCC	Iowa Central Community College	IA	5,712	32%
JC	Jackson College	MI	5,413	46%
LCCC	Laramie County Community College	WY	4,118	26%
PJC	Paris Junior College	TX	4,806	32%
SC	Shasta College	CA	9,289	34%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
CCC	**1%**	**2%**	**21%**	**1%**	**0%**	**0%**	**75%**
BHC	4%	11%	14%	0%	0%	3%	68%
CCCC	1%	20%	17%	1%	0%	3%	58%
EAC	1%	4%	20%	7%	1%	1%	66%
HCC	1%	6%	12%	1%	1%	4%	76%
IHCC	1%	6%	5%	0%	5%	2%	80%
ICCC	2%	11%	8%	1%	1%	1%	75%
JC	1%	14%	5%	1%	0%	4%	76%
LCCC	2%	3%	12%	1%	1%	1%	80%
PJC	1%	10%	15%	2%	0%	1%	70%
SC	4%	2%	17%	3%	0%	6%	70%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2011)

		% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
ID	Cohort	Math	English	Reading	Math	English
CCC	**1,344**	**21%**	**29%**	**22%**	**39%**	**60%**

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
CCC	**1,639**	**17%**	**25%**	**31%**	**72%**

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2011)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
CCC	**1,344**	**36%**	**30%**	**4%**	**70%**

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
CCC	**0%**	**21%**	**31%**	**17%**	**33%**	**41%**	🟢 **38%**	🟢 **34%**
BHC	50%	2%	15%	NA	20%	25%	22%	12%
CCCC	0%	25%	33%	0%	11%	24%	25%	18%
EAC	80%	19%	31%	18%	67%	33%	30%	30%
HCC	0%	18%	29%	0%	28%	36%	34%	27%
IHCC	40%	32%	15%	0%	30%	34%	33%	29%
ICCC	44%	10%	26%	20%	11%	37%	29%	39%
JC	25%	4%	12%	0%	4%	14%	13%	9%
LCCC	50%	25%	15%	0%	0%	27%	24%	18%
PJC	33%	23%	35%	25%	63%	35%	33%	29%
SC	NA	NA	NA	NA	NA	NA	NA	NA

Graduation Status at Six Years (2009-2010 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
CCC	**● 40%**	**● 18%**	**● 65%**	**● 52%**
BHC	23%	10%	26%	13%
CCCC	32%	22%	38%	21%
EAC	49%	6%	41%	15%
HCC	37%	13%	30%	15%
IHCC	36%	16%	66%	31%
ICCC	37%	11%	55%	52%
JC	16%	11%	24%	15%
LCCC	27%	4%	35%	15%
PJC	27%	15%	26%	7%
SC	30%	12%	41%	18%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
CCC	**$14,139**	**$1,997**	**$18,132**	**$30,209**	**$7,917**	**$6,709**	**$6,910**	**19%**	**● $5,500**
BHC	$11,305	$2,323	$13,745	$61,941	$6,117	$4,530	$5,739	11%	$5,525
CCCC	$8,800	$1,397	$13,179	$37,389	$7,780	$7,149	$7,441	0%	Privacy Suppressed
EAC	$6,481	$894	$11,100	$28,718	$7,009	$7,454	$7,792	0%	Privacy Suppressed
HCC	$6,431	$2,042	$10,078	$42,268	$8,117	$6,315	$6,985	21%	$8,733
IHCC	$6,778	$4,586	$15,682	$39,470	$8,140	$7,015	$7,431	43%	$12,000
ICCC	$5,904	$3,949	$11,796	$44,426	$9,976	$8,432	$8,152	40%	$11,000
JC	$4,834	$3,480	$12,168	$54,453	$8,045	$6,562	$7,911	36%	$13,473
LCCC	$12,745	$4,111	$17,808	$66,167	$6,100	$4,544	$5,143	25%	$10,431
PJC	$4,103	$2,143	$8,664	$29,547	$7,845	$6,619	$6,989	0%	Privacy Suppressed
SC	$7,426	$795	$12,545	$55,444	$5,976	$4,708	$4,272	5%	$9,387

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

Peer Comparisons: Metropolitan Community College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
MCC	**Metropolitan Community College**	**NE**	**14,788**	**28%**
CCAC	Community College of Allegheny County	PA	16,092	35%
DMCC	Des Moines Area Community College	IA	22,446	20%
ERIE	Erie Community College	NY	11,278	42%
GTC	Greenville Technical College	SC	11,932	43%
GTCC	Guilford Technical Community College	NC	11,059	54%
JJC	Joliet Junior College	IL	15,383	19%
MESA	Mesa Community College	AZ	20,508	29%
SJCC	San Jacinto Community College	TX	28,998	25%
TCC	Tulsa Community College	OK	17,135	35%
WTCC	Wake Technical Community College	NC	21,747	34%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
MCC	**4%**	**12%**	**13%**	**1%**	**1%**	**3%**	**65%**
CCAC	4%	20%	3%	1%	0%	2%	71%
DMCC	4%	6%	8%	0%	1%	2%	78%
ERIE	4%	17%	5%	1%	1%	3%	69%
GTC	2%	22%	9%	0%	1%	3%	63%
GTCC	5%	39%	8%	1%	2%	2%	43%
JJC	3%	9%	27%	0%	0%	4%	58%
MESA	5%	6%	27%	4%	3%	3%	52%
SJCC	5%	10%	55%	0%	2%	2%	26%
TCC	4%	8%	7%	8%	3%	10%	60%
WTCC	3%	24%	10%	0%	8%	3%	50%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2011)

		% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
ID	Cohort	Math	English	Reading	Math	English
MCC	**2,511**	**51%**	**22%**	**19%**	**55%**	**75%**

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MCC	**1,905**	**7%**	**18%**	**60%**	**85%**

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2011)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MCC	**2,511**	**26%**	**25%**	**7%**	**58%**

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
MCC	**11%**	**6%**	**9%**	**0%**	**4%**	**16%**	◇ **13%**	◇ **11%**
CCAC	17%	7%	31%	17%	3%	16%	14%	11%
DMCC	13%	8%	20%	33%	16%	30%	27%	21%
ERIE	25%	11%	15%	32%	21%	26%	22%	19%
GTC	28%	6%	13%	25%	2%	13%	11%	8%
GTCC	20%	9%	15%	8%	11%	27%	17%	13%
JJC	7%	5%	9%	0%	15%	20%	14%	9%
MESA	15%	12%	16%	6%	13%	18%	15%	13%
SJCC	23%	10%	22%	33%	27%	23%	22%	18%
TCC	20%	12%	13%	12%	11%	16%	15%	13%
WTCC	26%	13%	16%	11%	20%	20%	18%	15%

Graduation Status at Six Years (2009-2010 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
MCC	**◇ 17%**	**◇ 9%**	**◇ 18%**	**◇ 11%**
CCAC	19%	17%	42%	32%
DMCC	26%	9%	39%	14%
ERIE	27%	15%	38%	27%
GTC	20%	15%	28%	19%
GTCC	19%	13%	32%	22%
JJC	20%	12%	28%	20%
MESA	26%	9%	35%	13%
SJCC	29%	15%	32%	14%
TCC	19%	9%	22%	14%
WTCC	28%	29%	35%	32%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
MCC	**$7,390**	**$1,972**	**$11,927**	**$74,340**	**$6,423**	**$5,525**	**$5,953**	**13%**	**● $6,925**
CCAC	$5,593	$3,112	$10,065	$45,784	$8,416	$7,768	$8,543	26%	$10,539
DMCC	$4,892	$2,673	$10,523	$34,209	$9,995	$8,811	$9,227	26%	$9,834
ERIE	$4,727	$3,291	$11,514	$52,216	$4,875	$3,146	$4,624	28%	$7,957
GTC	$3,927	$3,327	$12,725	$50,257	$6,678	$6,153	$5,628	34%	$16,623
GTCC	$7,276	$951	$12,184	$38,740	$9,488	$8,081	$8,501	34%	$16,000
JJC	$6,634	$3,165	$16,186	$42,293	$4,162	$2,812	$2,969	7%	$8,000
MESA	$5,830	$2,307	$9,439	$26,691	$7,933	$6,814	$7,588	17%	$7,742
SJCC	$9,859	$3,275	$16,497	$29,789	$8,932	$8,131	$8,619	5%	$8,495
TCC	$6,867	$1,128	$11,061	$48,702	$6,165	$5,961	$6,173	22%	$13,000
WTCC	$5,976	$2,173	$10,400	$26,264	$10,732	$10,521	$10,996	31%	$14,750

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

Peer Comparisons: Mid-Plains Community College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
MPCC	**Mid-Plains Community College**	**NE**	**2,276**	**26%**
CARL	Carl Sandburg College	IL	1,927	49%
CLOU	Cloud County Community College	KS	2,038	26%
COA	College of the Albemarle	NC	2,268	30%
FVCC	Flathead Valley Community College	MT	2,266	29%
HIGH	Highland Community College	KS	3,304	29%
ILCC	Iowa Lakes Community College	IA	2,122	26%
LMC	Lake Michigan College	MI	4,059	35%
SECC	Southeastern Community College	IA	2,844	31%
SMC	Southwestern Michigan College	MI	2,252	41%
WNCC	Western Nebraska Community College	NE	1,719	27%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
MPCC	**1%**	**3%**	**8%**	**1%**	**1%**	**2%**	**85%**
CARL	1%	7%	7%	0%	0%	5%	80%
CLOU	1%	7%	7%	1%	5%	4%	75%
COA	1%	16%	8%	1%	5%	4%	65%
FVCC	2%	1%	1%	2%	0%	0%	94%
HIGH	1%	9%	5%	3%	0%	5%	76%
ILCC	2%	4%	5%	1%	2%	0%	86%
LMC	2%	12%	10%	1%	0%	4%	72%
SECC	2%	5%	5%	2%	1%	3%	82%
SMC	1%	10%	6%	2%	0%	5%	76%
WNCC	1%	3%	22%	1%	5%	0%	68%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2011)

		% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
ID	Cohort	Math	English	Reading	Math	English
MPCC	**532**	**46%**	**27%**	**18%**	**45%**	**48%**

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MPCC	**379**	**44%**	**14%**	**32%**	**90%**

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2011)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MPCC	**532**	**41%**	**18%**	**1%**	**60%**

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
MPCC	**50%**	**10%**	**23%**	**100%**	**44%**	**35%**	● **34%**	● **26%**
CARL	100%	30%	15%	100%	0%	37%	34%	24%
CLOU	0%	15%	21%	0%	18%	38%	32%	32%
COA	0%	13%	20%	0%	29%	30%	25%	20%
FVCC	40%	0%	0%	0%	NA	28%	28%	20%
HIGH	0%	25%	17%	0%	19%	36%	30%	33%
ILCC	20%	40%	29%	0%	NA	49%	48%	40%
LMC	20%	8%	7%	20%	0%	21%	18%	14%
SECC	25%	11%	9%	33%	32%	29%	29%	21%
SMC	60%	9%	13%	0%	21%	29%	24%	20%
WNCC	33%	50%	18%	0%	NA	30%	30%	22%

Graduation Status at Six Years (2009-2010 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
MPCC	● **45%**	● **18%**	● **55%**	◇ **0%**
CARL	30%	18%	30%	18%
CLOU	27%	6%	50%	32%
COA	24%	19%	35%	24%
FVCC	35%	10%	40%	14%
HIGH	30%	19%	31%	20%
ILCC	38%	4%	2%	34%
LMC	19%	8%	20%	20%
SECC	42%	13%	69%	25%
SMC	25%	8%	30%	20%
WNCC	27%	8%	49%	35%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

			Education and General Spending			Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)			
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Per FTE Student	Per Award	Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	$0 - $30,000	$30,001 - $48,000	% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
MPCC	**$14,089**	**$2,049**	**$14,990**	**$50,652**	**$7,462**	**$5,411**	**$5,837**	**36%**	● **$8,466**
CARL	$7,996	$3,339	$17,299	$48,833	$1,695	$1,568	$1,445	15%	$4,000
CLOU	$5,472	$2,654	$9,711	$20,894	$10,587	$9,081	$9,464	20%	$8,000
COA	$8,647	$1,306	$12,995	$41,275	$6,445	$5,584	$6,509	0%	Privacy Suppressed
FVCC	$10,416	$4,258	$18,216	$70,423	$8,174	$7,138	$7,362	20%	$9,200
HIGH	$2,710	$550	$9,095	$30,670	$7,052	$6,102	$6,710	28%	$9,500
ILCC	$11,279	$3,444	$19,260	$71,188	$10,113	$7,897	$8,306	30%	$11,239
LMC	$10,702	$3,361	$14,892	$62,783	$7,720	$6,377	$7,392	16%	$11,500
SECC	$6,749	$3,273	$17,512	$57,497	$7,966	$6,820	$6,778	43%	$10,500
SMC	$8,368	$4,382	$15,129	$38,368	$8,741	$7,738	$8,188	29%	$12,000
WNCC	$19,911	$2,202	$24,881	$110,984	$6,234	$4,988	$5,173	21%	$6,687

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

Peer Comparisons: Northeast Community College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
NECC	**Northeast Community College**	**NE**	**5,075**	**23%**
CC	Casper College	WY	3,626	21%
CCC	Central Community College	NE	6,316	28%
CROW	Crowder College	MO	5,434	37%
EAC	Eastern Arizona College	AZ	6,423	19%
GC	Grayson College	TX	4,600	35%
HCC	Hutchinson Community College	KS	5,866	26%
IVCC	Illinois Valley Community College	IL	3,206	33%
LBCC	Linn-Benton Community College	OR	5,775	27%
SFCC	State Fair Community College	MO	5,144	43%
WITC	Western Iowa Tech Community College	IA	5,660	31%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
NECC	**0%**	**1%**	**11%**	**1%**	**1%**	**2%**	**83%**
CC	1%	1%	7%	1%	1%	3%	87%
CCC	1%	2%	21%	1%	0%	0%	75%
CROW	2%	1%	9%	2%	1%	4%	81%
EAC	1%	4%	20%	7%	1%	1%	66%
GC	1%	8%	14%	5%	1%	0%	72%
HCC	1%	6%	12%	1%	1%	4%	76%
IVCC	1%	2%	14%	0%	0%	1%	82%
LBCC	3%	1%	12%	1%	3%	6%	73%
SFCC	1%	3%	6%	1%	0%	3%	86%
WITC	3%	4%	17%	2%	1%	2%	71%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2011)

		% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
ID	Cohort	Math	English	Reading	Math	English
NECC	**962**	**53%**	**38%**	**28%**	**67%**	**67%**

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
NECC	**900**	**45%**	**8%**	**36%**	**89%**

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2011)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
NECC	**962**	**59%**	**17%**	**1%**	**77%**

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
NECC	**67%**	**20%**	**45%**	**0%**	**38%**	**55%**	● **53%**	● **45%**
CC	43%	13%	19%	0%	27%	34%	32%	27%
CCC	0%	21%	31%	17%	33%	41%	38%	34%
CROW	36%	8%	29%	24%	27%	30%	29%	24%
EAC	80%	19%	31%	18%	67%	33%	30%	30%
GC	0%	9%	16%	33%	10%	19%	18%	14%
HCC	0%	18%	29%	0%	28%	36%	34%	27%
IVCC	NA	0%	11%	NA	33%	27%	24%	18%
LBCC	20%	0%	17%	29%	12%	15%	15%	16%
SFCC	40%	21%	46%	60%	13%	28%	28%	22%
WITC	0%	27%	22%	36%	13%	28%	25%	24%

Graduation Status at Six Years (2009-2010 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
NECC	● **50%**	● **22%**	● **45%**	● **34%**
CC	36%	14%	45%	21%
CCC	40%	18%	65%	52%
CROW	31%	13%	36%	16%
EAC	49%	6%	41%	15%
GC	26%	17%	34%	29%
HCC	37%	13%	30%	15%
IVCC	38%	40%	36%	39%
LBCC	20%	13%	28%	14%
SFCC	36%	11%	44%	22%
WITC	27%	14%	42%	39%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
NECC	**$12,559**	**$2,573**	**$17,782**	**$59,994**	**$8,696**	**$6,952**	**$6,896**	**24%**	◇ **$10,262**
CC	$13,618	$2,344	$20,351	$63,769	$6,040	$5,464	$5,113	6%	$8,133
CCC	$14,139	$1,997	$18,132	$30,209	$7,917	$6,709	$6,910	19%	$5,500
CROW	$2,760	$2,510	$11,439	$32,347	$4,949	$4,254	$4,735	16%	$8,000
EAC	$6,481	$894	$11,100	$28,718	$7,009	$7,454	$7,792	0%	Privacy Suppressed
GC	$8,767	$1,666	$12,323	$36,649	$7,991	$7,088	$8,038	18%	$8,000
HCC	$6,431	$2,042	$10,078	$42,268	$8,117	$6,315	$6,985	21%	$8,733
IVCC	$11,038	$2,666	$16,014	$33,441	$7,054	$5,992	$6,486	7%	$7,850
LBCC	$6,044	$3,910	$15,925	$80,705	$8,081	$6,544	$7,614	30%	$13,044
SFCC	$3,469	$2,841	$11,873	$43,450	$4,609	$4,344	$4,348	21%	$10,500
WITC	$5,957	$3,103	$13,733	$22,502	$8,532	$6,756	$6,919	41%	$9,725

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

Peer Comparisons: Southeast Community College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
SCC	**Southeast Community College**	**NE**	**9,262**	**33%**
CFCC	Cape Fear Community College	NC	8,692	42%
COCH	Cochise County Community College District	AZ	4,213	35%
CLC	College of Lake County	IL	14,768	18%
DMCC	Des Moines Area Community College	IA	22,446	20%
ECC	Elgin Community College	IL	9,918	24%
GTCC	Guilford Technical Community College	NC	11,059	54%
HIND	Hinds Community College	MS	11,524	55%
JJC	Joliet Junior College	IL	15,383	19%
KCC	Kirkwood Community College	IA	14,233	27%
MATC	Madison Area Technical College	WI	15,616	24%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
SCC	**4%**	**5%**	**7%**	**1%**	**0%**	**3%**	**80%**
CFCC	1%	12%	8%	1%	0%	3%	75%
COCH	2%	5%	47%	1%	1%	3%	41%
CLC	5%	7%	41%	0%	1%	3%	43%
DMCC	4%	6%	8%	0%	1%	2%	78%
ECC	6%	4%	44%	0%	0%	3%	43%
GTCC	5%	39%	8%	1%	2%	2%	43%
HIND	1%	56%	2%	0%	0%	3%	38%
JJC	3%	9%	27%	0%	0%	4%	58%
KCC	2%	9%	5%	0%	3%	3%	77%
MATC	5%	7%	10%	1%	1%	4%	74%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2011)

		% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
ID	Cohort	Math	English	Reading	Math	English
SCC	**1,975**	**33%**	**20%**	**10%**	**54%**	**72%**

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
SCC	**1,504**	**29%**	**15%**	**49%**	**92%**

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2011)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
SCC	**1,975**	**41%**	**27%**	**5%**	**72%**

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
SCC	**23%**	**21%**	**11%**	**0%**	**0%**	**35%**	🟢 **31%**	🟢 **25%**
CFCC	38%	10%	18%	25%	28%	24%	22%	6%
COCH	40%	13%	20%	0%	21%	29%	23%	21%
CLC	38%	16%	23%	25%	22%	26%	25%	20%
DMCC	13%	8%	20%	33%	16%	30%	27%	21%
ECC	37%	22%	34%	NA	26%	40%	37%	34%
GTCC	20%	9%	15%	8%	11%	27%	17%	13%
HIND	38%	21%	31%	33%	16%	24%	22%	21%
JJC	7%	5%	9%	0%	15%	20%	14%	9%
KCC	41%	7%	22%	21%	17%	30%	27%	20%
MATC	17%	9%	15%	0%	12%	23%	21%	18%

Graduation Status at Six Years (2009-2010 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
SCC	● **34%**	● **20%**	◇ **33%**	◇ **24%**
CFCC	34%	18%	44%	30%
COCH	10%	10%	20%	20%
CLC	28%	17%	31%	25%
DMCC	26%	9%	39%	14%
ECC	35%	23%	41%	27%
GTCC	19%	13%	32%	22%
HIND	21%	16%	25%	14%
JJC	20%	12%	28%	20%
KCC	27%	9%	40%	28%
MATC	34%	47%	44%	52%

Funding and Affordability (2016-2017, Unless Otherwise Noted)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
			Per FTE Student	Per Award		$0 - $30,000	$30,001 - $48,000		
SCC	**$8,799**	**$2,461**	**$13,619**	**$61,022**	**$7,828**	**$7,277**	**$7,602**	**51%**	◇ **$10,024**
CFCC	$6,531	$1,651	$8,960	$32,176	$8,955	$7,995	$8,568	18%	$10,167
COCH	$4,273	$829	$5,658	$21,472	$6,127	$5,450	$6,118	7%	$6,836
CLC	$12,135	$2,938	$13,379	$40,717	$4,275	$2,914	$3,899	4%	$5,395
DMCC	$4,892	$2,673	$10,523	$34,209	$9,995	$8,811	$9,227	26%	$9,834
ECC	$8,989	$2,936	$15,049	$49,163	$4,580	$2,974	$5,850	7%	$5,300
GTCC	$7,276	$951	$12,184	$38,740	$9,488	$8,081	$8,501	34%	$16,000
HIND	$4,731	$1,554	$11,342	$31,546	$4,879	$4,388	$4,953	36%	$6,625
JJC	$6,634	$3,165	$16,186	$42,293	$4,162	$2,812	$2,969	7%	$8,000
KCC	$6,815	$2,817	$13,167	$54,595	$9,875	$8,589	$9,152	32%	$12,000
MATC	$16,728	$3,903	$22,357	$61,013	$10,431	$9,102	$9,880	28%	$12,250

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

Peer Comparisons: Western Nebraska Community College

Peer Group Listing and Undergraduate Fall Enrollment (2016)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
WNCC	**Western Nebraska Community College**	**NE**	**1,719**	**27%**
CWC	Central Wyoming College	WY	1,982	17%
COFF	Coffeyville Community College	KS	1,703	40%
DC3	Dodge City Community College	KS	1,804	28%
FVCC	Flathead Valley Community College	MT	2,266	29%
MPCC	Mid-Plains Community College	NE	2,276	26%
RCC	Rockingham Community College	NC	1,779	36%
SHAW	Shawnee Community College	IL	1,824	35%
SECC	Southeastern Community College	IA	2,844	31%
SIC	Southeastern Illinois College	IL	1,820	27%
SURR	Surry Community College	NC	3,379	30%

Undergraduate Fall Enrollment by Race/Ethnicity (2016)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Nonresident Alien	Two or More Races	White
WNCC	**1%**	**3%**	**22%**	**1%**	**5%**	**0%**	**68%**
CWC	1%	1%	9%	10%	0%	3%	76%
COFF	0%	16%	7%	4%	2%	6%	65%
DC3	2%	9%	40%	1%	0%	2%	47%
FVCC	2%	1%	1%	2%	0%	0%	94%
MPCC	1%	3%	8%	1%	1%	2%	85%
RCC	1%	16%	7%	0%	0%	3%	73%
SHAW	1%	13%	4%	0%	0%	0%	82%
SECC	2%	5%	5%	2%	1%	3%	82%
SIC	1%	5%	6%	1%	0%	0%	87%
SURR	1%	3%	16%	0%	0%	1%	79%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2011)

		% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
ID	Cohort	Math	English	Reading	Math	English
WNCC	**333**	**61%**	**23%**	**19%**	**25%**	**37%**

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

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
WNCC	**252**	**21%**	**19%**	**39%**	**79%**

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2011)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
WNCC	**333**	**34%**	**27%**	**2%**	**63%**

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

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Two or More Races	White	Total	Low-Income (Pell)
WNCC	**33%**	**50%**	**18%**	**0%**	**NA**	**30%**	◇ **30%**	◇ **22%**
CWC	0%	14%	19%	3%	8%	37%	28%	17%
COFF	50%	32%	30%	25%	27%	48%	40%	32%
DC3	25%	22%	44%	33%	33%	48%	40%	33%
FVCC	40%	0%	0%	0%	NA	28%	28%	20%
MPCC	50%	10%	23%	100%	44%	35%	34%	26%
RCC	100%	10%	42%	NA	0%	23%	21%	12%
SHAW	NA	5%	0%	0%	NA	32%	24%	22%
SECC	25%	11%	9%	33%	32%	29%	29%	21%
SIC	NA	33%	25%	NA	0%	44%	41%	36%
SURR	NA	30%	42%	100%	25%	36%	36%	30%

Graduation Status at Six Years (2009-2010 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
WNCC	**◇ 27%**	**◇ 8%**	**● 49%**	**● 35%**
CWC	31%	10%	55%	30%
COFF	38%	55%	38%	33%
DC3	25%	2%	33%	32%
FVCC	35%	10%	40%	14%
MPCC	45%	18%	55%	0%
RCC	27%	19%	31%	24%
SHAW	33%	29%	67%	51%
SECC	42%	13%	69%	25%
SIC	34%	15%	40%	17%
SURR	24%	16%	30%	14%

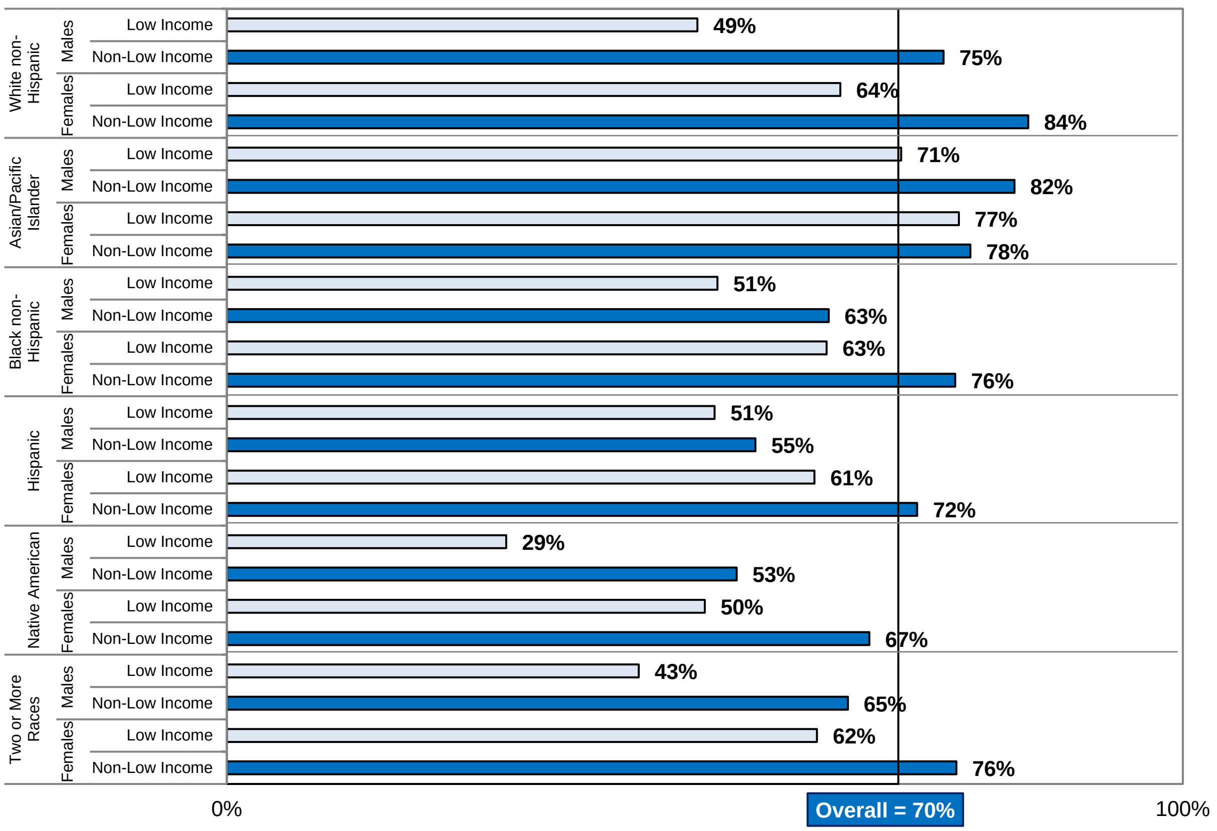
Funding and Affordability (2016-2017, Unless Otherwise Noted)

			Education and General Spending			Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)			
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Per FTE Student	Per Award	Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	$0 - $30,000	$30,001 - $48,000	% of Undergrads with Federal Loans (2015-2016)	Median Federal Loan Debt of Graduates (FY2016 & FY2017)
WNCC	**$19,911**	**$2,202**	**$24,881**	**$110,984**	**$6,234**	**$4,988**	**$5,173**	**21%**	**● $6,687**
CWC	$14,455	$3,068	$18,944	$66,019	$4,968	$3,953	$2,833	7%	$6,500
COFF	$8,490	$3,763	$11,716	$30,131	$5,764	$3,359	$3,766	23%	$6,500
DC3	$11,151	$2,044	$20,676	$105,508	$7,704	$5,204	$5,856	12%	$8,750
FVCC	$10,416	$4,258	$18,216	$70,423	$8,174	$7,138	$7,362	20%	$9,200
MPCC	$14,089	$2,049	$14,990	$50,652	$7,462	$5,411	$5,837	36%	$8,466
RCC	$9,338	$1,129	$15,014	$45,531	$6,291	$4,676	$6,009	0%	Privacy Suppressed
SHAW	$11,762	$1,270	$14,435	$32,832	$14,593	$15,187	$15,611	0%	Privacy Suppressed
SECC	$6,749	$3,273	$17,512	$57,497	$7,966	$6,820	$6,778	43%	$10,500
SIC	$8,138	$976	$10,538	$25,865	$7,575	$4,573	$5,277	0%	Privacy Suppressed
SURR	$8,445	$1,102	$11,306	$38,025	$8,721	$7,561	$7,980	0%	Privacy Suppressed

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

Non-Comparative Measures

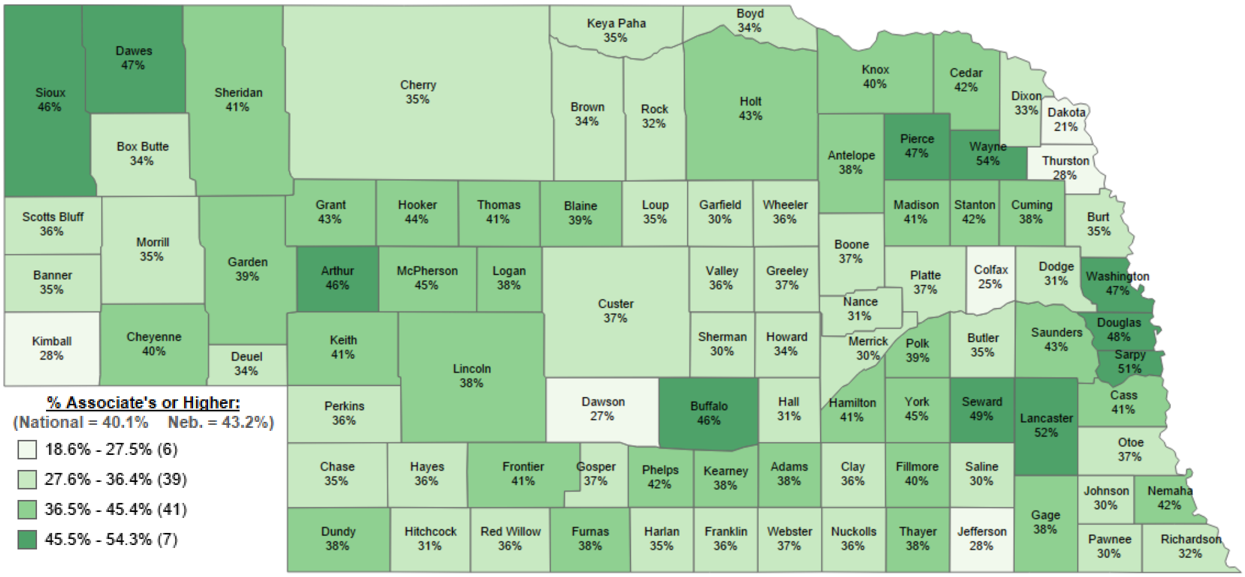
Public High School Graduates Going Directly to College (2016-2017)



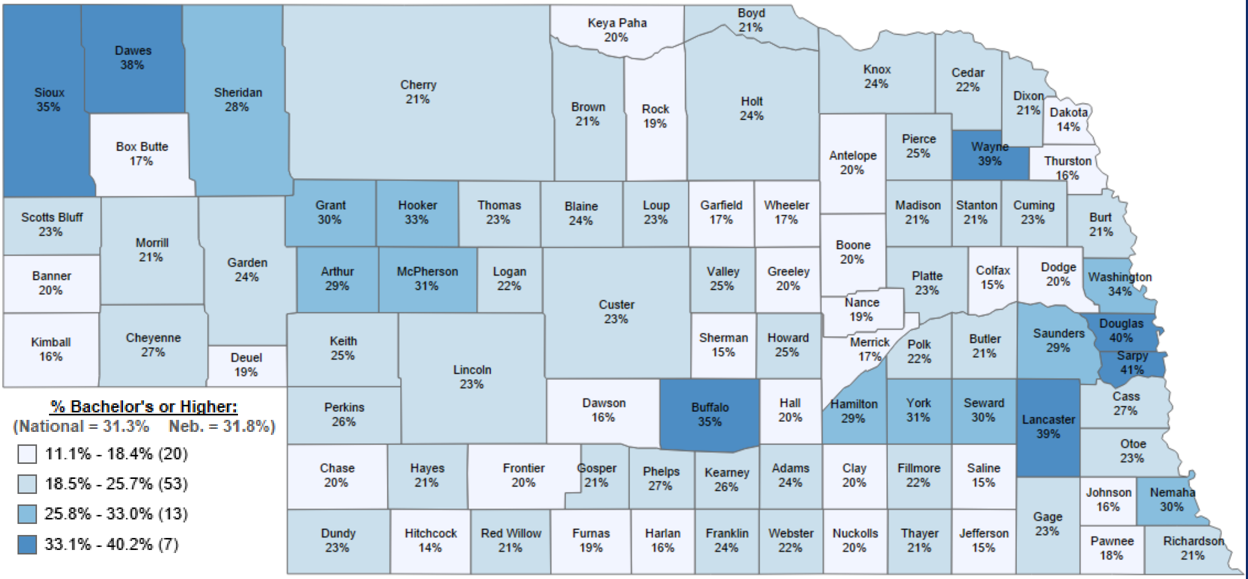
Students Completing Adult Basic Education and Continuing into Postsecondary Education (2015-2016)

	Number of Students Identified by Program Goal	Number of Students Achieving Program Goal	% of Students Achieving Program Goal
Nebraska Dept. of Education *(Unduplicated)*	**635**	**64**	**10%**
Local Adult Education Programs *(Duplicated)*			
Central Community College	168	7	4%
Metropolitan Community College	165	13	8%
Mid-Plains Community College	15	2	13%
Northeast Community College	28	3	11%
Southeast Community College	149	24	16%
Western Nebraska Community College	8	0	0%
Other	115	15	13%

Percent of Population Age 25 to 64 with an Associate's Degree or Higher by County (2012-2016)


Sioux 46%
Dawes 47%
Sheridan 41%
Cherry 35%
Keya Paha 35%
Boyd 34%
Brown 34%
Rock 32%
Holt 43%
Knox 40%
Cedar 42%
Dixon 33%
Dakota 21%
Box Butte 34%
Antelope 38%
Pierce 47%
Wayne 54%
Thurston 28%
Scotts Bluff 36%
Morrill 35%
Garden 39%
Grant 43%
Hooker 44%
Thomas 41%
Blaine 39%
Loup 35%
Garfield 30%
Wheeler 36%
Boone 37%
Madison 41%
Stanton 42%
Cuming 38%
Burt 35%
Banner 35%
Arthur 46%
McPherson 45%
Logan 38%
Custer 37%
Valley 36%
Greeley 37%
Platte 37%
Colfax 25%
Dodge 31%
Washington 47%
Nance 31%
Kimball 28%
Cheyenne 40%
Deuel 34%
Keith 41%
Lincoln 38%
Sherman 30%
Howard 34%
Merrick 30%
Polk 39%
Butler 35%
Saunders 43%
Douglas 48%
Sarpy 51%
Perkins 36%
Dawson 27%
Buffalo 46%
Hall 31%
Hamilton 41%
York 45%
Seward 49%
Lancaster 52%
Cass 41%
Otoe 37%
Chase 35%
Hayes 36%
Frontier 41%
Gosper 37%
Phelps 42%
Kearney 38%
Adams 38%
Clay 36%
Fillmore 40%
Saline 30%
Johnson 30%
Nemaha 42%
Gage 38%
Dundy 38%
Hitchcock 31%
Red Willow 36%
Furnas 38%
Harlan 35%
Franklin 36%
Webster 37%
Nuckolls 36%
Thayer 38%
Jefferson 28%
Pawnee 30%
Richardson 32%
% Associate's or Higher:
(National = 40.1% Neb. = 43.2%)
18.6% - 27.5% (6)
27.6% - 36.4% (39)
36.5% - 45.4% (41)
45.5% - 54.3% (7)

Percent of Population Age 25 to 64 with a Bachelor's Degree or Higher by County (2012-2016)


Sioux 35%
Dawes 38%
Sheridan 28%
Cherry 21%
Keya Paha 20%
Boyd 21%
Brown 21%
Rock 19%
Holt 24%
Knox 24%
Cedar 22%
Dixon 21%
Dakota 14%
Box Butte 17%
Antelope 20%
Pierce 25%
Wayne 39%
Thurston 16%
Scotts Bluff 23%
Morrill 21%
Garden 24%
Grant 30%
Hooker 33%
Thomas 23%
Blaine 24%
Loup 23%
Garfield 17%
Wheeler 17%
Boone 20%
Madison 21%
Stanton 21%
Cuming 23%
Burt 21%
Banner 20%
Arthur 29%
McPherson 31%
Logan 22%
Custer 23%
Valley 25%
Greeley 20%
Platte 23%
Colfax 15%
Dodge 20%
Washington 34%
Nance 19%
Kimball 16%
Cheyenne 27%
Deuel 19%
Keith 25%
Lincoln 23%
Sherman 15%
Howard 25%
Merrick 17%
Polk 22%
Butler 21%
Saunders 29%
Douglas 40%
Sarpy 41%
Perkins 26%
Dawson 16%
Buffalo 35%
Hall 20%
Hamilton 29%
York 31%
Seward 30%
Lancaster 39%
Cass 27%
Otoe 23%
Chase 20%
Hayes 21%
Frontier 20%
Gosper 21%
Phelps 27%
Kearney 26%
Adams 24%
Clay 20%
Fillmore 22%
Saline 15%
Johnson 16%
Nemaha 30%
Gage 23%
Dundy 23%
Hitchcock 14%
Red Willow 21%
Furnas 19%
Harlan 16%
Franklin 24%
Webster 22%
Nuckolls 20%
Thayer 21%
Jefferson 15%
Pawnee 18%
Richardson 21%
% Bachelor's or Higher:
(National = 31.3% Neb. = 31.8%)
11.1% - 18.4% (20)
18.5% - 25.7% (53)
25.8% - 33.0% (13)
33.1% - 40.2% (7)

Data sources: Nebraska's Coordinating Commission for Postsecondary Education (public high school graduates going directly to college); Nebraska Department of Education (adult basic education and continuing into postsecondary education); U.S. Census Bureau (educational attainment by county). Metrics use the most recently available data, and cohort years differ depending on the data source. Please see the data dictionary for more information: ccpe.nebraska.gov/files/doc/DataDictionary.pdf.

Comprehensive Statewide Plan for Postsecondary Education Data Dictionary for *2018 Measuring Accomplishments*

National Comparisons

EDUCATIONAL ATTAINMENT BY RACE/ETHNICITY AND AGE			
Data source:	U.S. Census Bureau, American Community Survey (for race/ethnicity: 5-year PUMS file for race/ethnicity; for national rankings: 5-year estimates, Table B15001)		
Academic/cohort year:	2012-2016	**Goal(s) measured:**	State 1, 2
Variables and calculations:	Race/ethnicity derived from variables RAC1P (recoded detailed race code) and HISP (recoded detailed Hispanic origin): White = White alone and not Spanish/Hispanic/Latino; Black = Black or African American alone and not Spanish/Hispanic/Latino; Other = American Indian alone, Alaska Native alone, American Indian and Alaska Native tribes specified, American Indian or Alaska Native (not specified and no other races), Asian alone, Native Hawaiian and other Pacific Islander alone, Some other race alone, Two or more races, and Not Spanish/Hispanic/Latino; Hispanic = Mexican, Puerto Rican, Cuban, Dominican, Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, Other Central American, Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, Uruguayan, Venezuelan, Other South American, Spaniard, Other Spanish/Hispanic/Latino Age group derived from variable AGEP (age): 25-34 years old = ≥ 25 and ≤ 34; 25-64 years old = ≥ 25 and ≤ 64 Educational attainment derived from variable SCHL (educational attainment): Associate's plus = [Associate's degree] + [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree]; Bachelor's plus = [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree] Educational attainment = [Number of (race/ethnic group) aged (age group) who have completed (education level)] / [Number of (race/ethnic group) aged (age group)]		
Notes:			

PUBLIC HIGH SCHOOL GRADUATION RATE			
Data source:	U.S. Department of Education, *EdFacts/Consolidated State Performance Report*, *2015-2016*, October 25, 2017		
Academic/cohort year:	2015-2016	**Goal(s) measured:**	Students 1 Partnerships 2
Variables and calculations:	[Number of students who graduate in four years with a regular high school diploma] / [Number of students who form the adjusted cohort for the graduating class]		
Notes:	● Four-year regulatory adjusted cohort. ● See page 29 of the *2018 Progress Report*.		

PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS			
Data source:	ACT, *The Condition of College & Career Readiness 2018*		
Academic/cohort year:	Graduating class of 2018	**Goal(s) measured:**	Students 1 Partnerships 2

Variables and calculations:	Estimated percent of high school graduates tested = [Number of students in the graduating class who took the ACT] / [Estimated number of students in the graduating class] Benchmark score = the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher, or a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing courses. Percentage who met or exceeded college readiness benchmarks: English = [Number of students in the graduating class who received a score of 18 or higher] / [Number of students in the graduating class who took the ACT]; Reading = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT]; Mathematics = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT]; Science = [Number of students in the graduating class who received a score of 23 or higher] / [Number of students in the graduating class who took the ACT] All four = [Number of students in the graduating class who met or exceeded all four benchmarks] / [Number of students in the graduating class who took the ACT]		
Notes:	● States are only ranked if their estimated percent tested is 95% or higher. Nineteen states met this threshold. ● See page 39 of the *2018 Progress Report* for data on the 2017 graduating class. Data for the 2018 graduating class will be included in the *2019 Progress Report.*		
PERCENTAGE OF HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE			
Data source:	First-time freshmen data from IPEDS Fall Enrollment Survey. High school graduate data (estimate) from the Western Interstate Commission for Higher Education (WICHE), *Knocking at the College Door: Projections of High School Graduates,* 2016. Data prepared by the National Center for Higher Education Management Systems (NCHEMS), February 2018.		
Academic/cohort year:	Fall 2014	**Goal(s) measured:**	Students 1 Partnerships 2
Variables and calculations:	[Number of first-time degree or certificate-seeking undergraduate students with Nebraska residency when first admitted who graduated from high school in the past 12 months] / [Estimated number of Nebraska high school graduates]		
Notes:	● See page 52 of the *2018 Progress Report*.		
PERCENTAGE OF POPULATION 25-49 YEARS WITHOUT AN ASSOCIATE'S DEGREE OR HIGHER ENROLLED IN COLLEGE			
Data source:	U.S. Census Bureau, American Community Survey 5-Year PUMS file		
Academic/cohort year:	2012-2016	**Goal(s) measured:**	Students 1, 2 State 2

Variables and calculations:	Age group derived from variable AGEP (age): 25-49 years old = ≥ 25 and ≤ 49 Educational attainment derived from variable SCHL (educational attainment): Without an associate's degree or higher = No schooling completed, Nursery school or preschool, Kindergarten, Grades 1-11, 12th grade - no diploma, Regular high school diploma, GED or alternative credential, Some college but less than one year, One or more years of college credit-no degree Enrollment in college derived from variable SCH (school enrollment in last three months): Enrolled in college = Yes (public school or public college, or Yes (private school, private college, or home school) [Number of persons age 25-49 years without an associate's degree or higher that were enrolled in college] / [Number of persons age 25-49 years without an associate's degree or higher]
Notes:	

FOUR-YEAR COMPLETION RATE FOR FIRST-TIME, FULL-TIME BACCALAUREATE-SEEKING STUDENTS AT PUBLIC FOUR-YEAR INSTITUTIONS WHO COMPLETED A BACHELOR'S DEGREE AT THEIR FIRST CAMPUS

Data source:	IPEDS Graduation Rate Survey (2017-18)		
Academic/cohort year:	2011 cohort - completed bachelor's degree by end of 2014-2015 academic year	**Goal(s) measured:**	Students 1, 2, 3 State 1
Variables and calculations:	[Bachelor's or equiv subcohort (4-yr institution) Completers of bachelor's or equiv degrees in 4 years or less] / [Bachelor's or equiv subcohort (4-yr institution) adjusted cohort (revised cohort minus exclusions)]		
Notes:			

SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC FOUR-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE

Data source:	Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Yuan, X., Nathan, A & Bhimdiwali, A. (2018, February). *Completing College: A State-Level View of Student Completion Rates (Signature Report No. 14a)*. Herndon, VA: National Student Clearinghouse Research Center		
Academic/cohort year:	2011 cohort - received any postsecondary credential by May 31, 2017	**Goal(s) measured:**	Students 1, 2, 3
Variables and calculations:	[Number received any postsecondary credential by May 31, 2017] / [Number of first-time degree-seeking students (enrolled at least one term with an intensity of half-time or higher) who began their postsecondary studies in the fall of 2011 at a public four-year institution] Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see Appendix A of the NSC's *Signature Report 14, Completing College: A National View of Student Attainment Rates*.		
Notes:	● 46 states were ranked by NSC for this measure. ● See page 121 of the *2018 Progress Report* for data on the fall 2010 cohort. Data for the fall 2011 cohort will be included in the *2019 Progress Report.*		

SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC TWO-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE

Data source:	Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Yuan, X., Nathan, A & Bhimdiwali, A. (2018, February). *Completing College: A State-Level View of Student Completion Rates (Signature Report No. 14a)*. Herndon, VA: National Student Clearinghouse Research Center

Academic/cohort year:	2011 cohort - received any postsecondary credential by May 31, 2017	**Goal(s) measured:**	Students 1, 2, 3
Variables and calculations:	[Number received any postsecondary credential by May 31, 2017] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 13, 2012, or enrolled three-quarter-time for at least one term before December 31, 2012, or enrolled at least half-time for any two terms before December 31, 2012) who began their postsecondary studies in the fall of 2011 at a public two-year institution] Note. The NSC conducted imputation of data for students with missing outcomes data at institutions that did not participate in DegreeVerify. In addition, the NSC weighted the data by state and institution type. For more information, see Appendix A of the NSC's *Signature Report 14, Completing College: A National View of Student Attainment Rates*.		
Notes:	● 38 states were ranked by NSC for this measure. ● See page 121 of the *2018 Progress Report* for data on the fall 2010 cohort. Data for the fall 2011 cohort will be included in the *2019 Progress Repor*t.		

STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT

Data source:	State Higher Education Executive Officers Association (SHEEO), *State Higher Education Finance (SHEF) Report: FY2017*		
Academic/cohort year:	2016-2017 academic year	**Goal(s) measured:**	Students 2 Institutions 2
Variables and calculations:	Cost of living index = COLI Enrollment mix index = EMI Special-purpose, research, and medicine = RAM State and local appropriations per FTE student = ([Educational appropriations] / [FTE enrollment net of medical students]) / [COLI * EMI] Educational appropriations = ([State support for public higher education] + [Local support for higher education]) - [RAM]		
Notes:	● Further information about COLI and EMI calculations is available at http://www.sheeo.org/sites/default/files/Technical_Paper_B_EMIandCOLI.pdf ● FTE of students are calculated by SHEEO using credit and contact hours submitted via the SHEF survey.		

NET TUITION REVENUE PER FTE STUDENT

Data source:	State Higher Education Executive Officers Association (SHEEO), *State Higher Education Finance (SHEF) Report: FY2017*		
Academic/cohort year:	2016-2017 academic year	**Goal(s) measured:**	Students 2 Institutions 2
Variables and calculations:	Cost of living index = COLI Enrollment mix index = EMI Net tuition revenue per FTE student = (([Net tuition] - [Tuition revenue used for capital debt service]) / [FTE enrollment net of medical students]) / [COLI * EMI]		
Notes:	● Further information about COLI and EMI calculations is available at http://www.sheeo.org/sites/default/files/Technical_Paper_B_EMIandCOLI.pdf ● FTE of students are calculated by SHEEO using credit and contact hours submitted via the SHEF survey.		

STATE NEED-BASED GRANT AID PER FTE STUDENT

Data source:	FTE data from IPEDS Fall Enrollment Survey. Data prepared by the National Association of State Student Grant and Aid Programs (NASSGAP), presented in the *48th Annual Survey Report on State-Sponsored Student Financial Aid, 2016-2017 Academic Year* (Table 12).

Academic/cohort year:	2016-2017 academic year	**Goal(s) measured:**	Students 2 Institutions 2
Variables and calculations:	[Estimated need-based undergraduate grant dollars] / [Undergraduate FTE]		
Notes:	● 47 states were ranked by NASSGAP for this measure. ● Undergraduate FTE is calculated by NASSGAP using IPEDS fall enrollment data.		

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

Data source:	Net price data from IPEDS Student Financial Aid Survey. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC).		
Academic/cohort year:	2015-2016 academic year (net price) 2015 (family income)	**Goal(s) measured:**	Students 2
Variables and calculations:	Public two-year institutions = [Average of SFA1516. Average net price, income $0-$30,000, for students receiving Title IV Federal financial aid, 2015-16 public 2-yr] / [Low quintile median family income, 10th percentile, in the past 12 months] Public four-year institutions = [Average of SFA1516. Average net price, income $0-$30,000, for students receiving Title IV Federal financial aid, 2015-16 public 4-yr] / [Low quintile median family income, 10th percentile, in the past 12 months]		
Notes:			

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

Data source:	Net price data from IPEDS Student Financial Aid Survey. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC).		
Academic/cohort year:	2015-2016 academic year (net price) 2015 (family income)	**Goal(s) measured:**	Students 2
Variables and calculations:	Public two-year institutions = [Average of SFA1516. Average net price, income $48,001-$75,000, for students receiving Title IV Federal financial aid, 2015-16 public 2-yr] / [Median family income in the past 12 months] Public four-year institutions = [Average of SFA1516. Average net price, income $48,001-$75,000, for students receiving Title IV Federal financial aid, 2015-16 public 4-yr] / [Median family income in the past 12 months]		
Notes:			

Peer Comparisons

ENROLLMENT PERCENTAGES BY RACE/ETHNICITY AND LOW-INCOME STATUS (PELL)			
Data source:	IPEDS Fall Enrollment Survey (2016-17) and Student Financial Aid Survey (2017-18)		
Academic/cohort year:	Fall 2016 (enrollment by race/ethnicity) Undergraduate students enrolled in fall 2016 who received Pell grant at any time during 2016-2017 academic year (low-income status)	**Goal(s) measured:**	Students 1, 2 State 1 Institutions 1
Variables and calculations:	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander] Percent of undergraduate students awarded Pell grants = [Number of undergraduate students awarded Pell grants] / [Total number of undergraduates, financial aid cohort]		
Notes:			

REMEDIAL STUDENT COURSE TAKING AND SUCCESS (CREDENTIAL SEEKING COHORT)			
Data source:	Voluntary Framework of Accountability (VFA), *Public Outcomes Report (Data Collection Cycle 2018)*		
Academic/cohort year:	6-year cohort Outcomes are for students who first entered college in fall 2011 (or the summer before). Progress is shown through the end of their first six years.	**Goal(s) measured:**	Students 1, 2, 3 Institutions 1
Variables and calculations:	Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 credits by the end of year two. Percent of cohort with developmental need in subject = [Number of students in the credential seeking cohort with a developmental need in (subject)] / [Number of students in the credential seeking cohort] Percent who needed developmental education who progressed to successfully complete a college-level course in the subject = [Number of students in the credential seeking cohort with a developmental need in (subject) that completed developmental education in (subject) and progressed to successfully complete a college-level course in (subject) by the end of year six] / [Number of students in the credential seeking cohort]		
Notes:	● Comparisons are only available for community colleges. ● Data for percent who needed developmental education in reading who progressed to successfully complete a college-level course in reading is not available through the VFA.		

PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR TWO (CREDENTIAL SEEKING COHORT)			
Data source:	Voluntary Framework of Accountability (VFA), *Public Outcomes Report (Data Collection Cycle 2018)*		
Academic/cohort year:	2-year cohort Outcomes are for students who first entered college in fall 2015 (or the summer before). Progress is shown through the end of their first two years.	**Goal(s) measured:**	Students 1, 2, 3 Institutions 1

Variables and calculations:	Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 credits by the end of year two. Percent completed = [Number of students in the credential seeking cohort who completed a certificate or degree by the end of year two] / [Number of students in the credential seeking cohort] Percent transferred = [Number of students in the credential seeking cohort who transferred to another institution by the end of year two] / [Number of students in the credential seeking cohort] Percent still enrolled = [Number of students in the credential seeking cohort who did not transfer but were still enrolled at the reporting institution at any time during their second academic year] / [Number of students in the credential seeking cohort] Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled]		
Notes:	● Comparisons are only available for community colleges. ● Outcomes are not exhaustive and will not sum to 100% of the students in the cohort. ● Credentials are earned at the reporting college.		

PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR SIX (CREDENTIAL SEEKING COHORT)

Data source:	Voluntary Framework of Accountability (VFA), *Public Outcomes Report (Data Collection Cycle 2018)*		
Academic/cohort year:	6-year cohort Outcomes are for students who first entered college in fall 2011 (or the summer before). Progress is shown through the end of their first six years.	**Goal(s) measured:**	Students 1, 2, 3 Institutions 1
Variables and calculations:	Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 credits by the end of year two. Percent completed = [Number of students in the credential seeking cohort who completed a certificate or degree by the end of year six] / [Number of students in the credential seeking cohort] Percent transferred = [Number of students in the credential seeking cohort who transferred to another institution by the end of year six] / [Number of students in the credential seeking cohort] Percent still enrolled = [Number of students in the credential seeking cohort who did not transfer but were still enrolled at the reporting institution at any time during their sixth academic year] / [Number of students in the credential seeking cohort] Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled]		
Notes:	● Comparisons are only available for community colleges. ● Outcomes are not exhaustive and will not sum to 100% of the students in the cohort. ● Credentials are earned at the reporting college.		

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

Data source:	IPEDS Graduation Rates Survey (2016-17)

Academic/cohort year:	2010 cohort completed by end of 2015-2016 academic year; 2013 cohort completed by end of 2015-2016 academic year	**Goal(s) measured:**	Students 1, 2, 3 Institutions 1
Variables and calculations:	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander] Adjusted cohort = [Revised cohort] - [Exclusions] 4-year institutions: [4-year institutions, Completers within 150% of normal time] / [4-year institutions, Adjusted cohort] 2-year institutions: [Degree or certificate-seeking students (2-yr institution), Completers within 150% of normal time total] / [Degree or certificate-seeking students (2-yr institution), Adjusted cohort]		
Notes:	● Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen. ● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.		
FOUR-YEAR GRADUATION RATES			
Data source:	IPEDS Graduation Rates Survey (2017-18)		
Academic/cohort year:	2011 cohort - completed by end of 2014-2015 academic year	**Goal(s) measured:**	Students 1, 2, 3 Institutions 1
Variables and calculations:	[Bachelor's or equiv subcohort (4-yr institution) Completers of bachelor's or equiv degrees in 4 years or less] / [Bachelor's or equiv subcohort (4-yr institution) adjusted cohort (revised cohort minus exclusions)]		
Notes:	● Four-year graduation rates are only shown for four-year campuses. ● Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen. ● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.		
GRADUATION STATUS AT SIX YEARS			
Data source:	IPEDS Outcome Measures Survey (2017-18)		
Academic/cohort year:	2009-2010 cohort: status at six years (August 31, 2015)	**Goal(s) measured:**	Students 1, 2, 3 Institutions 1
Variables and calculations:	Percent of completers within six years = [Number of adjusted cohort receiving an award at 6 years] / [Adjusted cohort at 6 years]		
Notes:	● Graduation and enrollment status information are only reported for degree/certificate-seeking students. ● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation and enrollment status information is not available for first-time students.		
STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT			
Data source:	IPEDS Finance Survey (2017-18)		
Academic/cohort year:	2016-2017 academic year	**Goal(s) measured:**	Institutions 1, 2

Variables and calculations:	State and local appropriations = [State appropriations] + [Local appropriations, education district taxes, and similar support] FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice] State and local appropriations per FTE student = [State and local appropriations] / [FTE]
Notes:	● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.

NET TUITION AND FEES PER FTE STUDENT

Data source:	IPEDS Finance Survey (2017-18)		
Academic/cohort year:	2016-2017 academic year	**Goal(s) measured:**	Students 2 Institutions 1, 2
Variables and calculations:	Net tuition and fees = [Tuition and fees, after deducting discounts and allowances] FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice] Net tuition and fees per FTE student = [Net tuition and fees] / [FTE]		
Notes:	● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.		

EDUCATION AND GENERAL SPENDING PER FTE STUDENT AND PER AWARD

Data source:	IPEDS Finance Survey (2017-18)		
Academic/cohort year:	2016-2017 academic year	**Goal(s) measured:**	Institutions 1, 2
Variables and calculations:	Education and general spending = [Instruction] + [Research] + [Public service] + [Academic support] + [Student services] + [Institutional support] + [Net scholarships and fellowship expenses] *Note. O&M is already included in these totals* FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice] Awards = All degrees and certificates classified as first major. Education and general spending per FTE student = [Education and general spending] / [FTE] Education and general spending per award = [Education and general spending] / [Awards]		
Notes:	● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.		

AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING GRANT OR SCHOLARSHIP AID

Data source:	IPEDS Student Financial Aid Survey (2017-18)		
Academic/cohort year:	2016-2017 academic year	**Goal(s) measured:**	Students 2 Institutions 1, 2
Variables and calculations:	[Average net price-students awarded grant or scholarship aid]		
Notes:	● Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded grant or scholarship aid from federal, state, or local governments, or the institution. ● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available.		

AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING FEDERAL FINANCIAL AID FROM THE TWO LOWEST INCOME QUINTILES

Data source:	IPEDS Student Financial Aid Survey (2017-18)		
Academic/cohort year:	2016-2017 academic year	**Goal(s) measured:**	Students 2 Institutions 1, 2
Variables and calculations:	Lowest quintile = [Average net price (income 0-30,000)-students awarded Title IV Federal financial aid] Second lowest quintile = [Average net price (income 30,001-48,000)-students awarded Title IV Federal financial aid]		
Notes:	● Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded Title IV federal student aid. Title IV federal student aid includes federal grants or federal student loans. ● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available.		

PERCENT OF UNDERGRADUATES WITH FEDERAL LOANS AND MEDIAN FEDERAL LOAN DEBT OF GRADUATES

Data source:	U.S. Department of Education, College Scorecard Data		
Academic/cohort year:	2015-2016 academic year (percent with loans) NSLDS FY2016 and FY2017 pooled cohorts (federal loan debt)	**Goal(s) measured:**	Students 2 Institutions 1, 2
Variables and calculations:	Percent of undergraduates with federal loans = [PCTFLOAN] Median federal loan debt of graduates = [GRAD_DEBT_MDN]		
Notes:	● For more information, see pages 16-18 of the College Scorecard's *Data Documentation*, available at: https://collegescorecard.ed.gov/assets/FullDataDocumentation.pdf		

RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL SCIENCE FOUNDATION)

Data source:	National Science Foundation (NSF), Higher Education Research and Development Survey (HERD)		
Academic/cohort year:	2015-2016 academic year	**Goal(s) measured:**	State 3
Variables and calculations:	Extramural funds = [Federal (01.a)] + [State and local governments (01.b)] + [Business (01.c)] + [Nonprofit organizations (01.d)] + [All other funding sources (01.f)] Institutional funds = (01.e.4) All sources = (01.g) = [Federal] + [State and local governments] + [Businesses] + [Nonprofit organizations] + [Institutional funds] + [All other funding sources] Federally funded research = (01.a) Federally funded health sciences research = (09D03) Federal sources (not including health sciences research) = [Federally funded research] - [Federally funded health sciences research]		
Notes:	● NSF research and development expenditures are only shown for the University of Nebraska at Kearney, the University of Nebraska-Lincoln, and the University of Nebraska at Omaha. ● The University of Nebraska-Lincoln’s extramural funds are not ranked because health sciences are included in extramural funds.		

RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL INSTITUTES OF HEALTH)

Data source:	Data from the National Institutes of Health. Data prepared by Blue Ridge Institute for Medical Research.		
Academic/cohort year:	2017	**Goal(s) measured:**	State 3 Institutions 1, 3
Variables and calculations:	Total health sciences research = [Schools of dentistry/oral hygiene] + [Schools of medicine] + [Schools of nursing] + [Schools of pharmacy] + [Schools of public health] + [Hospitals]		
Notes:	● NIH research and development expenditures are only shown for the University of Nebraska Medical Center.		

Non-Comparative Measures

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

Data source:	High school graduate data from the Nebraska Department of Education (NDE). College enrollment data from the National Student Clearinghouse (NSC). Data prepared by Nebraska's Coordinating Commission for Postsecondary Education, presented via the *College Continuation Rate Dashboard*.		
Academic/cohort year:	2016-2017	**Goal(s) measured:**	Students 1 Partnerships 2
Variables and calculations:	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander] Low-income students = students who are approved to receive free or reduced-price school lunches Non-low-income students = students who are not approved to receive free or reduced-price school lunches College continuation rate = [Number of (race/ethnicity) (gender) (income status) on time public high school graduates who continued on to college] / [Number of (race/ethnicity) (gender) (income status) on time public high school graduates]		
Notes:	● Data is only available for students who graduated on time (in four years or less) from Nebraska's public schools. ● Only graduates who continue onto college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree. ● Results are filtered for students who continued on to college between June 1, 2017, and May 31, 2018. ● Data for the 2016-2017 graduating class will be included in the *2019 Progress Report.*		

NUMBER OF STUDENTS COMPLETING ADULT BASIC EDUCATION AND CONTINUING INTO POSTSECONDARY EDUCATION

Data source:	Adult education data from the Nebraska Department of Education (NDE). College enrollment data from the National Student Clearinghouse (NSC). Data prepared by the Nebraska Department of Education, Adult Education, presented via the National Reporting System, Table 5.		
Academic/cohort year:	2015-2016 program year (July 1, 2015-June 30, 2016)	**Goal(s) measured:**	Students 1, 3 State 1, 2, 4 Partnerships 1

Variables and calculations:	Central Community College = [Central Community College] Metropolitan Community College = [Omaha Metro Community College] + [Bellevue (OMCC is provider)] Mid-Plains Community College = [Mid-Plains Community College] Northeast Community College = [Northeast Community College] Southeast Community College = [Southeast Community College, Beatrice] + [Southeast Community College, Lincoln] + [York (SCC Beatrice is provider] Western Nebraska Community College = [Western Nebraska Community College] + [Alliance (WNCC is provider)] Other local adult education programs = [Crete Public Schools] + [Literacy Center for the Midlands] + [NE Department of Correctional Services] + [Plattsmouth Community Schools] Program goal = Enter postsecondary education or training goal: This goal is automatically determined by student status (high school graduate or college credit in U.S. or other country) upon entry into program and upon successful completion of GED Test. Includes all learners who passed the GED tests while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education. Does not include walk-ins for GED testing only (those that just come in and test and do not enroll in adult education classes). [Number of students identified by program goal] / [Number of students achieving program goal]		
Notes:	● Only those who continue on to college at NSC-reporting institutions are included. As a result, college continuation rates are underestimated to some degree. ● Results are filtered for those who continued on to college by December 1, 2016.		
EDUCATIONAL ATTAINMENT BY COUNTY			
Data source:	U.S. Census Bureau, American Community Survey 5-year estimates, Table B15001		
Academic/cohort year:	2012-2016	**Goal(s) measured:**	State 1
Variables and calculations:	25 to 64 years = [25 to 34 years] + [35 to 44 years] + [45 to 64 years] Associate's degree or higher = [Associate's degree] + [Bachelor's degree] + [Graduate or professional degree] Bachelor's degree or higher = [Bachelor's degree] + [Graduate or professional degree] Educational attainment = [Number of people 25 years or older who have completed (education level) in (county)] / [Number of people 25 years or older in (county)]		
Notes:			

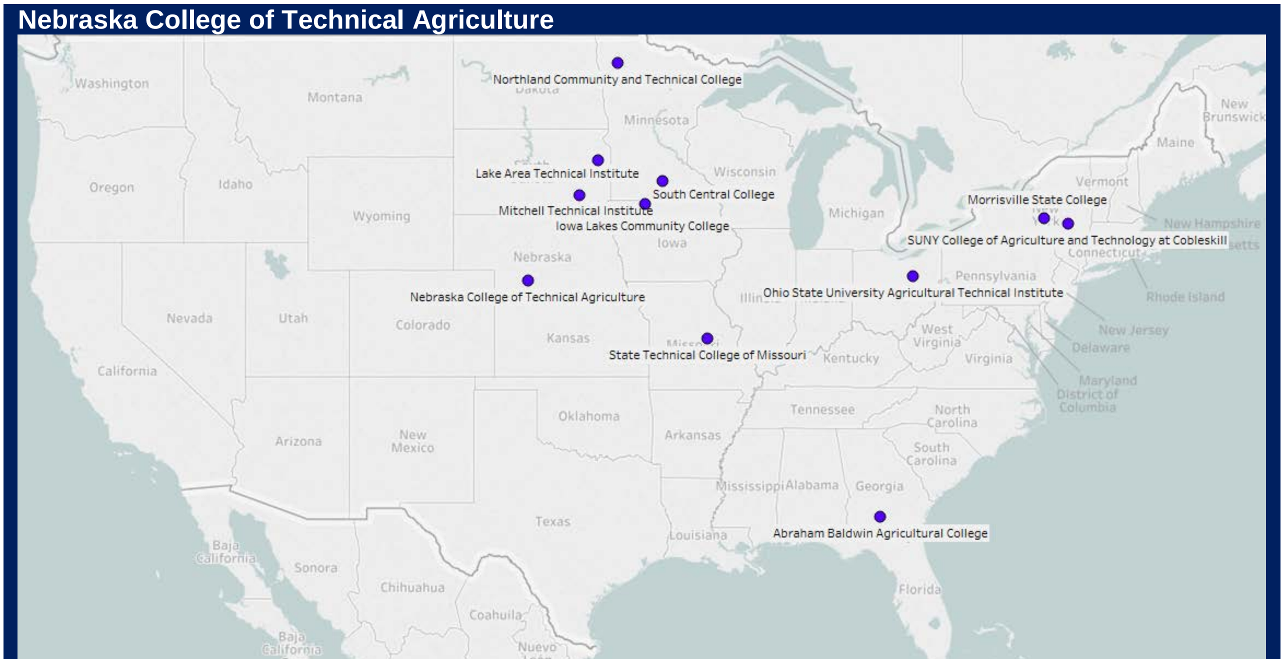
Measures to be Included in Forthcoming Measuring Accomplishments

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

Notes:	● Up-to-date data for all of Nebraska’s institutions in not currently available/accessible to the Coordinating Commission. ● Institutional and sector-level data will be used when the information is made available to the Commission.

Peer Groups for Nebraska’s Public Postsecondary Institutions

Nebraska College of Technical Agriculture


Northland Community and Technical College
Lake Area Technical Institute
South Central College
Mitchell Technical Institute
Iowa Lakes Community College
Morrisville State College
SUNY College of Agriculture and Technology at Cobleskill
Nebraska College of Technical Agriculture
Ohio State University Agricultural Technical Institute
State Technical College of Missouri
Abraham Baldwin Agricultural College
Washington
Montana
Minnesota
Wisconsin
Michigan
Oregon
Idaho
Wyoming
Nebraska
Iowa
Nevada
Utah
Colorado
Kansas
California
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Georgia
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West Virginia
Virginia
North Carolina
South Carolina
Pennsylvania
Maryland
District of Columbia
Delaware
New Jersey
Connecticut
Rhode Island
New Hampshire
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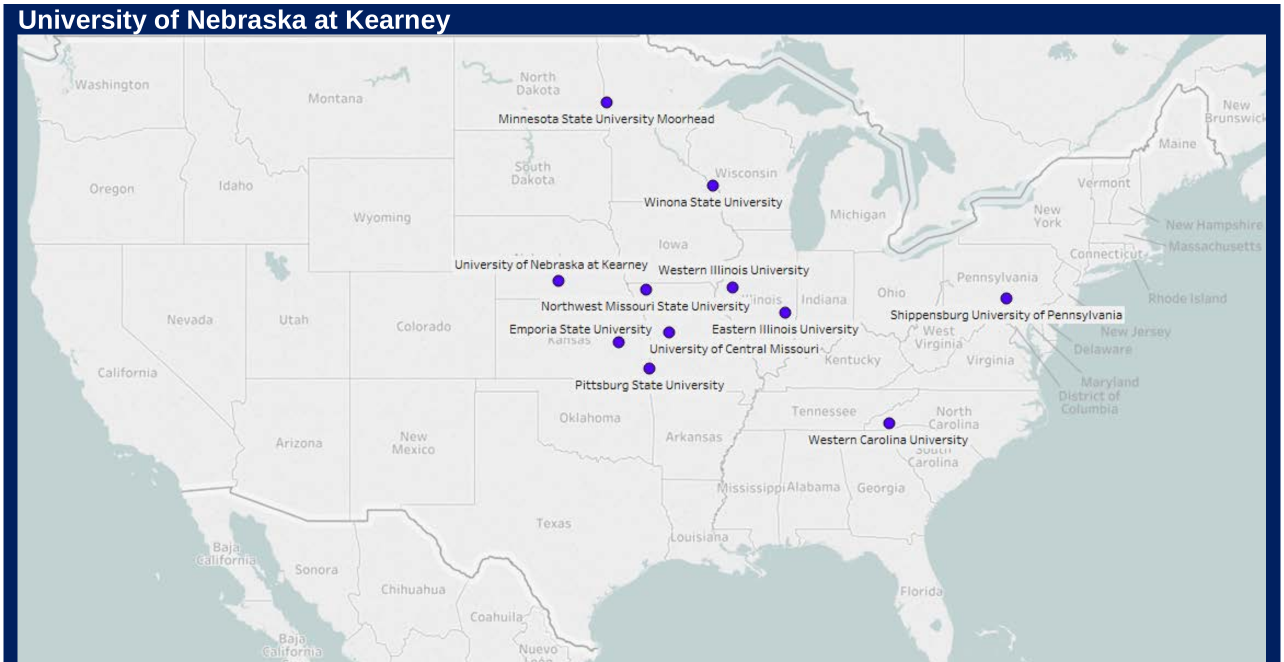
Chihuahua
Coahuila
Nuevo León
Baja California Sur
Sinaloa

University of Nebraska at Kearney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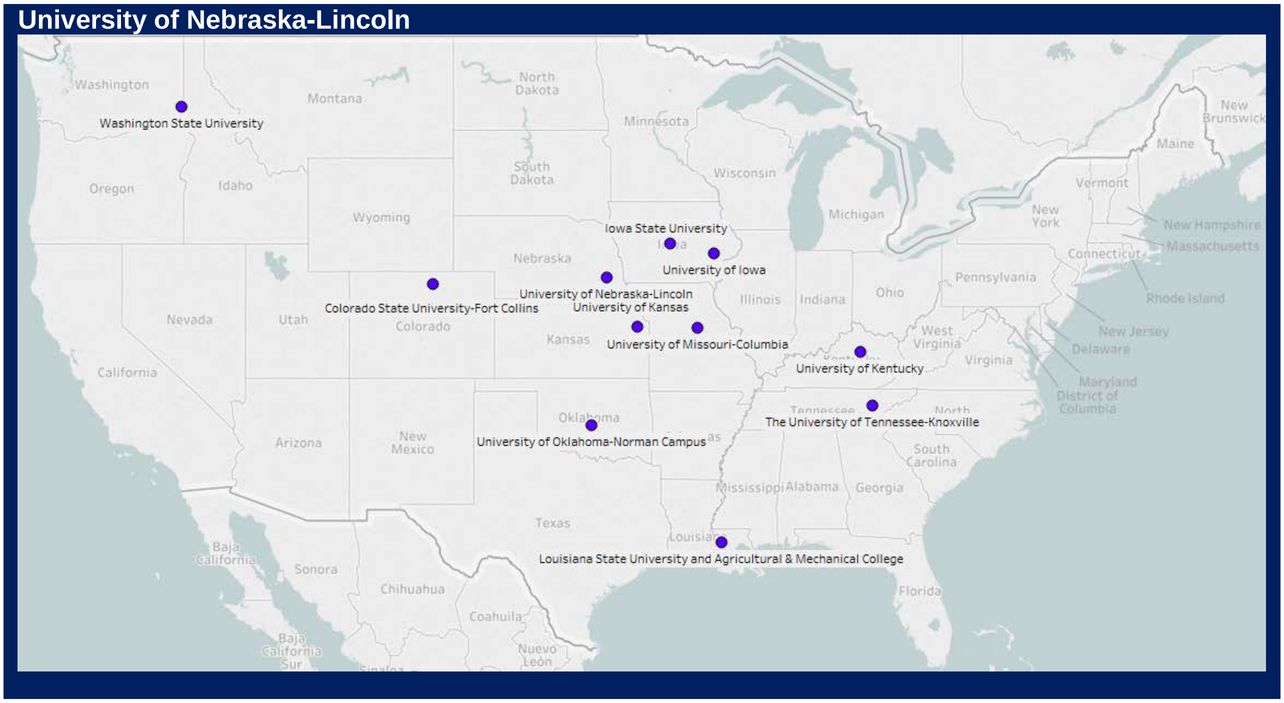
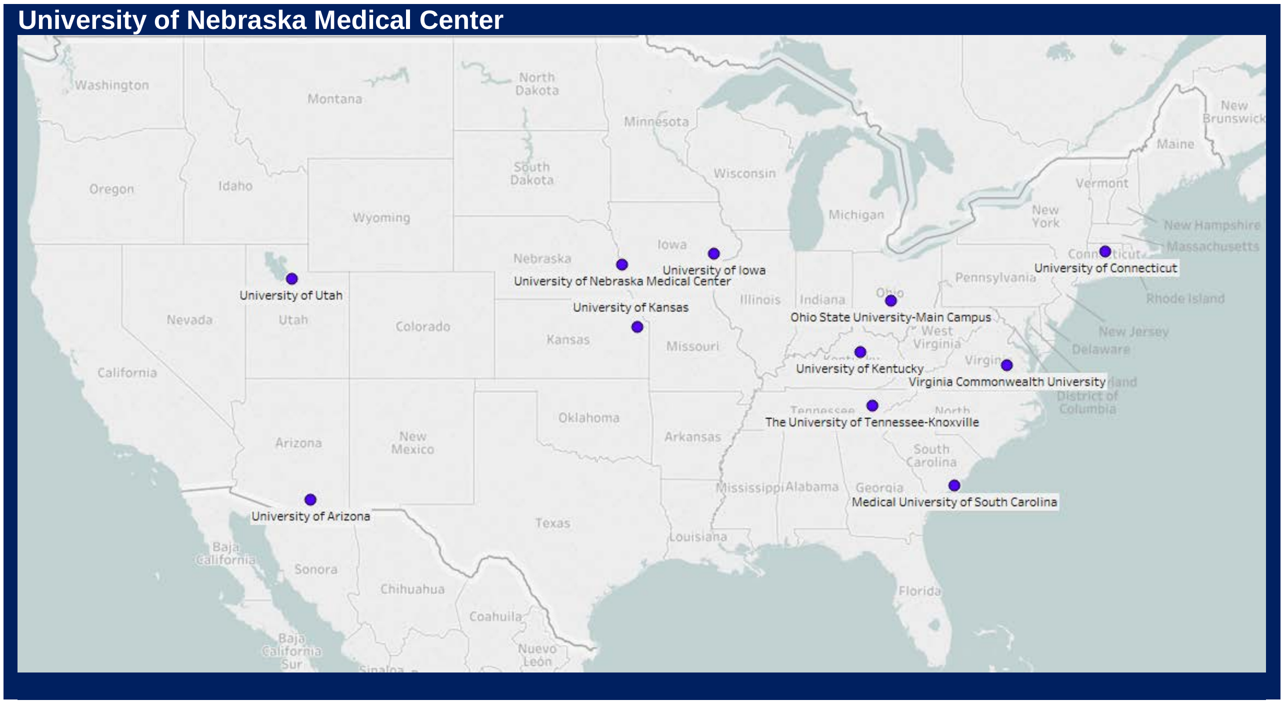
Winona State University
University of Nebraska at Kearney
Western Illinois University
Northwest Missouri State University
Shippensburg University of Pennsylvania
Emporia State University
Eastern Illinois University
University of Central Missouri
Pittsburg State University
Western Carolina University
Washington
Montana
North Dakota
South Dakota
Wisconsin
Michigan
Oregon
Idaho
Wyoming
Iowa
Illinois
Indiana
Ohio
Nevada
Utah
Colorado
Kansas
California
Oklahoma
Arkansas
Arizona
New Mexico
Texas
Louisiana
Mississippi
Alabama
Georgia
Florida
Tennessee
Kentucky
West Virginia
Virginia
North Carolina
South Carolina
Pennsylvania
New York
Maryland
District of Columbia
Delaware
New Jersey
Connecticut
Rhode Island
Massachusetts
New Hampshire
Vermont
Maine
New Brunswick
Baja California
Sonora
Chihuahua
Coahuila
Nuevo León
Baja California Sur
Sinaloa

Peer Groups for Nebraska’s Public Postsecondary Institutions

University of Nebraska-Lincoln

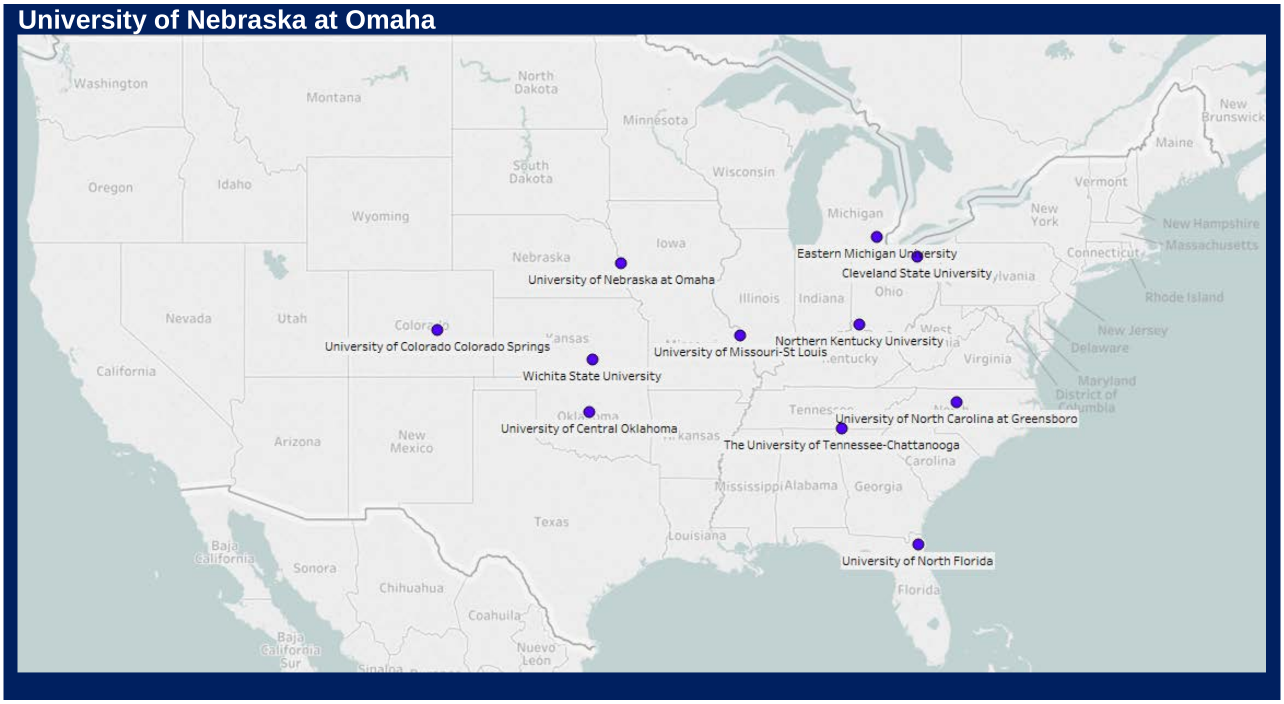

Washington State University
Iowa State University
University of Iowa
University of Nebraska-Lincoln
Colorado State University-Fort Collins
University of Kansas
University of Missouri-Columbia
University of Kentucky
The University of Tennessee-Knoxville
University of Oklahoma-Norman Campus
Louisiana State University and Agricultural & Mechanical College

University of Nebraska Medical Center

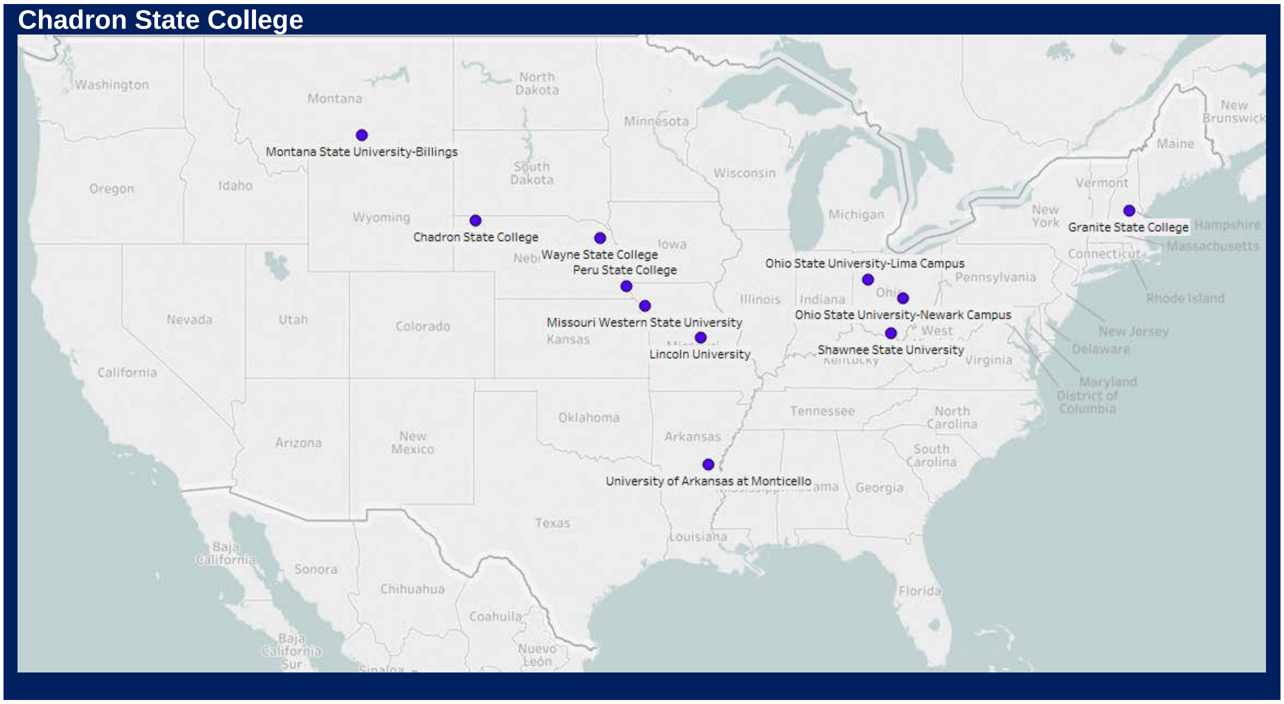

University of Iowa
University of Nebraska Medical Center
University of Connecticut
University of Utah
University of Kansas
Ohio State University-Main Campus
University of Kentucky
Virginia Commonwealth University
The University of Tennessee-Knoxville
University of Arizona
Medical University of South Carolina

Peer Groups for Nebraska’s Public Postsecondary Institutions

University of Nebraska at Omaha

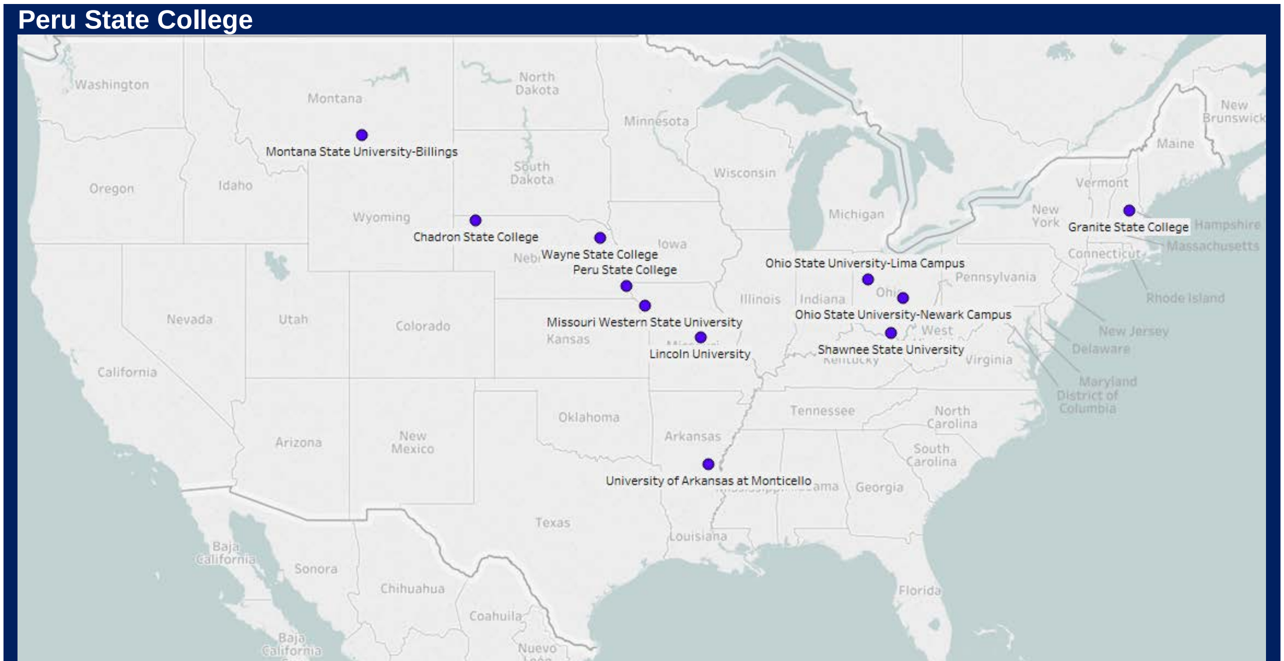

Eastern Michigan University
Cleveland State University
University of Nebraska at Omaha
University of Colorado Colorado Springs
Northern Kentucky University
University of Missouri-St Louis
Wichita State University
University of North Carolina at Greensboro
University of Central Oklahoma
The University of Tennessee-Chattanooga
University of North Florida

Chadron State College


Montana State University-Billings
Granite State College
Chadron State College
Wayne State College
Peru State College
Ohio State University-Lima Campus
Ohio State University-Newark Campus
Missouri Western State University
Shawnee State University
Lincoln University
University of Arkansas at Monticello

Peer Groups for Nebraska’s Public Postsecondary Institutions

Peru State College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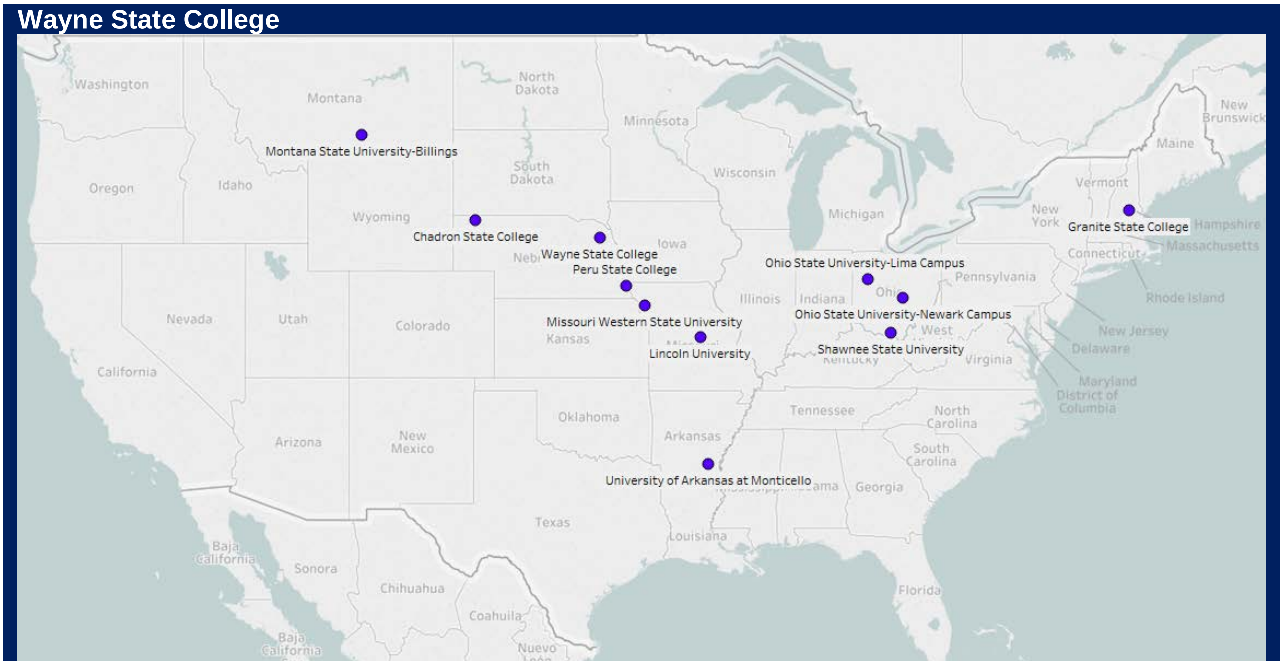
Wayne State College
Peru State College
Missouri Western State University
Lincoln University
University of Arkansas at Monticello
Ohio State University-Lima Campus
Ohio State University-Newark Campus
Shawnee State University
Granite State College

Wayne State College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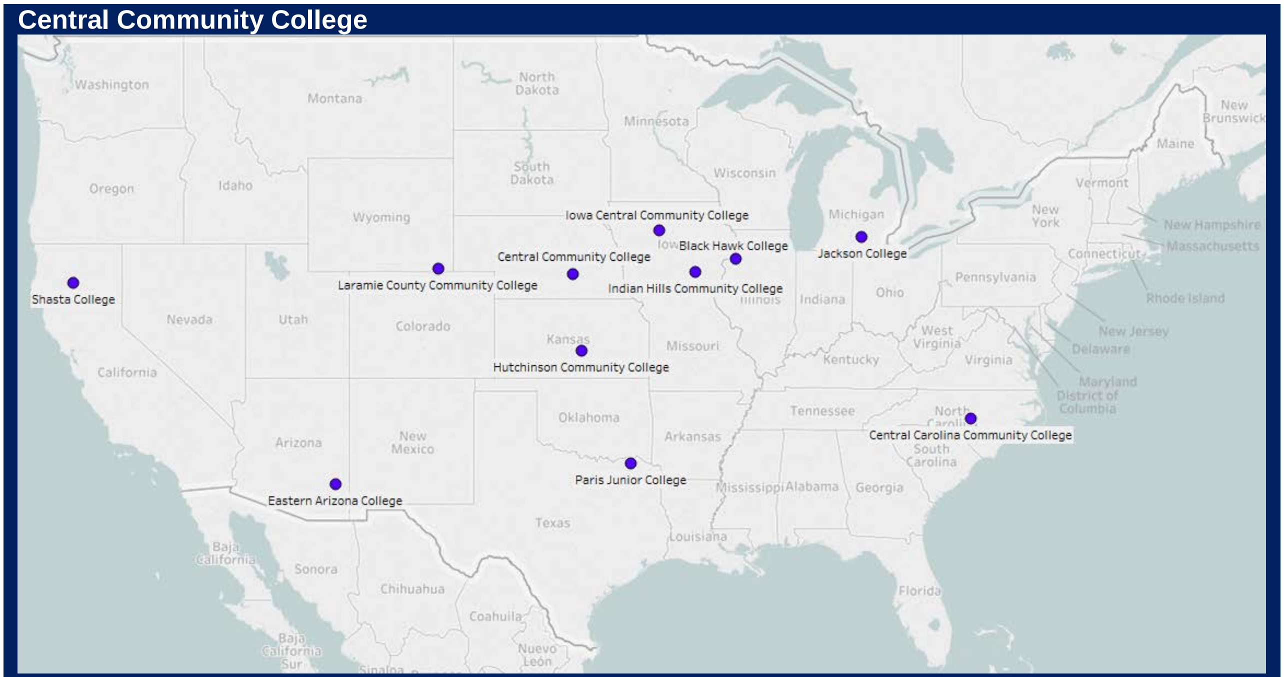
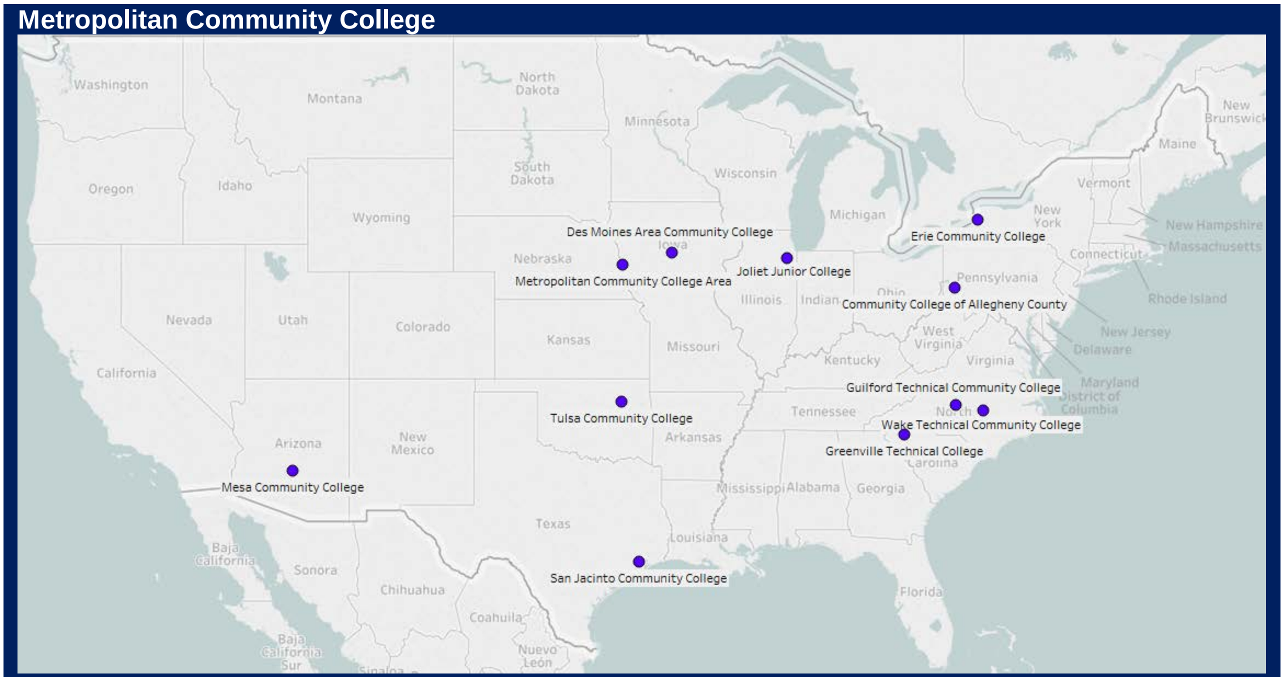
Wayne State College
Peru State College
Missouri Western State University
Lincoln University
University of Arkansas at Monticello
Ohio State University-Lima Campus
Ohio State University-Newark Campus
Shawnee State University
Granite State College

Peer Groups for Nebraska's Public Postsecondary Institutions

Central Community College

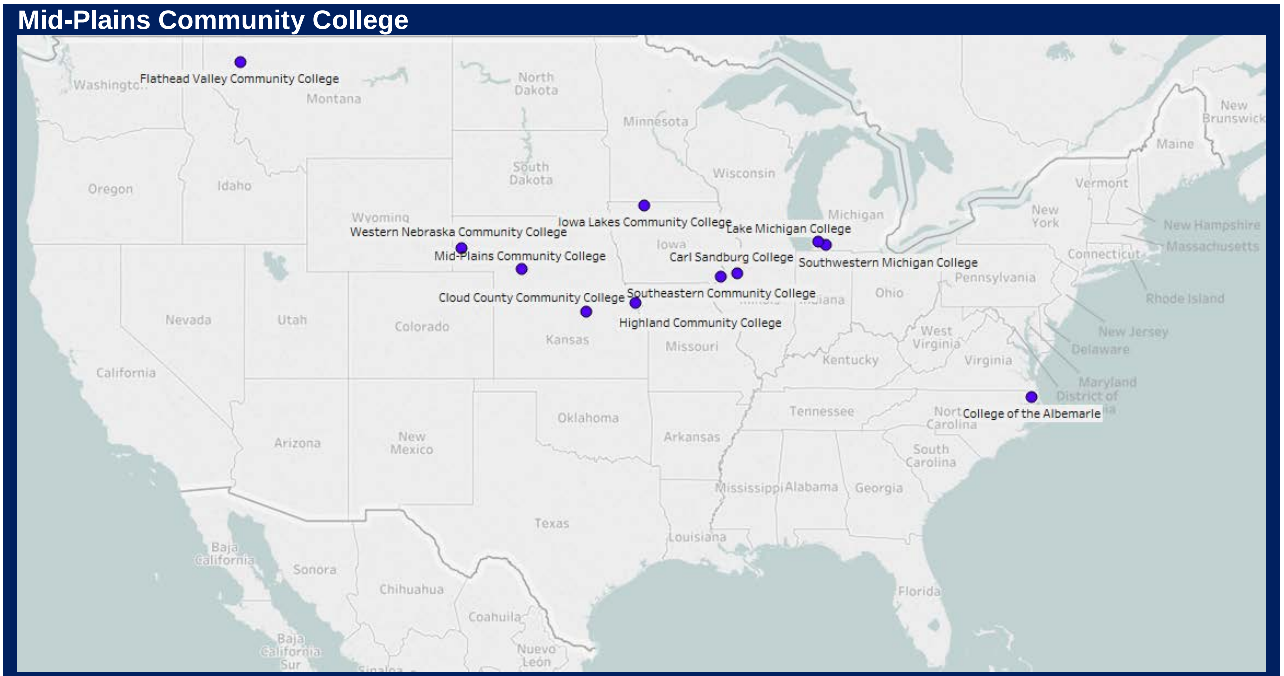

Iowa Central Community College
Black Hawk College
Jackson College
Central Community College
Laramie County Community College
Indian Hills Community College
Shasta College
Hutchinson Community College
Central Carolina Community College
Paris Junior College
Eastern Arizona College

Metropolitan Community College

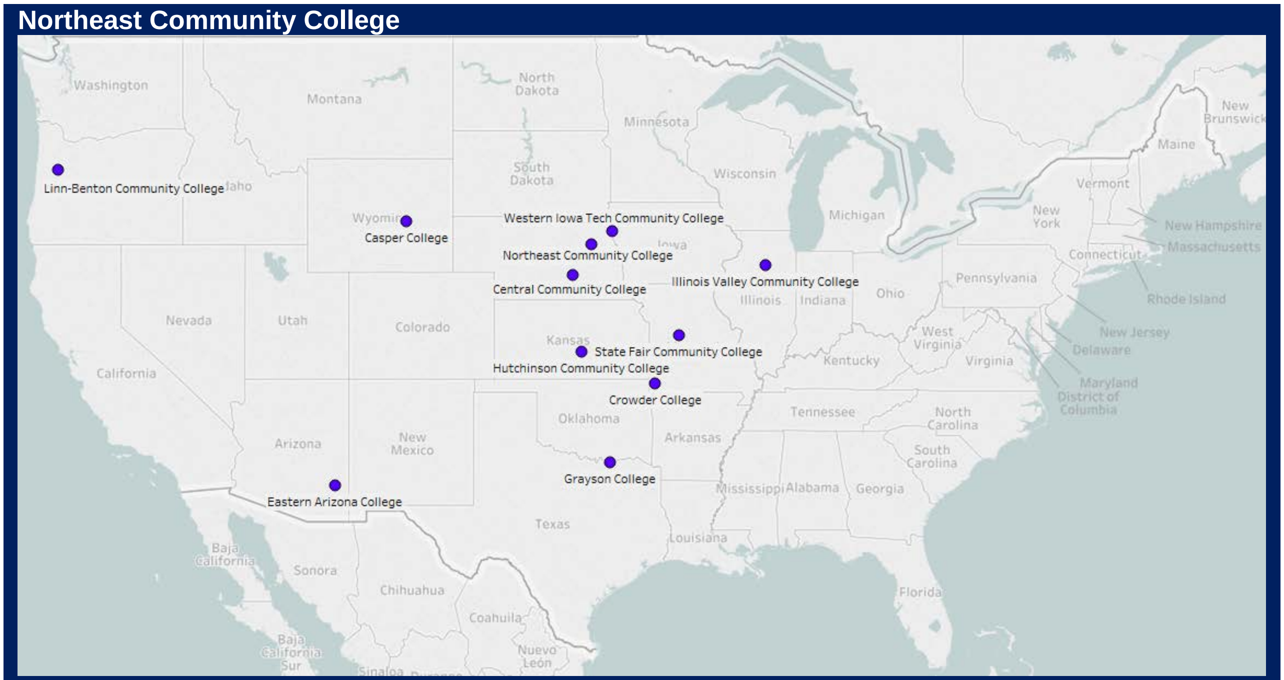

Erie Community College
Des Moines Area Community College
Joliet Junior College
Metropolitan Community College Area
Community College of Allegheny County
Guilford Technical Community College
Tulsa Community College
Wake Technical Community College
Greenville Technical College
Mesa Community College
San Jacinto Community College

Peer Groups for Nebraska's Public Postsecondary Institutions

Mid-Plains Community College

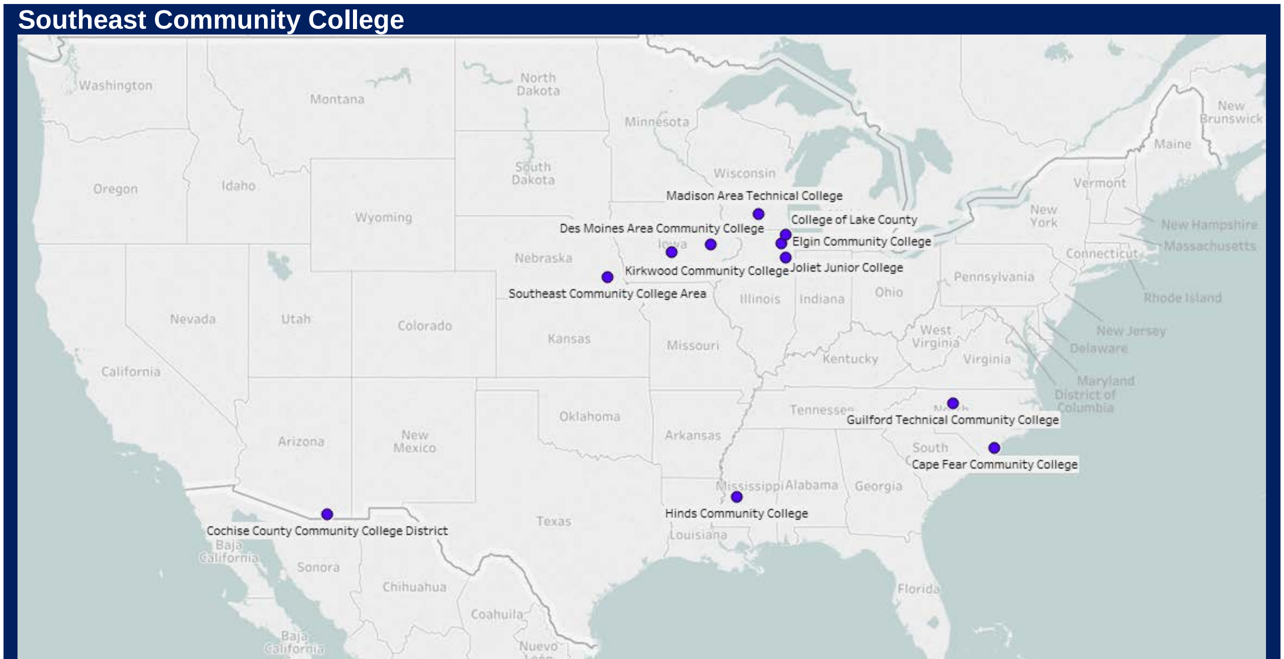

Flathead Valley Community College
Iowa Lakes Community College
Western Nebraska Community College
Lake Michigan College
Mid-Plains Community College
Carl Sandburg College
Southwestern Michigan College
Cloud County Community College
Southeastern Community College
Highland Community College
College of the Albemarle

Northeast Community College


Linn-Benton Community College
Western Iowa Tech Community College
Casper College
Northeast Community College
Central Community College
Illinois Valley Community College
State Fair Community College
Hutchinson Community College
Crowder College
Grayson College
Eastern Arizona College

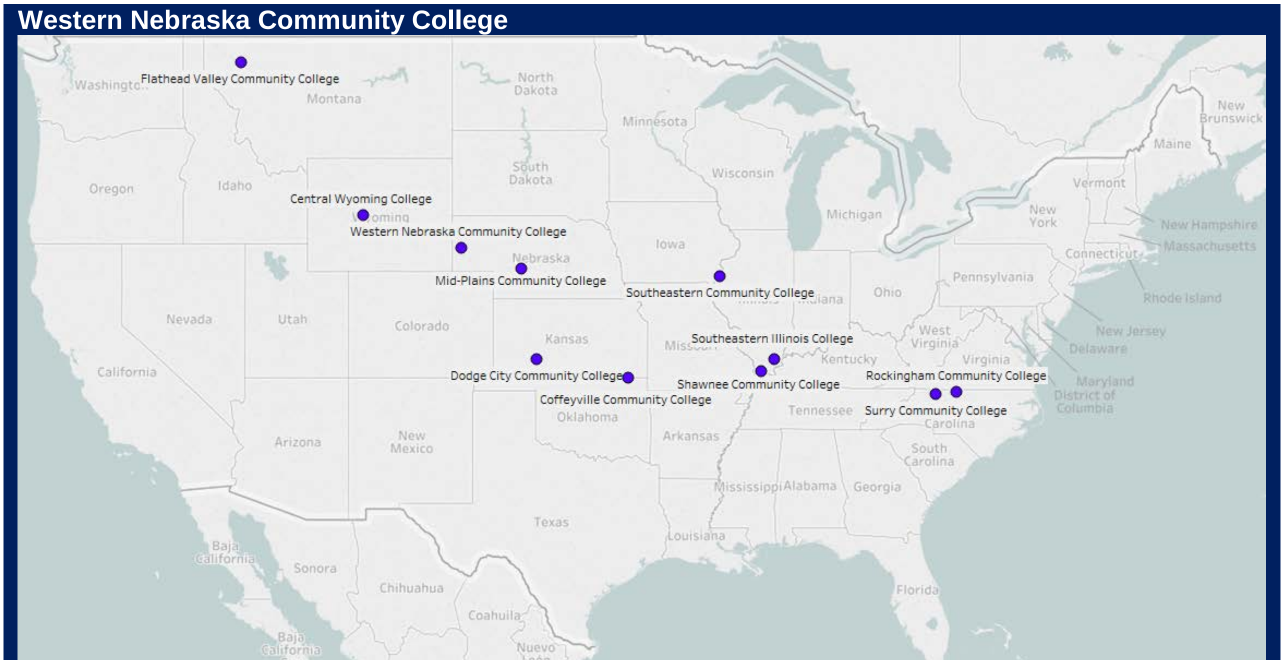
Peer Groups for Nebraska's Public Postsecondary Institutions

Southeast Community College



Madison Area Technical College
College of Lake County
Des Moines Area Community College
Elgin Community College
Kirkwood Community College
Joliet Junior College
Southeast Community College Area
Guilford Technical Community College
Cape Fear Community College
Hinds Community College
Cochise County Community College District

Western Nebraska Community College



Flathead Valley Community College
Central Wyoming College
Western Nebraska Community College
Mid-Plains Community College
Southeastern Community College
Southeastern Illinois College
Dodge City Community College
Shawnee Community College
Rockingham Community College
Coffeyville Community College
Surry Community College

NEBRASKA'S
ccpe
COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

2018 BIENNIAL REPORT

Covering December 2016 to December 2018

APPROVED BY THE COORDINATING COMMISSION

November 26, 2018

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Omaha, District 2

Colleen A. Adam
Hastings, District 5

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Joe Velasquez
Database Manager

Mike Wemhoff
Facilities Officer

This report and others are available at the Coordinating Commission's website:
ccpe.nebraska.gov/reports

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NEBRASKA'S COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

2018 Biennial Report

Provided pursuant to Neb. Rev. Stat. § 85-1412 (12)

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

The 2018 Biennial Report provides an overview of the Coordinating Commission's accomplishments during 2017 and 2018.

THE COORDINATING COMMISSION IS RESPONSIBLE FOR:

- Creating and putting into action a comprehensive statewide plan to guide Nebraska's higher education system
- Partnering with Legislators to develop innovative and results-driven higher education policy
- Helping low-income Nebraska students attend college by awarding nearly $19 million in need-based financial aid programs and developing state financial aid strategy
- Administering the Community College Gap Assistance Program, which offers financial aid to students who want to work in high-need fields
- Ensuring the efficient use of taxpayer funds by approving or disapproving postsecondary construction projects that rely on tax funds and reviewing institutional biennial budget requests
- Approving or disapproving academic programs based on specific criteria: need, demand, unnecessary duplication, resources, and cost
- Assembling and analyzing statewide data and publishing reports tied to the state's higher education goals. The Coordinating Commission is the only Nebraska entity that does this kind of work on a statewide level
- Administering roughly $98 million in annual State appropriations to Nebraska's six community colleges
- Helping teachers and underserved populations through the administration of federal education grants
- Saving Nebraska colleges and universities thousands of dollars through administration of of a nationwide distance learning agreement.

What does the Commission do?

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

Nebraska's *Comprehensive Statewide Plan for Postsecondary Education*

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

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

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

Chapter One includes a vision statement for postsecondary education in Nebraska; an examination of the state's evolving demographic, economic, political, and educational forces and their potential impacts; a series of statewide goals; and, new to the plan, a number of national and institutional comparisons for the state's public institutions and for state higher education as a whole. The comparisons aim for Nebraska to be among the 10 best states in national rankings – including educational attainment among adults -- and for individual campuses to rank among the five best institutions in peer comparisons. Currently, Nebraska ranks 11th in the percentage of adults aged 25-34 years old with an associate's degree or higher and 13th in the percentage of adults ages 25-64 with an associate's degree or higher.

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

VISION FOR NEBRASKA POSTSECONDARY EDUCATION

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

- Chapter One, Comprehensive Statewide Plan for Postsecondary Education

What does the Commission do?

Administers student financial aid programs

Financial Aid

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

Nebraska Opportunity Grant

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

In 2016-17, $10.1 million of the grant's funding came from State lottery funds and $6.9 million from the State's general funds. In 2017-18, lottery funding increased to $10.7 million while the general funds appropriation declined to $6.7 million.

Nebraska Opportunity Grant Biennium History:

2016-17:
Total awarded: $16,889,748

- 12,928 students received a grant (37% of Nebraska Pell Grant- eligible students)
  - Public institutions: 9,318 students
    - $1,355.67 average award
  - Private, non-profit: 3,029 students
    - $1,119.48 average award
  - Proprietary/for-profit: 581 students
    - $1,491.76 average award

Average grant awarded: $1,306.45

2017-18:
Total awarded: $17,393,998

- 12,850 students received a grant (36% of Nebraska eligible students)
  - Public institutions: 9,304 students
    - $1,387.89 average award
  - Private, non-profit: 3,003 students
    - $1,123.04 average award
  - Proprietary/for-profit: 543 students
    - $2,041.54 average award

Average grant awarded: $1,353.62

Access College Early Scholarship Program

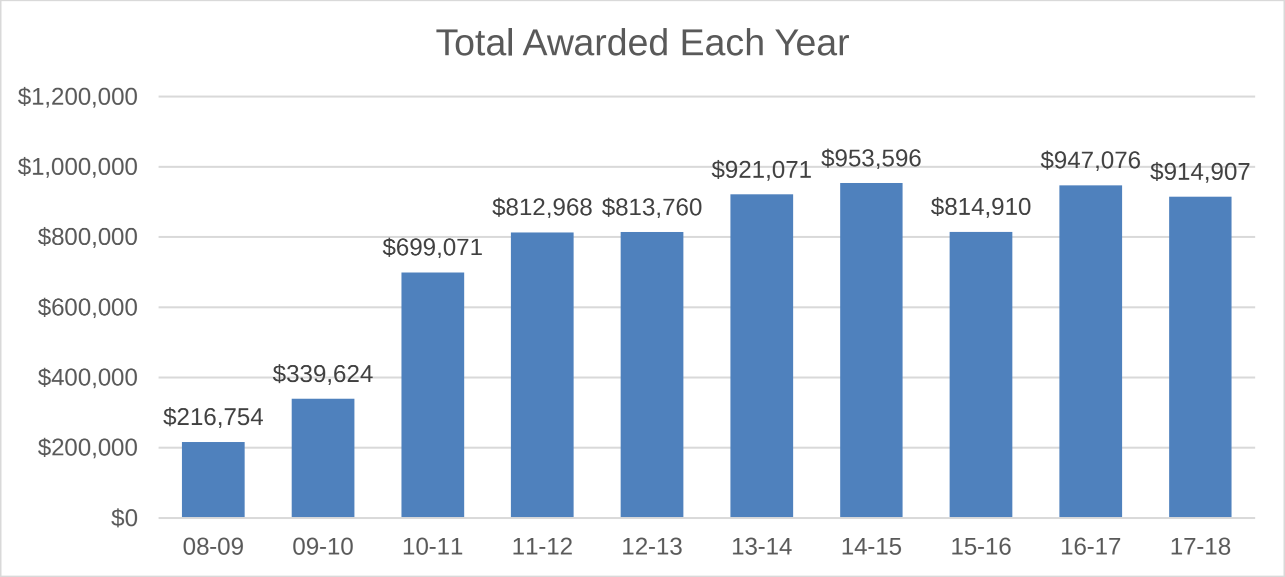
The Access College Early Scholarship Program awards scholarships to high school students from low-income families who enroll in a college course at a participating public or private postsecondary institution while the student is still in high school. The Commission recommended the creation of this program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

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

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

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

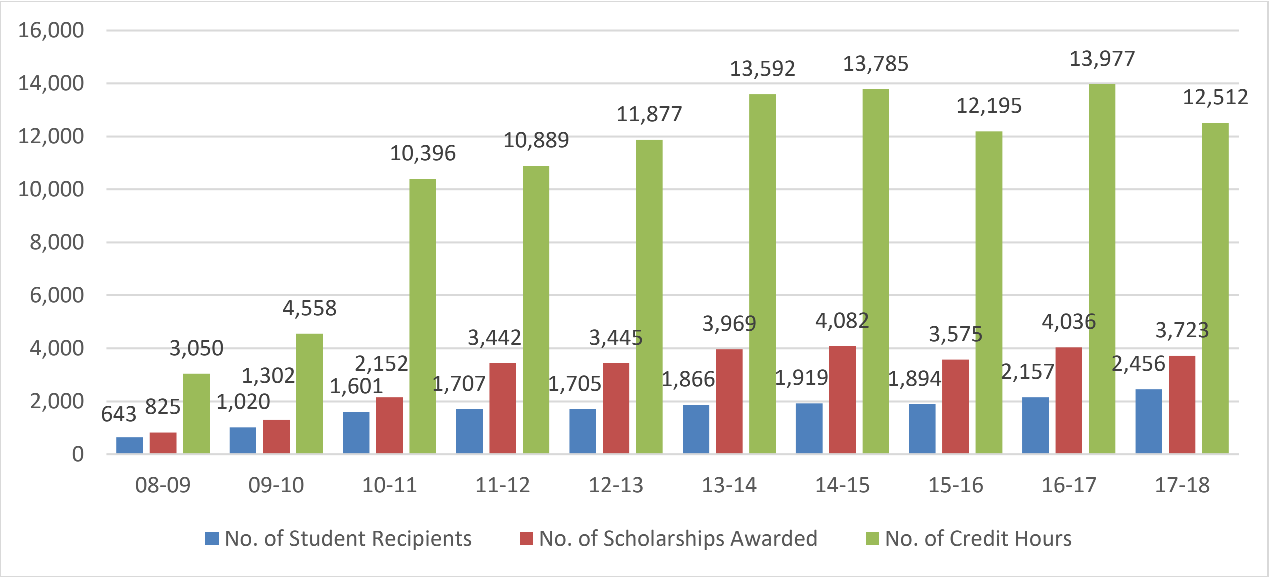
ACE Scholarship Program Funding



(ACE charts continued on next page)

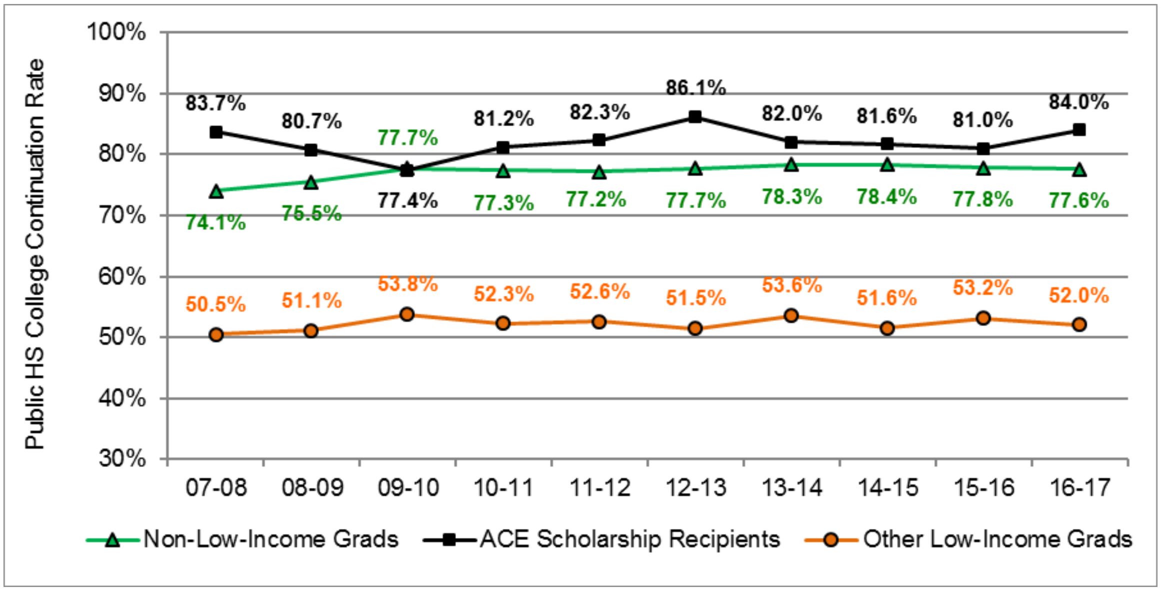
(ACE charts continued)

Growth of ACE Scholarship Program Awards, Recipients and Credit Hours



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

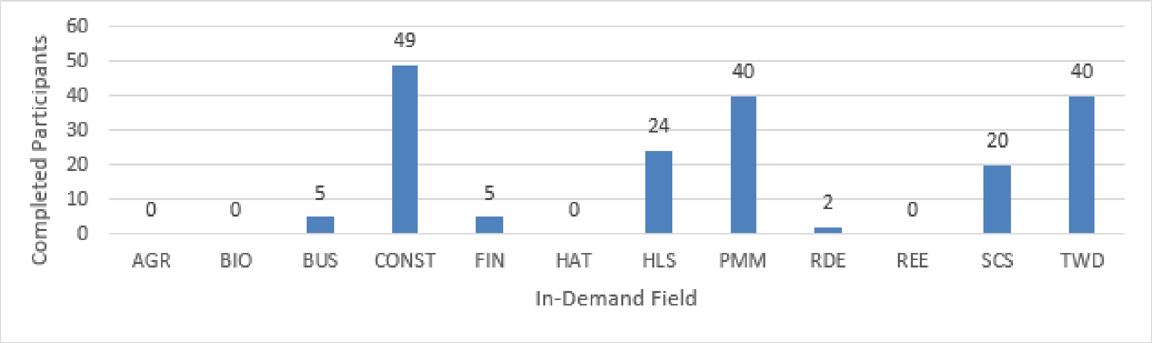
Nebraska Public High School College Continuation Rates 2007-08 through 2016-17



Community College Gap Assistance Program

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

Gap Assistance Program Completed Participants
In-Demand Programs of Study Completed - 2016-17 and 2017-18



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

What does the Commission do?

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

Reports and Analysis

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

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

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

Budget and Financial Analyses

Postsecondary Education Operating Budget Recommendations for 2019-21 *(October 2018)*
This is a statutorily required analysis of public institutional budget requests. It includes information about higher education appropriations, affordability, access and accountability, discussions of statewide funding issues, and recommendations. (*See page 16 of this document for more information.)*

Capital Construction Budget Recommendations and Prioritization for 2019-21 *(October 2018)*
This statutorily required report includes the Commission's funding and priority recommendations on capital construction budget requests from the Nebraska State College System, the University of Nebraska, and the Nebraska College of Technical Agriculture at Curtis. (*See page 15 of this document for more information.)*

Tuition, Fees, and College Affordability Report

(September 2018)

This statutorily required report covers public policy issues relating to tuition, fees, and financial aid for students in Nebraska. It shows how Nebraska's public postsecondary institutions rank on these points when compared to their Commission-designated peer institutions.

Among the report's general findings:

- Nebraskans continue to show they value higher education, despite its rising costs;
- As tuition and mandatory fees continue to rise, financial aid is a necessity and increasingly important for many students;
- Participation and success rates for students from median-, low-, and very low- income families would likely increase if additional financial assistance could be provided by the state.

Did you know?

In 2015-16, Nebraska ranked 34th among states in need-based student aid grant dollars per full-time undergraduate enrollment, at $201.

Source: 2018 Tuition, Fees, and Financial Aid Report

Academic Analyses

Delivering Courses Beyond Campus Walls *(December 2018)*

Historically, this report has described the types of distance education courses available to Nebraska residents, what institutions offer distance education, how distance education is delivered, and how many students are taking advantage of distance education. Due to the ubiquity of distance education opportunities, for 2018 the Commission decided to report only data related to dual enrollment college courses offered to Nebraska high school students.

Dashboards

College Continuation Rates (*Last revised August 2018*)

This dashboard provides our estimate of college-going rates for each of Nebraska's public high schools that awarded regular high school diplomas in 2007-2008 through 2016-2017. Data users also can download an Excel file of the entire dataset, including our estimate of college-going rates, by county, for the high school graduating class of 2005-06 (includes public and private schools).

Degrees and Other Awards (*Last revised June 2018*)

These dashboards summarize the number of degrees and awards conferred by Nebraska's public colleges and universities, independent colleges and universities, and for-profit/career schools, as reported in the federal IPEDS surveys. The information corresponds to the data presented in the Commission's *2018 Factual Look at Higher*

Education in Nebraska: Degrees and Other Awards Conferred 2006-2007 through 2016-2017.

Enrollment (*Last revised August 2018*)
These dashboards summarize enrollments at Nebraska's public colleges and universities, independent colleges and universities, and for-profit/career schools, as reported in the federal IPEDS surveys. The information corresponds to the data presented in the Commission's *2018 Factual Look at Higher Education in Nebraska: Enrollment (Fall enrollment: 2007 through 2017; 12-month enrollment: 2007-08 through 2016-17).*

KEY FINDING: The Attainment Gap

A consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that Nebraska's gap in educational attainment between whites and minorities (i.e., not white non-Hispanic) is the third largest in the nation. In Nebraska, 54.4% of 25- to 44-year old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 27.5% of 25- to 44-year-old minorities have completed an associate's degree or higher. The net difference is an attainment gap of 26.8 percentage points. Nationally, 48.8% of 25- to 44-year-old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 32.4% of 25- to 44-year-old minorities have completed an associate's degree or higher.

- *2018 Nebraska Higher Education Progress Report*, pg. S20

Other Analyses, Publications

Nebraska Higher Education Progress Report *(March 2017, 2018)*
This statutorily required annual report provides data to the Nebraska Legislature to monitor and evaluate progress toward achieving three key priorities for Nebraska's postsecondary education system developed by the 2003 LR 174 Higher Education Task Force and incorporated in Neb. Rev. Stat. § 85-1428 (3). They are:

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

Factual Look at Higher Education in Nebraska *(2017, 2018)* This annual analysis uses data from the federal IPEDS surveys to provide comparative data for Nebraska's higher education institutions. The report is released in two sections: Enrollment and Degrees and Other Award.

Measuring Accomplishments (*2017, 2018*)
This annual report is a companion piece to the *Comprehensive Statewide Plan for Postsecondary Education.* Data from a variety of sources is used to measure Nebraska's progress toward achieving the major statewide goals outlined in the *Comprehensive Plan* through national comparisons and institutional peer comparisons.

What does the Commission do?

Authorizes academic programs

Academic Programs

Existing Programs Review

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

During the 2017-18 biennium, the Commission reviewed 404 existing programs. Of those, 347 were approved to continue and 41 were discontinued by the institutions.

The Commission also reviewed 28 program assessments after they were returned to the originating institutions with follow-up questions.

Approval of Proposed New Academic Programs

In the past two years, the Commission reviewed and approved 25 proposals for new academic programs and organizational units at public institutions. One proposal was withdrawn. Another 52 proposed programs were reviewed and determined to be reasonable and moderate extensions of existing programs, thus requiring no action by the Commission.

Consumer Protection

Closed Institutions When four-year institutions close, state statutes require their records to be transferred to the registrar at the University of Nebraska-Lincoln. The Commission facilitates record transfer and assists students in obtaining transcripts, often for several years after closure. There were no campus closures in the 2017-18 biennium, but the Commission staff continued to assist students from Wright Career College and ITT Technical Institute, which closed in 2016.

Student Complaints State statutes provide an avenue for students to file a complaint against an institution if it has violated the Postsecondary Institution Act. Few student complaints rise to this level. Nevertheless, Commission staff assist numerous students in resolving their complaints, often walking them through the complaint process at their institution, explaining financial aid issues, or putting them in touch with the appropriate person at their institution. Documented complaints conservatively average roughly 25 per year. Many others are answered by a phone call and are not formally recorded.

What does the Commission do?

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

New or out-of-state institutions

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

Out-of-state institution authorized in the 2016 biennium:

Crown College
(Saint Bonifacius, Minnesota)

In August 2017 Crown College was approved to off the Master of Christian Ministry through their Christian Studies program. The program is offered at Christ Community Church in Omaha. In January 2018 Crown was authorized to offer six additional degree programs: Biblical Studies, BS; Christian Ministry, BS; Psychology Counseling, BS; Christian Studies, MA; Counseling, MA; and Global Leadership, MA.

Purdue University Global
(West Lafayette, Indiana)

In March 2018 Purdue University finalized a purchase agreement with Kaplan University. Kaplan University had campuses in Omaha and Lincoln and held a recurrent authorization to operate. Nebraska statutes specify that any time an institution has a change in ownership, the new owner must apply for a new authorization to operate. The state of Indiana approved Purdue University Global as a state-affiliated institution in 2017. In April the Commission approved Purdue University Global to offer a Bachelor of Science in Nursing (Pre-licensure BSN), an Associate of Science in

Nursing (AS), a Diploma in Dental Assisting, and a Certificate in Medical Assistant.

Andrews University
(Berrian Springs, Michigan)

Andrews University applied to offer periodic intensive seminars at Union College as part of the graduate coursework leading to a Master of Arts in Pastoral Ministry. The Commission granted the authorization to operate in June 2018.

Renewals and Additional Programs

In addition, eight new programs or courses were approved for institutions previously authorized to operate, and 11 institutions renewed their recurrent authorizations to operate.

What does the Commission do?

Approves proposals for facilities

Capital Construction and Facilities

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

The first responsibility is to review, monitor, and approve or disapprove capital construction projects that use more than $2 million in tax funds to construct, renovate, or acquire facilities, or more than $90,000 per year in additional tax funds to operate and maintain. Disapproved projects cannot receive state funds for construction or ongoing operating and maintenance costs. From January 2017 through December 2018, the Commission reviewed 13 capital construction project proposals submitted by the institutions. Of these requests, four proposals were revised to reduce square feet and/or costs, which resulted in a reduction in tax fund expenditures of nearly $10.5 million and at least $65,000 per year in tax funds for ongoing operating and maintenance costs.

The second responsibility is to review the biennial capital construction requests of the University of Nebraska, the Nebraska College of Technical Agriculture, and the Nebraska State College System. With its statewide perspective, the Commission provides a unified prioritization of all approved capital construction requests for higher education. The Commission makes these recommendations to the Governor and Legislature at the same time it makes recommendations on biennial operating budget requests. The Commission recommends a list, in priority order, of approved capital construction projects eligible for state funding. Only those projects that were approved by the governing boards and the Commission, or the Task Force on Building Renewal, and are requesting state funding in the biennial budget request are considered. The Commission identified ongoing routine maintenance and addressing deferred repair as statewide facilities priorities for the 2019-21 biennium.

The latest full report, *2019-21 Capital Construction Budget Recommendations and Prioritization*, is available at the Commission’s website, ccpe.nebraska.gov/ reports.

What does the Commission do?

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

Budget Review and Recommendations

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

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

In fall 2018, the Commission reviewed 14 requests for additional state funding from the University of Nebraska System, the Nebraska College of Technical Agriculture at Curtis, the Nebraska State College System, and the community colleges.

Of those 14 requests, one was a new and expanded request for which the Commission recommended new general funds

In addition, there were 13 requests that were part of the continuation budget recommendation. The total dollars for institutional continuation costs and new and expanded requests was $56,228,387 for the biennium.

The full report, *2019-21 Institutional Operating Budget Recommendations*, is available on the Commission's website, ccpe.nebraska.gov/reports.

Nebraska's Coordinating Commission for Postsecondary Education

Initiatives, Programs, and Updates

Ongoing Initiatives

State Authorization Reciprocity Agreement

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a national council and administered by four regional education compacts. Nebraska was accepted as part of SARA in 2014. The Coordinating Commission is the state's portal agency for the initiative, meaning Nebraska institutions apply to the Commission to participate. As of December 2018, 25 Nebraska colleges and universities had joined SARA. All continue to be active members

Improving Teacher Quality Grant Program

The Improving Teacher Quality State Grant Program provides grants to partnerships comprised of Nebraska institutions of higher education and high-need local educational agencies. The goal is to increase student academic achievement by helping to ensure that highly qualified teachers, paraprofessionals, and principals have access to sustained and intensive high quality professional development in core academic subjects.

The Improving Teacher Quality program was authorized under the No Child Left Behind Act of 2001 (NCLB). The Every Student Succeeds Act, replacing NCLB, was signed on December 10, 2015. The Improving Teacher Quality program was not included in that legislation. However, the Consolidated Appropriations Act of 2016 provided FY 2016 funding for the program. Once all funds are dispersed to the last awardees, the Improving Teacher Quality grants will no longer be available.

In January 2017 the Commission made the final awards. The review panel recommended funding for seven projects, four in science areas, two in writing or language arts, and one in social science. The awards went to partnerships headed by UNL (three awards), UNK (two), Creighton (one), and Wayne State College (one). The amount awarded for all seven projects was $366,544.

The ITQ program continues to focus on professional development activities for in-service teachers, especially those teaching in shortage areas and those who don't hold an endorsement in the subject area in which they are teaching. In some instances, ITQ funds are awarded for activities that address one or both challenges. Projects that address the needs of low-performing schools or model the use of technology are given priority. For more information about the ITQ program, visit ccpe.nebraska.gov and click on the "Grants" dropdown menu.

Multi-State Collaborative on Military Credit

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

FAFSA Completion Initiative

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

Oral Health Training and Services Fund

In 2015, the Legislature passed and the Governor signed into law LB 661, which established the Oral Health Training and Services Fund. The legislation calls on the Coordinating Commission to administer the fund and contract with postsecondary dental institutions for up to $8 million in services, with the state requiring a match of 4:1 from non-state sources; i.e., up to $32 million in matching contributions. The Commission awarded contracts in February 2017.

New to the Commission

The Governor appointed one new Commissioner during the 2017-18 biennium, Dr. Paul Von Behren of Ames. Dr. Von Behren was appointed in October 2017. As of November 2018, there were two Commissioner vacancies.