
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

June 9, 2016

The Career Academy
Southeast Community College
Lincoln, Nebraska

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.

Public notice of meeting

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JUNE 9, 2016. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 1:00 P.M.

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

CAROL ZINK, CHAIR

Meeting called to order at 8:34 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Carol Zink called the meeting to order at 8:34 a.m. and asked for introductions.

Commissioners Present

Colleen Adam
Dr. John Bernthal
Dr. Deborah Frison
Dr. Ron Hunter
Mary Lauritzen

Dwayne Probyn
Dr. Joyce Simmons
W. Scott Wilson
Carol Zink

Commissioners Absent

Commission Staff Present

Dr. Michael Baumgartner
Dr. Kathleen Fimple
Jason Keese
Kadi Lukesh
J. Ritchie Morrow

Helen Pope
James Schiltz
Gary Timm
Mike Wemhoff

Dr. Dan Hohensee, The Career Academy

Commissioner Adam arrives at 8:46 a.m.

*Minutes of April 28, 2016,
Commission Meeting approved*

*Chair Zink discusses attending
Nebraska Budget Request and
Reporting System meeting*

*Chair Zink speaks about vacancies
on the Commission*

*Chair Zink requests updated
Commissioner contact information*

*Chair Zink talks about committee
assignments*

GREETING

Dr. Dan Hohensee, Director of The Career Academy (TCA), welcomed the Commissioners and guests. He gave a PowerPoint presentation on the timeline and mission of TCA and distributed handouts on frequently asked questions and the 12 career pathways offered at TCA. The Career Academy is a joint venture between Lincoln Public Schools and Southeast Community College. Dr. Hohensee stated that high school juniors and seniors “test drive” their future by getting an experience they will remember, acquiring new skills, enhancing employability, and receiving encouragement to continue on to a two-year or four-year degree. Fifty percent of TCA students are on some type of scholarship, and the remaining 50 percent are self-pay. The cooperative agreements, financial support, and hands-on experiences they receive from local businesses and industries are a critical part of the learning experience and success of TCA. The goal is for each student to continue on as a lifelong learner. Dr. Hohensee answered Commissioners’ questions.

MINUTES OF APRIL 28, 2016, COMMISSION MEETING

Commissioner Simmons moved that the April 28, 2016, minutes be approved. Commissioner Frison seconded the motion. A roll call vote was taken. Commissioners Adam, Hunter, and Wilson abstained. The remaining six Commissioners present voted yes. The motion carried.

CHAIR’S REPORT

Chair Zink reported she attended a Nebraska Budget Request and Reporting System meeting on June 7 with Dr. Michael Baumgartner, CCPE Executive Director; Gary Timm, CCPE Chief Finance & Administrative Officer; Jerry Oligmueller, Nebraska State Budget Administrator; and James Van Bruggen, State Agency Analyst. The State is working through its budget process in order for it to be completed for the Governor to present to the Legislature January 12, 2017.

Chair Zink stated the Commission has vacancies for two additional Commissioners, one at-large and one for District 3. Dr. Baumgartner added that if anyone knows of someone interested in applying, to direct them to the Governor’s website to start an application. The website is governor.nebraska.gov. From the *Constituent Services* drop down menu, select *Boards & Commissions*, and complete the application form. To answer Commissioner Probyn’s question, Dr. Baumgartner stated a new Commissioner would be seated, begin serving, and be able to vote immediately after appointment, but would need approval by the Legislature the following January or February.

If Commissioners have changes to their contact information from last year, please let Helen Pope know for the updated roster that will be distributed at the July Commission meeting.

Chair Zink asked Commissioners to consider committee assignments they are interested in for 2016-2017. She will be contacting Commissioners via

email and the committee roster will be available at the July Commission meeting.

Dr. Paul Illich, Southeast Community College

PRESENTATION

Dr. Paul Illich, Southeast Community College President, gave a presentation on SCC's strategic planning and facilities master plan. He stated the most important thing about SCC is that it is an open-access college, meaning they accept a wide variety of students - those just out of high school, non-traditional students, working individuals, and academic transfer students. Being open access also means offering a lower-cost educational alternative to students and many different types of career and technical programs at the three SCC campuses in Beatrice, Milford, and Lincoln. Dr. Illich noted that SCC enrolls over 19,000 non-credit students a year, and tuition is the lowest in the state. The three sources of revenue making SCC affordable are property taxes, tuition, and state appropriations.

In July 2015, Southeast Community College implemented its 2015-2019 Strategic Plan to meet student, employer, and community needs throughout the College's 15-county service area. The plan is designed to address two critical barriers to economic expansion and community growth in southeast Nebraska: a lack of qualified workers in career and technical fields, and a need for an affordable option for a four-year degree. As part of its 2015-2019 Strategic Plan, SCC hired Clark Enersen Partners to produce a comprehensive Facilities Master Plan. The process, which occurred over an 18-month period, involved an assessment of existing conditions of all facilities, a space needs analysis for current and future growth based on demographic and employment trends, and master plan recommendations for current campus locations, as well as new locations.

The Facilities Master Plan assists in obtaining a clear vision and creating a roadmap for solutions that respond to the unique conditions of the campuses, which in turn will help them fulfill the needs of the communities SCC serves. The facilities master planning process involved community workshops, surveys, public forums, and planning sessions with the campus communities and the SCC Board of Governors. It also involved a benchmarking process that reviewed peer institutions. The assessment phase of the process revealed that the majority of SCC's facilities were dated and in need of replacement or renovation.

Some of the issues SCC's Facilities Master Plan addressed were lack of local qualified workers in career and technical fields throughout Nebraska and the need to make the cost of attending college affordable. Other challenges include the inability to meet student and employer demand, minimal presence of learning facilities in the 15 counties in the SCC service area, aging facilities, and a two-to three-year waiting list for many courses. Also SCC has very little presence in 12 of the 15 counties in the service area.

The Facilities Master Plan recommendations include establishing six learning centers to expand SCC services. Those would be located in Falls City, Hebron, Wahoo, Plattsmouth, Nebraska City, and York. The plan also recommended that SCC add a health science building to the 8800 O Street SCC campus, replace buildings at the Beatrice campus, replace or renovate Milford campus buildings, and establish a campus in the Telegraph District in downtown Lincoln. The plan is designed to create a successful future for SCC students, employers, and the 15-county service area.

Dr. Illich stated this plan is a 7-10-year process and would be paid for through general obligation bonds, which would require voter approval. The estimated tax levy would be 3.9 cents per \$100 of property valuation for the maximum bond amount of \$369 million, meaning a person owning property worth \$100,000 would pay property taxes of an additional \$39 a year until the bond is paid. The bonds would be issued in a series and the levy would initially be less than \$39 a year per \$100,000 of property. The SCC Board of Governors recently authorized Dr. Illich to move forward on the preparation process to place the bond issue on the November 2016 ballot. Dr. Illich answered questions from the Commissioners.

Chair Zink recognizes current Executive Committee

NOMINATING COMMITTEE

Chair Zink recognized and thanked the 2015-2016 Executive Committee for its service. Along with herself, the current Executive Committee consists of Commissioners Colleen Adam, Dwayne Probyn, and W. Scott Wilson.

Commissioner Lauritzen announces nominations for 2016-2017 Commission Chair, Vice Chair, and Executive Committee members

Commissioner Lauritzen reported that she, along with Commissioners Simmons and Hunter, made up the nominating committee for Commission officers for 2016-2017. She thanked Commissioner Adam for her service on the Executive Committee. Commissioner Lauritzen presented the Committee's slate of nominations for Commission Chair, Vice Chair, and two other members of the 2016-2017 Executive Committee.

The Nominating Committee proposed approval of Commissioner Zink to continue to serve as Commission Chair and Commissioner Wilson to continue serving as Vice Chair from July 1, 2016, through June 30, 2017. The Nominating Committee proposed Commissioners Bernthal and Probyn serve on the Executive Committee along with the chair and vice chair from July 1, 2016, through June 30, 2017.

2016-2017 slate of officers approved

Commissioner Lauritzen, on behalf of the Nominating Committee, moved to approve the proposed slate of officers to serve from July 1, 2016, through June 30, 2017: Commissioner Zink to continue to serve as Commission Chair, Commissioner Wilson to continue to serve as Vice Chair, and Commissioners Bernthal and Probyn to serve on the Executive Committee along with the chair and vice chair. A roll call vote was taken. Commissioner Bernthal abstained. The remaining eight Commissioners present voted yes. The motion carried.

Dr. Baumgartner reports on out-of-service area authorizations

EXECUTIVE DIRECTOR'S REPORT

Dr. Baumgartner reported that the following out-of-service area applications have been authorized:

1. Offered by Central Community College
Interactive two-way video originated at CCC
Delivered to Yutan High School in Yutan, NE
 - MATH 1600 Analytical Geometry/Calculus I (5 cr.)
8/22/16 - 12/16/16
2. Offered by Central Community College
Interactive two-way video originated at CCC
Delivered to Pender High School in Pender, NE
 - MATH 1150 College Algebra (3 cr.)
8/22/16 - 12/16/16
3. Offered by Mid-Plains Community College
Traditional Delivery at Arcadia High School in Arcadia, NE
 - OFFT 2500 Medical Terminology (3 cr.)
8/22/16 - 5/26/17
4. Offered by Mid-Plains Community College
Traditional Delivery at Arcadia High School in Arcadia, NE
 - BIOS 1100 Basic A & P (3 cr.)
8/22/16 - 5/26/17
5. Offered by Mid-Plains Community College
Interactive two-way video originated at MPCC
Delivered to Arcadia High School in Arcadia, NE
 - ENGR 1000 Engineering Fundamentals (3 cr.)
8/22/16 - 12/15/16
6. Offered by Mid-Plains Community College
Interactive two-way video originated at MPCC
Delivered to Yutan High School in Yutan, NE
 - ENGR 1000 Engineering Essentials (3 cr.)
8/22/15 - 12/15/16

*Dr. Baumgartner discusses
Education Workforce Roundtable
meeting*

Dr. Baumgartner stated the Education Workforce Roundtable meeting was held on June 2, 2016, with the focus areas being early childhood and dual credit. The roundtable members were asked to choose which of those working groups they wanted to be part of. One area of interest is the review of the Coordinating Commission's 2011 report on dual credit and to determine if the policy recommendations in that report are still current.

*Dr. Baumgartner speaks about
meeting to review community
college's master course list*

Dr. Kathleen Fimple, CCPE Academic Programs Officer, and Gary Timm met with the community college Chief Academic Officers on May 19 to review the master course list, which is the basis for FTE and REU populations for community college funding. Benjamin Civic, CCPE Occupational Education Specialist, also attended and answered questions

about the Community College Gap Assistance Program which will roll out July 1, 2016. The program guidelines have been adopted, and funding from the Nebraska Lottery will start arriving in September.

*Oral Health Training and Services
Program comment period is closed*

The comment period for the RFP for the Oral Health Training and Services Program is closed, and the official RFP will be released in July.

*Public hearing held May 31 on rule
changes and to update chapter one
of the Comprehensive Statewide
Plan for Postsecondary Education*

A public hearing was held May 31 at the Nebraska State Capitol on the three administrative rule changes and to update chapter one of the Comprehensive Statewide Plan for Postsecondary Education. Chairperson Zink served as hearing officer for the hearing.

*Dr. Baumgartner speaks about ITT
Technical Institute*

Dr. Baumgartner commented that at the April Commission meeting he reported on a letter that ITT Technical Institute had received from its accreditor, the Accrediting Council for Independent Colleges and Schools, requesting a response by June 15 to various administrative and operational allegations. This week the U.S. Department of Education required ITT's irrevocable letter of credit to increase from \$79.7 million to \$123.6 million to allow for ITT's liabilities.

*Dr. Baumgartner recognizes CCPE
Data Analyst James Schiltz*

Dr. Baumgartner recognized CCPE Data Analyst James Schiltz, who will be moving this summer to Ames, Iowa, to continue pursuing his Ph.D. at Iowa State University. He noted Mr. Schiltz's accomplishments in developing new peer groups for the institutions, greatly improving supplemental data schedules, mastering IPEDS, and helping many institutions across the state submit their IPEDS data. Mr. Schiltz thanked the Commissioners and staff for the opportunities he has had while here and spoke briefly about his plans.

Chair Zink called for a break at 10:30 a.m. The meeting resumed at 10:40 a.m.

*Public Comment on Matters of
General Concern*

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

Dr. Mark Krause, Dean of Nebraska Christian College of Hope International University, came forward to express his appreciation to the Commission for approving Hope International University's application for authorization to operate in Nebraska at the March meeting. He gave an update on the merger, which became official on May 1, 2016.

*Dr. Mark Krause, Nebraska Christian
College of Hope International
University*

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

*Public Hearing on Academic
Programs Committee Items*

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. David Jackson, Associate Vice President of Academic Affairs, University of Nebraska, came forward noting that Matthew Dwyer, Professor and Chair of the University of Nebraska – Lincoln's Computer Science & Engineering Department, was present to answer questions regarding the proposed UNL Software Engineering program, and Dr. Lani Zimmerman, UNMC Professor, was present in support of the UNMC Center of Chronic Care.

*Dr. David Jackson, University of
Nebraska*

Michael Trump, National American University

Michael Trump, Associate General Counsel, National American University, came forward in support of NAU's Surgical Technology and Medical Administrative Assistant agenda items and to answer questions the Commissioners may have. He stated that with him were Dr. Susan Wurtele, Campus Director; Cathleen Ogdie, Associate Dean, College of Health and Sciences; and Jered Kotschwar, Surgical Technology Program Chair.

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

Commissioner Probyn acknowledges APC committee members and staff

ACADEMIC PROGRAMS COMMITTEE

Commissioner Probyn, Committee Chair, acknowledged the Commissioners and staff that participated in the Academic Programs committee conference call.

National American University

National American University - Application to Modify a Recurring Authorization to Operate - Surgical Technology (AAS) and Medical Administrative Assistant (AAS)

Commissioner Probyn and Dr. Fimple presented the program proposal.

Commissioner Probyn and Dr. Fimple present the program

Dr. Fimple gives update on the closing of Wright Career College

Dr. Fimple gave a brief update on the closing of Wright Career College. She has been getting calls from students requesting their official transcripts, which are now located at UNL's Registrar office and should be available soon from UNL. Up until now she has been sending unofficial transcripts so that institutions can start to evaluate the students and enroll them into classes. National American University (NAU) has been contacted by Wright Career College students wanting to transfer into their programs after Wright closed. This spurred NAU's Surgical Technology and Medical Administration Assistant proposal on the agenda, so NAU can formally enroll students into these programs. The majority of Wright Career College student transcripts have gone to National American University, with some to Bellevue University, Kaplan University, and ITT Technical Institute.

National American University is regionally accredited by the Higher Learning Commission. They have been taking steps to address previously determined decreasing financial strength and have a good composite score with the U.S. Department of Education. The Commission recommends a review of the audited financial statements when they become available. The demand for these programs exceeds the supply, as it is noted on the Nebraska Department of Labor's website. There were over 100 open positions for surgical technologists and 113 medical assistant/secretary openings in the state.

Representatives present from National American University answered Commissioner questions.

National American University Surgical Technology (AAS) and Medical Administrative Assistant (AAS) application to modify a recurring authorization to operate approved

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve National American University's Application to Modify a Recurring Authorization to Operate – Surgical Technology (AAS), and Medical Administrative Assistant (AAS), with

the requirement for NAU to submit the audited financial statements for the periods ending May 31, 2016, and 2107, as they become available. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska – Lincoln

Dr. Fimple presents the program

University of Nebraska - Lincoln - Proposal for a New Instructional Program - Software Engineering (BS)

Dr. Fimple presented the program proposal, stating that UNL is seeking ABET accreditation. UNL has provided information on the high need for the software engineering program, with reports from various companies that employ software engineers. There are no software engineering baccalaureate programs in Nebraska and enrollment in the UNL Department of Computer Science and Engineering has increased 65 percent in the past four years.

Matthew Dwyer, University of Nebraska – Lincoln

Matthew Dwyer, Professor and Chair of the University of Nebraska – Lincoln's Computer Science & Engineering Department commented on high demand for software engineers and noted that small companies that cannot afford to hire a software engineer often opt to contract an independent software engineer. One benefit of generating highly trained graduates is the option for them to work remotely. The program would be the only one in the Big Ten. Mr. Dwyer answered Commissioners questions.

*University of Nebraska – Lincoln
Software Engineering (BS) proposal
for a new instructional program
approved*

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

University of Nebraska Medical Center

Dr. Fimple presents the program proposal

University of Nebraska Medical Center - Proposal for a New Organizational Unit - Center for Patient, Family, and Community Engagement in Chronic Care Management

Dr. Fimple presented the program proposal, noting studies that estimate increasing rates of chronic illnesses. Healthcare is shifting the focus from provider-centered to patient-centered care. The proposed center would foster research and resources to improve patient outcomes by helping patients learn self-management of their chronic medical conditions. The center would be housed in the Center for Nursing Science building on the Omaha campus.

Dr. Lani Zimmerman, UNMC Lincoln campus

Dr. Zimmerman, from the UNMC Lincoln campus, spoke on new and improved strategies to help patients and their caregivers better self-manage chronic conditions. The center would be guided by an internal advisory committee and an external advisory council. She answered questions from the Commissioners.

*UNMC Center for Patient, Family,
and Community Engagement in
Chronic Care Management new
organizational unit approved*

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center's Proposal for a New Organizational Unit – Center for Patient, Family, and Community Engagement in Chronic Care Management.

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

Repeal of Title 281, Chapter 3

Approve the Repeal of Title 281, Chapter 3 – Rules and Regulations Concerning Accreditation of a Private College

Dr. Fimple discusses elimination of the rules and regulations

Dr. Fimple reported that the Commission no longer has statutory authority for Title 281, Chapter 3; therefore, the rules and regulations need to be eliminated.

Repeal of Title 281, Chapter 3 - Rules and Regulations Concerning Accreditation of a Private College approved

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the Repeal of Title 281, Chapter 3 – Rules and Regulations Concerning Accreditation of a Private College. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Nebraska's Application to Renew Participation in SARA

Nebraska's Application to Renew Participation in SARA

Commissioner Probyn and Dr. Fimple present the application

Commissioner Probyn and Dr. Fimple presented Nebraska's application to renew participation in SARA. Dr. Fimple noted that two years ago this August, Nebraska joined SARA, and the requirement is for renewal every two years. We have 90 days to submit the application.

Nebraska's Application to Renew Participation in Sara approved

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve Nebraska's Application to Renew Participation in SARA. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

SARA Institutional Applications Approved by the Executive Director

SARA Institutional Applications Approved by the Executive Director and Other Institutional Activity

Dr. Fimple gives an update on SARA institutional activity

Dr. Fimple gave an update, reporting that Doane University has paid their national fee and was approved by NC-SARA on June 1, 2016, and NC-SARA has just approved a new policy that states after an institution has been approved to participate by the state, they have 60 days to pay their national fee and become a participating member nationally. If they miss the deadline they have to start the application process over.

Report on Reasonable and Moderate Extensions, and Discontinued Programs and Other Institutional Activities Relating to Existing Programs

Reasonable and Moderate Extensions

A. Reasonable and Moderate Extensions

1. SCC - Design and Drafting Technology (Architectural Design Focus) (AAS, diploma, certificate)
2. SCC - Design and Drafting Technology (Computer Aided Design Drafting Focus) (AAS, diploma, certificate)
3. SCC - Building Construction Technology (Masonry Construction) (certificate)
4. SCC - Building Construction Technology (Carpentry and Cabinet-Making Construction) (certificate)
5. SCC - Long Term Care Administration (Assisting Living Administration Focus) (AAS)

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6. SCC - Long Term Care Administration (Nursing Home Administration Focus) (AAS)

Discontinued Programs

B. Discontinued Programs

1. SCC - Major Appliance Professional Technology (diploma)
2. SCC - Diversified Manufacturing Technology (AAS)
3. SCC - Food Service/Hospitality (Lodging Focus) (AAS)
4. SCC - Food Service/Hospitality (Dietetic Technician Focus) (AAS)
5. SCC - Business Administration (Accounting) (AAS)
6. SCC - Business Administration (Entrepreneurship) (AAS, certificate)
7. SCC - Business Administration (General Business) (AAS)
8. SCC - Business Administration (Marketing Management) (AAS)
9. SCC - Business Administration (Nursing Home Administration/Assisted Living) (AAS)

Dr. Fimple reports on Mid-Plains Community College Associate of Fine Arts degree

Dr. Fimple reported that a year ago the Commission approved an Associate of Fine Arts degree at Mid-Plains Community College. She is pleased to report that this spring the college graduated its first three AFA students. She also noted that she has more Student Atlases of Nebraska available. The Commission helped fund Improving Teacher Quality workshops for fourth-grade teachers using the book to learn how to improve their curriculum. The book has been accepted as one to promote the sesquicentennial.

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

Commissioner Simmons acknowledges BCF committee

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Simmons, Committee Chair, acknowledged the Commissioners and staff that attended the Budget, Construction, and Financial Aid Committee conference call.

Chadron State College

Mike Wemhoff presents the project proposal

Chadron State College – Football Stadium and Track Improvement Project

Mike Wemhoff, Facilities Officer, presented the project proposal, stating Chadron State College is proposing to replace Don Beebe Stadium, its press box, and the natural grass football field with synthetic turf. Cost of this first phase would be funded by facility bond proceeds, cash funds, and private donations. The second phase would involve construction of an outdoor track and a soccer complex, which would be paid for with cash funds and private donations.

Steve Hotovy, Nebraska State College System

Steve Hotovy, Vice Chancellor for Facilities and IT at the Nebraska State College System, stated that bond proceeds are available as a result of LB 957, which allocates funds for the state college's capital construction projects. The funds were divided proportionately between the three state colleges. He noted that there will be an increase in the capital improvement fee from \$10 per credit hour to \$12 per credit hour over four years. He answered questions from the Commissioners.

Chadron State College Football Stadium and Track Improvement Project approved

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Chadron State College's Capital Construction Project – Football Stadium and Track Improvement Project. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Approval of Amendments to Title 281, Chapter 6

Approval of the Amendments to Title 281, Chapter 6 – Rules and Regulations Concerning the Access College Early Scholarship Program Act

J. Ritchie Morrow discusses the rules and regulations

J. Ritchie Morrow, CCPE Financial Aid Officer, reported that no one came forward to testify at the May 31 public hearing on the rules and regulations; therefore, there are no changes to the amendments.

Amendments to Title 281, Chapter 6 – Rules and Regulations Concerning the Access College Early Scholarship Program Act approved

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Amendments of Title 281, Chapter 6 – Rules and Regulations Concerning the Access College Early Scholarship Program Act. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Approval of Amendments to Title 281, Chapter 9

Approval of the Amendments to Title 281, Chapter 9 – Rules and Regulations Concerning Capital Construction

Mr. Wernhoff discusses the rules and regulations

Mr. Wernhoff reported there was no testimony at the May 31 public hearing on the rules and regulations, and therefore, no changes to the rules are proposed.

Amendments to Title 281, Chapter 9 – Rules and Regulations Concerning Capital Construction approved

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Amendments of Title 281, Chapter 9 – Rules and Regulations Concerning Capital Construction. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Public Hearing on Planning and Consumer Information Committee Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

There was no testimony on Planning and Consumer Information Items.

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

*Commissioner Lauritzen thanks
Commissioners and staff*

*Comprehensive Statewide Plan for
Postsecondary Education*

*Commissioner Lauritzen and Dr.
Baumgartner report on the plan*

Executive Committee

*2016-2017 Proposed CCPE
Operating Budget*

*Kadi Lukesh presents the proposed
operating budget*

*2016-2017 Proposed CCPE
Operating Budget approved*

*Approval of Staff Salary Range
Amendment for Occupational
Education Specialist Position*

*Dr. Baumgartner speaks about the
new salary range*

*Staff Salary Range Amendment for
Occupational Education Specialist
Position approved*

*Approval of 2016-2017 Salary of the
Executive Director*

*Commission goes into closed
session by unanimous vote*

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen, Committee Chair, thanked Commissioners and staff who participated in the Planning and Consumer Information committee conference call.

Comprehensive Statewide Plan for Postsecondary Education Update

Commissioner Lauritzen reported that CCPE staff and the Planning and Consumer Information committee have been working diligently on updates to the Comprehensive Plan. She presented a handout that highlights the revisions to chapter one of the plan. Dr. Baumgartner gave a brief update on the process and Commissioner Lauritzen spoke more about the history of the plan and proposed revisions.

EXECUTIVE COMMITTEE

2016-2017 Proposed CCPE Operating Budget

Kadi Lukesh, CCPE Bookkeeper, Budget Coordinator and Office Manager, gave an overview of the Proposed 2016-2017 Commission Budget. She reviewed recent spending and included in her report a breakdown of expenditures for the Improving Teacher Quality (ITQ) grant, Nebraska Opportunity Grant (NOG), Access College Early (ACE) Program, Gap Grant, and Oral Health Grant.

Chair Zink, on behalf of the Executive Committee, moved to approve the 2016-2017 Proposed CCPE Operating Budget. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Approval of Staff Salary Range Amendment for Occupational Education Specialist Position

Dr. Baumgartner commented that this position requires a new salary range adjustment because of new responsibilities for the Occupational Education Specialist, including the Community College Gap Assistance Program and the Oral Health Training and Services Fund. Previously, the salary range represented only the General fund share of the salary costs. This position's salary currently comes mostly from grants but will transition to a fully state-funded position in 2017.

Chair Zink, on behalf of the Executive Committee, moved to approve the Proposed Staff Salary Range Amendment for Occupational Education Specialist position. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Approval of 2016-2017 Salary of the Executive Director

Chair Zink made a motion to enter into closed session as authorized by the Nebraska Revised Statutes, Section 84-1410, for the protection of the public interest and to prevent needless injury to the reputation of persons, who have not requested a public hearing, for the purpose of discussing the executive director's salary. Commissioner Wilson

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

Chair Zink requested that staff and guests leave the room. Dr. Baumgartner was asked to remain in the room to answer questions from the Commissioners.

Chair Zink stated that the Commission is going into closed session to discuss the proposed salary of the executive director recommended by the Executive Committee.

The Commission entered into closed session at 12:31 p.m.

Dr. Baumgartner left the closed session at 12:42 p.m.

The Commission ended the closed session at 12:54 p.m. by unanimous consent.

Chair Zink stated that formal action must be taken in open session on the executive director salary recommendation.

Commissioner Probyn made a motion to approve the proposed 2.4% salary increase for 2016-2017 for Dr. Michael Baumgartner, Executive Director. Commissioner Bernthal seconded the motion. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

FUTURE MEETINGS

The next Commission meeting will be Thursday, July 21, 2016, at The College Center, South Sioux City, Nebraska.

COMMISSIONER COMMENTS

Commissioner Lauritzen gave an update on her son Eric's movie premier for *How to Beat a Bully*, shown on May 10, in West Point. She noted its success and pointed out that local school children were receptive to the presentation.

Commissioner Frison stated that she was honored to present the commencement speech at this year's Nebraska Wesleyan University graduation.

Chair Zink reported that Dr. Hohensee will give Commissioners and staff a tour of The Career Center following the meeting.

ADJOURNMENT

Chair Zink adjourned the meeting at 12:58 p.m.

Closed session begins at 12:31 p.m.

Dr. Baumgartner leaves closed session at 12:42 p.m.

Closed session ends at 12:54 p.m.

2016-2017 executive director salary approved

Next Commission Meeting July 21, 2016

Commissioner Lauritzen comments

Commissioner Frison comments

Chair Zink comments

Meeting adjourned at 12:58 p.m.

Fourth Quarter Report as of June 30, 2016

Administrative Funds (Program 640)

	2015-2016 Appropriations	2015-16 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 100.00%
PERSONAL SERVICES				
Permanent Salaries	\$873,086	\$855,436	\$17,650	98.0%
Subtotal	\$873,086	\$855,436	\$17,650	98.0%
PSL	\$873,086			
Benefits	\$249,483	\$233,886	\$15,597	93.7%
Subtotal	\$1,122,569	\$1,089,322	\$33,247	97.0%
OPERATING EXPENSES				
Postage	\$3,149	\$2,607	\$542	82.8%
Communication	\$17,000	\$13,116	\$3,884	77.2%
Freight	\$200	\$0	\$200	0.0%
Data Processing	\$22,414	\$11,479	\$10,935	51.2%
Publication & Printing	\$10,679	\$9,131	\$1,548	85.5%
Awards Expense	\$600	\$381	\$219	63.5%
Dues & Subscriptions	\$20,000	\$19,930	\$70	99.7%
MHEC Dues	\$115,000	\$115,000	\$0	100.0%
Conference Registration Fees	\$10,000	\$4,018	\$5,982	40.2%
Electricity	\$5,243	\$2,567	\$2,676	49.0%
Rent Expense	\$49,788	\$46,834	\$2,954	94.1%
Repair & Maintenance	\$5,624	\$4,711	\$913	83.8%
Office Supplies	\$3,590	\$2,321	\$1,269	64.7%
Non-Capitalized Equipment	\$2,000	\$0	\$2,000	0.0%
Food Expenses	\$3,000	\$2,894	\$106	96.5%
Education Supplies	\$1,000	\$385	\$615	38.5%
Account & Auditing Services	\$4,113	\$4,068	\$45	98.9%
Purchasing Assessment	\$224	\$224	\$0	100.0%
HRMS Assessment	\$729	\$729	\$0	100.0%
Software - New Purchases	\$800	\$729	\$71	91.1%
Other Cont. Srvs & Travel Exp.	\$1,000	\$1,000	\$0	100.0%
Other	\$1,132	\$781	\$351	69.0%
Subtotal	\$277,285	\$242,905	\$34,380	87.6%
STAFF TRAVEL				
Board & Lodging	\$8,052	\$4,444	\$3,608	55.2%
Commercial Transportation	\$6,000	\$2,186	\$3,814	36.4%
State-Owned Transportation	\$4,834	\$2,361	\$2,473	48.8%
Mileage	\$3,000	\$1,211	\$1,789	40.4%
Other	\$600	\$212	\$388	35.3%
Subtotal	\$22,486	\$10,414	\$12,072	46.3%
COMMISSIONER TRAVEL				
Board & Lodging	\$3,000	\$2,413	\$587	80.4%
Commercial Transportation	\$0	\$0	\$0	0.00%
Mileage	\$12,000	\$6,728	\$5,272	56.1%
Other	\$200	\$104	\$96	52.0%
Subtotal	\$15,200	\$9,245	\$5,955	60.8%
TOTAL EXPENDITURES	\$1,437,540	\$1,351,886	\$85,654	94.0%
General Fund	\$1,396,517	\$1,346,574	\$49,943	
Cash Fund	\$35,000	\$5,310	\$29,690	
Federal Fund	\$6,023	\$0	\$6,023	
Remaining Balance	\$1,437,540	\$1,351,884	\$85,656	

Fourth Quarter Report as of June 30, 2016

Oral Health Training

	2015-2016 Appropriations	2015-16 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 75.34%
PERSONAL SERVICES				
Permanent Salaries	\$10,000	\$7,078	\$2,922	70.8%
Subtotal	\$10,000	\$7,078	\$2,922	70.8%
PSL	\$12,500			
Benefits	\$4,133	\$2,476	\$1,657	59.9%
Subtotal	\$14,133	\$9,554	\$4,579	67.6%
OPERATING EXPENSES				
Dues & Subscriptions	\$100	\$98	\$2	98.0%
Conference Registration Fees	\$200	\$195	\$5	97.5%
Other Cont. Svcs & Travel Exp.	\$8,000,000	\$0	\$8,000,000	0.0%
Other	\$2,442	\$0	\$2,442	0.0%
Subtotal	\$8,002,742	\$293	\$8,002,449	0.0%
TOTAL EXPENDITURES	\$8,016,875	\$9,847	\$8,007,028	0.1%
Cash Fund	\$8,016,875	\$9,847	\$8,007,028	
Remaining Balance	\$8,016,875	\$9,847	\$8,007,028	

Nebraska Opportunity Grant Program (NOG)

	2015-2016 Appropriations	2015-16 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 75.34%
GOVERNMENT AID				
Other Government Aid	\$16,868,156	\$16,844,500	\$23,656	99.9%
TOTAL EXPENDITURES	\$16,868,156	\$16,844,500	\$23,656	99.9%
General Fund	\$6,868,156	\$6,868,156	\$0	
Cash Fund	\$10,000,000	\$9,976,344	\$23,656	
Remaining Balance	\$16,868,156	\$16,844,500	\$23,656	

Access College Early Scholarship (ACE)

	2015-2016 Appropriations	2015-16 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 75.34%
GOVERNMENT AID				
Other Government Aid	\$796,798	\$710,208	\$86,590	89.1%
TOTAL EXPENDITURES	\$796,798	\$710,208	\$86,590	89.1%
General Fund	\$736,798	\$614,020	\$122,778	
Federal Fund	\$100,000	\$96,188	\$3,812	
Remaining Balance	\$836,798	\$710,208	\$126,590	

Fourth Quarter Report as of June 30, 2016

Improving Teacher Quality (ITQ) Grant

	<i>2015-2016 Appropriations</i>	<i>2015-16 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 100.00%</i>
PERSONAL SERVICES				
Permanent Salaries	\$10,061	\$8,570	\$1,491	85.2%
Subtotal	\$10,061	\$8,570	\$1,491	85.2%
PSL	\$18,211			
Benefits	\$3,149	\$2,579	\$570	81.9%
Subtotal	\$13,210	\$11,149	\$2,061	84.4%
OPERATING EXPENSES				
Postage	\$100	\$51	\$49	51.0%
Communication	\$200	\$184	\$16	92.0%
Data Processing	\$200	\$100	\$100	50.0%
Publication & Printing	\$100	\$58	\$42	58.0%
Conference Registration Fees	\$700	\$400	\$300	57.1%
Electricity	\$100	\$41	\$59	41.0%
Rent Expense	\$700	\$462	\$238	66.0%
Office Supplies	\$200	\$35	\$165	17.5%
Food Expenses	\$200	\$108	\$92	54.0%
Account & Auditing Services	\$500	\$377	\$123	75.4%
Other Cont. Srvs & Travel Exp.	\$2,700		\$2,700	0.0%
Other	\$40	\$8	\$32	20.0%
Subtotal	\$5,740	\$1,824	\$3,916	31.8%
STAFF TRAVEL				
Board & Lodging	\$800	\$380	\$420	47.5%
Commercial Transportation	\$1,000	\$455	\$545	45.5%
State-Owned Transportation	\$500	\$131	\$369	26.2%
Mileage	\$325	\$167	\$158	51.4%
Other	\$54	\$25	\$29	46.3%
Subtotal	\$2,679	\$1,158	\$1,521	43.2%
GOVERNMENT AID				
Subrecipient Payment	\$481,522	\$264,231	\$217,291	54.9%
TOTAL EXPENDITURES	\$503,151	\$278,362	\$224,789	55.3%

Fourth Quarter Report as of June 30, 2016

College Access Challenge Grant

	<i>2015-2016 Appropriations</i>	<i>2015-16 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 100.00%</i>
PERSONAL SERVICES				
Permanent Salaries	\$39,832	\$39,832	\$0	100.0%
Subtotal	\$39,832	\$39,832	\$0	100.0%
PSL	\$39,976			
Benefits	\$13,928	\$13,928	\$0	100.0%
Subtotal	\$53,760	\$53,760	\$0	100.0%
OPERATING EXPENSES				
Postage	\$47	\$47	\$0	100.0%
Communication	\$923	\$923	\$0	100.0%
Data Processing	\$511	\$511	\$0	100.0%
Account & Auditing Services	\$332	\$332	\$0	100.0%
Other	\$175	\$175	\$0	100.0%
Subtotal	\$1,988	\$1,988	\$0	100.0%
STAFF TRAVEL				
Board & Lodging	\$92	\$92	\$0	100.0%
State-Owned Transportation	\$45	\$45	\$0	100.0%
Mileage	\$7	\$7	\$0	100.0%
Subtotal	\$144	\$144	\$0	100.0%
GOVERNMENT AID				
Subrecipient Payment	\$514,895	\$514,895	\$0	100.0%
Other Government Aid	\$219,655	\$219,655	\$0	100.00%
Subtotal	\$734,550	\$734,550	\$0	100.0%
TOTAL EXPENDITURES	\$790,442	\$790,442	\$0	100.0%
Federal Fund	\$790,442	\$790,442	\$0	
Remaining Balance	\$790,442	\$790,442	\$0	



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln

Program: Graphic Design

Award: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA)

Institution's Existing Degree(s) in Same or Similar Discipline: Baccalaureate degrees in studio art and art history

Proposal Received by Commission: May 27, 2016

Proposed Start Date: Upon approval by CCPE

Description

Graphic design is also known as communication design or visual communication design (or sometimes considered a subset of one of these). Traditionally, the field has been associated with print media, but the emergence of new communication technologies has expanded the scope of the discipline. Graphic designers may work in areas such as environmental design (wayfinding/signage), web design, game design, branding, interactive design, or digital illustration. The proposed degrees would each consist of 120 semester credit hours but with different target audiences and therefore different requirements.

The BFA would be the professional degree for students who want to work in the field. It would consist of:

- 12 semester credit hours of art foundations courses (including color and composition and drawing),
- 15 hours of art and design history courses,
- 12 hours of a studio art core (painting, sculpting, photography, etc.),
- 42 hours of graphic design courses,
- a three-credit hour capstone course,
- 24 hours of general education, and
- 12 hours of general electives.

The BA would be a liberal arts degree for students who want to gain proficiency in both graphic design and a second field of study. It would consist of:

- 12 semester credit hours of art foundations courses (including color and composition and drawing),
- 15 hours of art and design history courses,
- 27 hours of graphic design courses,
- a three-credit hour capstone course,
- 24 hours of general education,

- 18 to 24 hours of a minor or second field of study,
- six hours of a foreign language, and
- 9 to 21 hours of general electives.

Seven new courses, some of which would be special topics courses, would be needed to complete the curriculum.

The current art programs at UNL are accredited by the National Association of Schools of Art and Design (NASAD). UNL reports that the proposed curriculum reflects the current national standards as outlined in the Graphic Design portion of the NASAD Handbook. Once the new program and degrees are approved, UNL will submit a proposal to NASAD for preliminary approval, the first step in seeking program accreditation.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

UNL currently offers a BA in art history, a BA in studio art, and a BFA in studio art. The BFA allows students to emphasize one or two particular areas (ceramics, graphic design, painting/drawing, photography, printmaking, or sculpture). UNL reports that the traditional studio arts curriculum, even allowing for an area of emphasis, does not provide adequate preparation for the graphic design field as it exists today. Graphic designers work in a large variety of settings and the increased use of mobile devices has expanded their employment opportunities even more.

UNL cites the U.S. Bureau of Labor (Bureau of Labor Statistics) that reported there were about 200,000 jobs in the U.S. for graphic designers in 2014 with a mean annual wage of about \$50,000. The mean annual wage in Nebraska was between \$40,000 and \$45,000. Nebraska had a “medium level” of jobs—between 840 and 1,840

Commission staff consulted the Nebraska Department of Labor’s website for additional information. The Department estimates 2,280 people were employed as graphic designers in the state in 2012 with 84 average annual openings projected between 2012 and 2022. The average entry-level salary was \$29,023 annually and the average median salary was \$41,942.

The broad expansion of the graphic design field supports the need for a free-standing graphic design degree that can focus on the current, rather than traditional, aspects of the discipline.

B. Demand for the Program

High-----Low
√

The university reports that of the approximately 300 undergraduate students enrolled in the Department of Art and Art History about 150 are interested in focusing on graphic design. According to the proposal, this mirrors national trends. A data report from NASAD states that graphic design students now make up half of all majors in schools of art and design in the United States. Based on these figures, UNL anticipates enrolling about 100 students in the proposed program in fall 2016. The other current students interested in graphic design would likely remain as art majors so that

course credits would not be lost in changing majors. Utilizing the growth of enrolment in graphic design courses over the past two years as a yardstick, UNL projects that the program would grow by about 5% per year to a target of about 180 students. Although this is a large number, the current enrollments bear out the student demand for the major.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

There are several variations on graphic design programs in Nebraska. Some institutions, both public and private, offer baccalaureate programs, but most are in art with an emphasis or concentration in graphic design (e.g., UNO and Wayne State College, both NASAD accredited). Others offer the BA but not the professional BFA. And some have the major but are not NASAD accredited. They include Bellevue University, averaging 14 graduates per year; Creighton University, averaging 8 graduates; the Creative Center, with an average 22 graduates; and UNK where the graduates are reported with all other art majors. If approved, the proposed program would be the only NASAD accredited baccalaureate program in Nebraska offering both the BA and BFA.

Neighboring states have the same mix of programs (accredited/non-accredited, BA/BFA, major/option). The closest accredited programs with a major in graphic design are Drake University, Iowa State University (BFA only), and Wichita State University.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNL states that the Department of Art and Art History currently has four full-time and two part-time faculty members teaching graphic design. This is sufficient staffing to offer the degree. In addition, other art faculty members would teach foundations, art history, and studio arts classes. Current departmental support staff would handle program administrative tasks. Since all positions are existing, none of them are reported in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low				
	✓			

UNL reports that classes are primarily taught in two fully equipped computer studios in Woods Art Building with occasional classes taught in the Digital Arts Initiative studio in Richards Hall. The studios in Woods can accommodate 26 students each. The computers are replaced on a five-year basis. The studio in Richards includes professional level computers and multimedia equipment. UNL states that no new facilities or additional instructional equipment would be required to initiate the program.

F. Resources: Library/Information Access

High-----Low				
		√		

No additional informational resources would be required. Since UNL already offers graphic design courses, there should be sufficient information resources available to sustain the program.

G. Budget

Since the proposed program is based on an existing area of emphasis in the BFA program, existing faculty, facilities, and equipment are already in place. Students are expected to move from the BFA to the new program, so there would be no additional tuition revenue, at least initially. Therefore, UNL did not provide a budget.

Staff Recommendation: Approve
First Program Review Date: Due June 30, 2018.

Request for Proposals

Improving Teacher Quality:
State Grants Program

(Federal Public Law 107-110)

2016-2017 Guidelines



Coordinating Commission for Postsecondary Education

REQUEST FOR PROPOSALS

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APPENDICES

1. Excerpts from Federal Statutes Governing Higher Education Partnership Grants
2. LEAs Meeting Federal Definition of High Need
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4. Budget Summary Forms
5. Statement of Assurances
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8. Use of Federal Funds for Conferences and Meetings
9. Additional US Department of Education Guidelines for Subgrantees

REQUEST FOR PROPOSALS – 2016-2017

IMPROVING TEACHER QUALITY STATE GRANTS

(authorized for FY 2016 under the Consolidated Appropriations Act)

I. INTRODUCTION

A. Background

The Improving Teacher Quality state grants program was authorized under the No Child Left Behind Act of 2001 (NCLB), Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals.

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. The Improving Teacher Quality state grant program was not included in that legislation. However, the Consolidated Appropriations Act of 2016 provides FY 2016 funding for the program.

In May 2016 the U.S. Department of Education addressed the transition from NCLB to ESSA. The Department will award and administer FY 2016 grant funds for Improving Teacher Quality grants in the same manner and using the same allocation formulas it did in FY 2015, i.e., in accordance with the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind.

This is the last year that Improving Teacher Quality grants will be offered.

B. Purpose

The purpose of this program 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 program provides grants to partnerships comprised of Nebraska institutions of higher education and high-need local educational agencies for projects to improve the skills of teachers, paraprofessionals, and principals.

C. Amount of Funds

The Coordinating Commission expects to have approximately \$285,000 to award in grants during the 2016-2017 competition. Although no minimum or maximum has been set for each award, funding typically ranges from \$40,000 to \$70,000.

D. Eligible Applicants

All public and non-profit private institutions of higher education and high-need local educational agencies based in Nebraska may form a partnership and apply for grants. See section IV. for partnership requirements.

E. Calendar

Deadline for Submission of Proposals	November 8, 2016
Project Starting Date	February 1, 2017, or later
Project Ending Date	August 1, 2018, or earlier
Deadline for Final Project Report	90 days after completion of project or August 1, 2018, whichever is earlier

F. Project Duration

All projects must be completed by August 1, 2018. Since the federal program is ending, **there will be no extensions.**

II. ELIGIBLE PROJECTS

Federal statutes specify that the Commission may make grants to **eligible partnerships** for the following types of activities (see Appendix 1 for relevant portions of legislation, including definitions):

A. Professional Development activities related to **content knowledge** in core academic subjects, including the use of computer related technology. Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Activities can

1. Ensure that teachers and highly qualified paraprofessionals, and, if appropriate, principals, have subject matter knowledge in the academic subjects that teachers teach, or
2. Ensure that principals have the instructional leadership skills that will help the principal work effectively with teachers to help students master core academic subjects.

B. Professional Development activities related to **state academic content and student academic achievement standards and state assessments**. Activities can

1. Ensure that teachers, highly qualified paraprofessionals, and principals are able to use the standards and assessments to improve instructional practices and improve academic achievement, or
2. Intensively prepare an individual who will return to the school to provide instruction related to the professional development in B.1.

C. Professional Development activities related to **improving teaching and learning at low-performing schools** (see 2014-2015 state of the schools report – Federal accountability, PLAS <http://reportcard.education.ne.gov> for schools identified by the Nebraska Department of Education as low-performing). Activities should provide assistance to local education agencies, and the teachers and staff of each agency, for sustained, high-quality professional development activities.

III. PRIORITIES FOR 2016-2017

The Commission invites eligible applicants to submit any proposals consistent with the purpose of this program and the federal statutes. However, the Commission is most interested in projects that address one of the following (order does not indicate priority):

A. Providing professional development for teachers teaching in K-12 academic shortage areas, especially those who do not currently hold an endorsement in the subject area in which they are teaching. The shortage areas for the 2016-2017 academic year that are applicable to this grant are: world languages, sciences, math, language arts, music, and art. This priority also includes special education teachers who are required to teach content, but are not endorsed in the content area.

B. Projects that are new, creative, or innovative and, ideally, not previously or recently funded through this grant.

C. Improving teaching and learning at low-performing schools. (A low-performing school is not necessarily the same as a high-need LEA. Both would be required for this priority.)

IV. PROJECT REQUIREMENTS

The following requirements apply to all proposals. **Proposals that do not meet these requirements will be disqualified.**

A. Partnership Eligibility

Federal regulations for this program require that funds be awarded only to partnerships that consist of:

1. an institution of higher education and the division of the institution that prepares teachers and principals,
2. a school of arts and sciences, and
3. a high-need local educational agency (See Appendix 2 for the Title II definition of high-need LEA and a list of Nebraska LEAs that meet this definition. **This list is revised annually.**)

In addition to the required three partners, partnerships may also include one or more of the following: other local educational agencies (including those that are not classified as high-need), elementary or secondary schools, educational service agencies, nonprofit educational organizations, other institutions of higher education, nonprofit cultural organizations, entities carrying out pre-kindergarten programs, teacher organizations, principal organizations, or businesses.

B. Partnership Documentation

1. The proposal will clearly identify in the narrative the role of each partner.
2. The budget will specify the total amount requested and the amount of funds that each partner will **use**. No single partner can use more than 50% of the total grant amount.
3. Each partner will sign the cover page of the proposal, thereby agreeing to its role as identified in the narrative.
4. The partnership will identify one of the partners to act as fiscal agent.
5. The fiscal agent will sign the Statement of Assurances representing all partners.

C. Coordination

An eligible partnership that receives a grant under the Teacher and Principal Training and Recruiting Fund and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities of the two grants.

D. Equitable Service for Private School Students and Teachers

Partners must provide the *opportunity* for private school teachers to participate in the professional development activity equivalent to the opportunity provided public school teachers involved in the activities. If a private school is not identified as one of the partners, the proposal will provide a statement indicating that any private school in the geographic area served by the LEA/s involved was consulted and invited to participate (see Appendix 6 for sample).

V. CRITERIA FOR THE EVALUATION OF THE PROPOSALS

The following criteria will be used in the evaluation of proposals.

A. Demonstrated Need—in addition to basic eligibility of high-need LEA (20 points)

- The proposal clearly describes the need(s) addressed by the project and explains why those needs are important to the improvement of K-12 education in Nebraska.
- A brief description of the research base underpinning the project is provided.
- Consideration is given to the priorities listed in section III above.
- Special consideration is given to priority B listed in section III above (6 of the 20 points for this section).

B. Plan of Action (20 points)

- The objectives are clearly defined.
- The project activities are clearly and fully described, including the role of each partner, and are related to the successful achievement of the objectives.
- The timetable for the project activities is reasonable and appropriate.
- The plan for recruitment and selection of participants is well developed.
- A plan is in place for state-wide dissemination of results of the project.

C. Applicant's Commitment and Capacity (5 points)

- The key personnel are well qualified to conduct the project. If any of the key personnel has been the project director for a professional development activity previously funded under this program or the Eisenhower Professional Development Program, proposals may include this information. Past performance will be considered.
- The equipment, facilities, and other resources required by the project are available.
- The extent of financial support from the partners will also be considered.

D. Budget and Cost Effectiveness (20 points)

- The proposed expenditures are directly related to the objectives and activities of the project. While indirect costs can be included, the degree to which a partnership is willing to reduce the indirect costs charged to the grant will be considered.
- The proposed budget is cost effective as measured by cost per participant and/or the potential impact of the project on the improvement of instruction.
- The proposal includes a detailed explanation for each budget line.
- The proposal includes a break-down of the funds to be used by each partner.

E. Long-Term Impact (25 points)

- The project is of high quality and of sufficient duration and intensity to promote a lasting effect on the improvement of teacher performance and student learning.
- The project will have a long-term impact on other regions or projects in that it could be replicated by other organizations or to serve other populations.
- The project may be scalable, in that the size of the project could be changed to serve the needs of different groups.
- The proposal includes a plan to sustain the project in the future. This does not preclude partnerships from submitting proposals for continuation of previously funded projects. Rather, it encourages partnerships to find a mechanism for long-term support of the project from funding sources other than this grant.

F. Evaluation Plan (10 points)—an external evaluator is encouraged, but not required

- The proposed evaluation plan is related to the objectives.
- The plan is rigorous, comprehensive, and effective.
- The plan includes means to assess increases in teachers' content knowledge.

G. Other Considerations—other characteristics of proposals may be considered in making awards

Among them may be:

- The number of partnerships which receive awards;
- The geographic distribution of the partnerships;
- Other appropriate considerations.

VI. SUBMISSION AND REVIEW PROCEDURES

A. Submission

Applicants must submit the unbound original and eight unbound, three-hole punched copies of the proposal to:

Coordinating Commission for Postsecondary Education
Attention: Dr. Kathleen Fimple
140 N. 8th Street, Suite 300
P.O. Box 95005
Lincoln, NE 68509-5005

Proposals must be delivered to the Commission office no later than 5:00 p.m., November 8, 2016, or postmarked no later than November 8, 2016. Proposals that are below the minimum criteria, late, incomplete, or submitted by ineligible partnerships will be disqualified.

B. Review and Award Procedures

The Commission will convene an independent evaluation panel to review the proposals and rank them in order of merit. Panelists shall be free of any direct involvement in any proposal. The panel may include K-12 teachers or administrators, college or university faculty, staff of the Nebraska Department of Education, representatives of the private sector, and those conversant on work force demands and the needs of the employer community.

The recommendations of the panel may be contingent upon the acceptance by the project director of certain changes in the project or the budget. The recommendations of the panel, along with Commission staff comments or suggestions, will be submitted to the Commission for consideration at its first meeting in 2017.

Grant awards will be made by the Commission. All applicants will be notified in writing of the decisions of the Commission. Non-funded applicants may request information from the Commission staff regarding the concerns of the evaluation panel about the proposal.

VII. BUDGET GUIDELINES

Items to consider when preparing budgets include:

1. Partnerships are encouraged, but not required, to provide some matching funds to support the project. If administrative regulations prohibit a project director from assigning dollar figures to the match, the director may note the categories on the budget form where match is anticipated (using a footnote, "in-kind", or other indicator).
2. Funds may be requested for indirect costs, but partnerships are encouraged to limit the amount charged to the grant (see Section V. D.)
3. Funds are intended to support action projects and may not be used for faculty research.
4. If the project is dependent on funds from other sources, all other sources must be identified and the amount expected from each must be reported on the budget form. Evidence of the commitment of those funds must also be provided.
5. If grant funds are used to pay instructional costs, the institution of higher education may not charge the participants for tuition.
6. The grant should award funds to either the teacher or the school for the teacher's participation in a professional development activity, but not both. For example, if the activity takes place on a teacher contract day, the grant could reimburse the school for the cost of a substitute. The teacher would not receive a stipend because she/he is already receiving pay from the school for that day. If the activity is on a non-contract day, the teacher would receive a stipend. The project director should determine the policy for the school/s involved since policies for substitutes and teacher time out of the classroom vary.
7. Stipends for participants should fall within current, acceptable stipend ranges. Amounts should be based on required participant activity and not on other considerations such as time lost from summer employment, child care costs, or tuition for any college credit that may be offered.
8. Grant funds cannot be used to pay for food for attendees at a conference or meeting unless doing so is necessary to accomplish legitimate meeting or conference business (see Appendix 8 for U.S. Department of Education memorandum).

VIII. FORMAT FOR THE PROPOSAL

All proposals must include the following:

1. Application cover sheet, signed by all partners. (see Appendix 3 for sample)
2. Abstract of approximately 250 words.
3. Narrative, with numbered pages, that does not exceed ten pages, double spaced, with one-inch margins, in font size of 11 or larger and that has clearly identified subsections corresponding to each of the evaluation criteria in Section V. A-G. The narrative should spell out all acronyms the first time they are used.
4. Budget and budget narrative. (see Appendix 4 for budget format)
5. Brief resumes of key personnel. Emphasize experience and skills directly relevant to the proposed project. (two pages per person maximum)
6. Statement of assurances from the fiscal agent. (see Appendix 5)
7. *If there are no private schools or teachers involved in the activity*, a statement that any private school/s in the same geographic area as that served by the partner LEA/s were consulted and invited to participate. (See Appendix 6 for a sample private school participation statement.)

SPECIAL NOTE

Please see Appendix 9 for additional information from the U.S. Department of Education.

APPENDIX 1

Federal Statutes Governing Higher Education Partnership Grants (selected excerpts)

Title II - Preparing, Training, and Recruiting High Quality Teachers and Principals

PART A - TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

SEC. 2101. PURPOSE.

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to:

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

SEC. 2102. DEFINITIONS.

In this part:

- (1) **ARTS AND SCIENCES**- The term “arts and sciences” means:
 - (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and
 - (B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit described in subparagraph (A).
- (2) **CHARTER SCHOOL**- The term “charter school” has the meaning given the term in section 5210.
- (3) **HIGH-NEED LOCAL EDUCATIONAL AGENCY**- The term “high-need local educational agency” means a local educational agency:
 - (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
 - (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and
 - (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
 - (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

(4) **HIGHLY QUALIFIED PARAPROFESSIONAL**- The term “highly qualified paraprofessional” means a paraprofessional who has not less than 2 years of:

(A) experience in a classroom; and

(B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

(5) **OUT-OF-FIELD TEACHER**- The term “out-of-field teacher” means a teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified.

(6) **PRINCIPAL**- The term “principal” includes an assistant principal.

Subpart 3: Subgrants to Eligible Partnerships

SEC. 2131. DEFINITIONS.

In this subpart:

(1) **ELIGIBLE PARTNERSHIP**- The term “eligible partnership” means an entity that

(A) shall include:

(i) a private or State institution of higher education and the division of the institution that prepares teachers and principals;

(ii) a school of arts and sciences; and

(iii) a high-need local educational agency; and

(B) may include another local educational agency, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

(2) **LOW-PERFORMING SCHOOL**- The term “low-performing school” means an elementary school or secondary school that is identified under section 1116.

SEC. 2132. SUBGRANTS.

(a) **IN GENERAL**- The State agency for higher education for a State that receives a grant under section 2111, working in conjunction with the State educational agency (if such agencies are separate), shall use the funds reserved under section 2113(a)(2) to make subgrants, on a competitive basis, to eligible partnerships to enable such partnerships to carry out the activities described in section 2134.

(b) **DISTRIBUTION**- The State agency for higher education shall ensure that:

(1) such subgrants are equitably distributed by geographic area within a State; or

(2) eligible partnerships in all geographic areas within the State are served through the subgrants.

(c) **SPECIAL RULE-** No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section.

SEC. 2133. APPLICATIONS.

To be eligible to receive a subgrant under this subpart, an eligible partnership shall submit an application to the State agency for higher education at such time, in such manner, and containing such information as the agency may require.

SEC. 2134. USE OF FUNDS.

(a) **IN GENERAL-** An eligible partnership that receives a subgrant under section 2132 shall use the subgrant funds for:

- (1) professional development activities in core academic subjects to ensure that:
 - (A) teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning; and
 - (B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and
- (2) developing and providing assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that:
 - (A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;
 - (B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described in subparagraph (A) to other such individuals within such school; and
 - (C) may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

(b) **COORDINATION-** An eligible partnership that receives a subgrant to carry out this subpart and a grant under section 203 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section 203.

TITLE IX — GENERAL PROVISIONS

Part E — Uniform Provisions

SUBPART 1 — PRIVATE SCHOOLS

SEC. 9501. PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

(a) PRIVATE SCHOOL PARTICIPATION-

(1) **IN GENERAL-** Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

(2) **SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS-** Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

(3) **SPECIAL RULE-** Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

(4) **EXPENDITURES-** Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

(5) **PROVISION OF SERVICES-** An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

(b) APPLICABILITY-

(3) **APPLICATION-** (A) Except as provided in subparagraph (B), this subpart, including subsection (a)(4), applies to funds awarded to a local educational agency under part A of title II only to the extent that the local educational agency uses funds under that part to provide professional development to teachers and others.

(c) CONSULTATION-

(1) **IN GENERAL-** To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as —

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be assessed and how the results of the

assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and

(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

(3) **TIMING-** The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

(4) **DISCUSSION REQUIRED-** The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

APPENDIX 2

HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term high-need local educational agency means a local educational agency:

(A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or

(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

AND

(B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or

(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

The United States Department of Education requires states to use U.S. Bureau of the Census data to determine poverty for (A). For (B), the vast majority of Nebraska school districts have 100%, or very near 100%, of their teachers meeting the requirements for a qualified teacher as defined in No Child Left Behind, and few, if any teaching with a Provisional Commitment Certificate.

The following districts are considered high-need LEAs for 2016-17.

School District	County (District Office)
Anselmo-Merna Public Schools	Custer (Merna)
Banner County Public Schools	Banner (Harrisburg)
Central Valley Public Schools	Greeley, Valley (Greeley)
Emerson-Hubbard Public Schools	Dakota (Emerson)
Gibbon Public Schools	Buffalo
Harvard Public Schools	Clay
Keya Paha County Schools	Keya Paha (Springview)
Loup County Public Schools	Loup (Taylor)
Maywood Public Schools	Frontier
Nebraska Unified District 1	Antelope, Knox (Orchard)
Omaha Public Schools	Douglas
Santee Community Schools	Knox
Scottsbluff Public Schools	Scotts Bluff
Sumner-Eddyville-Miller Schools	Dawson, Buffalo (Sumner)
Thedford Public Schools	Thomas
Umo N Ho N Nation	Thurston (Macy)
Walthill Public Schools	Thurston
Winnebago Public Schools	Thurston

To obtain additional information on the individual districts, see the Nebraska Department of Education's web site: <http://www.education.ne.gov> (State of the Schools Report).

APPENDIX 3

IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM PROPOSAL COVER SHEET

PROJECT TITLE: _____

PRIMARY PROJECT DIRECTOR/COORDINATOR: _____

ADDRESS: _____

TELEPHONE: _____ EMAIL: _____

APPLICANTS:

1. Institution & Division that Prepares Teachers _____

Institutional Contact (name and phone/email) _____

2. Institution and School of Arts & Sciences _____

Institutional Contact (name & phone/email) _____

3. Local Educational Agency (LEA) _____

LEA Contact (name & phone/email) _____

BEGINNING DATE OF PROJECT: _____ ENDING DATE _____
month/day/year month/day/year

TOTAL AMOUNT REQUESTED \$ _____ FISCAL AGENT for the project: _____

Amount for Applicant 1. \$ _____

Amount for Applicant 2. \$ _____

Amount for Applicant 3. \$ _____

I hereby certify that the information contained in this proposal is correct to the best of my knowledge.

1. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

2. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

3. _____
Date Signature of Chief Executive Officer, Chief
Operations Officer, or a designee of either
Typed/Printed Name and
Organization

(attach additional sheets if necessary)

[illegible]

APPENDIX 5
STATEMENT OF ASSURANCES

IMPROVING TEACHER QUALITY: STATE GRANT PROGRAM

The fiscal agent signs this document representing all partners.

**(authorized under the No Child Left Behind Act of 2001,
Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals)**

THE APPLICANT HEREBY ASSURES THE COORDINATING COMMISSION FOR
POSTSECONDARY EDUCATION:

- A. Administration of the activities and services for which this institution or educational agency seeks assistance under this grant will be by or under supervision of the applicant;
- B. The project will comply with all applicable Nebraska State laws;
- C. The applicant will keep project records, including receipts for expenditures, and afford access at any time the Coordinating Commission may find necessary to assure the correctness and verify the reports. Specific cost centers will be set up to record accumulated institutional support expenditures;
- D. I assure compliance to federal regulations governing the Improving Teacher Quality State Grant Program. This is specifically Public Law 107-110, the Department of Education General Administrative Regulations (EDGAR), 34CFR, Parts 74, 76, 77, 80, and 20 U.S.C.A. §§ 6601 et seq., 6671 et seq., and 6701 et seq.
- E. I assure compliance to OMB Circular A-133 requiring institutions of higher education and other non-profit institutions receiving at least \$300,000 in federal funds per year to have an audit made meeting the requirements of Circular A-133. If such audit is required, I agree to forward one copy of the audit package to the Executive Director of the Coordinating Commission for Postsecondary Education within 30 days of its availability for public inspection without any action on the part of the Coordinating Commission.
- F. I agree to comply with section 511 of the U.S. Department of Education Appropriations Act requiring grant recipients to acknowledge the amount and percentage of Federal and nongovernmental funding for projects when making any type of public announcement about awards.

date

Signature of Chief Executive Officer or Chief
Operating Officer or a designee of either

Typed/Printed Name of CEO or designee

Organization/Institution

APPENDIX 6
Sample Statement of Non-public School Consultation

Name of ITQ (Title II A) project: _____

Public School District: _____

Non-public School/s within the District: _____

This is to certify that the director of the above named project (or a designee) consulted with a representative of the non-public school/s named above and offered the school the opportunity to participate in the professional development activities.

Signature of Project Director: _____

Signature of non-public school representative: _____

Date of consultation: _____

Note: For a list of non-public schools, please consult the Nebraska Department of Education website: www.education.ne.gov/APAC/Approval.html

APPENDIX 7

CHECKLIST

1. **Unbound original and 8 unbound, 3-hole punched
copies of Proposal** _____
2. **Signed and completed Cover Sheet** _____
3. **Project Abstract** _____
4. **Project Narrative with numbered pages** _____
5. **Completed Budget Summary Form** _____
6. **Budget Narrative** _____
7. **Resumes of key personnel** _____
8. **Signed Statement of Assurances** _____
9. **Non-public School Consultation Statement/s
(if appropriate)** _____

APPENDIX 8

USE OF FEDERAL FUNDS FOR CONFERENCES AND MEETINGS

UNITED STATES DEPARTMENT OF EDUCATION *Office of the Chief Financial Officer*

MEMORANDUM to ED GRANTEEES REGARDING THE USE OF GRANT FUNDS FOR CONFERENCES AND MEETINGS

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

- Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
 - o Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
 - o Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
 - o Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 225 (OMB Circular A-87, State, Local, and Indian Tribal Governments), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml>); 2 CFR Part 220 (OMB Circular A-21, Educational Institutions), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>); and 2 CFR 230 (OMB Circular A-122, Non-Profit Organizations) (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml>). In particular, remember that:
 - o Federal grant funds cannot be used to pay for alcoholic beverages; and
 - o Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
 - o When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
- A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
 - o A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.

UNITED STATES DEPARTMENT OF EDUCATION

Office of the Chief Financial Officer

- A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.
 - o All meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
- Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
 - o A short conversation could help avoid a costly and embarrassing mistake.
- Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expenses.

June 2012

Frequently Asked Questions to Assist U.S. Department of Education Grantees To Appropriately Use Federal Funds for Conferences and Meetings

Using Federal Grant (Discretionary and Formula) Funds to Host a Meeting or Conference

1. May a grantee receiving funds from the U.S. Department of Education (Department) use its Federal grant funds to host a meeting or conference?

Yes. Federal grant funds may be used to host a meeting or conference if doing so is:

- a. Consistent with its approved application or plan;
- b. For purposes that are directly relevant to the program and the operation of the grant, such as for conveying technical information related to the objectives of the grant; and
- c. Reasonable and necessary to achieve the goals and objectives of the approved grant.

2. What are examples of “technical information” that may be conveyed at a meeting or conference?

Examples of technical information include, but are not limited to, the following, each of which must be related to implementing the program or project funded by the grant:

- Specific programmatic, administrative, or fiscal accountability requirements;
- Best practices in a particular field;
- Theoretical, empirical, or methodological advances in a particular field;
- Effective methods of training or professional development; and
- Effective grant management and accountability.

3. What factors should a grantee consider when deciding whether to host a meeting or conference?

Grantees should consider whether a face-to-face meeting or conference is the most effective or efficient way to achieve the desired result and whether there are alternatives, such as webinars or video conferences, that would be equally or similarly effective and more efficient in terms of time and costs than a face-to-face meeting. In addition, grantees should consider how the meeting or conference will be perceived by the public; for example, will the meeting or conference be perceived as a good use of taxpayer dollars?

4. Are there conflict-of-interest rules that grantees should follow when selecting vendors, such as logistics contractors, to help with a meeting or conference?

Grantees, other than States, must, as appropriate, comply with the minimum requirements in 34 CFR 74.42 and 80.36(b)(3) and should follow their own policies and procedures (or their local or State policies, as applicable) for ensuring that there are no conflicts of interest in the procurement process.

5. When a meeting or conference is hosted by a grantee and charged to a Federal grant, may the meeting or conference be promoted as a U.S. Department of Education event?

No. Meetings and conferences hosted by grantees are directed by the grantee, not the U.S. Department of Education. Therefore, the meeting or conference may not be promoted as a U.S. Department of Education meeting or conference, and the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval. In addition, all meeting or conference materials paid for with Federal grant funds must include appropriate disclaimers, such as the following, which is provided in EDGAR § 75.620 and states:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Using Federal Grant Funds to Pay for Food

6. When a grantee is hosting a meeting, may the grantee use Federal grant funds to pay for food, beverages, or snacks?

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

If program offices have questions, they should consult with their program attorney.

7. May Federal grant funds be used to pay for food and beverages during a reception or a “networking” session?

In virtually all cases, using grant funds to pay for food and beverages for receptions and “networking” sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference.

8. May a grantee enter into a contract with a hotel under which Federal grant funds will be used to provide meals, snacks, and beverages as part of the cost for meeting rooms and other allowable conference-related costs?

Federal grant funds may only be used for expenses that are reasonable and necessary. In planning a conference or meeting and negotiating with vendors for meeting space and other relevant goods and services, grantees may only pay for allowable costs. If a hotel vendor embeds food and beverage costs into a hotel contract for meeting space, the grantee should work with the hotel to have the food and beverage costs identified and “backed out” of the contract, and have the price they are paying for meeting space appropriately adjusted to reflect the fact that food and beverages are not being purchased. The fact that food and beverages are embedded in a contract for meeting space does not mean that the food and beverages are being provided at no cost to the grantee.

9. What if a hotel or other venue provides “complimentary” beverages (e.g., coffee, tea) and there is no charge to the grantee hosting the meeting?

The grantee has an obligation, under these circumstances, to confirm that the beverages are truly complimentary and will not be reflected as a charge to the grant in another area. For example, many hotels provide complimentary beverages to all guests who attend a meeting at their facility without reflecting the costs of those beverages in other items that their guests or, in this case, the grantee purchases. As noted above, it would not be acceptable for a vendor to embed the cost of beverages in other costs, such as meeting space.

10. May indirect cost funds be used to pay for food and beverages?

The cost of food and beverages, because they are easily associated with a specific cost objective, such as a Department grant, are properly treated as direct costs, rather than indirect costs. As noted above, Federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

11. May Federal grant funds be used to pay for alcoholic beverages?

No. Use of Federal grant funds to pay for the cost of alcoholic beverages is strictly prohibited.

12. May a grantee use non-Federal resources (e.g., State or local resources) to pay for food or beverages at a meeting or conference that is being held to meet the goals and objectives of its grant?

Grantees should follow their own policies and procedures and State and local law for using non-Federal resources to pay for food or beverages, including its policies and procedures for accepting gifts or in-kind contributions from third parties. However, if non-Federal funds are used to pay for food at a grantee-sponsored meeting or conference, the grantee should make clear through a written disclaimer or announcement (e.g., a note on the agenda for the meeting) that Federal grant funds were not used to pay for the cost of the food or beverages. Grantees should also be sure that any food and beverages provided with non-Federal funds are appropriate for the grantee event, and do not detract from the event’s purpose.

13. May grantees provide meeting participants with the option of paying for food and beverages (e.g., could a grantee have boxed lunches provided at cost for participants)?

Yes. Grantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

Using Federal Grant Funds to Pay for Costs of Attending a Meeting or Conference Sponsored by ED or a Third Party

14. May grantees use Federal grant funds to pay for the cost of attending a meeting or conference?

If attending a meeting or conference is necessary to achieve the goals and objectives of the grant, and if the expenses are reasonable (based on the grantee’s own policies and procedures, and State and local laws), Federal grant funds may be used to pay for travel expenses of grantee employees, consultants, or experts to attend a meeting or conference. To determine whether a meeting or conference is “necessary,” grantees should consider whether the goals and objectives of the grant can be achieved without the meeting or conference and whether there is an equally effective and more efficient way (in terms of time and money) to achieve the goals and objectives of the grant (see question #3). To determine whether the expenses are “reasonable,” grantees should consider how the costs (e.g., lodging, travel, registration fees) compare with other similar events and whether the public would view the expenses as a worthwhile use of Federal funds.

15. What should a grantee consider when planning to use Federal grant funds for attending a meeting or conference?

Among other considerations, grantees should consider how many people should attend a meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant. The grantee should also determine whether it is necessary to attend the entire meeting or conference, or whether attending only a portion of the meeting or conference is reasonable and necessary.

16. What travel expenses may be paid for with Federal grant funds?

Grantees may use Federal grant funds for travel expenses only to the extent such costs are reasonable and necessary and do not exceed charges normally allowed by the grantee in its regular operations consistent with its written travel policies. In the absence of an acceptable written policy regarding travel costs, grantees must follow the Federal travel and subsistence rates established by the General Services Administration. 48 CFR 31.205-46(a) (established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances")). Federal grant funds may be used to pay expenses for transportation, per diem, and lodging if the costs are reasonable and necessary. Grantees should follow their own travel and per diem rules and costs when charging travel expenses to their Federal grant. As noted in the cost principles, grantees that do not have travel policies must follow:

...the rates and amounts established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or his or her designee) pursuant to any provisions of such subchapter shall apply to travel under sponsored agreements (48 CFR 31.205-46(a)).

See 2 CFR Parts 220, 225, and 230.

Questions Regarding the Allowable Use of Federal Grant Funds

17. What resources are available to help grantees determine whether costs associated with meetings and conferences are reasonable and necessary?

Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the U.S. Office of Management and Budget's Cost Principles for Federal grants that are set out at:

- 2 CFR Part 225 (OMB Circular A-87; State, Local, and Indian Tribal Governments), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml>);
- 2 CFR Part 220 (OMB Circular A-21; Educational Institutions), (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>); and
- 2 CFR 230 (OMB Circular A-122; Non-Profit Organizations) (<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml>).

18. May Federal grant funds be used to pay for entertainment?

Federal grant funds may not be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.

19. Is it allowable for a person whose travel costs are being paid with Federal grant funds to attend a conference in Washington, DC, and lobby members of Congress while in town?

Appropriated funds may not, except under very limited circumstances,¹ be used for expenses related to any activity designed to influence the enactment of legislation, appropriations, regulations, administrative actions, or Executive Orders proposed or pending before the Congress or the Administration. To the extent that a portion of time at a conference is spent on lobbying activities, costs associated with the lobbying, including transportation to and from Washington, DC, lodging, and per diem, may not be charged to the Federal grant. For example, if a meeting or conference lasts for two days and a visit to lobby a member of Congress requires an additional day of travel, 1/3 of all costs involved in attending the meeting or conference, including travel to and from Washington, DC, may not be charged to the grant.

20. What are the consequences of using Federal grant funds on unallowable expenses?

The Department may seek to recover any Federal grant funds identified, in an audit or through program monitoring, as having been used for unallowable costs, including unallowable conference expenses.

21. Whom should grantees call if they have specific questions about the allowable use of Federal grant funds?

Grantees are encouraged to contact their U.S. Department of Education program officer to discuss the allowable use of Federal grant funds, including the allowable use of Federal grant funds for meetings and conferences.

¹ 2 CFR Part 230 (Cost Principles for Non-Profit Organizations), Appendix B., 25(b) and 2 CFR Part 220 (Cost Principles for Educational Institutions), 28(b).

APPENDIX 9
ADDITIONAL U.S. DEPARTMENT OF EDUCATION GUIDELINES FOR SUBGRANTEES
MEMORANDUM

June 15, 2010

To: Recipients of grants and cooperative agreements

From: Thomas Skelly, Delegated to Perform Functions of Chief Financial Officer

Subject: Department of Education Cash Management Policies for Grants and Cooperative Agreements

The purpose of this memorandum is to remind the Department of Education's (the Department's) grant and cooperative agreement recipients (recipients) of existing cash management requirements regarding payments. The Department expects that recipients will ensure that subrecipients are also aware of these policies by forwarding a copy of this memorandum to them.

There are two different sets of payment requirements that apply to the draw of funds from recipient accounts at the Department. Payments to a State under programs covered by a State's Treasury State Agreement (TSA) are subject to the requirements of the *Cash Management Improvement Act of 1990 (CMIA)* as published in 31 United States Code 6503.

All other payments to States and all payments to other types of recipients are subject to the requirements in either 34 Code of Federal Regulation (CFR) Part 74, applicable to nongovernmental entities, or 34 CFR Part 80, applicable to State, local, and Indian tribal governments. These regulations are part of the Education Department General Administrative Regulations (EDGAR) and are available on the Web at http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfrv1_08.html.

CMIA Requirements

States that draw funds under programs subject to the *CMIA* must draw funds as required under the TSA for the State. If a State draws funds under one of these programs to make payments to a subrecipient, the payment request to the Department should only be made at the request of the subrecipient, which must make draw requests to the State as required under the requirements in EDGAR, as described below.

EDGAR Requirements

Payments to States under programs not covered by the State's TSA and payments to other governments are subject to the requirements in Part 80 of EDGAR. These payment requirements also apply to all other types of recipients under Part 74 of EDGAR, which applies to nonprofit organizations, institutions of higher education, hospitals, and commercial organizations. States that draw funds on behalf of subrecipients under programs not covered by a TSA should remind subrecipients that they may only request funds from the State under the payment standards in Part 74 or Part 80, as applicable.

For any cash drawn from your program or project account at the Department:

- Recipients must minimize the time between the recipient's draw down of funds from its grant account at the Department and the time the recipient disburses those funds to payees via

electronic transfer, check redemption or other means of transfer. See 34 CFR 74.22(a) and 80.21(b). Specifically, recipients may only draw funds to meet the immediate cash needs of the grant or cooperative agreement.

- For recipients subject to Part 74 of EDGAR, unless the conditions described in 34 CFR Part 74 Section 22(k) exist, these recipients must deposit advances of Federal funds in interest bearing accounts.
- Recipients subject to Part 74 of EDGAR must return to the U.S. Department of Health and Human Services (HHS) the interest earned on advances of grant funds except that the recipient may retain up to \$250 of interest earned on the account each year to pay for the costs of maintaining the account. These requirements also apply to subrecipients subject to Part 74 Section 22 (l) which requires these recipients and subrecipients to annually remit interest earned on advances of funds. The address for interest remittances to HHS is:

U.S. Department of Health and Human Services
P.O. Box 6120
Suite 1133
Rockville, MD 20852

The remittance should be accompanied by a letter stating that the remittance is for "interest earned on Federal funds" and should include the DUNS number.

- Recipients subject to Part 80 of EDGAR must return to the Department the interest earned on advances of grant funds except that the recipient may retain up to \$100 of interest earned on the account each year to pay for the costs of maintaining the account. Section 80.21(i) requires these recipients to promptly (at least quarterly) remit interest earned on advances to the Department. These requirements also apply to subrecipients subject to Part 80. The address for interest remittances to the Department is:

U.S. Department of Education
P.O. Box 979053
St. Louis, MO 63197-9000

The remittance should be accompanied by a letter stating that the remittance is for "interest earned on Federal funds" and should include the DUNS number.

- Recipients must use grant funds only for obligations incurred during the funding period.
- Recipients must distribute Federal funds to subrecipients only when requested by the subrecipient and as needed to pay program costs.

Recipients have other responsibilities regarding the use of Federal funds. We highlight the following practices related to the draw of Federal funds that are either required by EDGAR or will assist recipients in meeting their responsibilities under EDGAR.

- Recipients must regularly monitor the payment requests made by their subrecipients to ensure that those requests conform to the same payment requirements that apply to the recipient. See 34 CFR Part 80 Section 20(b)(7);
- Recipients must regularly monitor the fiscal activity of their subrecipients on a continuous basis and ensure that their subrecipients return interest earned;
- If expenditures under the program or project require the recipient's board or specified officials to approve expenditures, the recipient should obtain that approval before making the payment request for any expenditure, thus minimizing the period of time that funds remain in the recipient's bank account pending disbursement of the funds for expenditures under the program or project. See 34 CFR 74.21(b)(5) and 80.22(a); and
- Plan carefully for cash flows for your grant project and review projected cash requirements before each drawdown. See 34 CFR 74.21 and 74.22 or 80.20 and 80.21, as applicable.

Recipients that do not follow the cash management requirements applicable to their grants could be:

- Placed on a "cash-reimbursement" payment method, i.e., a recipient would have to pay for grant activities with its own money and submit documentation of the expenditures to the Department before receiving reimbursement from the Department;
- Designated a "high-risk" recipient under 34 CFR 74.14 or 80.12, as applicable, which may involve the imposition of conditions in addition to that of being placed on a reimbursement payment system;
- Subjected to further corrective action, including withholding of funds, suspension, and termination of the award. See 34 CFR 74.62 or 80.43, as applicable;
- Denied funding under future Department discretionary grant competitions. See 34 CFR Part 75 Section 217(d)(3)(ii); and
- Debarred or suspended under 34 CFR Part 85 from receiving future Federal awards from any executive agency of the Federal government.

A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override the general EDGAR cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose contact information is on your Grant Award Notification (GAN).

ED's Office of the Chief Financial Officer will provide ongoing outreach efforts regarding cash management and payment requirements, including supplementary webinars, URL links and Frequently Asked Question sheets.

Thank you for your attention to this matter. If you have any questions, please contact Cynthia Heath at (202) 245-8043 or cvnthia.heath@ed.gov

EDGAR Advisory to Grantees

The Education Department General Administrative Regulations (EDGAR) are a compilation of regulations applicable to ED grantees, composed of Parts 74-99 of Title 34 in the U.S. Government's Code of Federal Regulations (CPR). The CD-ROM of EDGAR distributed with Grant Award Notifications since early 2009 contains the version of Part 99 [Family Educational Rights and Privacy] issued by the Department in December 2008, as well as nonprocurement debarment and suspension regulations at Part 85, issued in 2003.

Last year, the Department published a revised version of Part 99, containing numerous amendments and updates, which was effective on January 3, 2012. The revised Part 99 will be formally codified in the CPR in the last half of 2012. In the meantime, grantees are directed to the version of the revised Part 99 that can currently be found online at the Government Printing Office's e-CFR website. The e-CFR is a regularly updated, unofficial, non-legal edition of the CPR, created in partnership with the Office of the Federal Register.

In addition, the Department revised its regulations for nonprocurement debarment and suspension in March, 2012. This revision removed Part 85 from EDGAR and relocated the nonprocurement debarment and suspension regulations to another Title of the CPR, specifically 2 CFR 3485.

The Department's website contains links to the e-CFR version of the revised EDGAR Part 99, all the other parts of EDGAR, and the new 2 CFR 3485 at:

<http://www2.ed.gov/policy/fundlreg/edgarReg/edgar.html>

Grantees wishing to review the background and discussion of the changes made to the revised Part 99 can find a link for the Department's *Federal Register* issuing notice on at the same web page. The *Federal Register* notice updates the previous notice shown in Appendix B on the EDGAR CD-ROM and contains the name and contact information for the ED staff member who can respond to inquiries about the revised Part 99.

The web page also contains a link to the *Federal Register* notice that issued the new nonprocurement debarment and suspension regulations at 2 CFR 3485.

**SPECIAL CONDITIONS FOR DISCLOSING
FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS**

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:

- 1) the percentage of the total costs of the program or project which will be financed with Federal money;
- 2) the dollar amount of Federal funds for the project or program; and
- 3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Division H, Title V, Section 505 of Public Law 113-76, Consolidated Appropriations Act, 2014

**PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE
DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

12/2014

FEE SCHEDULE

Proposed to be effective August 1, 2016

State statutes authorize the Coordinating Commission for Postsecondary Education to charge a “reasonable fee” based on administrative costs.

For Institutions Applying To:

	2014 fees	2016 fees (proposed)
<u>Offer courses only (not a full program)</u>		
One Course	\$550 (base)	\$630 (base)
Additional courses	\$100/course after 4 th	\$100/course after 4 th
<u>Offer programs with a new campus*</u>		
Single program	\$2,900 (base)	\$3,100 (base)
Multiple programs in the same discipline	\$100/program after 1 st	\$100/program after 1 st
Multiple programs in various disciplines	\$200/program after 1 st	\$200/program after 1 st
<u>Offer programs without a new campus</u>		
Single program	\$1,200 (base)	\$1,350 (base)
Multiple programs in the same discipline	\$100/program after 1 st	\$100/program after 1 st
Multiple programs in various disciplines	\$200/program after 1 st	\$200/program after 1 st
<u>Establish an administrative location only</u>	\$1,250	\$1,365
<u>Modify a previous authorization to include:</u>		
New course/s	\$500 (base) (up to 4; \$100/course after 4 th)	\$600 (base) (up to 4; \$100/course after 4 th)
New single program	\$800 (base)	\$870 (base)
Additional programs in the same discipline	\$100/program after 1 st	\$100/program after 1 st
Additional programs in various disciplines	\$200/program after 1 st	\$200/program after 1 st
New campus*	\$2,400	\$2,640
<u>Renew Authorization to Operate</u>	N/A	
Courses only		\$585
Programs		\$1,085
<u>Request authorization to operate on a continuing basis</u>	no fee	no fee

*requires a public hearing

**Nebraska Institutions Approved for Participation in SARA
(State Authorization Reciprocity Agreements)
as of June 28, 2016**

Nebraska College of Technical Agriculture - Curtis

- A public institution established by Nebraska state statute in 1911.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 2004; current accreditation to be reaffirmed in 2015-16.
- U.S. Department of Education composite financial score is not used for public institutions.
- Enrollment: 384 full time equivalent students
- Approved by CCPE Executive Director on June 27, 2016
- Approval by the National Council of SARA pending

Previously approved institutions (24: 13 public, 11 private)

Renewed by CCPE**

Bellevue University – Bellevue	6-28-16
Bryan College of Health Sciences – Lincoln	8-10-15
Central Community College – Grand Island, Columbus, Hastings	7-16-15
Chadron State College – Chadron	5-18-16
Clarkson College – Omaha	1-25-16
College of Saint Mary – Omaha	10-21-15
Concordia University, Nebraska – Seward	2-3-16
Creighton University – Omaha	7-20-15
Doane University - Crete	new
Metropolitan Community College – Omaha	7-31-15
Mid-Plains Community College – North Platte and McCook	9-10-15
Midland University - Fremont	new
Nebraska Methodist College – Omaha	7-16-15
Northeast Community College – Norfolk	7-20-15
Peru State College – Peru	7-31-15
Southeast Community College – Lincoln, Beatrice, Milford	6-28-16
Union College - Lincoln	new
University of Nebraska at Kearney	10-13-15
University of Nebraska – Lincoln	10-13-15
University of Nebraska Medical Center - Omaha	10-13-15
University of Nebraska at Omaha	10-13-15
Wayne State College – Wayne	7-29-15
Western Nebraska Community College – Scottsbluff	5-6-16
York College - York	new

**Annual renewal is required by NC-SARA and must take place within 90 days prior to the expiration date.

INFORMATION ITEMS

A. Reasonable and Moderate Extensions

1. MCC - Apprentice Related Technology-Plumbing Apprenticeship
Pre-Apprenticeship Plumbing certificate of achievement
2. MCC - Industrial Electrical/Mechanical Maintenance AAS (freestanding degree - no longer an option)
3. MCC - Industrial Distribution AAS (freestanding degree - no longer an option)
4. MCC - Versatilist Information Technology
Full Stack Web Development career certificate
5. MPCC - Business Office Technology - Business Software Specialist certificate
6. UNMC - Department of Dermatology

B. Program Name Changes

1. MCC - Healthcare Information and Administration to
Health Data and Information Management
2. MCC - Information Technology-Data Center Management to
Information Technology-Data Center Operations
3. NCTA - Veterinary Technology Systems to
Animal Health Care
4. UNO - Environmental Studies to
Environmental Science

C. Program Deletions

1. MCC - Industrial and Commercial Trades-Building Maintenance (AAS)
2. MCC - Electrical Technology-Residential Electrical (career certificate)
3. MCC - Culinary Arts and Management-Culinary Research/Culinology Transfer (AAS)
4. MCC - Early Childhood Family/Group Home Specialist (career certificate)
5. MCC - Early Childhood Sign Language (career certificate)
6. MCC - Early Childhood Spanish (career certificate)
7. MCC - Design, Interactivity and Media Arts-Narrative Structure Visualization
(career certificate)
8. MCC - General Studies Microcomputer Electronics (career certificate)
9. MCC - Design, Interactivity and Media Arts-Entrepreneurship (certificate of achievement)
10. MCC - Design, Interactivity and Media Arts-Web Multimedia Production
(certificate of achievement, career certificate)
11. MCC - Theater-Theater Technology (career certificate)
12. MCC - Information Technology-Web Author (certificate of achievement)
13. MCC - Health Information Management Systems-Medical Office-Medical Coding
and Billing Assistant (certificate of achievement)

D. Department Name Change

1. UNK - Department of Physics and Physical Science to
Department of Physics and Astronomy

General Statewide Funding Issues and Initiatives

Committee Recommendations July 21, 2016

Each biennium the Commission is required by Neb. Rev. Stat. §85-1416 to analyze and make recommendations to the Governor and Legislature concerning any major statewide funding issues or initiatives as identified in the *Comprehensive Statewide Plan*.

Commission staff is recommending financial aid for low income students, encompassing both the Nebraska Opportunity Grant and the Access College Early Scholarship programs, and continued state aided support for public postsecondary institutions as this biennium's statewide funding issues.

Financial aid for low-income students

Access College Early (ACE) scholarship program

Current research on high school students taking college courses while in high school indicates that when academic rigor is increased during high school, college can be completed faster, money is saved, transition from high school to college is streamlined, and students have a head start on their chosen programs. Further, data show that high school students who earn college credit while in high school are more likely to attend college after graduating and are more likely to continue in higher education. While college costs continue to increase, the ACE program is one of the most cost effective ways to decrease the time to graduation and, as a result, decrease the cost of a degree and potentially the amount of debt a student would have upon graduation.

In 2007, the Commission proposed a need-based scholarship system available to all needy high school students taking college classes, whether through their high school or directly from the postsecondary institution. This new program, known as the Access College Early (ACE) program, was introduced as a bill by Senator John Harms and strongly supported by the Legislature. Over the past several years, the number of ACE applications has exceeded the available funding, and during the 2015-16 award year, over 600 applications for ACE scholarship aid were received after funding was exhausted. For the FY2016-17 fiscal year, the Legislature appropriated \$985,000 in General funds for the ACE program.

Nebraska Opportunity Grant (NOG)

The percentage of PK-12 students who qualify for free and reduced lunch is currently 45%, has increased every year since 2006-07, and has increased every year except one since 1999-2000. This indicates that the number of Nebraskan's potentially eligible for NOG aid will continue to increase. With the current unmet financial need of \$227.3 million, ensuring the state's only statewide need-based college aid program is able to at least keep pace with the inflationary increases is an important part of the success of low-income students.

In 2003, the Legislature created the Nebraska State Grant Program (renamed the Nebraska Opportunity Grant in 2010) as its sole financial aid program, replacing three prior programs. The enabling legislation provided a funding mechanism that included significant increases to the financial aid program from lottery funds. Currently, NOG is funded by \$6.9 million in General fund appropriations and \$10 million in lottery funds.

Continued state-aided support for public postsecondary institutions

The Comprehensive Statewide Plan for Postsecondary Education states as a goal that Nebraska will value postsecondary education and support its investment in public postsecondary education through fair and reliable funding policies that provide appropriate levels of support to enable institutions to excel and meet the educational needs of the state and its students. National studies show that Nebraska institutions have benefited from reliable state support for higher education in recent years compared to many other states. The state's commitment to its public colleges and universities is reflected in moderate tuition and fees compared to institutions in other states. Nebraska should continue to fund its institutions reliably and adequately, and the institutions should maintain their commitment to affordability and efficient use of taxpayer resources.

***Nebraska Community Colleges State Aid Enrollment
FTE/REU Guidelines for FY 2017***

**Committee Recommendations
July 21, 2016**

The *2016-17 Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines* will be used during the May 2017 Chief Academic Officers (CAO) meeting to review the eligibility of credit and noncredit courses included in the 2016-17 master course lists. Commission staff made minor changes to the document approved by the commission last August. Both the CAO and the Business Officer of each of the six community college areas as well as the CAOs of the tribal colleges were provided the guidelines on June 17th with a comment period ending July 1st. No comments were received.

Changes (marked in red) are either minor grammatical changes or changes that reflect current practice. On page 14, CLIP (Clinical, Lab, Internship, and Practicum) hours were again required and CLIP codes were made optional to the information that the master course lists are to include. On page 16, we clarified the current practice of weighting courses that use software at 2.0.

Three blue circles of varying sizes are positioned in the upper right and lower right areas of the page. Thin blue lines extend from the top left towards the circles, and another line extends from the top right towards the circles.

NEBRASKA COMMUNITY COLLEGE STATE AID ENROLLMENT FTE/REU GUIDELINES

Fiscal Year 201~~6~~5-201~~7~~6

Commission Approved

Coordinating Commission for Postsecondary Education

August 20, 2015

Committee
Recommendations
July 21, 2016

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Applicable to:

Central Community College
Metropolitan Community College
Mid-Plains Community College
Northeast Community College
Southeast Community College
Western Nebraska Community College

Little Priest Tribal College
Nebraska Indian Community College

GENERAL STATE AID ENROLLMENT FTE/REU GUIDELINES

I. PURPOSE

~~To distribute state aid to community colleges, f~~ Full-time equivalents (FTEs) and reimbursable educational units (REUs) are used to allocate a portion of the state aid appropriation to community colleges. The purpose of the *Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines* (*FTE/REU Guidelines*) ~~shall be~~ is to:

- A. Formulate guidelines related to ~~and~~ FTEs/REUs to assure compliance with State law.
- B. Provide a basis for community colleges to establish course weightings and to ~~record~~ing those weightings.
- C. Provide community colleges with directions for state aid enrollment audits to ensure compliance with state law.
- D. Prepare FTE/REU guidelines for use by each community college ~~outside independent~~ auditors to audit full-time equivalents (FTEs), and reimbursable educational units (REUs) ~~for use in allocating state aid.~~

II. STRUCTURE

The Commission will create an advisory committee composed of two CCPE representatives and no more than two persons from each community college ~~area~~ and each tribally controlled community college, ~~and~~ designated by each college's ~~president~~ Chief Executive Officer (CEO)/president. It is determined that:

- A. Of the community colleges representatives, one of these persons should be the chief academic officer (CAO) ~~and~~ the other person should be the chief business officer.
- B. The chairperson of the Advisory Committee is a Commission representative. The Commission will accept input from the committee on various subjects related to master course lists, FTEs, REUs, the calculation of those factors, audits of REU weighting factors applicable to courses, designation of reimbursable courses, etc.
- C. All input from the advisory committee will be accepted and reviewed by the Commission with the Commission having final authority on changes to the *FTE/REU Guidelines*.

III. IMPORTANT DATES

July:

- a. The first of week of July, the Commission will send to each community college ~~the~~ auditors an approved *Master Course List* for the previous year and the *Audit Guidelines*.

August:

- a. Each community college's ~~The~~ state aid enrollment FTE/REU audit ~~for each area~~ should be completed on or before August 10th and shared with the Commission and the members of the Advisory Committee so the audits can be reviewed prior to the mid-August ~~meeting~~ discussion. Electronic submission **from the auditor** is preferred.
- b. Around August 15th, the Commission and Advisory Committee will review annual state aid FTE/REU audits from each college for the prior year. This review will be accomplished via ~~a telephone~~ conference call or email.
- c. Any issues will be discussed, a proposed resolution determined, and the Commission will inform the CEOs of any changes necessary.
- d. On or before August 20th, the Commission informs colleges of formula allocations.

September:

- a. On or before September 1st, the Commission certifies State aid payments for community colleges to the Department of Administrative Services.

January

- a. CAOs of all community college areas and tribally controlled community colleges, in conjunction with the Commission, determine timeline for *Master Course List* process.

February

- a. After input from the Advisory Committee, the Commission will approve a set of *Audit Guidelines* to be used for the appropriate year.
- b. By February 28th, the approved *Audit Guidelines* will be issued to all Community College Areas to be used for the state aid enrollment audit.

April through June

- a. Institutions submit Draft *Master Course Lists* to the Commission.
- b. The Commission aggregates lists into a *Master Course List* and sends to each community college.
- ~~c.~~ The Commission and CAOs meet to review the *Master Course List*.
- ~~d.~~ ~~c.~~ Meet to finalize the Master Course List for the current year with the Commission sending the finalized list to each CAO to be certified by the CEO.
- ~~e.~~ ~~d.~~ Colleges have the *Master Course List* certified by CEOs ~~/(Presidents)~~ and the CAOs ~~(Chief Academic Officers)~~ and returned to the Commission. (A certification letter template will be provided by the Commission.)
- ~~f.~~ ~~e.~~ The Commission and the Advisory Committee review the *FTE/REU Guidelines* for the upcoming academic year and identify changes in courses, course weights, or program lists.
- ~~g.~~ ~~f.~~ The Commission discusses with the CEOs ~~/(Presidents)~~ significant changes to the upcoming *FTE/REU Guidelines* and *Audit Guidelines*, as needed.

July/August

- a. Commission approves and sends FTE/REU Guidelines for the upcoming year to CAOs no later than August 10th.

The Advisory Committee may Mmeet at other times as may be determined by the Commission or as requested by members of the Advisory Committee.

IV. RESPONSIBILITIES

A. Coordinating Commission:

1. Convene meetings of the Advisory Committee.
2. Receive recommendations or suggested changes to the *FTE/REU Guidelines* from the advisory committee and make final decision on any changes to *FTE/REU Guidelines* and *Master Course Lists*.
3. Revise and approve *Audit Guidelines* and *FTE/REU Guidelines*.
4. Approve *Master Course Lists* from colleges and create a *Consolidated Master Course List*.
5. Send approved *Consolidated Master Course List* and the college-specific *Master Course List* to CEOs ~~-(Presidents)~~ and the college-specific *Master Course List* to outside auditors.

B. The Nebraska Community Colleges have the following responsibilities relative to courses offered:

1. Use the *FTE/REU Guidelines* approved by the Commission.
2. Determine the proper classification and REU weighting of courses consistent with Nebraska state statutes and *FTE/REU Guidelines*, consistent among community colleges, and consistent with ~~G~~course ~~W~~weighting ~~D~~decision ~~R~~rules:-

<u>Course Type §85-1503</u>	<u>Community College</u>	<u>Tribally Controlled</u>
Academic Transfer	1.00	2.00
Academic Support	1.00	2.00
Class 1 Applied Tech/Occupational	1.50	3.00
Class 2 Applied Tech/Occupational	2.00	4.00

3. Provide assurance of credit hour allocation in compliance with the following categories and consistent with Nebraska Statutes.

	<u>Semester Calendar</u>	<u>Quarter Calendar</u>
Classroom Hour	1 to 15	1 to 10
Academic Transfer & Academic Support Laboratory Hour	1 to 30	1 to 20
Vocational Laboratory Hour & Clinical Hour	1 to 45	1 to 30
Practicum Hour	1 to 45	1 to 30
Cooperative Work Experience	1 to 60	1 to 40
Independent (directed) Study	Credits will be assigned according to the practices of each college in assigning credits to similar type courses.	

The total credit hours allocated to each course shall include those hours generated through any combination of categories.

4. Provide assurance that noncredit reimbursable classes are classified and weighted in a manner consistent with credit classes, and that the FTE and REU equivalent is in compliance with Nebraska Statutes.
 - a. Noncredit reimbursable courses do not require:
 - i. Course Outlines
 - ii. Instructor Credentials
 - iii. Student Evaluations
 - b. Reimbursable course requirements:
 - i. Taught and administered by the College.
 - ii. Content meets one of the following:
 - a) Academic Transfer/Academic Support
 - b) Applied Technology-Occupational Education
 - c) Job Upgrade
 - iii. Course/Workshop of a minimum of 3 clock hours in an academic support or vocational program with courses taught by the college.
 - c. Non-reimbursable courses include:
 - i. Recreational Activity
 - ii. Avocational
 - iii. Any course that does not meet the requirements in b.i., b.ii., b.iii. above.
 - d. Weight According to the Course Weighting Decision Rules.

V. STANDARDS FOR CREDIT COURSES (per CAO Standard Operating FTE/REUs)

To award college credit, all Nebraska community college courses will:

- A. Apply to a degree, diploma, certificate or skills award granted by a Nebraska Community College or meet pre-requisites for college level courses.¹
- B. Require each Chief Academic Officer (CAO) to retain on file syllabi for all courses offered by their college. Regardless of the site from which a course is offered, the course will have the same:
 - Course description
 - Course Title
 - Course Alpha and number
 - General course description
 - Pre-requisites to the course
 - Course objectives and Student Learning Objectives
 - Instructional Materials (including Textbooks)
 - Methods of Instruction
 - Methods of Evaluation

¹ Credit for developmental courses does not apply toward a degree, but rather satisfies pre-requisites for courses in degree programs.

- C. Have an approved course action form on file in the office of the CAO.
- D. Be developed and maintained by an appropriately credentialed/qualified instructor as defined by the institution.
- E. Evaluate enrolled students in a manner appropriate to demonstrate educational achievement as prescribed by course objectives and/or approved department/program assessment practices.
- F. Meet credit/contact hour ratio guidelines for semesters (or quarter equivalent) as outlined in Neb. Rev. Stat. §85-1503.
- G. Charge tuition as approved by the college's Board of Governors.
- H. Be reviewed by the faculty a minimum of once every three years and revised as necessary to ensure relevance.
- I. Require each CAO to maintain a reasonable balance between consistent, accurate course content and the frequency of curriculum revisions.
- J. Focus on the learning needs of students and employers related to applied technology, a common learning core, and academic transfer.
- K. Be classified for appropriate Reimbursable Educational Unit weighting as outlined by in Section ~~III~~IV.B.2. on page 12 and the Course Weighting Decision Rules on page 154.

Definitions of Academic Transfer, Academic Support, Class 1 Vocational, and Class 2 Vocational are found in the Course Weighting Decision Rules section.

ENROLLMENT FTE/REU GUIDELINES

The following guidelines shall govern reimbursable Full-Time Equivalent (FTE) student enrollment reporting, minimum record keeping requirements and the conversion of reimbursable FTE students to Reimbursable Education Units (REUs).

I. STATUTORY PROVISIONS

[Nebraska Statutes Sections 85-1501 to 85-1542](#) provide the basis for the Nebraska Community Colleges

II. TERMS DEFINED (See [Nebraska Statute 85-1503](#))

- A. Community college means an educational institution operating and offering programs pursuant to Nebraska Statutes Sections 85-1501 to 85-1542;
- B. Community College area means an area established by [Section 85-1504](#);
- C. Board means the community college board of governors for each community college area;
- D. Full-time equivalent student means, in the aggregate, the equivalent of a registered student *who in a twelve-month period* is enrolled in:
 - 1. Thirty semester credit hours or forty-five quarter credit hours of classroom, laboratory, clinical, practicum, or independent study course work or cooperative work experience or
 - 2. Nine hundred contact hours of classroom or laboratory course work for which credit hours are not offered or awarded. *Avocational and recreational community service programs or courses are not included in determining full-time equivalent students or student enrollment*;
 - 3. The number of credit and contact hours to be counted by any community college area in which a tribally controlled community college is located shall *include* credit and contact hours awarded by such tribally controlled community college to *students* for which such institution received *no* federal reimbursement pursuant to federal Tribally Controlled College or University Assistance Act of 1978, 25 U.S.C. 1801.
- E. Contact hour means an *educational activity* consisting of sixty minutes minus break time and required time to change classes;
- F. Credit hour means the unit used to ascertain the educational value of course work offered by the institution to students enrolling for such course work, earned by such students upon successful completion of such course work, and for which tuition is charged. A credit hour may be offered and earned in any of several instructional delivery systems, including, but not limited to, classroom hours, laboratory hours, clinical hours, practicum hours, cooperative work experience, and independent study. A credit hour shall consist of a minimum of:

1. Ten quarter or fifteen semester classroom contact hours per term of enrollment;
2. Twenty quarter or thirty semester academic transfer and academic support laboratory hours per term of enrollment;
3. Thirty quarter or forty-five semester vocational laboratory hours per term of enrollment;
4. Thirty quarter or forty-five semester clinical or practicum contact hours per term of enrollment;
5. Forty quarter or sixty semester cooperative work experience contact hours per term of enrollment

An institution may include in a credit hour more classroom, laboratory, clinical, practicum, or cooperative work experience hours than the minimum required in this subdivision. The institution shall publish in its catalog, or otherwise make known to the student in writing prior to the student enrolling or paying tuition for any courses, the number of credit or contact hours offered in each course. Such published credit or contact hour offerings shall be used to determine whether a student is a full-time equivalent student pursuant to subdivision (D) of this section;

- G. Classroom hour means a minimum of fifty minutes of *formalized instruction* on campus or off campus in which a qualified instructor applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audiovisual materials is responsible for providing an educational experience to students;
- H. Laboratory hour means a minimum of fifty minutes of educational activity on campus or off campus in which students conduct experiments, perfect skills, or practice procedures under the direction of a qualified instructor;
- I. Clinical hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experience under constant supervision at a health-related agency, receives individual instruction in the performance of a particular function, and is observed and critiqued in a repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of students and for the delivery of part of the didactic phase of the experience;
- J. Practicum hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experiences, receives individual instruction in the performance of a particular function, and is observed and critiqued by an instructor in the repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of the students;
- K. Cooperative work experience means an internship or on-the-job training, designed to provide specialized skills and educational experiences, which is coordinated, supervised, observed, and evaluated by qualified college staff or faculty and may be completed on campus or off campus, depending on the nature of the arrangement;

- L. Independent study means an arrangement between an instructor and a student in which the instructor is responsible for assigning work activity or skill objectives to the student, personally providing needed instruction, assessing the student's progress, and assigning a final grade. Credit hours shall be assigned according to the practice of assigning credits in similar courses;
- M. Full-time equivalent student enrollment total means the total of full-time equivalent students enrolled in a community college area in any fiscal year;
- N. General academic transfer course means a course offering in a one-year or two-year degree-credit program, at the associate degree level or below, *intended by the offering institution for transfer into a baccalaureate program*. The completion of the specified courses in a general academic transfer program may include the award of a formal degree;
- O. Applied technology or occupational course means a course offering in an instructional program, at the associate degree level or below, intended to prepare individuals for immediate entry into a specific occupation or career. The primary intent of the institutions offering an applied technology or occupational program shall be that such program is for immediate job entry. The completion of the specified courses in an applied technology or occupational program may include the award of a formal degree, diploma, or certificate;
- P. Academic support course means a general education academic course offering which may be necessary to support an applied technology or occupational program;
- Q. Class 1 course means an applied technology or occupational course offering which requires the use of equipment, facilities, or instructional methods which could be easily adapted for use in a general academic transfer program classroom or laboratory;
- R. Class 2 course means an applied technology or occupational course offering which requires the use of specialized equipment, facilities, or instructional methods not easily adaptable for use in a general academic transfer program classroom or laboratory;
- S. Reimbursable educational unit means a full-time equivalent student multiplied by:
1. For a general academic transfer course or an academic support course, a factor of one,
 2. For a Class 1 course, a factor of one and fifty-hundredths,
 3. For a Class 2 course, a factor of two,
 4. For a tribally controlled community college general academic transfer course or academic support course, a factor of two,
 5. For a tribally controlled community college Class 1 course, a factor of three, and
 6. For a tribally controlled community college Class 2 course, a factor of four
- T. Reimbursable educational unit total means the total of all reimbursable educational units accumulated in a community college area in any fiscal year;

- U. Special instructional term means any term which is less than fifteen weeks for community colleges using semesters or ten weeks for community colleges using quarters;
 - V. Statewide reimbursable full-time equivalent total means the total of all reimbursable full-time equivalents accumulated statewide for the community college in any fiscal year;
 - W. Tribally controlled community college means an educational institution operating and offering programs pursuant to the Tribally Controlled Community College Assistance Act, 25 U.S.C. 1801.
 - X. Tribally controlled community college state aid amount means the quotient of the amount of state aid to be distributed pursuant to the Community College Aid Act, excluding any amounts received from the Nebraska Community College Student Performance and Occupational Education Grant for such fiscal year to a community college area in which a tribally controlled community college is located divided by the reimbursable educational unit total for such community college area for the fiscal year immediately preceding the fiscal year for which aid is being calculated, with such quotient then multiplied by the reimbursable educational units derived from credit and contact hours awarded by a tribally controlled community college to students *for which such institution received no federal reimbursement* pursuant to the federal Tribally Controlled College or University Assistance Act of 1978, 25 U.S.C. 1801, for the fiscal year immediately preceding the fiscal year for which aid is being calculated.
 - Y. Foundations education means education which includes remedial and developmental programs, adult basic education, general education development, English as a second language, compensatory education, and refresher courses.
- Source: Neb. Rev. Stat. § ~~Section~~ 85-932.01

Additional Definition not contained in Nebraska statutes:

Taught and administered by the college means a course instructed by a college faculty member, an adjunct faculty member, or a person contracted and paid to teach by the college administration.

III. STATE AID ENROLLMENT GUIDELINES

A. Census Procedures

1. Credit Courses

- a. A college's state aid enrollment report shall be computed using as a cutoff date the tenth (10th) day of instruction of each term. Any students enrolled through (10) instructional days in a term are eligible to be counted. Those students enrolled after the tenth (10th) instructional day and meeting the ten-day guideline shall be counted in either the current or the following term.
- b. Any credit course having a total duration of less than ten (10) instructional days or not scheduled as part of a regular term shall be counted as meeting the minimum requirements if the enrollment is in proportion to the time equal

to the ten (10) instructional day limitation of a normal semester or quarter course.

- c. Credit courses will be audited on a quarter/semester credit hour basis.

2. Noncredit Courses

- a. The total registrations after the second class session or after the first session, if there is only one scheduled session, shall be counted as the enrollment, and this enrollment is to be multiplied by the total number of contact hours in the course.
- b. Noncredit courses shall be audited on a contact hour basis.

B. Courses Eligible and REU Weighting Factor Applied:

1. Credit hours generated by courses applicable to a degree, diploma, or certificate to be eligible to be counted towards FTE and converted to REU shall be those meeting the definitions identified previously in this document and for which tuition is charged.
2. Noncredit reimbursable courses will be classified and weighted in a manner consistent with credit courses.
3. Credit/contact hours specifically designed and taught and administered by the college that are intended to develop and improve job competencies shall be eligible for reimbursement.
4. Noncredit courses/workshops of a minimum of 3 clock hours in an academic support or vocational discipline are eligible for reimbursement if taught and administered by the college.
5. Noncredit reimbursable courses/workshops taught and administered by the college must provide the individual skills that meet at least one of the following criteria:
 - a. Job entry/creation
 - b. Job update
 - c. Job upgrade
 - d. Prepare individuals to provide professional services.
6. Each college area shall establish and uniformly apply resident and nonresident tuition rates on a credit hour basis. Such rates shall apply to all credit courses claimed for reimbursement. This is not intended to interfere with reciprocal agreements.
7. Courses or programs offered to private businesses and nongovernmental agencies will be reimbursed in accordance with the guidelines of III. B. 1 – 6 above.

C. Courses Ineligible to be counted for State Aid:

1. Courses or programs when 100 percent of the costs are paid by a governmental agency. Examples would include, but are not limited to:

- a. Adult Education (Federally Funded)
 - b. High School courses exclusively for high school credit
 - c. Department of Correctional Services
 - 2. Courses or programs when 100 percent of the costs are paid by a private company or entity or by a non-profit organization.
 - 3. All credit or contact hours generated through “testing out,” “challenging,” courses transferred into the institution, or unsupervised study.
 - 4. Avocational/recreational courses.
 - 5. Courses not taught by the college.
 - 6. Specific courses identified under item D in the Course Weighting Decision Rules section on page 19.
- D. Courses or programs with third parties may be reviewed by the Coordinating Commission to determine if the courses or programs shall be counted for reimbursement.
- E. All courses eligible for reimbursement shall be reviewed by the Coordinating Commission and the Advisory Committee with final determination of eligibility by the Commission.

IV. ADMINISTRATIVE PROVISIONS

A. Implementation Date:

- 1. For purposes of FTE and REU count, the reporting year will be July 1 through June 30.
- 2. Credit courses will be audited by the institution on a semester/quarter hour basis.
- 3. Summer Session Enrollment: FTE generated by a course whose total duration is interrupted by a change in the fiscal year (July 1) shall be counted in the fiscal year started if it meets the ten (10) instructional day or equivalent guidelines in that year or in the following year if it does not meet the ten (10) instructional day guidelines of the starting year.

B. Auditing and Filing of Reports:

- 1. Each college’s reimbursable course list shall be prepared and certified as official by each area CEO/president as determined under Section III.
- 2. The official, Commission-approved, reimbursable course lists, provided on or before July 1st, and the colleges’ enrollment records shall be the basis for the audit by the auditor. **If a course is not found on the institution’s official, Commission-approved, Master Course List, it shall not be counted or included in the reimbursable educational units.**

3. The audit process shall include the confirmation that the instructional services have been performed and that enrollment fulfills stated guidelines.
4. Reimbursable full-time equivalent student enrollment and reimbursable educational units¹ totals², as defined³, are to be reported annually covering the most recently completed fiscal year. The annual report of full-time equivalent students and reimbursable educational units must include the three-year average. Such examination and audit shall be completed by the outside auditor and filed with the Auditor of Public Accounts, the Department of Administrative Services, the Coordinating Commission for Postsecondary Education, each Chief Executive Officer, and the NCCA Executive Director, on or before August 10th.

C. Record Keeping Requirements:

In order to provide an adequate audit trail and to facilitate the collection of information, the following procedures shall be implemented:

1. Minimum records to be available from each Community College area shall consist of the following:
 - a. Master Course List
Approved course lists are to include CIP Code; course number; course title; contact hours; credit hours; lecture hours; CLIP hours, CLIP codes (optional), and REU weighting factor. (CLIP-Clinical, Lab, Internship, Practicum)
 - b. Student records
 - (i) Student's name or student ID number
 - (ii) Resident or nonresident status (not required for noncredit)
 - (iii) Courses and number of credit hours or contact hours enrolled ~~in~~
 - (iv) Tuition Income – Indicate tuition paid or waiver with sufficient records to allow reconciliation of tuition to FTE (reconciliation not required for tribally-controlled community colleges)
 - (v) For tribally-controlled community colleges only – Documentation of non-Native status
 - (vi) Date enrolled

A reconciliation shall be made between the FTE enrollment and unaudited tuition collected or waived. (A tuition reconciliation is not required for tribally controlled community colleges).

COURSE WEIGHTING DECISION RULES AND DATA REPORTING

I. EXCERPTS FROM STATE STATUTE

1. General Academic Transfer courses intended by the offering institution for transfer into a baccalaureate program are weighted at 1.0.
2. Academic support courses are general education academic course offerings which may be necessary to support an applied technology or occupational program and are weighted at 1.0.
3. Class 1 Applied Technology or Occupational courses which require the use of equipment, facilities, or instructional methods easily adaptable for use in general academic transfer classroom or laboratory are weighted at 1.5.
4. Class 2 Applied Technology or Occupational courses which require the use of specialized equipment, facilities, or instructional methods not easily adaptable for use in a general academic transfer classroom or laboratory are weighted at 2.0.

II. EXCERPTS FROM STATEWIDE AGREEMENT

1. Place each course in one of the three groups of courses: general academic transfer, general academic support, or applied technology or occupational as identified in the Definition of Terms.
2. Classify each applied technology or occupational course as either Class 1 or Class 2 as defined in the Definition of Terms.
3. Weight each course: 1.0 for general academic transfer, academic support, and foundations education, 1.5 for Class 1 applied technology or occupational and 2.0 for Class 2 applied technology or occupational as set forth in the Definition of Terms.
4. All similar courses statewide will be weighted the same.
5. All exceptions will be reviewed by the Commission and Advisory Committee with the final decision made by the Commission.
6. New programs and courses not covered by [Section III, Course Weighting Illustrations and Exceptions](#) ~~part III~~ will be reviewed by the Chief Academic Officers for weighting prior to submission to the Coordinating Commission.
7. Courses may vary from the generally established weighting of a discipline (see Section III, Course Weighting Illustrations and Exceptions) and exceptions will be updated annually after review by the Commission and Advisory Committee.
8. Independent/Directed Study, Practicum, and Special Topics courses carry the same weight as other similar courses in the discipline.

9. Co-op/OJT courses carry the same weight as other similar courses in the discipline.
10. Courses using computers to teach the content will be weighted at the discipline level.
An exception to this is if additional software is purchased that is required for instruction. These courses will be weighted at 2.0. NOTE: The intent is to weight the competencies taught, not the methodology.
11. Courses taught via telecommunications revert to the normal course weight.
12. Courses must maintain a lab contact/credit hour ratio consistent with their weighting classification.
13. If there is a question on rounding figures when weighting courses, the figure should be rounded down.
14. Credit courses are to be offered at .50 credit or higher, increments of .25 are allowed above .50 credit.

III. COURSE WEIGHTING ILLUSTRATIONS AND EXCEPTIONS

Applicable to All Reimbursable Courses

Do not list a lab course in any category that does not have credit hours (or that has zero credit hours) attached.

A. 1.0 Academic Transfer and Academic Support Courses

Definition: Courses for the awareness, preparation, and support of academic courses that will transfer to a senior institution. Such as:

1. Remedial and developmental courses (Basic Skills)
2. Career Assessment, Career Planning, and Counseling
3. General College Transfer
 - a. Written Communication
 - b. Consumer Home Economics and Nutrition
 - c. Economics
 - d. Education
 - e. English and Speech
 - f. Engineering
 - g. Fine Arts
 - h. Health, First Aid, and CPR
 - i. Languages
 - j. Math
 - k. Performing Arts
 - l. Physical Education and Recreation
 - m. Public Administration
 - n. Science
 - 1) Life
 - 2) Physical
 - 3) Social
 - o. Journalism
 - p. Sign Language
 - q. Library and Information Services

4. General Academic Support courses for Applied Technology or Occupational programs which require little or no special equipment and/or facilities other than those generally used in a transfer course.
 - a. Personal Finance
 - b. Courses such as:
 - 1) Occupational Safety and Health
 - 2) Safety Code
 - 3) English as a Second Language (non-federally funded)
 - 4) Academic related courses (General Education) as listed above in #3
 - c. Refresher, renewal, recertification, update, or train the trainer
5. All science courses are weighted 1.0 as academic transfer or academic support courses. Any laboratory hours associated with science courses are converted to credit hours based on one credit hour for a minimum of twenty quarter or thirty semester hours of laboratory work per term of enrollment.
6. Some courses that are eligible for transfer but that have a high technical component and a corresponding program area can be listed in the program area and assigned the weight for that area. For example, Theater: Stagecraft and Lighting would be listed in CIP 50.0502 (Technical Theatre/Theatre Design and Technology); Arts: 3-D Design would be listed in CIP 50.0402 (Commercial and Advertising Art); both with 1.5 weight.

B. 1.5 Class 1 – Applied Technology and Occupational Courses

Definition: Applied technology or occupational courses which generally use a limited amount of specialized equipment.

1. Generally includes courses from the following programs:
 - a. Agribusiness
 - b. Building/Property Maintenance
 - c. Business Administration/Entrepreneurship
 - d. Child Care/Early Childhood Education
 - e. Criminal Justice/Law Enforcement
 - f. Environmental Lab Technician/Biological Studies
 - g. Family and Consumer Science—Related Occupations, includes social work and human services
 - h. Fire Technology – Emergency Medical Services/Paramedic; Advanced Life Support
 - i. Geriatric Aide – Care Staff Member – Nursing Assistant (CNA), Medication Aid (CMA)
 - j. Health Information Management Services (includes medical transcription)
 - k. Horticulture
 - l. Hotel/Motel Management
 - m. Human Resource Management
 - n. Interior Design
 - o. Janitorial and Housekeeping
 - p. Legal Services/Paralegal/Ethics for a specific occupation or field
 - q. Logistics and Material Management
 - r. Medical Assistant
 - s. Parts
 - t. Parts Distribution
 - u. Pharmacy Technician

- v. Railroad Operations
 - w. Secretarial Science – Administrative Assistant
 - x. Statistical Process Control (SPC)
 - y. Technical Theatre Production Design
 - z. Travel/Reservations
2. Co-op/work experience will carry the same weight as the program is generally assigned.
 3. Independent study, practicum, and special topics will have the same weight as the course and/or program they duplicate.
 4. Courses with the following topics from the programs in item III. C. are listed below. These are discrete topics/courses which require little or no special equipment.
 - a. Blueprint Reading
 - b. Code and/or Law
 - c. Estimating
 - d. License Preparation, Certification, and Licensing Examination (excluding welding)
 - e. Nutrition (not designed as an academic transfer course)
 - f. Pharmacology
 - g. Terminology

C. 2.0 Class II – Applied Technology and Occupational Courses

Definition: Applied technology or occupational courses which are generally very expensive and utilize specialized equipment and may require special facility accommodations.

1. Generally includes courses from the following programs:

Agriculture Mechanics	Mechanics (all areas)
Air Conditioning and Heating	Medical Lab Technician
Aviation Maintenance	Physical Therapist Assistant
Audio/Recording Technology	Truck Driving
Auto Body	Nursing/Health Occupations
Automotive Technology	Occupational Therapy Assistant
Broadcast Engineering	Office Technology
Building Construction	Ophthalmic
Civil Engineering Technician	Plumbing
Commercial Photography	Printing Technology
Construction Trades	Production Based Agriculture
Cosmetology Trades	Production Based Horticulture
Dental Assistant/Hygiene/Lab	Radio and Television
Diesel Technology	Radiology Technician
Drafting	Renewable Energy
Electronic, Electricity,	Respiratory Therapy
Electromechanical	Surgical Technology
Electronic Imaging/Graphics/	Transportation/Material Moving
Design	Utility Line

Food Service Management/Culinary Arts
Industrial Technology
Information Technology
Machine Tool

Veterinarian/Animal Health
Video Production
Welding/Welding Certification
Word Processing Computer Applications (includes Microsoft Suite, Quick Books, Adobe, AutoCAD, etc.)

2. Co-op/work experience will carry the same weight as the program is generally assigned.
3. Independent study, practicum, and special topics will have the same weight as the course and/or program they duplicate.
4. Includes courses from the 1.0 or 1.5 categories which are identical to those courses taught in programs/courses with 2.0 weighting factor. Example: Art classes such as Photography.
5. Includes computer courses that are taught in a Computer Lab and require a software license. Pertains to similar courses taught on-line.

D. Courses Not Reimbursable (not all inclusive)

Ticket Dismissal (STOP) courses or other courses taken in-lieu of payment of fine or as required by court order
Basic driver's education and motorcycle safety courses (does not include advanced, specialized training such as CDL courses)
Test prep courses designed primarily for high school students (ACT, SAT, etc.)
Staff development courses where the college pays an instructor to provide training and staff participation is considered part of work hours; staff is paid for the hours spent in a staff development course.

COLLECTION AND REPORTING OF DATA

Data for use in computations for the Community College Aid Act shall be supplied to the Coordinating Commission for Postsecondary Education. The source of data is:

- A. The Audited Statement of Reimbursable Full-Time Equivalent Student Enrollment and Reimbursable Educational Units due August 10.
 1. Two years of Reimbursable Full-Time Equivalent Student Enrollment.
 2. Two years of Reimbursable Educational Units.
 3. Three-year average of Reimbursable Full-Time Equivalent Student enrollment.
 4. Three-year average of Reimbursable Educational Units.

Institution/Campus: University of Nebraska Medical Center / Omaha
Project Name: Global Center for Adv. Interprofessional Learning
Date of Governing Board Approval: October 9, 2015 / Revised January 19, 2016
Date Complete Proposal Received: June 10, 2016
Date of Commission Evaluation: July 21, 2016

**University of Nebraska Medical Center – Omaha Campus
Fall Semester Enrollment by Campus***

	Fall 2013	Fall 2014	Fall 2015
On-campus HC	2,238.0	2,257.0	2,270.0
Off-campus HC	0.0	0.0	0.0
Online HC	411.0	402.0	412.0
Campus FTE	2,798.2	2,769.6	2,752.4

* Source: 2014 & 2015 Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment, both undergraduate and graduate/professional. Full-time equivalent (FTE) enrollment based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description: The University of Nebraska Medical Center is proposing to construct a new 134,000 gross square foot (gsf) Global Center for Advanced Interprofessional Learning (GCAIL) facility, along with 56,000 gsf of underground parking (120 stalls) on the Omaha campus (proposed site is shown at the end of this section). The new facility would house the newly created Interprofessional Experiential Center for Enduring Learning (iEXCEL) that would provide advanced simulation clinical settings and virtual immersive reality technology for the purpose of transforming health science education and clinical care from didactic lectures to competency-based learning and assessment.

The new center would offer 3D & Virtual Immersive Reality (VIR) learning; advanced clinical simulation; advanced surgical skills simulation; and research and development in digital education and interprofessional simulation. Administrative, teleconference, and building support spaces would also be provided. The following provides a brief description of each of these activities:

3D & Virtual Immersive Reality (VIR) Learning Studio – Would provide collaborative and personal virtual learning venues, supported by extensive state-of-the-art visualization and performance capture technology, designed to provide the tools needed to enhance student ability to assimilate and understand complex and data-intense health science information more easily and effectively; practice and assess associated skills competency; improve decision making; and retain learning longer, as well as advance the use of visualization and modeling in healthcare. Virtual simulations using 3D, VIR, and holographic technology with educational

interactive online modules could include intensive care units, operating theatres, or ER-type facilities that replicate the sensory input of the real healthcare environment. Visualization technology could be used for the investigation of human anatomy or to investigate molecular modeling for drug development. Spaces will be included for hosting and training large teams of interdisciplinary healthcare providers, simulation and virtual reality experts, instructional design experts, and industry partners. Spaces will be designed to include interactive learning walls, capacity for media training, tele-education, tele-presence, and tele-health modalities. An electronic learning media development studio equipped with a network communications platform will be provided, designed to deliver learning content to prepared remote locations.

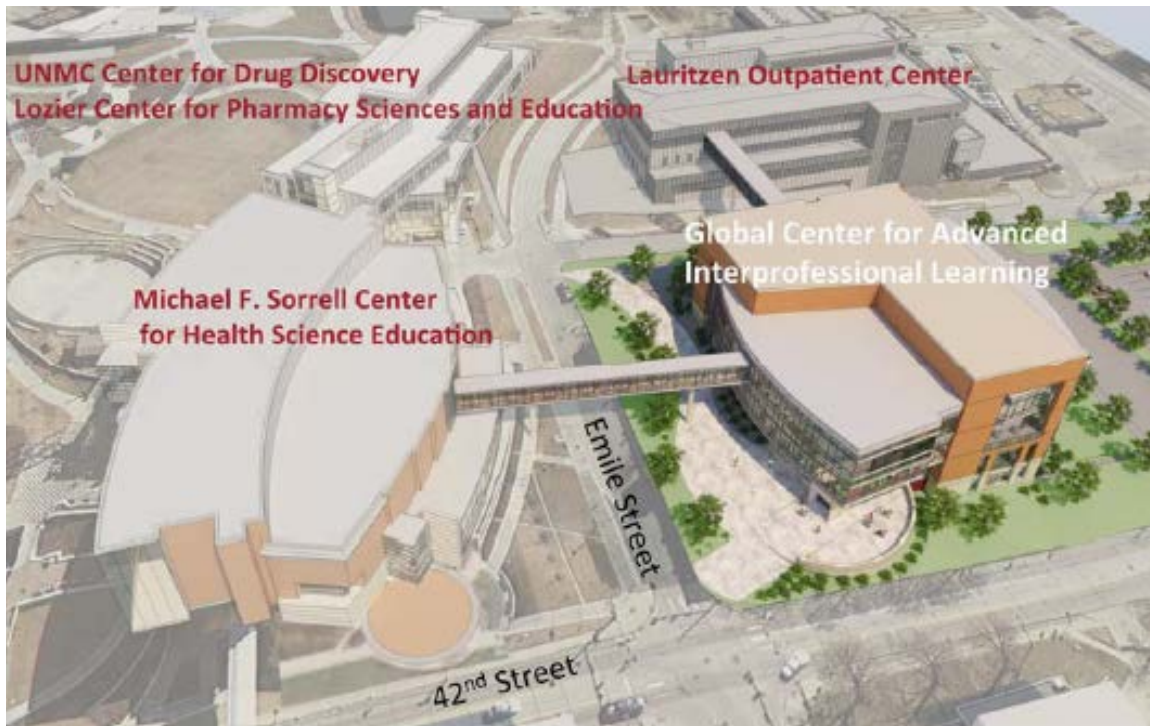
Advanced Clinical Simulation – The various simulated settings will model points of care and transitions of care, since patient hand-offs from one care team to the next pose points of greater risk. Simulated space will follow a patient from the point of presentation through various hospital and clinic functions, including acute/intensive care simulation to post-discharge community-based care settings. Also included will be a simulated bio-containment suite; procedural skills simulation; endoscopic and other minimally invasive diagnostic, procedure, and surgical simulation systems; cardiopulmonary, cardiovascular simulators, etc.; and clinical laboratory simulation equipment. This area will provide unique training experiences for students using simulated training devices and simulated patients in realistically simulated clinical and community health care settings, with operable systems for experiential, individual, and team learning and assessment.

Advanced Surgical Skills Simulation – Provides realistic training experiences for students, with the ability to collaborate while working to hone their surgical and procedural skills in real hybrid operating room environments and advanced surgical specialty laboratories using both fresh cadaver tissue and surgical simulation. The facility will provide capacity for surgical technology development and collaborative spaces for biomedical technology development as well.

Technology Development and Transfer – These spaces will have two main focus areas: Research & Development and Digital Education. This facility will provide students, staff, visitors, and industrial and military partners the facilities needed to collaborate locally, as well as providing remote participants support for interprofessional simulations to be offered at the GCAIL. It will provide a unique setting for source material experts, staff, students, and partners to collaborate creatively to develop ways to best utilize today's technology, develop software content, evaluate cutting edge technologies, and plan for future technology.

The University is estimating a total project cost of \$102,000,000 (\$526.94/gsf) for design, construction and equipping the new center (including underground parking and two skywalks). The source of funds for the proposed project would be \$25,000,000 in state appropriations made available per LB 660 in the 2015 legislative session and \$77,000,000 in private donations or other institutional funds currently being raised. The University is estimating an increase in facility operating and maintenance (O&M) costs associated with new construction at \$1,534,300/year (\$11.45/gsf/year) upon substantial completion estimated to be mid-2018. The

University would use state appropriations for increased facility O&M costs outlined in intent language per LB 956 in the 2016 legislative session.



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

Yes

☐

No

☐

Comments: Page 4-2 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* outlines the following strategy regarding exemplary institutions:

- “The governing boards and administrators of each Nebraska institution are responsible for and encouraged to commit attention and resources to the following:
 - Fostering a collaborative model to connect students, educators, and practitioners together, whenever appropriate, in the design and implementation of instructional programs with both academic goals and working-world applications;
 - Focusing energy and targeting resources on areas of excellence in teaching, research (if appropriate to role and mission), and public service that benefit the

- students and the state and enhance the institution's regional and national reputation;
- Promoting quality and innovation in teaching and learning within each institution's designated role and mission, particularly in areas of importance to the state;
- Assessing student learning and using the results to enhance the quality of the students' learning experiences;"

The intent of this proposal is to facilitate a learning environment that improves both student and provider health care education through competency-based and collaborative interprofessional team-based practice.

Page 4-3 of the *Plan* related to exemplary institutions and research states:

- "Public institutions with major research roles, including the University of Nebraska-Lincoln and the University of Nebraska Medical Center, set goals and prioritize areas of research to become more prominent and nationally competitive for research funding and to meet the health and economic needs of the state."
- "High quality, state-of-the-art research facilities on the University of Nebraska-Lincoln and the University of Nebraska Medical Center will help the institutions to attract external research funding."

The new center is intended to conduct collaborative research in device engineering, software development, pharmaceutical development, and many other areas with economic development potential.

Page 7-25 of the *Plan* related to the University of Nebraska's role and mission states: "The State of Nebraska relies on the University of Nebraska institutions as a source of research that advances knowledge and technology, serves the state's economic development goals, and enriches Nebraskans' quality of life." UNMC's goal is to develop meaningful research in this new facility and implement new paradigms in learning and human performance.

Page 7-34 of the *Plan* outlines the following University of Nebraska Medical Center role and mission assignment related to instruction: "University of Nebraska Medical Center is the University of Nebraska's primary unit for programs in health-related disciplines. This includes responsibility for educating dentists, nurses, pharmacists, physicians, the allied health professions, and biomedical scientists such as toxicologists and pharmacologists." This project would involve all medical disciplines at UNMC.

Page 7-34 of the *Plan* also outlines the following University of Nebraska Medical Center role and mission assignment related to research: "Medical research is vital to the role and mission of the University of Nebraska Medical Center. Its research has brought it national recognition and has benefitted medical advancement. It has also provided a valuable health service to people of Nebraska and surrounding states.

- UNMC maintains its excellence in research and in health-related services. It continues to prioritize research in emerging sciences in which UNMC has the potential to address Nebraska health-care needs and become nationally prominent in the field."

This proposed facility would assist UNMC in attracting additional external research funding by partnering with federal, state, and private entities, along with the potential for commercialization of innovations developed by faculty, staff, and students.

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

Yes

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No

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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

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No

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Comments: The Commission approved the new organizational unit - Interprofessional Experiential Center for Enduring Learning (iEXCEL), on June 25, 2015. iEXCEL would train faculty and students at all levels involving all academic programs at UNMC in competency-based learning. iEXCEL will also focus on interprofessional teamwork to improve the quality of health care.

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

High Low

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Comments: The Board of Regents approved the UNMC *Facilities Development Plan 2006-2015* on September 8, 2006. Page 6 of the *Plan* defines a portion of its role as it “reaches out to the nation and the world through research partnerships, premier distance education programs, and global service.”

Page 21 of the *2006 Facilities Plan* provides a land-use framework that identifies the proposed site for GCAIL as within the academic expansion zone on the eastern portion of UNMC’s Omaha campus.

Page 24 of the *2006 Facilities Plan* states: “UNMC researchers collaborate with the Peter Kiewit Institute at UNO on various projects and are considering further collaborations in the areas of biomedical devices and research software.”

While the Global Center for Advanced Interprofessional Education is not specifically identified in the current *2006 Facilities Plan*, University staff has stated that it is incorporated and consistent with the concepts of the draft *2016-2025 UNMC/Nebraska Medicine Facilities Development Plan* currently nearing completion and scheduled to be presented to the Board of Regents later in 2016.

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

High Low

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Comments: Not applicable as this proposal involves a new facility with a recently created organizational unit – Interprofessional Experiential Center for Enduring Learning.

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

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Comments: UNMC currently offers several simulation laboratories within facilities used by the Colleges of Medicine, Nursing, Dentistry, Allied Health, and Pharmacy in Omaha and other locations throughout the state. UNMC states that while these simulation laboratories were state-of-the-art when originally constructed, they currently provide only basic clinical learning skills. Current spaces lack the ability to provide more advanced experiential clinical learning skills designed to resemble real-world conditions, along with simulation laboratories that offer 3D and VIR learning.

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

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Comments: The vast majority of the space proposed for this facility is of a unique nature. Therefore, space guidelines and utilization standards are of little use other than providing standards in determining sizes for office spaces.

Utilization of the proposed facility can be estimated based on actual use of the University of Toledo's Interprofessional Immersive Simulation Center (IISC). UNMC has estimated that over 20,000 healthcare professionals will utilize iEXCEL in the first year of

operations, with a 20% increase in utilization each year thereafter. UNMC estimates that the annual number of visiting educators, students, industry and military partners for educational conferences / skills training workshops / learning technology development and collaboration to be 24,000 to 40,000 in the facility's first year after opening.

- 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: Where space guidelines were not applicable, UNMC used benchmarking data from similar facilities, including the University of Toledo IISC, and good architectural practice to determine the appropriate size for individual spaces.

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

High Low



Comments: The University indicated that the availability of supervised clinical experiences and sites are the largest impediment to expanding professional degree enrollment capacity. While it is not the intention of iEXCEL to increase enrollment, it is feasible that the increased simulation capacity will aid recruitment of the best and brightest students and might play a part in increasing professional degree enrollment.

- 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: Completion of this project would not create the need for additional construction projects. LB 956, passed in 2016, included intent language to provide state appropriations to the University for ongoing facility

operating and maintenance (O&M) costs in FY 2018 and FY 2019. The new facility is scheduled to be operational in FY 2019. Existing funds that are used to operate and maintain the General Supply Warehouse, located on the proposed site and scheduled for demolition, would also be available for facility O&M.

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

High Low



Comments: UNMC stated that because the building will house a new academic center – accommodating current teaching strategies and anticipating the evolution of teaching strategies, including delivery and medical changes – renovation of an existing building is not a viable alternative, as it might be with an established center.

It should also be noted that planned virtual immersive reality, simulation-capture, media production, network communications and associated equipment must be designed and installed to operate as a highly functional, integrated system. A new facility is best suited to provide appropriate design of environmental conditions for this sensitive and high-heat producing electronic equipment, including: vibration control, lighting, acoustics, power conditioning, grounding, and HVAC conditions.

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

High Low



Comments: A primary goal of the proposed project is to improve patient care outcomes and reduce medical errors through improved human performance. This can be accomplished through both establishing a competency-based learning environment and reinforcing an interdisciplinary team-building approach that reduces errors, particularly during the handover of care from one level of care to the next. In addition to improving patient outcomes, this new model has the potential to decrease

health care costs.

The University indicated that the most substantial evidence that "experiential" or "interactive" learning leads to better retention, better preparation, and improved outcomes comes mostly from other industries such as aviation and oil and gas exploration. Health care is new to this area but holds great promise of impacting patient safety, quality of care, and improved outcomes.

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
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Comments: Construction Costs - The University's estimate for construction of a new facility (including two skywalks and underground parking) is \$102,000,000 (\$526.94/gsf). Commission staff's estimate of the total project cost is \$104,189,800 (\$538.25/gsf) for construction of college laboratory space per *R.S. Means Square Foot Costs* modified to account for local conditions. The University's estimate is \$2,189,800 (2.1%) lower than Commission staff's estimate for the project. The primary difference between these estimates is in general construction costs, with Commission staff's estimate based on a general lack of construction contractors available for bidding.

Operating and Maintenance Costs - The University is estimating that facility operating and maintenance (O&M) costs for a new facility would be \$1,534,300 per year (\$11.45/gsf/year). Commission staff's estimate to provide ongoing facility O&M for a new facility is \$1,617,600 per year (\$12.07/gsf/year). The college's estimate is \$83,300 per year (5.1%) lower than Commission staff's estimate for facility O&M costs. The primary difference between these estimates is in building maintenance costs. Both estimates exclude O&M costs for the parking structure that would be funded from other revenue sources. Commission staff's estimate is reduced to account for reallocating O&M funding available after demolition of the General Supply Warehouse on the proposed building site.

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

High Low

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Comments: The use of state appropriations in collaboration with private donations to construct, operate and maintain new academic, clinical training, and research space is appropriate. Historically, state appropriations have been the primary source of funding for educational and education support space at four-year public institutions.

Research development space would make up about 10 percent the new center. It is possible that research-grant funds and proceeds from commercialization of intellectual property could provide additional revenue.

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

Yes

No

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Comments: The Medical Center has demonstrated that this project would not unnecessarily duplicate facilities.

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 only other known facility similar to the proposed Global Center for Advanced Interprofessional Learning (GCAIL) would be the Interprofessional Immersive Simulation Center (IISC) at the University of Toledo. GCAIL has the potential to increase access by providing a hub-and-spoke model for enhanced educational and clinical training. High-fidelity simulation sites could be made available throughout Nebraska with GCAIL providing content. Funding for satellite sites is not currently a part of this project.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove

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Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska Medical Center's proposal to utilize state appropriations to construct, operate, and maintain the Global Center for Advanced Interprofessional Learning as outlined in the governing board approved program statement, letter identifying the source of funding for facility operating and maintenance costs, and supplemental information submitted to provide a complete proposal.

Comments: UNMC aptly describes this project as “. . . a next-generation educational model that will better prepare the next generation of healthcare professionals to take care of patients in our rapidly evolving healthcare system. The overall goal is to positively impact the outcomes of care by improving patient safety and avoiding medical errors by teaching future doctors, nurses and other health professionals utilizing a wide range of simulation technologies to teach professional and procedural competencies. . . The cutting-edge technology in the proposed Center includes advanced simulation models in simulated healthcare environments, and 3D and virtual immersive reality. There are clinical as well as research aspects of this facility, but it is predominantly focused on creating a new model that prepares all healthcare professionals to work effectively in health care teams and ensure that they can function (and keep up to date) in the real world of modern day patient care.” As one of only two such comprehensive interprofessional simulation facilities in the United States, UNMC is positioning itself to become a leader in competency-based education, training, and development.

Institution/Campus: Peru State College / Main Campus
Project Name: Theatre Renovation and Addition
Date of Governing Board Approval: November 13, 2015 / Revised May 20, 2016
Date Complete Proposal Received: June 14, 2016
Date of Commission Evaluation: July 21, 2016

**Peru State College – Main Campus
Fall Semester Enrollment by Campus***

	Fall 2013	Fall 2014	Fall 2015
On-campus HC	1,052.0	1,070.0	1,073.0
Off-campus HC	601.0	584.0	462.0
Online HC	1,333.0	1,396.0	1,477.0
Campus FTE	1,558.0	1,581.8	1,586.1

* Source: 2014 & 2015 Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment, both undergraduate and graduate/professional. Full-time equivalent (FTE) enrollment based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

Project Description: Peru State College is proposing to renovate and construct an addition to the Theatre building originally constructed in 1921. The existing 13,896 gross square foot (gsf) building includes a 3,107 gsf three-story wing with a small lobby, non-ADA compliant restrooms, and costume & prop workshops that would be demolished and replaced with a new 12,320 gsf addition. A site plan is provided on the following page.

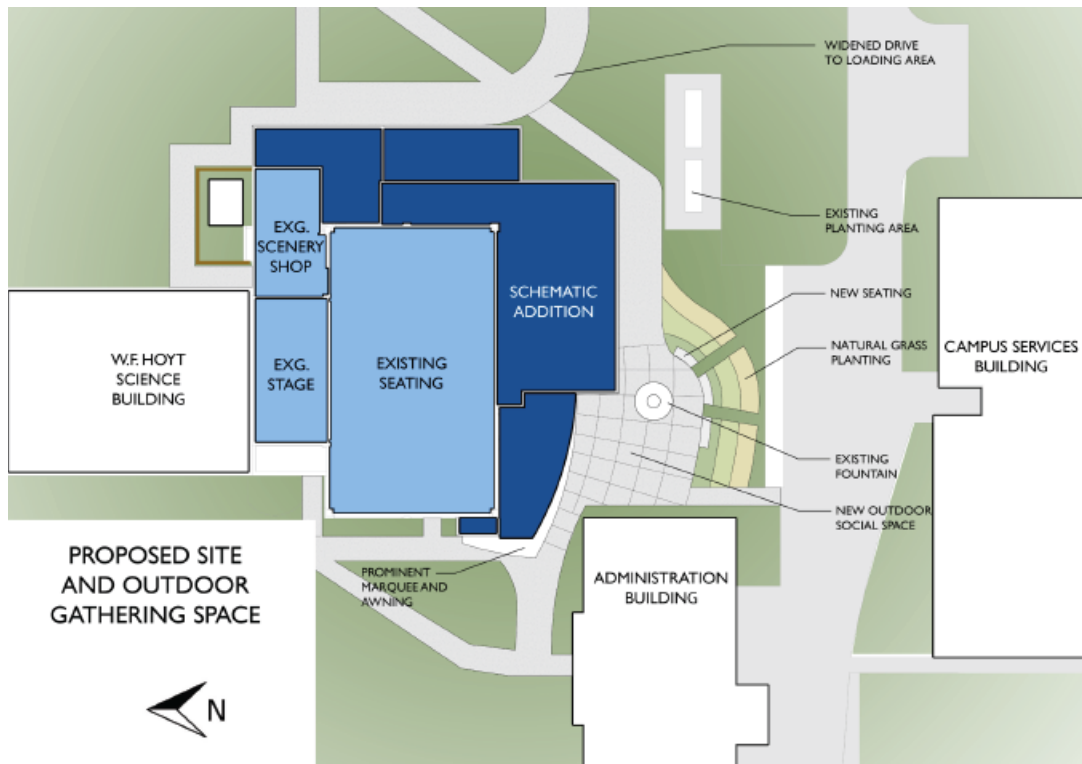
Renovation work would include asbestos ceiling removal and replacement of the stage rigging and curtains, acoustical treatment, seating, and mechanical, electrical, lighting, and video systems. The new addition would provide space for accessible and code compliant restrooms; expanded lobby, dressing rooms, scenery and costume shops, and storage; and a new elevator, coat check, concessions, green room, and loading dock that are not currently available.

The college estimates the total project costs to be \$7,597,837 (\$328.78/gsf) for design, construction, and equipment costs. The proposed project would be funded from \$5,597,837 in facilities bond proceeds, \$500,000 in cash funds, \$600,000 in private donations, and \$900,000 in LB 309 Task Force funds or additional private donations. State appropriation of \$46,065 (\$5.00/gsf/year) will be requested for an incremental increase in facility operating and maintenance (O&M) costs for the new building addition (net increase of 9,213 gsf).

The facilities bond proceeds are available as a result of statutory revisions per LB 957 in the 2016 legislative session. LB 957 extends the current facilities bond program, created by LB 605, for an additional 10 years through FY 2030. State appropriations of \$1,125,000 per year and institutional matching funds (student capital improvement fees) of up to \$1,440,000 per year are

(PSC / Theatre renovation and addition evaluation continued)

to be used to finance facility repair, renovation, and replacement projects. The state colleges intend to increase the capital improvement fee from \$10 per credit hour to \$12 per credit hour incrementally over the next four years to support the increased matching fund authority. LB 957 permits the refinancing of existing LB 605 facilities bonds to provide funding for three additional projects, including the "addition to and deferred maintenance, repair, and renovation of Peru State College Theatre/Event Center."



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* 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." The proposed project will extend the useful life of this existing facility.

Page 2-12 of the *Plan* states: "Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also

(PSC / Theatre renovation and addition evaluation continued)

remains a challenge at some campuses.

- **Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.**
- **Campus facilities are well maintained to assure the safety of students."**

The proposed project would address safety, accessibility, and maintenance issues.

Page 7-16 of the *Plan* outlines the state colleges' public service role and mission assignment as follows: "The state colleges are recognized for the significant public service role they provide in the educational, cultural, and economic development of their service areas. State colleges meet their public service mission with emphasis on educational outreach programs, cultural enrichment programs, and assistance to the businesses and communities of their geographic region of the state." The Theatre offers several educational and cultural events each year that are open to the public.

PSC's role and mission assignment outlined on page 7-20 of the *Plan* states: "Peru State College focuses on high quality undergraduate programs leading to a baccalaureate degree in arts and sciences, business, and teacher education, all enhanced by a coherent general education program." The Theatre supports several theatrical and choral programs throughout the year.

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

Yes

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No

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

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

Yes

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No

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Comments: The Theatre does not house any academic programs. The PSC Speech/Drama major was discontinued by the Board of Trustees in 1997. However, the college does offer theatre, acting, drama, and play production courses. PSC will be offering a Theater Minor beginning in the Fall 2016.

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

High Low

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Comments: The Nebraska State College Board of Trustees adopted the Peru State College *2012 Campus Master Plan* on April 20, 2012. Page 30 of the *Master Plan* identified the Theatre building as being in fair condition.

Page 32 of the *Master Plan* identified specific facilities recommendations, including the following: “Renovate and expand Theatre to improve lobby functionality, improve safety, upgrade interior, and provide new gathering/meeting/reception space for campus gatherings.”

Page 75 of the *Master Plan* provides a brief summary of improvements and recommendations for implementation, including the following on the Theatre renovation and addition: “Scope of needed renovations include expansion to the existing lobby to accommodate pre-function activates along with much needed renovations to the interior of the theater plus new roofing and envelope upgrades. Improvements are also recommended to create an outdoor plaza to improve the area south and east of the building, connecting it with other campus commons enhancements.”

Finally, page 84 of the *Master Plan* identifies the following: “expansion of campus Theatre lobby to create space that can also be used as gathering space in conjunction with events at Oak Bowl or on the plaza east of Administration. These improvements will transform this area into a ‘lantern on the hill’ and create a sense of place

in a key visitor location.”

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 last major renovation of the Theatre was completed in 1968. Since that time only minor remodeling and repair work has been completed, including: masonry tuck-pointing, roof replacement, fire sprinkler system installation, new balcony railing, HVAC chiller, and an audio system that will remain. All other remaining building systems, finishes, and equipment have reached the end of their useful life and are in need of replacement.

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: Other than accessibility and code compliance issues, the primary functional deficiencies involve the stage and theatre. The existing stage is too high for the main floor audience and sound/lighting booth. The stage also lacks an acoustic shell for choral programs. The theatre space’s acoustics “are too absorptive, making natural sound reproduction and consistent audio across the audience troublesome.”

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: The unique nature of theatre and associated support spaces do not readily lend themselves to space guidelines. The support spaces proposed in the building addition are better determined on an individual basis.

Utilization standards are also not readily available for theatre spaces. PSC stated that the Theatre was used nearly five days and over 19 hours per week during

fall 2015 for rehearsals, performances, meetings, and events. Average attendance was 195 per week during this period. Spring 2016 utilization data shows similar numbers with slightly lower days per week use but higher attendance per week.

Each semester, there were also three classes that met for eight hours per week. The average class size was 28 to 33 students each semester.

During the past academic year there were 43 separate events. All of these events are open to the public; however 8 events had an audience that was primarily aimed at high school students or community members.

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: Theatre program space varies significantly from facility to facility based on the exact functions being housed as well as the desired accommodation of special functions. Square foot assignments were based on assessments of individual space and equipment needs as determined by architectural and theatre consultants in collaboration with college staff.

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

High Low



Comments: The proposed project would fulfill the needs for theatrical, choral, speaking, and other campus performances/events. On-campus headcount enrollments have been increasing over the past three years from 1,052 in the Fall 2013 to 1,073 in the Fall 2015. The proposed project should accommodate projected on-campus enrollment at the college for the foreseeable future.

- 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: Completion of this project would not create the need for a future capital construction project. State appropriations will be requested to fund increased facilities operating and maintenance (O&M) costs associated with the building addition.

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

High Low



Comments: The college reviewed the possibility of replacing the existing Theatre with a new facility; however, the cost would be significantly higher than the proposed project cost (minimum of \$1.2 million more).

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

High Low



Comments: Construction of updated theatre/event space could provide an asset for recruiting and retaining students. No overall cost savings would be realized.

- 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 design, construct, and equip the Theatre renovation and addition is \$7,597,837 (\$328.78/gsf). Commission staff's estimate of the total project cost is \$7,455,300 (\$322.61/gsf) for construction of auditorium space per *R.S. Means Square Foot Costs* modified to account for local conditions. The college's estimate is \$142,537 (1.9%) higher than Commission staff's estimate. The primary difference between these estimates is in estimated construction costs.

Operating and Maintenance Costs - The college is estimating an incremental increase in facility operating and maintenance (O&M) costs for the building addition at \$46,065 per year (\$5.00/gsf/year). Commission staff's estimate to provide facility O&M for the new space is \$77,000 per year (\$8.11/gsf/year). The college's estimate is \$30,935 (40.2%) less than Commission staff's estimate. The primary difference between these estimates is likely for building maintenance costs of a new addition. The college's estimate is based on actual campus expenditures while the Commission's estimate is based on recommended expenditures.

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

Comments: The use of state funds to construct, operate and maintain academic and public service space for public postsecondary education institutions is appropriate. Ticket sales can potentially provide some revenue to support operating costs.

High Low

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

Comments: The college has demonstrated that this project would not unnecessarily duplicate other available theatre space.

Yes

No

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

Comments: The Theatre is the only auditorium space available on or close to campus. The next largest assembly/meeting space on campus (other than the basketball gymnasium) is a recital hall in the Jindra Fine Arts Building that can accommodate up to 75 people. This compares to the Theatre that can seat over 600.

High Low

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COMMISSION ACTION AND COMMENTS:

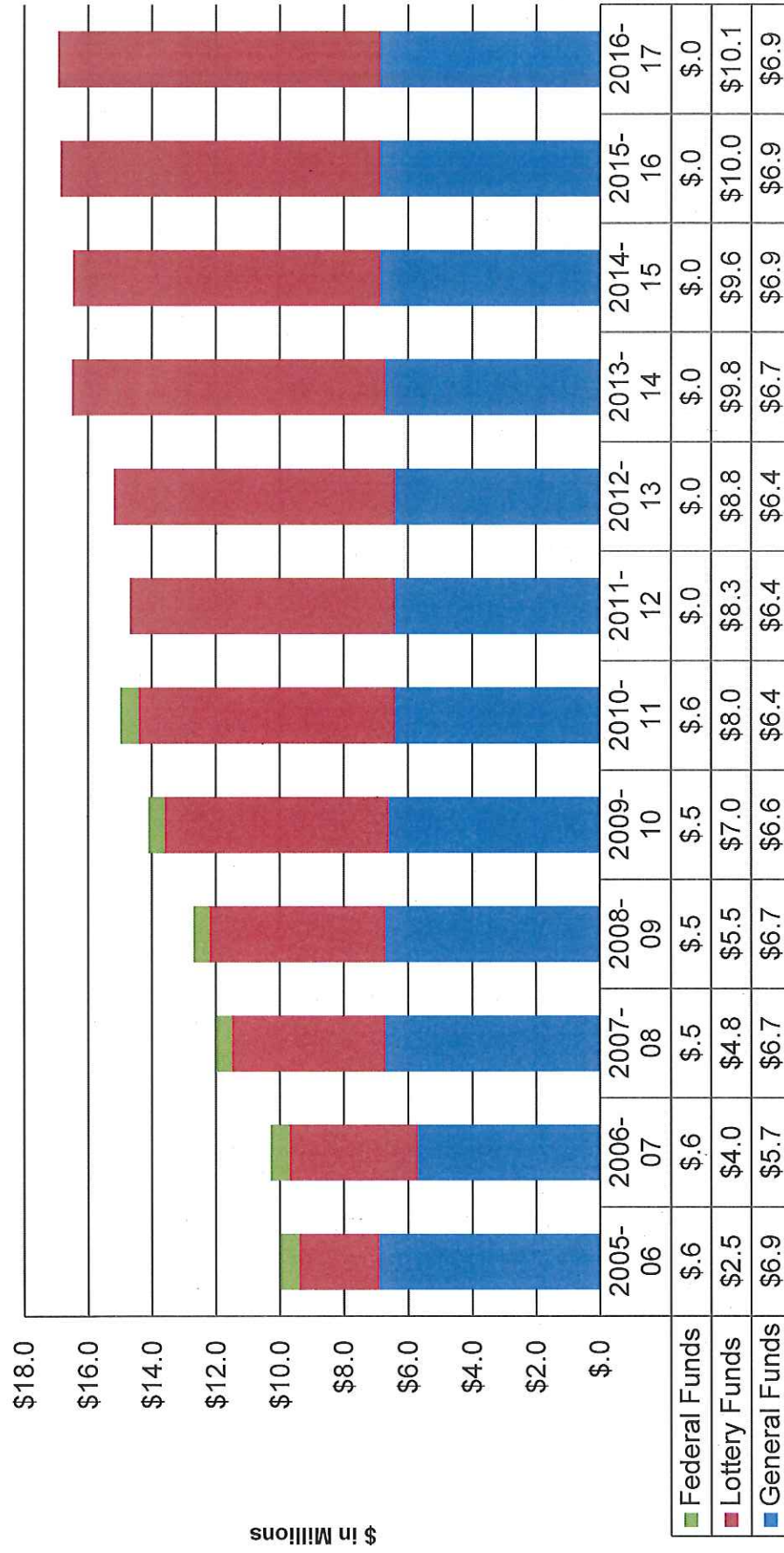
Approve Disapprove

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Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Peru State College's proposal to utilize state appropriations to renovate and construct an addition to the Theatre Building, including providing additional operating and maintenance funding, as outlined in the governing board approved program statement and revised addendum to the program statement.

Comments: While increased student capital improvement fees and other cash funds finance a portion of this project, the college is to be commended for utilizing a minimum \$600,000 in private donations, thereby reducing the reliance on student fees.

Available NOG Funding



2016-17 Allocations for Students Attending:	
UNIVERSITY OF NEBRASKA:	
Kearney	\$1,213,593
Lincoln	\$3,670,249
Medical Center	\$210,675
Omaha	\$3,267,604
NCTA	\$49,759
STATE COLLEGES:	
Chadron	\$331,058
Peru	\$307,889
Wayne	\$677,826
COMMUNITY COLLEGES:	
Central	\$504,703
Metropolitan	\$790,454
Mid-Plains	\$142,475
Northeast	\$408,659
Southeast	\$939,104
Western Nebraska	\$132,785
PRIVATE CAREER COLLEGES:	
Capitol School of Hairstyling	\$104,955
College of Hair Design	\$106,724
Creative Center	\$34,359
ITT Educational Services, Inc.	\$29,200
Joseph's Colleges of Beauty	\$152,581
Kaplan University - Lincoln	\$110,178
Kaplan University - Omaha	\$138,730
La'James College	\$31,461
National American University	\$63,411
Xenon International School of Hair	\$163,937
INDEPENDENT COLLEGES & UNIVERSITIES:	
Bellevue University	\$574,686
Bryan College of Health Sciences	\$149,026
Clarkson College	\$199,148
College of Saint Mary	\$237,200
Concordia University	\$133,455
Creighton University	\$219,878
Doane College	\$385,240
Grace University	\$81,933
Hastings College	\$246,085
Little Priest Tribal College	\$16,163
Midland University	\$292,241
Nebraska Christian College	\$32,337
Nebraska Methodist College	\$223,066
Nebraska Wesleyan University	\$401,703
Omaha School of Massage and Health Care	\$46,415
Union College	\$73,001
York College	\$54,356
GRAND TOTALS:	\$16,948,302

2016-17		
	Dollars	Percent
UN	\$8,411,880	49.6%
State	\$1,316,773	7.8%
CC	\$2,918,180	17.2%
Priv	\$935,536	5.5%
Ind	\$3,365,933	19.9%
Total	\$16,948,302	100.0%
	Dollars	Percent
Public	\$12,646,833	74.6%
Private	\$4,301,469	25.4%
Total	\$16,948,302	100.0%

2015-16		
	Dollars	Percent
UN	\$7,734,845	45.9%
State	\$1,175,019	7.0%
CC	\$3,110,456	18.4%
Priv	\$1,559,712	9.2%
Ind	\$3,288,124	19.5%
Total	\$16,868,156	100.0%
	Dollars	Percent
Public	\$12,020,320	71.3%
Private	\$4,847,836	28.7%
Total	\$16,868,156	100.0%

2014-15		
	Dollars	Percent
UN	\$7,256,011	44.1%
State	\$1,182,964	7.2%
CC	\$3,067,820	18.6%
Priv	\$1,803,200	10.9%
Ind	\$3,158,161	19.2%
Total	\$16,468,156	100.0%
	Dollars	Percent
Public	\$11,506,795	69.9%
Private	\$4,961,361	30.1%
Total	\$16,468,156	100.0%

2013-14		
	Dollars	Percent
UN	\$7,026,919	42.7%
State	\$1,109,418	6.7%
CC	\$3,187,642	19.4%
Priv	\$1,985,779	12.1%
Ind	\$3,138,286	19.1%
Total	\$16,448,044	100.0%
	Dollars	Percent
Public	\$11,323,979	68.8%
Private	\$5,124,065	31.2%
Total	\$16,448,044	100.0%

2012-13

	Dollars	Percent
UN	\$6,633,642	43.6%
State	\$987,719	6.5%
CC	\$2,668,007	17.5%
Priv	\$1,915,261	12.6%
Ind	\$3,018,355	19.8%
Total	\$15,222,984	100.0%
	Dollars	Percent
Public	\$10,289,368	67.6%
Private	\$4,933,616	32.4%
Total	\$15,222,984	100.0%

2011-12

	Dollars	Percent
UN	\$5,810,137	39.4%
State	\$923,198	6.3%
CC	\$2,787,113	18.9%
Priv	\$2,419,700	16.4%
Ind	\$2,787,951	18.9%
Total	\$14,728,099	100.0%
	Dollars	Percent
Public	\$9,520,448	64.6%
Private	\$5,207,651	35.4%
Total	\$14,728,099	100.0%

2010-11

	Dollars	Percent
UN	\$5,747,492	38.4%
State	\$1,037,024	6.9%
CC	\$2,805,202	18.7%
Priv	\$2,451,469	16.4%
Ind	\$2,943,720	19.6%
Total	\$14,984,907	100.0%
	Dollars	Percent
Public	\$9,589,718	64.0%
Private	\$5,395,189	36.0%
Total	\$14,984,907	100.0%

2009-10

	Dollars	Percent
UN	\$5,310,772	37.5%
State	\$1,050,714	7.4%
CC	\$2,417,967	17.1%
Priv	\$2,622,400	18.5%
Ind	\$2,743,627	19.4%
Total	\$14,145,480	100.0%
	Dollars	Percent
Public	\$8,779,453	62.1%
Private	\$5,366,027	37.9%
Total	\$14,145,480	100.0%

2008-09

	Dollars	Percent
UN	\$4,933,679	38.8%
State	\$950,136	7.5%
Comm	\$2,044,908	16.1%
Priv	\$2,193,087	17.3%
Ind	\$2,588,115	20.4%
Total	\$12,709,925	100.0%
	Dollars	Percent
Public	\$7,928,723	62.4%
Private	\$4,781,202	37.6%
Total	\$12,709,925	100.0%

2007-08

	Dollars	Percent
UN	\$4,751,381	38.3%
State	\$944,640	7.6%
Comm	\$2,027,431	16.3%
Priv	\$2,229,853	18.0%
Ind	\$2,463,599	19.8%
Total	\$12,416,904	100.0%
	Dollars	Percent
Public	\$7,723,452	62.2%
Private	\$4,693,452	37.8%
Total	\$12,416,904	100.0%

2006-07

	Dollars	Percent
UN	\$4,001,490	38.7%
State	\$831,656	8.0%
Comm	\$1,653,096	16.0%
Priv	\$1,923,959	18.6%
Ind	\$1,935,529	18.7%
Total	\$10,345,730	100.0%
	Dollars	Percent
Public	\$6,486,242	62.7%
Private	\$3,859,488	37.3%
Total	\$10,345,730	100.0%

2005-06

	Dollars	Percent
UN	\$3,783,872	37.9%
State	\$751,125	7.5%
Comm	\$1,538,026	15.4%
Priv	\$1,657,353	16.6%
Ind	\$2,260,037	22.6%
Total	\$9,990,413	100.0%
	Dollars	Percent
Public	\$6,073,023	60.8%
Private	\$3,917,390	39.2%
Total	\$9,990,413	100.0%

NEBRASKA'S



COORDINATING COMMISSION
FOR POSTSECONDARY EDUCATION

**Comprehensive Statewide Plan
for
Postsecondary Education**

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Comprehensive Statewide Plan for Postsecondary Education

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INTRODUCTION

One hundred fifty years into its statehood, the knowledge, skills, and discoveries that result from postsecondary education are more critical than ever to Nebraska's well-being as it faces forces such as global competition, technological innovation, and social change. To their great credit, Nebraskans have valued postsecondary education since before statehood, and they have created and supported a comprehensive network of colleges and universities that has continuously developed to meet the needs of students, communities, and the state.

The constitution and statutes of Nebraska assign the Coordinating Commission for Postsecondary Education the responsibility for comprehensive planning for postsecondary education in Nebraska. The purpose of the *Comprehensive Plan for Postsecondary Education* is to provide direction for the future of postsecondary education in Nebraska. It identifies goals that will lead to an educationally and economically sound, vigorous, progressive, and coordinated higher education network throughout the state. It is used by the Coordinating Commission to facilitate most of its statutory decision-making processes.

For the state and its students to receive maximum benefits, the *Comprehensive Plan* must be accepted and supported by the educational community, the governor, the Legislature, businesses, and citizens within our state. Most importantly, it must reflect and project the values and aspirations of the people of Nebraska.

The *Comprehensive Plan* is built upon the foundation of existing postsecondary educational institutions within our state, the current and projected demographics of the state, the economic and political realities of the state, and the state's constitution and statutes. By statute, the *Plan* must include the role and mission assignments for each public postsecondary education institution, as well as the Commission's recommended guidelines on issues such as tuition and fee levels, admission standards, dual credit, and articulation. It is the shared vision and statewide goals, however, that most influence the design of the *Comprehensive Plan*.

As the environment for postsecondary education changes, the *Comprehensive Plan* must continually evolve and adjust. The Commission approved the state's first *Comprehensive Plan* in June 1992. In 1999, the state Legislature passed LB 816, calling for review and revision of the *Comprehensive Plan* by the Commission, in collaboration with higher education governing boards.

As the Commission noted in its 2000 revision, it is the responsibility of those who are interested in education and care about Nebraska's future to review regularly this vital document to assure it meets the state's changing needs. Since the *Comprehensive Plan's* approval by the Commission in 2000, its recommended guidelines have been updated from time to time to meet the challenges of the changing educational environment. In 2014 and 2015, institutional peers were updated in cooperation with the public postsecondary institutions. A review of Nebraska's evolving environment and the *Comprehensive Plan's* vision, goals, and guidelines was undertaken in 2015 and 2016. Additional review and revisions will follow.

Postsecondary Education Institutions and Structure: An Overview

Nebraskans benefit from a comprehensive network of diverse two- and four-year, public and private postsecondary educational institutions that provide an array of programs and services (see Table 1 on page iv). This network of institutions is comprised of:

- **Public sector institutions**, which include: the University of Nebraska's four campuses and the two-year College of Technical Agriculture; three state colleges; and six area community colleges, which have a total of 13 campuses and numerous centers.
- **Independent, nonprofit colleges and universities**, which are comprised of 18 four-year colleges and universities and two federally funded tribal colleges.
- **Private career schools**, which encompass more than 50 institutions offering programs in areas such as cosmetology, business, allied health, real estate, and skilled crafts.

(For a complete listing of all public and private institutions, see Appendix 1.)

The University of Nebraska is governed by a constitutionally established, eight-member, elected Board of Regents. There also are four non-voting student regents, each representing a University of Nebraska campus.

The state colleges are governed by a constitutionally established, seven-member Board of Trustees comprised of six members appointed by the governor and approved by the Legislature, and the Nebraska Commissioner of Education, as well as three non-voting student trustees representing each of the colleges.

Each of the six community college areas is governed by a separate governing board elected from within the college's geographic service area. Five of the area boards are assisted and coordinated by the constitutionally referenced Nebraska Community College Association.

Most of the independent colleges and universities have their own governing boards that select their own members.

Most of the private career schools are licensed through the state Department of Education and, most often, are managed by their owners.

The Coordinating Commission for Postsecondary Education is a constitutional agency with responsibilities for higher education planning and coordination. Its 11 Commissioners are appointed by the governor with approval by the Legislature. The Commission's role is that of a coordinating entity, not that of a governing board. The Commission's primary purposes include promoting cooperation and collaboration among all sectors of higher education in the state and eliminating unnecessary duplication among the public sector institutions.

TABLE ONE (A)

NEBRASKA POSTSECONDARY EDUCATIONAL INSTITUTIONS	
THE COMMUNITY COLLEGES (See Appendix 1 for a listing of all campuses.)	Central Community College Metropolitan Community College Mid-Plains Community College Northeast Community College Southeast Community College Western Nebraska Community College
THE STATE COLLEGE SYSTEM	Chadron State College Peru State College Wayne State College
THE UNIVERSITY OF NEBRASKA	University of Nebraska at Kearney University of Nebraska-Lincoln University of Nebraska Medical Center University of Nebraska at Omaha Nebraska College of Technical Agriculture
INDEPENDENT NOT-FOR-PROFIT COLLEGES AND UNIVERSITIES	Bellevue University, Bryan College of Health Sciences, Clarkson College, College of Saint Mary, Concordia University, Creighton University, Doane University, Grace University, Hastings College, Nebraska Christian College, Little Priest Tribal College, Midland University, Nebraska Indian Community College, Nebraska Methodist College, Nebraska Wesleyan University, Omaha School of Massage & Healthcare of Herzing University, St. Gregory the Great Seminary, Summit Christian College, Union College, York College
INDEPENDENT FOR-PROFIT COLLEGES AND UNIVERSITIES	The Creative Center, ITT Technical Services, Inc., Kaplan University, National American University

<p>PRIVATE CAREER SCHOOLS</p> <p>(Regulated by the Nebraska Department of Education)</p>	<p><u>Categories</u></p> <p>Business Schools</p> <p>Barber & Cosmetology Schools</p> <p>Driver Training Schools</p> <p>Hospitals offering Nursing & Allied Health Programs</p> <p>Pilot Schools</p> <p>Real Estate Schools</p> <p>Trade & Technical Schools</p> <p>Modeling Schools</p> <p>Miscellaneous Schools</p>
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TABLE ONE (B)

<p>OUT-OF-STATE INSTITUTIONS AUTHORIZED TO OPERATE IN NEBRASKA</p>
<p>Embry-Riddle Aeronautical University - Daytona Beach, FL</p> <p>Hope International University dba Nebraska Christian College via 2016 merger</p> <p>Kansas State University dba: MidWest Veterinary Specialty Hospital - Manhattan, KS</p> <p>La Sierra University - Riverside, CA</p> <p>North American Baptist Seminary dba: Sioux Falls Seminary - Sioux Falls, SD</p> <p>Strayer University dba: Verizon Wireless Call Center - Washington, DC</p> <p>University of Missouri - Columbia, MO</p> <p>University of Oklahoma - Norman, OK</p> <p>University of South Dakota - Vermillion, SD</p>

Chapter One

POSTSECONDARY EDUCATION FOR NEBRASKA'S FUTURE

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.

The Evolving Environment

Nebraska is known as the home of the "good life," made possible by good K-12 schools, high quality of life, low unemployment, a strong work ethic, rich cultural offerings, and an array of postsecondary education opportunities. Given the demographic and economic realities within the state and rapid changes in the global economy, this *Plan* charts a course for creative and proactive leadership in postsecondary education that can position Nebraska to maintain the good life far into the future.

Nebraska is a geographically large state with a widely dispersed population. Minority populations are the only segment of the population projected to show any long-term growth, and that growth will be gradual compared to the rest of the nation. Nebraska's working-age population is projected to grow by only 3 percent between 2010 and 2030. The only significant population growth is expected to occur in the thirteen metropolitan counties located primarily in the southeastern quarter of the state. These demographic projections, combined with Nebraska's traditionally low unemployment rates, its aging population, and its relative lack of net in-migration, will exacerbate existing workforce shortages and threaten the state's future economic growth.

While the state's population is projected to grow slowly, the costs of needed local, state, and federal government services and infrastructures, including those of public postsecondary education, will likely continue to grow. This places an increasing burden on the taxpayers of the state. Nebraska traditionally has one of the highest participation rates in postsecondary education in the country. It also ranks among the top ten states in the nation in per capita state appropriations for public postsecondary education. Nebraska average annual wages rank relatively low

nationally, making the tax burden to support state services, including public postsecondary education, relatively high.

This *Plan* builds on the educational strengths of the state. The state and its postsecondary institutions can work together to effectively address the challenges facing Nebraska and prepare the state and its citizens to be successful. The economic base in Nebraska may have limitations, but Nebraska's educational base is strong and provides an opportunity to significantly impact the state's destiny.

The following section highlights some of the major forces for change in the future, along with their potential impacts on postsecondary education and the state.

DEMOGRAPHIC FORCES

- The state as a whole will experience modest population growth, with metropolitan and other urban areas experiencing most of the growth. In contrast, many rural counties will continue to lose population.
- Statewide, total numbers of high school graduates are projected to continue to increase slightly before leveling off by 2022. The proportion of high school graduates from minority groups is expected to increase consistently.
- The population will become more diverse as numbers of Hispanics and other minorities grow faster than the non-minority population.
- Nebraska's postsecondary education attainment gap between minority populations and the white, non-Hispanic population is among the largest in the country at 27.9 percent.
- Migrants to Nebraska from other states tend to have lower incomes, lower educational attainment, and be from minority groups.
- About 40% of PK-12 students qualify for free and reduced lunches.
- The proportion of Nebraskans aged 65 and older is projected to increase from 13.5 percent in 2010 to 20.4 percent in 2030. The proportion of Nebraskans aged 20 to 64 is projected to decline from 58.4 percent to 53.6 percent.
- High proportions of Nebraskans aged 55 and older are employed compared to most states and the nation.

Potential Impacts:

- Overall, institutions of postsecondary education will see increased competition for traditional-age, in-state students.
- More of these students than in the past will come to postsecondary education with substantial financial need.
- Institutions will develop new strategies and support programs for attracting, retaining, and graduating minority students.
- Nebraska institutions will intensify efforts to recruit out-of-state students, including international students, and will work harder to retain Nebraska students.
- As more adults remain in the workforce, there will be a continuing need for access to lifelong learning and retraining opportunities to keep skills current to

workplace needs.

- Many adults will require some form of adult basic education, including English Language Learner (ELL) instruction.
- Institutions will develop new strategies and support programs for attracting and retaining adult students who need new skills and training, some of whom will enroll part-time and take courses via distance education technology.
- As the population becomes more diverse, educational attainment will decrease unless educational participation among minorities increases.

ECONOMIC FORCES

- Employers are demanding a skilled workforce that can keep pace with an explosion of knowledge and rapid technological change – locally, regionally, nationally, and globally.
- It is estimated that 71 percent of Nebraska jobs will require at least some postsecondary education by 2020. This includes everything from vocational certificates through graduate and professional degrees.
- Nebraska consistently has one of the nation's lowest unemployment rates.
- Economic growth in Nebraska is limited by shortages of workers, especially those with science, technology, engineering, mathematics (STEM), and design training.
- Nebraska ranks low in comparison with other states in private and federal research funds, limiting opportunities for new business growth and innovation within the state.
- Agriculture remains a foundation of Nebraska's economy and is becoming more technical and diversified, with increasing emphasis on precision production, value-added processing, and niche marketing.
- Economic development is constrained by the out-migration of Nebraskans with at least some postsecondary education who do not find employment opportunities in Nebraska that match their skills and interests.

Potential Impacts:

- Postsecondary institutions will need to respond rapidly to employer needs and become increasingly flexible in course content and in the use of technology in delivery of instruction.
- Institutions will see a growing demand from business and from students for specialized knowledge and skill certifications (in professional, vocational, and technical areas such as information technology) to meet workforce needs.
- Businesses will become more involved in assisting students/future employees with the costs of their education as a way to meet workforce needs.
- The state will consider incentives for recruiting and educating students in targeted workforce shortage areas.
- Efforts to raise student awareness of workforce shortage areas and career opportunities will begin as early as middle school.
- Businesses will expect increased levels of assistance from postsecondary

education in the areas of technology transfer, applied research, and technical assistance.

- Advances in information technologies will create expanded opportunities for businesses to locate production facilities at sites remote from central offices.
- It will become increasingly important for the state's primary research institutions to compete effectively for federal and private research funding.
- Postsecondary institutions will continue to encourage and reward innovation and entrepreneurship, not only among their faculty and their students but Nebraska businesses, as well.
- Innovation and expansions sparked by postsecondary institutions will lead to more employment opportunities that are attractive to recent graduates, creating a virtuous circle of economic growth.

POLITICAL FORCES

- Competition for state funding continues to grow, as does the motivation to lower the state and local tax burdens on businesses and individuals.
- Provision of services for an aging population is requiring more attention and resources from state policymakers.
- Support remains strong for public institutions that demonstrate responsiveness to local, regional, and state needs.
- There is growing pressure on both K-12 and postsecondary education that students be adequately prepared for college and careers.
- The significant increase in the cost of education and student indebtedness has led to an increasing recognition among lawmakers that postsecondary education must be made more affordable.
- State and national policymakers are increasingly interested in understanding employment outcomes and providing that information to students in an easily accessible and transparent manner.
- State and national policymakers and accrediting bodies increasingly expect measures of accountability and performance from postsecondary education institutions.

Potential Impacts:

- Restrictions on property taxes for K-12 education and community colleges, as well as other state and local taxes, may result in heightened competition for state tax funds and increased tuition.
- Students, parents, and state and federal policymakers will demand creative solutions to reduce college cost and student debt and mitigate its effects on career, family, and consumption opportunities.
- Postsecondary educational institutions will have a strong, vested interest in the welfare of Nebraska's economy and in the employment outcomes of their students.
- Reporting on employment outcomes for graduates, both in terms of location and earnings, will become more prevalent at the state and federal levels.

- The accountability expectations of governing boards, legislators, consumers, and accrediting agencies will result in improved institutional accountability measures and clearer reporting.

EDUCATIONAL FORCES

- Nebraska has achieved one of the highest high school graduation rates in the country. However, there are significant differences in graduation rates by race and ethnicity.
- Nebraska has traditionally had a very high rate of participation in postsecondary education, though other states are closing the gap in terms of the percentage of high school graduates who enroll in postsecondary education.
- As in other states, too many Nebraska high school graduates are assessed as needing remediation when they enroll in college.
- High schools and colleges are facing increasing demands to provide a challenging curriculum that allows appropriately prepared high school students to take college-level courses for high school and college credit.
- Career academies are increasing in popularity as postsecondary education, K-12, and the business community partner to address workforce needs.
- “Nontraditional” students – including students older than 22, students with children, veterans, and students who work full time – make up a significant proportion of postsecondary enrollments, particularly at community colleges, which serve large numbers of students in non-credit as well as credit-bearing courses.
- Nebraska’s college students are mobile. Each fall, over 25 percent of new-to-campus students at public institutions are transfer students, and Nebraska students complete their undergraduate degrees after transferring at a higher percentage than the national average. Many independent Nebraska postsecondary institutions enroll large numbers of transfer students as well.
- Some postsecondary institutions increasingly rely on part-time faculty to teach courses.
- Both the cost of education for taxpayers and the price of education for students and parents are rising faster than general inflation and family incomes.
- In spite of progress in addressing deferred maintenance needs, facilities on the campuses are aging and are in need of repair, replacement, renovation, adaptation to new technologies, and upgrades to safety and security measures.
- Information technology is ubiquitous in all aspects of postsecondary education, from classrooms to communications to media access to student services and research. There are no areas of postsecondary education untouched by the need for up-to-date software, hardware, and high-speed broadband capacity and availability.
- Information technologies have vastly expanded access to postsecondary education. Distance is less relevant to off-campus postsecondary instruction for more learners, and many on-campus students enroll in a mix of face-to-face, hybrid, and online courses.
- Nationally, corporations, for-profit postsecondary institutions, and new training

entities such as coding academies and massive open online course providers are responding rapidly to the open market environment, greatly expanding opportunities for in-house corporate training, online courses, and training programs that are valued by employers but do not award traditional credentials.

- As new providers enter the market, competency-based credentials are vying for credibility alongside traditional credit-hour based credentials.

Potential Impacts:

- High schools and colleges will concur on what constitutes college and career readiness and align testing and curricula to mitigate the need for remediation at the postsecondary level.
- Postsecondary institutions and high schools will increasingly offer dual enrollment programs for high school students to enrich the high school curriculum and provide a transition to college.
- Growing student mobility and affordability concerns will require that postsecondary institutions continue to strengthen transfer and articulation agreements.
- More students will borrow and/or borrow more to fund their education.
- Many students will be employed while in college, typically adding to the time it takes them to complete their education. Some may not graduate, or may enroll intermittently for long periods of time.
- The State of Nebraska and the institutions will continue to direct funds toward maintenance, repair, replacement, and renovation of existing facilities, as well as adapting facilities to new technologies.
- As costs of education continue to escalate, institutions increasingly will look toward methods of collaboration with other institutions to become more efficient.
- Efforts must be made to ensure that inadequate internet access and/or speed does not limit the ability of communities and students to take advantage of the full range of course offerings now available online.
- The postsecondary environment will remain highly competitive as new education and training providers enter Nebraska either physically or online. Quality and consumer protection standards will need to adapt to the changing environment nationally and in states.

Shared Values and Beliefs

Focusing on this *Plan's* vision for postsecondary education will help ensure that Nebraskans now and in the future benefit from the "good life" for which the state is known. The vision is based on the following values and beliefs that the Coordinating Commission shares with the leaders of Nebraska postsecondary education institutions and their governing board members:

- All Nebraska citizens deserve reasonable and affordable access to postsecondary education opportunities appropriate to their individual needs and abilities.
- While access to postsecondary education is paramount, it is not an end in itself. Student success is the ultimate goal of postsecondary education and is the shared responsibility of students and institutions.
- Nebraska's citizens benefit from a comprehensive network of diverse and high-quality postsecondary education institutions that maintain distinct, but complementary, roles and missions.
- The state benefits when Nebraska institutions focus resources on unique areas of excellence in which they can bring major benefits to the state and to students.
- A cooperative relationship between postsecondary education and K-12 education is needed to ensure that students enter postsecondary education prepared to succeed.
- Postsecondary education has an important role in supporting the state's economic development goals by contributing to a competent and competitive workforce for our state, by ensuring lifelong learning and training opportunities for our citizens, and by promoting an innovative and entrepreneurial culture that rises to the challenge of globalization.
- Nebraska's postsecondary institutions fill a vital role in many communities by serving as a cultural hub, not only educating their students in the arts and humanities but sharing those learning opportunities with the public whenever possible.
- Postsecondary education's ability to apply information technology effectively to respond rapidly to changing student, employer, and state needs is critical to its success.
- Nebraska's public institutions rely on State of Nebraska funding policies that are fair and predictable and offer appropriate levels of support to enable the institutions to meet the educational needs of students and the state.
- Nebraska public institutions are accountable to the taxpayers for making wise use of resources for programs, services, and facilities, as well as for avoiding unnecessary duplication.
- Nebraska strives to perform at the highest levels nationally in terms of postsecondary access, success, affordability, efficiency, and impact and will measure its performance and progress in these areas.

Major Statewide Goals

The following major statewide goals are critical to the achievement of this *Plan's* vision for postsecondary education in Nebraska. Accomplishing these goals will require substantial cooperative effort on the part of all persons involved with higher education in the state. Further discussion of each major statewide goal and strategies for the accomplishment of each major goal form the framework for chapters two through six of this *Plan*:

Meeting the Needs of Students (Chapter Two)

- Nebraska's institutions and policymakers will increase participation and success in postsecondary education, particularly for low-income and underrepresented populations, and ensure that all Nebraskans are able to access and successfully complete postsecondary education appropriate to their individual needs and abilities.
- Nebraska postsecondary institutions and policymakers will collaborate to ensure that lack of financial resources will not prevent students from accessing and completing postsecondary education in a timely manner without unreasonable student debt.
- Nebraska's postsecondary institutions will cooperate to increase effectiveness, reduce students costs, and shorten time to degree through innovations in course transfer such as reverse transfer and seamless transfer agreements.
- Nebraska's postsecondary institutions will be student-centered, create inclusive environments that foster student success, and offer lifelong learning opportunities that are responsive to students' and workforce needs.
- Nebraska colleges and universities will foster critical thinking skills and provide their graduates with the knowledge and workplace skills needed to be successful employees, innovative entrepreneurs, and responsible citizens on a global stage.

Meeting the Needs of the State (Chapter Three)

- Nebraska will close the historical educational attainment gaps between majority and underrepresented populations and be among the leading states in overall educational attainment.
- Postsecondary education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to build and sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.

- Postsecondary institutions will contribute to the health and prosperity of the people and to the vitality of the state through research and development efforts, technology transfer and technical assistance, and by attracting external funds to support these activities.
- Postsecondary education institutions will assess evolving needs and priorities of the students and people of Nebraska in a timely manner and will adopt new methods and technologies to address them.
- Postsecondary education will serve the state by preparing individuals for productive, fulfilling lives and by developing and nurturing the citizens and future leaders of Nebraska.
- Postsecondary education institutions will maintain their distinctive role as providers of cultural and artistic opportunities to students and their communities through study, research, and programming.

Meeting Needs by Building Exemplary Institutions (Chapter Four)

- Each Nebraska institution will fulfill its role and mission in an exemplary manner and will compare favorably with peer institutions.
- Nebraska will value postsecondary education and support its investment in public postsecondary education through fair and reliable funding policies that provide appropriate levels of support to enable institutions to excel and meet the educational needs of the state and its students.
- Postsecondary education in Nebraska will be effective in meeting the needs of students and the state, will be efficient in its expenditure of the state's resources, and will be accountable for developing, sustaining, and demonstrating exemplary teaching, learning, research, and public service.

Meeting Educational Needs through Partnerships and Collaboration (Chapter Five)

- Postsecondary education institutions will work as partners with one another and with other entities, including those in the private sector, whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents.
- Postsecondary education will work effectively with elementary and secondary schools to improve teaching and learning at all levels of education, provide opportunities for early college enrollment, and ensure the college and career readiness of all high school graduates.

Facilities Planning to Meet Educational Needs (Chapter Six)

- Nebraska will promote a physical environment at each of its public postsecondary institutions that is supportive of role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is flexible to adapt to future changes in programs and technologies.

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 this *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.

National Comparisons

1. Educational attainment by race/ethnicity and age (25 to 34 and 25 to 64)
2. Public high school graduation rates
3. Percentage of high school graduates who met or exceeded college readiness benchmarks as measured by the State's standard college admission test
4. Percentage of high school graduates going directly to college
5. Percentage of population enrolled in college: persons 25-49 without an associate's degree or higher
6. Percentage of first-time, full-time baccalaureate-seeking students who graduated within four years at public four-year institutions
7. Six-year completion rates at any campus for students who started at public four-year campuses
8. Six-year completion rates at any campus for students who started at public two-year campuses
9. State and local appropriations per FTE student
10. Net tuition revenue per FTE student
11. State need-based grant aid per FTE student
12. Percentage of family income needed to pay net price for full-time enrollment at public two-and four-year institutions: families with median incomes
13. 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

Peer Comparisons

1. Enrollment percentages by race/ethnicity and low-income status (Pell)
2. Graduation and enrollment status at six and eight years
3. Graduation rates – 150 percent of normal time by race/ethnicity
4. Four-year graduation rates – four-year campuses
5. Persistence/attainment outcomes by end of year two – community colleges
6. Remedial student course taking and success – community colleges
7. State and local appropriations per FTE student
8. Tuition and fees per FTE student
9. Education and general spending per FTE student and degree
10. Average net price of attendance for students receiving grant or scholarship aid
11. Average net price of attendance for students receiving federal financial aid from the two lowest income quintiles
12. Percentage of undergraduates with federal loans and median federal loan debt of graduates
13. Research and development expenditures – all sources, University of Nebraska campuses
14. Research and development expenditures – federal sources, University of Nebraska campuses

Non-comparative Measures

1. Percentage of high school graduates going directly to college by race/ethnicity, gender, and income – state
2. Dual credit, AP, and other early college enrollments – state
3. Number of recent high school graduates enrolled in remedial education – state

4. Number of degrees and credentials awarded in identified high-need areas – institutional and state
5. Number of students completing adult basic education and continuing into postsecondary education – institutional and state
6. Enrollment in non-credit, continuing education – institutional and state
7. Employment outcomes of graduates – institutional and state
8. Educational attainment by county

These national, institutional peer, and non-comparative measures may be updated or adapted to incorporate the best available data as state and national data sources improve or change.

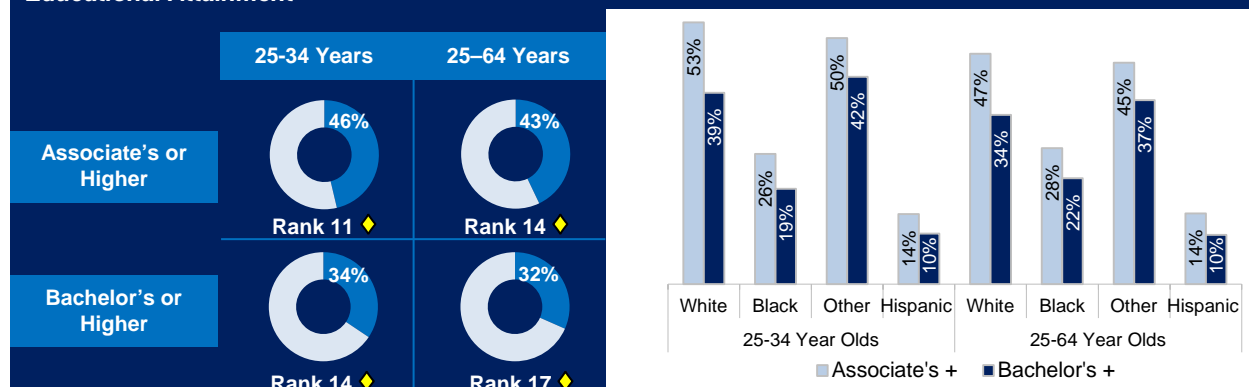
Comprehensive Statewide Plan for Postsecondary Education

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.

National Comparisons

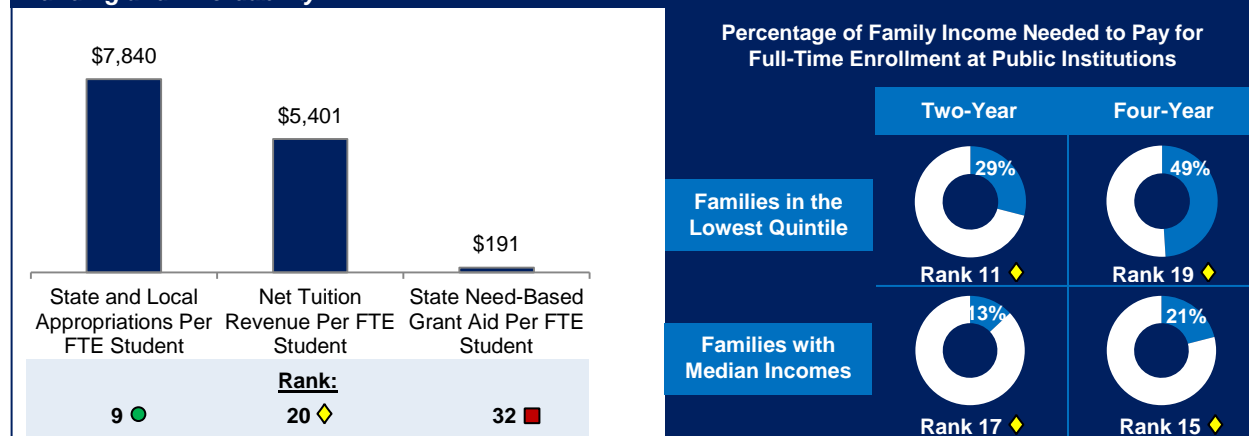
Educational Attainment



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

	Nebraska	Rank
Public High School Graduation Rate	90%	2 ●
Percentage of ACT-Tested High School Graduates who Met or Exceeded College Readiness Benchmarks		
English	69%	7 ●
Reading	49%	7 ●
Mathematics	44%	6 ●
Science	42%	6 ●
Percentage of High School Graduates Going Directly to College	65%	18 ♦
Percentage of Population 25-49 Years without an Associate's Degree or Higher Enrolled in College	7%	17 ♦
Four-Year Completion Rates for First-Time, Full-Time Baccalaureate-Seeking Students at Public Four-Year Institutions	24%	35 ■
Six-Year Completion Rates at Any Campus for Students who Started at Public Four-Year Institutions	64%	16 ♦
Six-Year Completion Rates at Any Campus for Students who Started at Public Two-Year Institutions	42%	12 ♦

Funding and Affordability



Peer Comparisons: Nebraska College of Technical Agriculture

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
NCTA	Nebraska College of Technical Agriculture	300	30%	0%	0%	3%	0%	0%	0%	97%
ABAC	Abraham Baldwin Agricultural College	3,394	46%	1%	12%	6%	0%	2%	1%	78%
ILCC	Iowa Lakes Community College	2,574	31%	2%	4%	4%	1%	1%	0%	88%
LATI	Lake Area Technical Institute	1,559	43%	0%	0%	1%	2%	0%	0%	96%
MTI	Mitchell Technical Institute	1,203	37%	0%	0%	0%	4%	0%	1%	94%
MSC	Morrisville State College	3,028	61%	1%	18%	7%	1%	1%	2%	69%
NCTC	Northland Community and Technical College	3,792	35%	1%	5%	4%	2%	1%	3%	84%
OSAT	Ohio State University Agricultural Technical Institute	643	31%	0%	1%	1%	0%	0%	1%	96%
SOCC	South Central College	3,410	48%	1%	8%	7%	0%	0%	2%	80%
STCM	State Technical College of Missouri	1,294	40%	0%	1%	2%	1%	0%	0%	96%
SUNY	SUNY College of Agriculture and Technology at Cobleskill	2,453	52%	1%	11%	10%	0%	1%	0%	76%

Graduation Rates 150% of Normal Time by Race/Ethnicity

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
NCTA	NA	NA	100%	NA	NA	NA	44%	44%
ABAC	13%	5%	28%	20%	25%	27%	19%	16%
ILCC	40%	23%	44%	0%	NA	0%	49%	48%
LATI	25%	33%	73%	47%	NA	NA	75%	73%
MTI	NA	NA	38%	56%	NA	100%	69%	68%
MSC	50%	19%	23%	20%	60%	NA	30%	28%
NCTC	50%	12%	21%	54%	0%	26%	39%	35%
OSAT	100%	0%	NA	NA	NA	14%	33%	32%
SOCC	25%	0%	15%	NA	NA	27%	26%	24%
STCM	0%	83%	17%	NA	NA	100%	59%	59%
SUNY	55%	29%	27%	25%	50%	NA	38%	36%

Graduation and Enrollment Status

ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	
NCTA	48%	NA	48%	NA	48%	NA	48%	NA	0%	NA	0%	NA	
ABAC	22%	10%	38%	17%	23%	11%	39%	17%	10%	8%	3%	12%	
ILCC	Data not reported												
LATI	78%	20%	NA	NA	78%	20%	NA	NA	0%	0%	NA	NA	
MTI	65%	50%	69%	67%	65%	50%	69%	83%	8%	25%	13%	0%	
MSC	30%	18%	44%	26%	30%	18%	45%	26%	45%	36%	41%	21%	
NCTC	42%	23%	58%	46%	44%	25%	59%	49%	19%	25%	20%	26%	
OSAT	45%	20%	53%	0%	46%	20%	53%	0%	24%	0%	13%	0%	
SOCC	36%	25%	40%	38%	39%	27%	40%	38%	26%	24%	35%	30%	
STCM	61%	52%	59%	75%	62%	52%	59%	75%	3%	0%	3%	0%	
SUNY	36%	21%	47%	29%	37%	21%	48%	29%	43%	21%	28%	36%	

Funding and Affordability

ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
NCTA	\$10,212	\$4,925	\$21,624	\$69,823	\$11,753	\$8,970	\$11,323	42%	\$22,500
ABAC	\$4,967	\$3,208	\$10,850	\$51,252	\$6,654	\$4,967	\$5,931	42%	\$13,500
ILCC	\$8,579	\$4,259	\$13,495	\$47,997	\$9,772	\$8,683	\$8,436	42%	\$12,000
LATI	\$3,222	\$2,528	\$7,728	\$25,110	\$10,328	\$8,722	\$9,550	82%	\$12,000
MTI	\$3,119	\$7,544	\$10,175	\$26,665	\$9,204	\$7,802	\$8,152	65%	\$12,000
MSC	\$10,596	\$6,447	\$21,890	\$96,007	\$15,084	\$11,877	\$14,411	75%	\$19,639
NCTC	\$4,867	\$5,500	\$12,636	\$24,014	\$10,977	\$9,889	\$10,010	49%	\$15,750
OSAT	\$5,973	\$8,752	\$20,746	\$92,872	\$17,066	\$15,190	\$16,217	57%	\$22,250
SOCC	\$4,759	\$6,185	\$12,541	\$44,302	\$11,200	\$10,131	\$10,551	48%	\$14,900
STCM	\$3,378	\$7,090	\$13,963	\$32,540	\$8,506	\$8,863	\$8,778	59%	\$10,500
SUNY	\$10,465	\$7,001	\$23,012	\$92,930	\$14,441	\$11,215	\$13,557	70%	\$17,750

Peer Comparisons: University of Nebraska at Kearney

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
UNK	University of Nebraska at Kearney	5,502	34%	1%	2%	8%	0%	9%	1%	79%
EIU	Eastern Illinois University	8,347	40%	1%	18%	5%	0%	1%	2%	73%
ESU	Emporia State University	3,873	40%	1%	6%	7%	0%	9%	5%	72%
MSUM	Minnesota State University Moorhead	6,163	32%	2%	3%	3%	1%	8%	3%	82%
NWMS	Northwest Missouri State University	5,542	35%	1%	6%	3%	0%	2%	3%	85%
PSU	Pittsburg State University	6,236	39%	1%	4%	5%	2%	5%	4%	80%
SUP	Shippensburg University of Pennsylvania	6,550	31%	1%	9%	4%	0%	1%	3%	82%
UCM	University of Central Missouri	9,974	37%	1%	9%	3%	0%	4%	3%	80%
WCU	Western Carolina University	8,448	38%	1%	7%	4%	1%	3%	3%	81%
WIU	Western Illinois University	9,873	44%	1%	17%	8%	0%	2%	2%	69%
WSU	Winona State University	8,253	26%	2%	2%	2%	0%	3%	2%	88%

Four-Year Graduation Rates and Graduation Rates 150% of Normal Time by Race/Ethnicity

ID	Four-Year Graduation Rate	150% of Normal Time							
		Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
UNK	22%	67%	14%	56%	0%	67%	14%	59%	56%
EIU	33%	63%	41%	47%	67%	63%	41%	64%	59%
ESU	23%	50%	18%	21%	NA	50%	18%	41%	39%
MSUM	21%	23%	17%	30%	33%	23%	17%	44%	42%
NWMS	27%	50%	27%	52%	17%	50%	27%	52%	50%
PSU	26%	50%	31%	54%	38%	50%	31%	51%	50%
SUP	40%	52%	36%	48%	33%	52%	36%	58%	55%
UCM	28%	40%	40%	59%	46%	40%	40%	55%	53%
WCU	28%	75%	47%	46%	13%	75%	47%	60%	58%
WIU	31%	52%	48%	51%	33%	52%	48%	56%	54%
WSU	26%	41%	47%	58%	50%	41%	47%	58%	57%

Graduation and Enrollment Status

ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNK	53%	27%	49%	16%	55%	40%	51%	22%	28%	19%	21%	41%
EIU	60%	33%	72%	60%	62%	33%	73%	62%	32%	50%	19%	22%
ESU	41%	25%	56%	62%	44%	40%	58%	67%	8%	30%	5%	2%
MSUM	47%	21%	60%	41%	49%	23%	62%	45%	34%	42%	20%	33%
NWMS	50%	27%	64%	33%	52%	27%	64%	33%	36%	33%	24%	44%
PSU	49%	37%	NA	NA	51%	58%	NA	NA	3%	5%	NA	NA
SUP	55%	0%	67%	66%	56%	0%	68%	66%	31%	75%	18%	20%
UCM	54%	27%	62%	48%	56%	31%	63%	51%	30%	39%	27%	27%
WCU	51%	11%	70%	71%	53%	11%	71%	73%	37%	89%	17%	13%
WIU	56%	20%	70%	52%	58%	20%	71%	53%	33%	60%	20%	30%
WSU	57%	20%	68%	52%	58%	40%	70%	56%	34%	40%	21%	18%

Funding and Affordability

ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
UNK	\$6,348	\$6,552	\$13,255	\$62,360	\$14,553	\$12,119	\$12,990	50%	\$21,697
EIU	\$5,020	\$9,958	\$23,097	\$72,781	\$16,326	\$13,458	\$13,155	67%	\$23,767
ESU	\$6,279	\$7,854	\$15,019	\$52,128	\$12,034	\$10,828	\$12,233	65%	\$21,000
MSUM	\$4,748	\$7,622	\$13,722	\$57,160	\$14,349	\$11,497	\$11,395	63%	\$23,056
NWMS	\$4,962	\$10,443	\$13,439	\$56,096	\$10,825	\$6,839	\$8,338	59%	\$24,490
PSU	\$4,977	\$5,642	\$13,299	\$59,201	\$12,046	\$9,301	\$10,468	60%	\$20,250
SUP	\$4,100	\$9,416	\$17,516	\$66,216	\$16,714	\$14,298	\$15,564	71%	\$26,000
UCM	\$4,979	\$8,563	\$14,611	\$55,509	\$13,606	\$11,498	\$12,822	63%	\$23,450
WCU	\$8,978	\$7,205	\$15,164	\$55,914	\$12,916	\$9,009	\$10,838	58%	\$21,249
WIU	\$12,424	\$7,908	\$22,959	\$83,977	\$16,829	\$14,317	\$16,245	70%	\$24,000
WSU	\$3,905	\$7,617	\$12,782	\$54,494	\$16,773	\$12,767	\$13,249	64%	\$24,000

Research and Development Expenditures (National Science Foundation)

ID	All Sources	Federal Sources (Not Including Medical Science Research)
UNK	\$1,504,000	\$656,000
EIU	\$0	\$0
ESU	\$0	\$0
MSUM	\$0	\$0
NWMS	\$0	\$0
PSU	\$2,475,000	\$1,023,000
SUP	\$0	\$0
UCM	\$0	\$0
WCU	\$1,048,000	\$669,000
WIU	\$1,349,000	\$735,000
WSU	\$0	\$0

Peer Comparisons: University of Nebraska-Lincoln

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
UNL	University of Nebraska-Lincoln	19,376	20%	2%	2%	5%	0%	6%	2%	82%
CSUF	Colorado State University-Fort Collins	23,548	25%	2%	2%	10%	0%	3%	4%	79%
ISU	Iowa State University	27,659	22%	3%	3%	4%	0%	8%	2%	80%
LSUA	Louisiana State University and Agricultural and Mechanical College	24,923	20%	4%	11%	5%	0%	2%	2%	76%
UTK	The University of Tennessee-Knoxville	21,182	30%	3%	7%	3%	0%	2%	3%	82%
UI	University of Iowa	21,974	19%	3%	3%	6%	0%	11%	2%	74%
KU	University of Kansas	19,217	22%	4%	4%	6%	1%	7%	4%	74%
UKY	University of Kentucky	21,441	25%	3%	8%	3%	0%	3%	3%	80%
UMC	University of Missouri-Columbia	26,928	21%	2%	8%	3%	0%	3%	3%	80%
UON	University of Oklahoma-Norman Campus	20,985	24%	6%	5%	9%	4%	5%	7%	64%
WASH	Washington State University	23,070	34%	6%	3%	11%	1%	4%	7%	68%

Four-Year Graduation Rates and Graduation Rates 150% of Normal Time by Race/Ethnicity

ID	Four-Year Graduation Rate	150% of Normal Time							
		Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
UNL	29%	65%	52%	57%	42%	65%	52%	68%	67%
CSUF	38%	55%	59%	54%	60%	55%	59%	67%	65%
ISU	39%	66%	50%	54%	48%	66%	50%	71%	69%
LSUA	34%	68%	60%	67%	65%	68%	60%	68%	67%
UTK	36%	71%	60%	69%	63%	71%	60%	70%	69%
UI	47%	72%	49%	62%	67%	72%	49%	71%	70%
KU	37%	64%	45%	53%	42%	64%	45%	61%	60%
UKY	31%	67%	43%	63%	54%	67%	43%	63%	61%
UMC	47%	74%	57%	63%	68%	74%	57%	71%	69%
UON	36%	78%	61%	60%	53%	78%	61%	69%	67%
WASH	39%	64%	61%	63%	63%	64%	61%	68%	67%

Graduation and Enrollment Status

ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNL	61%	25%	62%	39%	63%	40%	63%	42%	32%	40%	31%	44%
CSUF	64%	36%	67%	53%	66%	39%	69%	53%	27%	36%	22%	33%
ISU	68%	42%	65%	48%	70%	50%	66%	50%	3%	17%	3%	5%
LSUA	69%	13%	65%	41%	71%	25%	66%	46%	23%	63%	26%	21%
UTK	68%	50%	57%	30%	69%	50%	57%	31%	1%	0%	1%	1%
UI	70%	65%	70%	44%	71%	68%	71%	46%	7%	6%	4%	9%
KU	62%	12%	65%	40%	64%	14%	65%	42%	31%	55%	27%	41%
UKY	60%	34%	60%	46%	63%	38%	61%	48%	29%	55%	29%	36%
UMC	70%	27%	68%	54%	71%	29%	69%	55%	25%	63%	25%	29%
UON	66%	10%	63%	42%	69%	29%	65%	44%	24%	57%	21%	20%
WASH	65%	17%	73%	58%	67%	17%	75%	61%	26%	67%	18%	27%

Funding and Affordability

ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
UNL	\$12,205	\$11,912	\$33,557	\$139,087	\$15,109	\$11,395	\$12,149	40%	\$22,500
CSUF	\$94	\$16,209	\$29,468	\$114,406	\$14,511	\$10,449	\$9,998	47%	\$21,250
ISU	\$7,975	\$12,875	\$27,657	\$124,315	\$13,899	\$8,721	\$10,063	55%	\$25,250
LSUA	\$7,709	\$12,215	\$29,856	\$131,943	\$13,409	\$5,692	\$9,666	35%	\$19,500
UTK	\$14,866	\$14,936	\$51,424	\$200,476	\$17,863	\$8,770	\$12,025	44%	\$20,339
UI	\$8,826	\$18,026	\$45,145	\$152,319	\$14,315	\$8,584	\$10,751	47%	\$22,500
KU	\$10,092	\$11,932	\$39,414	\$147,399	\$17,985	\$15,089	\$15,772	45%	\$20,114
UKY	\$11,595	\$14,712	\$46,994	\$196,391	\$14,842	\$10,051	\$11,936	46%	\$20,500
UMC	\$6,970	\$13,862	\$27,184	\$100,445	\$16,872	\$13,035	\$13,858	49%	\$22,500
UON	\$6,414	\$13,753	\$28,701	\$109,223	\$16,813	\$12,803	\$13,974	38%	\$20,000
WASH	\$6,625	\$14,857	\$31,666	\$125,060	\$16,427	\$10,296	\$11,905	51%	\$20,977

Research and Development Expenditures (National Science Foundation)

ID	All Sources	Federal Sources (Not Including Medical Science Research)
UNL	\$278,299,000	\$94,235,000
CSUF	\$307,978,000	\$177,708,000
ISU	\$313,263,000	\$110,090,000
LSUA	\$290,076,000	\$94,664,000
UTK	\$314,053,000	\$143,754,000
UI	\$449,147,000	\$125,848,000
KU	\$301,534,000	\$124,283,000
UKY	\$328,239,000	\$90,003,000
UMC	\$237,266,000	\$71,444,000
UON	\$253,344,000	\$79,198,000
WASH	\$326,414,000	\$122,383,000

Peer Comparisons: University of Nebraska Medical Center

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
UNMC	University of Nebraska Medical Center	835	23%	2%	1%	3%	0%	0%	2%	92%
MUSC	Medical University of South Carolina	205	9%	4%	8%	3%	1%	0%	3%	82%
OSU	Ohio State University-Main Campus	44,201	22%	6%	6%	3%	0%	8%	3%	74%
UTK	The University of Tennessee-Knoxville	21,182	30%	3%	7%	3%	0%	2%	3%	82%
UA	University of Arizona	31,670	33%	6%	3%	25%	1%	6%	4%	55%
UCON	University of Connecticut	18,032	21%	10%	6%	8%	0%	4%	3%	69%
UI	University of Iowa	21,974	19%	3%	3%	6%	0%	11%	2%	74%
KU	University of Kansas	19,217	22%	4%	4%	6%	1%	7%	4%	74%
UKY	University of Kentucky	21,441	25%	3%	8%	3%	0%	3%	3%	80%
UU	University of Utah	24,492	31%	6%	1%	9%	1%	7%	3%	73%
VCU	Virginia Commonwealth University	23,356	29%	12%	18%	8%	0%	4%	5%	52%

Four-Year Graduation Rates and Graduation Rates 150% of Normal Time by Race/Ethnicity

ID	Four-Year Graduation Rate	150% of Normal Time							
		Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
UNMC	NA	NA	NA	NA	NA	NA	NA	NA	NA
MUSC	NA	NA	NA	NA	NA	NA	NA	NA	NA
OSU	53%	88%	72%	82%	84%	88%	72%	84%	83%
UTK	36%	71%	60%	69%	63%	71%	60%	70%	69%
UA	36%	70%	45%	54%	30%	70%	45%	62%	60%
UCON	67%	84%	67%	77%	100%	84%	67%	82%	81%
UI	47%	72%	49%	62%	67%	72%	49%	71%	70%
KU	37%	64%	45%	53%	42%	64%	45%	61%	60%
UKY	31%	67%	43%	63%	54%	67%	43%	63%	61%
UU	22%	66%	61%	53%	45%	66%	61%	62%	62%
VCU	30%	66%	57%	58%	53%	66%	57%	59%	59%

Graduation and Enrollment Status

ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNMC	NA	NA	93%	83%	NA	NA	93%	83%	NA	NA	1%	0%
MUSC	NA	NA	95%	88%	NA	NA	95%	88%	NA	NA	0%	0%
OSU	83%	75%	73%	52%	85%	88%	74%	54%	11%	0%	19%	0%
UTK	68%	50%	57%	30%	69%	50%	57%	31%	1%	0%	1%	1%
UA	62%	31%	66%	47%	64%	34%	69%	50%	1%	1%	1%	2%
UCON	83%	33%	78%	42%	84%	33%	79%	48%	10%	0%	14%	39%
UI	70%	65%	70%	44%	71%	68%	71%	46%	7%	6%	4%	9%
KU	62%	12%	65%	40%	64%	14%	65%	42%	31%	55%	27%	41%
UKY	60%	34%	60%	46%	63%	38%	61%	48%	29%	55%	29%	36%
UU	60%	28%	72%	54%	74%	47%	75%	58%	25%	34%	16%	25%
VCU	57%	30%	63%	57%	60%	33%	64%	60%	28%	43%	23%	22%

Funding and Affordability

ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
UNMC	\$39,391	\$14,849	\$108,437	\$362,139	NA	NA	NA	67%	\$16,000
MUSC	\$17,499	\$17,168	\$116,059	\$663,000	NA	NA	NA	88%	\$3,000
OSU	\$6,820	\$15,164	\$38,032	\$166,298	\$18,215	\$10,566	\$12,647	46%	\$22,250
UTK	\$14,866	\$14,936	\$51,424	\$200,476	\$17,863	\$8,770	\$12,025	44%	\$20,339
UA	\$7,406	\$17,201	\$38,192	\$163,196	\$15,681	\$11,562	\$13,050	40%	\$19,000
UCON	\$23,766	\$19,634	\$52,431	\$160,942	\$19,049	\$12,936	\$14,904	50%	\$21,500
UI	\$8,826	\$18,026	\$45,145	\$152,319	\$14,315	\$8,584	\$10,751	47%	\$22,500
KU	\$10,092	\$11,932	\$39,414	\$147,399	\$17,985	\$15,089	\$15,772	45%	\$20,114
UKY	\$11,595	\$14,712	\$46,994	\$196,391	\$14,842	\$10,051	\$11,936	46%	\$20,500
UU	\$9,488	\$11,903	\$55,020	\$197,935	\$11,277	\$11,640	\$12,601	36%	\$15,400
VCU	\$7,226	\$12,930	\$27,664	\$105,912	\$19,335	\$15,187	\$17,675	53%	\$24,750

Research and Development Expenditures (National Institutes of Health)

ID	Total Health Sciences School Research
UNMC	\$56,089,670
MUSC	\$85,468,112
OSU	\$103,451,334
UTK	\$31,146,239
UA	\$57,672,875
UCON	\$50,574,442
UI	\$124,931,448
KU	\$63,268,469
UKY	\$71,057,372
UU	\$113,526,824
VCU	\$75,247,991

Peer Comparisons: University of Nebraska at Omaha

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
UNO	University of Nebraska at Omaha	12,335	33%	3%	7%	9%	0%	4%	3%	74%
CSU	Cleveland State University	12,133	43%	3%	20%	5%	0%	5%	3%	64%
EMU	Eastern Michigan University	19,189	44%	2%	21%	4%	0%	2%	3%	67%
NKU	Northern Kentucky University	12,794	34%	1%	7%	2%	0%	4%	2%	84%
UTC	The University of Tennessee-Chattanooga	10,297	34%	2%	11%	3%	0%	1%	8%	75%
UCO	University of Central Oklahoma	15,218	35%	3%	9%	8%	4%	8%	7%	61%
UCCS	University of Colorado, Colorado Springs	9,220	32%	4%	4%	15%	1%	1%	6%	70%
UMSL	University of Missouri-St Louis	13,569	29%	5%	15%	2%	0%	3%	1%	73%
UNCG	University of North Carolina at Greensboro	14,753	44%	4%	25%	6%	0%	3%	4%	57%
UNF	University of North Florida	14,263	32%	4%	10%	9%	0%	2%	5%	70%
WSU	Wichita State University	11,670	36%	7%	6%	9%	1%	8%	3%	66%

Four-Year Graduation Rates and Graduation Rates 150% of Normal Time by Race/Ethnicity

ID	Four-Year Graduation Rate	150% of Normal Time							
		Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
UNO	14%	47%	22%	41%	13%	47%	22%	47%	45%
CSU	10%	50%	20%	23%	20%	50%	20%	46%	39%
EMU	12%	45%	20%	33%	37%	45%	20%	45%	37%
NKU	13%	46%	21%	33%	25%	46%	21%	38%	36%
UTC	13%	49%	32%	34%	0%	49%	32%	42%	40%
UCO	10%	47%	31%	40%	37%	47%	31%	40%	37%
UCCS	24%	49%	44%	41%	60%	49%	44%	48%	47%
UMSL	22%	30%	24%	67%	0%	30%	24%	46%	42%
UNCG	29%	61%	58%	47%	50%	61%	58%	55%	56%
UNF	20%	56%	61%	53%	14%	56%	61%	55%	55%
WSU	17%	53%	29%	30%	29%	53%	29%	47%	44%

Graduation and Enrollment Status

ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNO	42%	27%	54%	39%	48%	29%	57%	43%	38%	53%	30%	35%
CSU	32%	18%	61%	49%	35%	21%	64%	51%	2%	3%	1%	3%
EMU	38%	10%	72%	60%	43%	16%	74%	62%	4%	8%	1%	2%
NKU	39%	17%	55%	34%	43%	20%	57%	38%	19%	18%	15%	20%
UTC	37%	11%	51%	22%	39%	16%	53%	22%	1%	0%	1%	0%
UCO	36%	15%	55%	37%	41%	20%	57%	41%	15%	16%	11%	12%
UCCS	46%	24%	60%	44%	49%	26%	61%	45%	39%	49%	29%	39%
UMSL	46%	22%	60%	40%	50%	28%	61%	42%	40%	53%	26%	40%
UNCG	55%	8%	59%	38%	58%	8%	61%	42%	34%	69%	27%	32%
UNF	50%	37%	73%	57%	53%	41%	74%	59%	4%	5%	1%	2%
WSU	46%	20%	63%	41%	54%	25%	64%	44%	34%	48%	24%	36%

Funding and Affordability

ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
UNO	\$5,039	\$8,155	\$15,153	\$57,207	\$10,979	\$9,066	\$9,875	47%	\$21,000
CSU	\$4,503	\$12,041	\$17,301	\$67,788	\$15,377	\$14,284	\$15,247	63%	\$24,000
EMU	\$3,714	\$11,827	\$17,057	\$64,978	\$13,040	\$11,036	\$11,365	75%	\$26,000
NKU	\$3,742	\$11,193	\$16,952	\$72,233	\$8,298	\$4,085	\$5,791	55%	\$24,459
UTC	\$3,650	\$9,350	\$14,946	\$68,854	\$12,267	\$6,873	\$9,378	69%	\$20,500
UCO	\$5,760	\$9,108	\$15,594	\$55,162	\$10,954	\$8,282	\$9,765	42%	\$22,250
UCCS	\$0	\$12,495	\$13,012	\$60,276	\$13,722	\$12,821	\$13,992	50%	\$21,000
UMSL	\$5,222	\$11,550	\$20,425	\$68,784	\$9,969	\$9,704	\$10,336	43%	\$22,000
UNCG	\$9,379	\$7,862	\$19,092	\$73,168	\$10,076	\$7,923	\$9,530	59%	\$22,500
UNF	\$5,898	\$7,552	\$12,203	\$41,628	\$13,244	\$6,445	\$8,925	42%	\$17,479
WSU	\$5,612	\$8,193	\$21,370	\$81,447	\$9,843	\$11,945	\$9,677	50%	\$21,750

Research and Development Expenditures (National Science Foundation)

ID	All Sources	Federal Sources (Not Including Medical Science Research)
UNO	\$9,222,000	\$5,687,000
CSU	\$61,783,000	\$38,776,000
EMU	\$1,428,000	\$1,031,000
NKU	\$2,052,000	\$1,418,000
UTC	\$6,239,000	\$1,501,000
UCO	\$1,362,000	\$1,042,000
UCCS	\$5,363,000	\$4,018,000
UMSL	\$18,618,000	\$5,504,000
UNCG	\$20,723,000	\$13,489,000
UNF	\$3,674,000	\$1,177,000
WSU	\$58,859,000	\$10,424,000

Peer Comparisons: Chadron State College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
CSC	Chadron State College	2,432	36%	1%	3%	6%	1%	2%	3%	84%
GSC	Granite State College	1,723	48%	1%	2%	2%	1%	0%	2%	93%
LU	Lincoln University	2,892	56%	0%	37%	2%	0%	2%	1%	57%
MWSU	Missouri Western State University	5,616	43%	1%	10%	1%	1%	1%	3%	83%
MSUB	Montana State University-Billings	4,465	37%	1%	1%	4%	4%	3%	3%	83%
OSUL	Ohio State University-Lima Campus	1,059	37%	1%	4%	3%	0%	0%	2%	89%
OSUN	Ohio State University-Newark Campus	2,263	41%	3%	14%	3%	0%	0%	4%	76%
PSC	Peru State College	2,158	33%	1%	5%	5%	1%	0%	2%	86%
SSU	Shawnee State University	4,255	54%	1%	6%	1%	1%	1%	1%	90%
UAM	University of Arkansas at Monticello	3,706	61%	1%	30%	3%	0%	0%	2%	64%
WSC	Wayne State College	2,991	37%	1%	3%	7%	1%	1%	2%	86%

Four-Year Graduation Rates and Graduation Rates 150% of Normal Time by Race/Ethnicity

ID	Four-Year Graduation Rate	150% of Normal Time							
		Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
CSC	23%	50%	0%	29%	29%	20%	100%	38%	36%
GSC	33%	NA	NA	0%	NA	NA	100%	9%	14%
LU	9%	0%	16%	0%	0%	27%	NA	44%	25%
MWSU	11%	20%	15%	38%	33%	0%	NA	39%	36%
MSUB	14%	33%	25%	13%	6%	33%	0%	27%	24%
OSUL	19%	22%	17%	10%	50%	NA	NA	35%	33%
OSUN	14%	38%	32%	23%	0%	NA	NA	41%	39%
PSC	18%	NA	29%	17%	40%	NA	NA	39%	37%
SSU	9%	17%	16%	40%	38%	0%	NA	32%	31%
UAM	13%	0%	13%	60%	14%	NA	NA	34%	28%
WSC	27%	25%	23%	31%	0%	0%	0%	53%	49%

Graduation and Enrollment Status

ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time		Non-First-Time		First-Time		Non-First-Time		First-Time		Non-First-Time	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
CSC	33%	17%	55%	23%	36%	33%	55%	31%	45%	17%	25%	36%
GSC	14%	21%	63%	46%	20%	21%	65%	48%	46%	43%	13%	12%
LU	24%	14%	49%	30%	27%	14%	49%	30%	51%	46%	31%	52%
MWSU	35%	7%	56%	37%	37%	9%	57%	41%	34%	48%	32%	32%
MSUB	28%	14%	44%	30%	32%	16%	45%	30%	32%	16%	25%	27%
OSUL	38%	5%	51%	11%	40%	9%	51%	11%	39%	0%	40%	0%
OSUN	45%	19%	45%	67%	48%	23%	47%	67%	36%	0%	33%	0%
PSC	40%	14%	48%	39%	42%	14%	49%	42%	37%	0%	1%	0%
SSU	33%	9%	52%	33%	35%	14%	55%	41%	22%	27%	15%	19%
UAM	28%	28%	49%	28%	34%	30%	51%	33%	0%	0%	0%	0%
WSC	46%	0%	63%	21%	47%	0%	64%	21%	45%	57%	25%	31%

Funding and Affordability

ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
CSC	\$7,803	\$4,476	\$13,367	\$56,298	\$11,344	\$8,629	\$9,589	46%	\$20,401
GSC	\$1,419	\$9,432	\$9,306	\$32,366	\$13,716	\$14,065	\$15,655	67%	\$17,665
LU	\$7,508	\$6,838	\$20,176	\$97,605	\$9,528	\$9,070	\$9,299	79%	\$26,625
MWSU	\$4,667	\$7,673	\$13,434	\$66,414	\$10,021	\$8,780	\$8,814	53%	\$23,306
MSUB	\$4,957	\$6,906	\$14,105	\$65,432	\$10,881	\$11,344	\$12,013	53%	\$19,000
OSUL	\$3,843	\$8,356	\$14,704	\$107,675	\$11,928	\$8,970	\$10,853	65%	\$22,250
OSUN	\$3,061	\$8,166	\$12,108	\$80,319	\$14,278	\$12,966	\$13,764	61%	\$22,250
PSC	\$5,304	\$4,846	\$11,705	\$51,276	\$11,955	\$11,452	\$12,025	47%	\$21,282
SSU	\$4,055	\$9,258	\$13,275	\$70,128	\$13,637	\$12,681	\$12,712	73%	\$23,666
UAM	\$6,631	\$5,377	\$14,164	\$32,149	\$9,833	\$9,795	\$9,282	60%	\$15,419
WSC	\$6,561	\$5,281	\$12,476	\$53,419	\$11,307	\$9,202	\$9,602	66%	\$21,270

Peer Comparisons: Peru State College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
PSC	Peru State College	2,158	33%	1%	5%	5%	1%	0%	2%	86%
CSC	Chadron State College	2,432	36%	1%	3%	6%	1%	2%	3%	84%
GSC	Granite State College	1,723	48%	1%	2%	2%	1%	0%	2%	93%
LU	Lincoln University	2,892	56%	0%	37%	2%	0%	2%	1%	57%
MWSU	Missouri Western State University	5,616	43%	1%	10%	1%	1%	1%	3%	83%
MSUB	Montana State University-Billings	4,465	37%	1%	1%	4%	4%	3%	3%	83%
OSUL	Ohio State University-Lima Campus	1,059	37%	1%	4%	3%	0%	0%	2%	89%
OSUN	Ohio State University-Newark Campus	2,263	41%	3%	14%	3%	0%	0%	4%	76%
SSU	Shawnee State University	4,255	54%	1%	6%	1%	1%	1%	1%	90%
UAM	University of Arkansas at Monticello	3,706	61%	1%	30%	3%	0%	0%	2%	64%
WSC	Wayne State College	2,991	37%	1%	3%	7%	1%	1%	2%	86%

Four-Year Graduation Rates and Graduation Rates 150% of Normal Time by Race/Ethnicity

ID	Four-Year Graduation Rate	150% of Normal Time							
		Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
PSC	18%	NA	29%	17%	40%	NA	NA	39%	37%
CSC	23%	50%	0%	29%	29%	20%	100%	38%	36%
GSC	33%	NA	NA	0%	NA	NA	100%	9%	14%
LU	9%	0%	16%	0%	0%	27%	NA	44%	25%
MWSU	11%	20%	15%	38%	33%	0%	NA	39%	36%
MSUB	14%	33%	25%	13%	6%	33%	0%	27%	24%
OSUL	19%	22%	17%	10%	50%	NA	NA	35%	33%
OSUN	14%	38%	32%	23%	0%	NA	NA	41%	39%
SSU	9%	17%	16%	40%	38%	0%	NA	32%	31%
UAM	13%	0%	13%	60%	14%	NA	NA	34%	28%
WSC	27%	25%	23%	31%	0%	0%	0%	53%	49%

Graduation and Enrollment Status

ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
PSC	40%	14%	48%	39%	42%	14%	49%	42%	37%	0%	1%	0%
CSC	33%	17%	55%	23%	36%	33%	55%	31%	45%	17%	25%	36%
GSC	14%	21%	63%	46%	20%	21%	65%	48%	46%	43%	13%	12%
LU	24%	14%	49%	30%	27%	14%	49%	30%	51%	46%	31%	52%
MWSU	35%	7%	56%	37%	37%	9%	57%	41%	34%	48%	32%	32%
MSUB	28%	14%	44%	30%	32%	16%	45%	30%	32%	16%	25%	27%
OSUL	38%	5%	51%	11%	40%	9%	51%	11%	39%	0%	40%	0%
OSUN	45%	19%	45%	67%	48%	23%	47%	67%	36%	0%	33%	0%
SSU	33%	9%	52%	33%	35%	14%	55%	41%	22%	27%	15%	19%
UAM	28%	28%	49%	28%	34%	30%	51%	33%	0%	0%	0%	0%
WSC	46%	0%	63%	21%	47%	0%	64%	21%	45%	57%	25%	31%

Funding and Affordability									
ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
PSC	\$5,304	\$4,846	\$11,705	\$51,276	\$11,955	\$11,452	\$12,025	47%	\$21,282
CSC	\$7,803	\$4,476	\$13,367	\$56,298	\$11,344	\$8,629	\$9,589	46%	\$20,401
GSC	\$1,419	\$9,432	\$9,306	\$32,366	\$13,716	\$14,065	\$15,655	67%	\$17,665
LU	\$7,508	\$6,838	\$20,176	\$97,605	\$9,528	\$9,070	\$9,299	79%	\$26,625
MWSU	\$4,667	\$7,673	\$13,434	\$66,414	\$10,021	\$8,780	\$8,814	53%	\$23,306
MSUB	\$4,957	\$6,906	\$14,105	\$65,432	\$10,881	\$11,344	\$12,013	53%	\$19,000
OSUL	\$3,843	\$8,356	\$14,704	\$107,675	\$11,928	\$8,970	\$10,853	65%	\$22,250
OSUN	\$3,061	\$8,166	\$12,108	\$80,319	\$14,278	\$12,966	\$13,764	61%	\$22,250
SSU	\$4,055	\$9,258	\$13,275	\$70,128	\$13,637	\$12,681	\$12,712	73%	\$23,666
UAM	\$6,631	\$5,377	\$14,164	\$32,149	\$9,833	\$9,795	\$9,282	60%	\$15,419
WSC	\$6,561	\$5,281	\$12,476	\$53,419	\$11,307	\$9,202	\$9,602	66%	\$21,270

Peer Comparisons: Wayne State College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
WSC	Wayne State College	2,991	37%	1%	3%	7%	1%	1%	2%	86%
CSC	Chadron State College	2,432	36%	1%	3%	6%	1%	2%	3%	84%
GSC	Granite State College	1,723	48%	1%	2%	2%	1%	0%	2%	93%
LU	Lincoln University	2,892	56%	0%	37%	2%	0%	2%	1%	57%
MWSU	Missouri Western State University	5,616	43%	1%	10%	1%	1%	1%	3%	83%
MSUB	Montana State University-Billings	4,465	37%	1%	1%	4%	4%	3%	3%	83%
OSUL	Ohio State University-Lima Campus	1,059	37%	1%	4%	3%	0%	0%	2%	89%
OSUN	Ohio State University-Newark Campus	2,263	41%	3%	14%	3%	0%	0%	4%	76%
PSC	Peru State College	2,158	33%	1%	5%	5%	1%	0%	2%	86%
SSU	Shawnee State University	4,255	54%	1%	6%	1%	1%	1%	1%	90%
UAM	University of Arkansas at Monticello	3,706	61%	1%	30%	3%	0%	0%	2%	64%

Four-Year Graduation Rates and Graduation Rates 150% of Normal Time by Race/Ethnicity

ID	Four-Year Graduation Rate	150% of Normal Time							
		Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
WSC	27%	25%	23%	31%	0%	0%	0%	53%	49%
CSC	23%	50%	0%	29%	29%	20%	100%	38%	36%
GSC	33%	NA	NA	0%	NA	NA	100%	9%	14%
LU	9%	0%	16%	0%	0%	27%	NA	44%	25%
MWSU	11%	20%	15%	38%	33%	0%	NA	39%	36%
MSUB	14%	33%	25%	13%	6%	33%	0%	27%	24%
OSUL	19%	22%	17%	10%	50%	NA	NA	35%	33%
OSUN	14%	38%	32%	23%	0%	NA	NA	41%	39%
PSC	18%	NA	29%	17%	40%	NA	NA	39%	37%
SSU	9%	17%	16%	40%	38%	0%	NA	32%	31%
UAM	13%	0%	13%	60%	14%	NA	NA	34%	28%

Graduation and Enrollment Status

ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
WSC	46%	0%	63%	21%	47%	0%	64%	21%	45%	57%	25%	31%
CSC	33%	17%	55%	23%	36%	33%	55%	31%	45%	17%	25%	36%
GSC	14%	21%	63%	46%	20%	21%	65%	48%	46%	43%	13%	12%
LU	24%	14%	49%	30%	27%	14%	49%	30%	51%	46%	31%	52%
MWSU	35%	7%	56%	37%	37%	9%	57%	41%	34%	48%	32%	32%
MSUB	28%	14%	44%	30%	32%	16%	45%	30%	32%	16%	25%	27%
OSUL	38%	5%	51%	11%	40%	9%	51%	11%	39%	0%	40%	0%
OSUN	45%	19%	45%	67%	48%	23%	47%	67%	36%	0%	33%	0%
PSC	40%	14%	48%	39%	42%	14%	49%	42%	37%	0%	1%	0%
SSU	33%	9%	52%	33%	35%	14%	55%	41%	22%	27%	15%	19%
UAM	28%	28%	49%	28%	34%	30%	51%	33%	0%	0%	0%	0%

Funding and Affordability

ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
WSC	\$6,561	\$5,281	\$12,476	\$53,419	\$11,307	\$9,202	\$9,602	66%	\$21,270
CSC	\$7,803	\$4,476	\$13,367	\$56,298	\$11,344	\$8,629	\$9,589	46%	\$20,401
GSC	\$1,419	\$9,432	\$9,306	\$32,366	\$13,716	\$14,065	\$15,655	67%	\$17,665
LU	\$7,508	\$6,838	\$20,176	\$97,605	\$9,528	\$9,070	\$9,299	79%	\$26,625
MWSU	\$4,667	\$7,673	\$13,434	\$66,414	\$10,021	\$8,780	\$8,814	53%	\$23,306
MSUB	\$4,957	\$6,906	\$14,105	\$65,432	\$10,881	\$11,344	\$12,013	53%	\$19,000
OSUL	\$3,843	\$8,356	\$14,704	\$107,675	\$11,928	\$8,970	\$10,853	65%	\$22,250
OSUN	\$3,061	\$8,166	\$12,108	\$80,319	\$14,278	\$12,966	\$13,764	61%	\$22,250
PSC	\$5,304	\$4,846	\$11,705	\$51,276	\$11,955	\$11,452	\$12,025	47%	\$21,282
SSU	\$4,055	\$9,258	\$13,275	\$70,128	\$13,637	\$12,681	\$12,712	73%	\$23,666
UAM	\$6,631	\$5,377	\$14,164	\$32,149	\$9,833	\$9,795	\$9,282	60%	\$15,419

Peer Comparisons: Central Community College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
CCC	Central Community College	6,906	27%	1%	2%	16%	0%	0%	1%	81%
BHC	Black Hawk College	6,574	33%	4%	11%	12%	0%	0%	3%	70%
CCCC	Central Carolina Community College	4,753	47%	1%	24%	11%	1%	0%	2%	61%
EAC	Eastern Arizona College	6,602	19%	1%	3%	20%	7%	1%	1%	67%
HCC	Hutchinson Community College	6,127	29%	1%	5%	8%	1%	1%	3%	82%
IHCC	Indian Hills Community College	4,604	51%	1%	4%	4%	0%	2%	1%	87%
ICCC	Iowa Central Community College	5,697	35%	1%	10%	7%	1%	1%	1%	79%
JC	Jackson College	5,665	53%	1%	8%	5%	1%	0%	2%	83%
LCCC	Laramie County Community College	4,780	26%	1%	3%	11%	1%	1%	0%	83%
PJC	Paris Junior College	5,301	44%	1%	11%	12%	2%	0%	1%	73%
SC	Shasta College	8,479	38%	4%	2%	14%	3%	0%	4%	74%

Remedial Student Course Taking and Success

ID	Cohort	% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
		Math	English	Reading	Math	English
CCC	849	28%	36%	25%	38%	59%
BHC		Data not reported				
CCCC		Data not reported				
EAC		Data not reported				
HCC		Data not reported				
IHCC		Data not reported				
ICCC		Data not reported				
JC	1,110	57%	20%	28%	29%	69%
LCCC		Data not reported				
PJC	947	54%	17%	20%	41%	60%
SC		Data not reported				

Persistence/Attainment Outcomes by End of Year Two

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
CCC	846	37%	7%	42%	86%
BHC		Data not reported			
CCCC		Data not reported			
EAC		Data not reported			
HCC		Data not reported			
IHCC	653	40%	9%	36%	85%
ICCC		Data not reported			
JC	1,048	6%	18%	57%	81%
LCCC		Data not reported			
PJC	961	24%	13%	45%	82%
SC		Data not reported			

Graduation Rates 150% of Normal Time by Race/Ethnicity								
ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
CCC	50%	0%	25%	0%	0%	0%	36%	33%
BHC	0%	3%	8%	0%	NA	20%	25%	21%
CCCC	0%	24%	15%	25%	0%	0%	23%	22%
EAC	32%	36%	37%	22%	27%	10%	39%	36%
HCC	0%	18%	21%	27%	0%	22%	30%	27%
IHCC	17%	14%	14%	25%	38%	17%	25%	24%
ICCC	13%	19%	20%	33%	38%	15%	42%	37%
JC	0%	3%	7%	14%	33%	0%	12%	11%
LCCC	67%	0%	5%	33%	13%	0%	27%	23%
PJC	50%	15%	23%	33%	0%	25%	24%	23%
SC	21%	14%	15%	9%	NA	19%	22%	19%

Graduation and Enrollment Status													
ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	Non-First-Time Part-Time
CCC	45%	14%	33%	33%	50%	19%	38%	37%	9%	11%	11%	13%	
BHC	26%	15%	31%	24%	28%	19%	31%	25%	34%	30%	39%	41%	
CCCC	40%	21%	52%	26%	41%	23%	54%	29%	15%	20%	19%	19%	
EAC	42%	48%	20%	46%	45%	49%	20%	46%	7%	2%	0%	3%	
HCC	36%	17%	36%	24%	37%	18%	36%	27%	34%	36%	36%	36%	
IHCC	46%	16%	79%	75%	47%	19%	79%	77%	20%	22%	11%	9%	
ICCC	38%	7%	49%	58%	39%	8%	49%	58%	33%	33%	37%	16%	
JC	22%	9%	23%	17%	24%	11%	26%	17%	34%	22%	39%	23%	
LCCC	25%	11%	42%	20%	26%	14%	44%	21%	34%	43%	33%	61%	
PJC	27%	10%	30%	5%	29%	12%	32%	5%	34%	34%	40%	78%	
SC	27%	14%	29%	12%	30%	16%	33%	14%	0%	1%	1%	1%	

Funding and Affordability									
ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
CCC	\$11,378	\$2,886	\$16,280	\$26,637	\$7,041	\$5,904	\$5,957	22%	\$9,000
BHC	\$5,631	\$3,574	\$10,303	\$51,219	\$5,798	\$4,729	\$5,314	13%	\$6,375
CCCC	\$7,014	\$2,172	\$12,790	\$31,493	\$8,592	\$7,723	\$8,121	0%	Privacy Suppressed
EAC	\$6,814	\$1,789	\$11,229	\$30,893	\$6,896	\$6,292	\$6,867	0%	Privacy Suppressed
HCC	\$6,423	\$2,526	\$9,941	\$41,147	\$7,927	\$5,733	\$6,108	25%	\$10,000
IHCC	\$5,840	\$4,794	\$13,154	\$33,566	\$8,317	\$7,557	\$8,364	62%	\$12,500
ICCC	\$5,260	\$5,507	\$11,625	\$38,036	\$7,471	\$5,408	\$5,939	38%	\$11,790
JC	\$4,442	\$5,885	\$12,041	\$43,661	\$6,766	\$5,810	\$6,649	37%	Privacy Suppressed
LCCC	\$10,232	\$3,601	\$17,104	\$62,013	\$6,552	\$5,290	\$6,016	40%	\$8,063
PJC	\$3,348	\$3,119	\$8,286	\$32,641	\$6,780	\$5,842	\$6,361	0%	\$5,250
SC	\$5,876	\$1,727	\$9,306	\$53,182	\$5,746	\$4,401	\$5,154	8%	\$12,553

Peer Comparisons: Metropolitan Community College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
MCC	Metropolitan Community College	15,752	33%	4%	13%	10%	1%	1%	1%	70%
CCAC	Community College of Allegheny County	18,229	40%	3%	21%	1%	1%	0%	1%	73%
DMCC	Des Moines Area Community College	20,167	42%	3%	7%	6%	0%	1%	2%	80%
ERIE	Erie Community College	13,649	43%	2%	17%	7%	1%	1%	3%	70%
GTC	Greenville Technical College	13,448	61%	2%	24%	7%	1%	0%	2%	64%
GTCC	Guilford Technical Community College	13,656	61%	4%	45%	6%	1%	1%	2%	42%
JJC	Joliet Junior College	16,869	23%	2%	10%	23%	1%	0%	4%	62%
MESA	Mesa Community College	23,678	34%	5%	7%	24%	4%	2%	2%	56%
SJCC	San Jacinto Community College	28,385	29%	5%	10%	49%	0%	2%	2%	31%
TCC	Tulsa Community College	18,640	38%	4%	10%	7%	8%	2%	8%	62%
WTCC	Wake Technical Community College	19,160	42%	3%	24%	8%	1%	7%	3%	55%

Remedial Student Course Taking and Success

ID	Cohort	% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
		Math	English	Reading	Math	English
MCC		Data not reported				
CCAC	3,669	55%	30%	27%	44%	59%
DMCC		Data not reported				
ERIE		Data not reported				
GTC	3,492	55%	29%	21%	33%	31%
GTCC		Data not reported				
JJC		Data not reported				
MESA		Data not reported				
SJCC	4,333	38%	9%	17%	45%	48%
TCC		Data not reported				
WTCC		Data not reported				

Persistence/Attainment Outcomes by End of Year Two

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MCC		Data not reported			
CCAC	3,557	6%	14%	66%	86%
DMCC		Data not reported			
ERIE		Data not reported			
GTC	3,239	8%	1%	33%	41%
GTCC		Data not reported			
JJC		Data not reported			
MESA		Data not reported			
SJCC	5,228	14%	4%	68%	87%
TCC		Data not reported			
WTCC		Data not reported			

Graduation Rates 150% of Normal Time by Race/Ethnicity								
ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
MCC	13%	10%	4%	0%	0%	12%	16%	14%
CCAC	16%	6%	11%	20%	NA	6%	12%	11%
DMCC	18%	5%	14%	13%	20%	15%	24%	20%
ERIE	20%	13%	21%	13%	15%	18%	26%	22%
GTC	7%	5%	11%	25%	0%	5%	13%	10%
GTCC	17%	5%	18%	6%	0%	6%	19%	12%
JJC	29%	4%	11%	20%	NA	18%	20%	14%
MESA	22%	6%	12%	9%	19%	8%	17%	14%
SJCC	20%	9%	15%	44%	19%	14%	16%	15%
TCC	27%	7%	12%	11%	14%	10%	15%	13%
WTCC	13%	7%	7%	9%	12%	13%	17%	14%

Graduation and Enrollment Status												
ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
MCC	18%	8%	NA	NA	21%	9%	NA	NA	37%	39%	NA	NA
CCAC	19%	22%	21%	21%	22%	23%	22%	22%	37%	23%	45%	36%
DMCC	35%	13%	40%	16%	37%	15%	42%	17%	2%	2%	1%	1%
ERIE	27%	19%	38%	37%	29%	21%	39%	39%	31%	34%	40%	37%
GTC	21%	12%	29%	26%	23%	14%	31%	27%	4%	5%	3%	4%
GTCC	20%	11%	34%	26%	22%	13%	36%	28%	40%	42%	44%	48%
JJC	20%	9%	80%	50%	22%	10%	80%	50%	45%	31%	20%	50%
MESA	20%	8%	27%	25%	24%	11%	28%	26%	44%	42%	50%	37%
SJCC	23%	12%	25%	16%	25%	14%	26%	17%	22%	19%	29%	35%
TCC	24%	13%	32%	23%	27%	15%	34%	26%	31%	25%	41%	37%
WTCC	26%	13%	26%	19%	29%	15%	28%	21%	43%	38%	44%	41%

Funding and Affordability									
ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
MCC	\$5,930	2,602	\$10,276	\$65,818	\$6,333	\$6,484	\$6,401	16%	\$8,815
CCAC	\$4,820	\$4,434	\$10,870	\$48,056	\$5,688	\$5,072	\$5,824	23%	\$11,557
DMCC	\$4,249	\$3,769	\$9,274	\$40,929	\$10,370	\$9,445	\$10,176	42%	\$11,608
ERIE	\$4,759	\$5,201	\$12,164	\$52,244	\$4,369	\$2,934	\$4,561	32%	\$8,600
GTC	\$3,014	\$5,628	\$10,895	\$44,629	\$7,697	\$7,419	\$7,363	56%	\$19,178
GTCC	\$5,415	\$2,486	\$10,216	\$29,224	\$11,922	\$11,575	\$11,856	38%	\$20,000
JJC	\$5,188	\$3,784	\$12,123	\$60,102	\$5,032	\$3,708	\$3,949	11%	\$8,000
MESA	\$4,910	\$3,222	\$8,952	\$26,707	\$8,444	\$7,532	\$8,376	25%	Privacy Suppressed
SJCC	\$9,256	\$3,922	\$15,690	\$43,432	\$7,483	\$6,968	\$7,556	8%	\$9,500
TCC	\$6,314	\$2,652	\$11,409	\$50,349	\$5,578	\$5,390	\$6,037	30%	\$11,494
WTCC	\$4,291	\$2,453	\$8,961	\$47,832	\$9,129	\$8,607	\$9,410	30%	\$13,722

Peer Comparisons: Mid-Plains Community College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
MPCC	Mid-Plains Community College	2,491	29%	1%	3%	7%	1%	1%	2%	87%
CARL	Carl Sandburg College	2,328	49%	1%	9%	7%	0%	0%	3%	80%
CLOU	Cloud County Community College	2,318	32%	1%	8%	7%	1%	1%	3%	79%
COA	College of the Albemarle	2,607	40%	4%	18%	3%	0%	0%	2%	72%
FVCC	Flathead Valley Community College	2,216	41%	1%	0%	2%	3%	0%	0%	93%
HIGH	Highland Community College	3,226	27%	1%	7%	4%	3%	0%	2%	84%
ILCC	Iowa Lakes Community College	2,574	31%	2%	4%	4%	1%	1%	0%	88%
LMC	Lake Michigan College	4,230	45%	2%	18%	8%	1%	0%	3%	69%
SECC	Southeastern Community College	3,225	50%	1%	4%	4%	1%	1%	3%	86%
SMC	Southwestern Michigan College	2,802	53%	1%	11%	5%	1%	0%	6%	77%
WNCC	Western Nebraska Community College	1,960	36%	1%	2%	19%	1%	3%	0%	74%

Remedial Student Course Taking and Success

ID	Cohort	% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
		Math	English	Reading	Math	English
MPCC	424	30%	13%	11%	25%	51%
CARL		Data not reported				
CLOU		Data not reported				
COA		Data not reported				
FVCC	388	63%	20%	0%	39%	58%
HIGH		Data not reported				
ILCC		Data not reported				
LMC		Data not reported				
SECC		Data not reported				
SMC		Data not reported				
WNCC	919	66%	16%	13%	28%	45%

Persistence/Attainment Outcomes by End of Year Two

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MPCC	455	37%	23%	26%	86%
CARL		Data not reported			
CLOU		Data not reported			
COA		Data not reported			
FVCC	426	22%	15%	26%	63%
HIGH		Data not reported			
ILCC	514	37%	17%	32%	86%
LMC		Data not reported			
SECC	531	26%	13%	48%	87%
SMC		Data not reported			
WNCC	980	44%	30%	16%	91%

Graduation Rates 150% of Normal Time by Race/Ethnicity								
ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
MPCC	NA	22%	44%	20%	40%	29%	34%	33%
CARL	33%	11%	22%	0%	NA	19%	24%	23%
CLOU	0%	13%	0%	0%	40%	27%	36%	31%
COA	33%	23%	10%	0%	NA	33%	17%	18%
FVCC	25%	0%	14%	0%	NA	NA	24%	24%
HIGH	0%	16%	25%	20%	NA	17%	31%	27%
ILCC	40%	23%	44%	0%	NA	0%	49%	48%
LMC	0%	4%	21%	0%	NA	15%	18%	15%
SECC	0%	6%	13%	50%	29%	11%	32%	29%
SMC	25%	10%	7%	25%	NA	20%	22%	20%
WNCC	50%	18%	20%	29%	32%	NA	31%	27%

Graduation and Enrollment Status													
ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	Non-First-Time Part-Time
MPCC	38%	15%	29%	100%	38%	16%	29%	100%	33%	41%	43%	0%	
CARL	28%	7%	59%	38%	29%	10%	59%	38%	40%	32%	28%	29%	
CLOU	35%	3%	35%	25%	37%	9%	35%	25%	26%	20%	21%	25%	
COA	35%	12%	13%	10%	35%	13%	13%	11%	0%	1%	0%	0%	
FVCC	25%	7%	39%	35%	27%	7%	39%	38%	37%	42%	32%	44%	
HIGH	21%	12%	19%	14%	24%	14%	19%	14%	11%	16%	13%	4%	
ILCC	Data not reported												
LMC	21%	8%	24%	21%	24%	9%	27%	21%	42%	42%	48%	35%	
SECC	42%	32%	57%	65%	42%	32%	57%	65%	22%	26%	21%	15%	
SMC	27%	7%	26%	19%	29%	10%	26%	19%	37%	30%	44%	42%	
WNCC	21%	7%	50%	15%	23%	11%	50%	15%	35%	39%	23%	60%	

Funding and Affordability									
ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
MPCC	\$9,786	\$2,902	\$14,287	\$64,139	\$6,317	\$4,265	\$5,109	26%	\$8,726
CARL	\$7,542	\$4,204	\$15,364	\$46,179	\$3,673	\$895	\$2,541	21%	\$4,500
CLOU	\$4,842	\$2,863	\$9,292	\$21,426	\$5,948	\$4,298	\$4,622	19%	\$9,000
COA	\$8,257	\$2,397	\$13,292	\$47,045	\$7,277	\$6,584	\$7,237	0%	\$4,825
FVCC	\$8,297	\$4,306	\$15,253	\$62,025	\$7,857	\$6,995	\$7,891	31%	\$12,041
HIGH	\$2,612	\$5,053	\$10,154	\$33,546	\$5,587	\$3,337	\$3,705	27%	\$11,000
ILCC	\$8,579	\$4,259	\$13,495	\$47,997	\$9,772	\$8,683	\$8,436	42%	\$12,000
LMC	\$9,304	\$5,457	\$14,567	\$69,184	\$6,171	\$4,830	\$5,831	22%	\$15,587
SECC	\$5,922	\$5,069	\$14,487	\$42,028	\$7,238	\$6,339	\$7,701	42%	\$11,450
SMC	\$6,102	\$6,183	\$12,637	\$37,891	\$8,490	\$7,367	\$8,503	37%	\$12,197
WNCC	\$13,581	\$3,127	\$18,451	\$73,113	\$6,955	\$4,821	\$5,391	20%	\$8,718

Peer Comparisons: Northeast Community College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
NECC	Northeast Community College	5,145	27%	1%	1%	8%	1%	1%	1%	88%
CC	Casper College	4,082	22%	1%	1%	5%	1%	1%	1%	90%
CCC	Central Community College	6,906	27%	1%	2%	16%	0%	0%	1%	81%
CROW	Crowder College	5,845	53%	2%	1%	7%	2%	1%	2%	85%
EAC	Eastern Arizona College	6,602	19%	1%	3%	20%	7%	1%	1%	67%
GC	Grayson College	4,843	43%	1%	7%	12%	2%	2%	4%	71%
HCC	Hutchinson Community College	6,127	29%	1%	5%	8%	1%	1%	3%	82%
IVCC	Illinois Valley Community College	3,705	35%	1%	2%	11%	0%	0%	1%	86%
LBCC	Linn-Benton Community College	5,617	35%	3%	1%	8%	2%	2%	4%	81%
SFCC	State Fair Community College	5,185	55%	1%	4%	2%	1%	0%	3%	89%
WITC	Western Iowa Tech Community College	6,331	35%	2%	3%	14%	2%	0%	2%	76%

Remedial Student Course Taking and Success

ID	Cohort	% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
		Math	English	Reading	Math	English
NECC	826	54%	42%	31%	29%	34%
CC		Data not reported				
CCC	849	28%	36%	25%	38%	59%
CROW		Data not reported				
EAC		Data not reported				
GC		Data not reported				
HCC		Data not reported				
IVCC		Data not reported				
LBCC		Data not reported				
SFCC		Data not reported				
WITC	703	48%	45%	49%	44%	41%

Persistence/Attainment Outcomes by End of Year Two

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
NECC	992	38%	9%	36%	84%
CC		Data not reported			
CCC	846	37%	7%	42%	86%
CROW		Data not reported			
EAC		Data not reported			
GC		Data not reported			
HCC		Data not reported			
IVCC		Data not reported			
LBCC		Data not reported			
SFCC		Data not reported			
WITC	1,012	24%	10%	38%	71%

Graduation Rates 150% of Normal Time by Race/Ethnicity								
ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
NECC	0%	12%	30%	11%	50%	43%	49%	46%
CC	100%	11%	17%	0%	57%	33%	28%	28%
CCC	50%	0%	25%	0%	0%	0%	36%	33%
CROW	30%	33%	22%	50%	22%	9%	27%	27%
EAC	32%	36%	37%	22%	27%	10%	39%	36%
GC	0%	17%	20%	0%	23%	18%	19%	19%
HCC	0%	18%	21%	27%	0%	22%	30%	27%
IVCC	NA	0%	7%	NA	NA	0%	26%	24%
LBCC	20%	0%	16%	6%	NA	9%	19%	18%
SFCC	0%	7%	14%	40%	NA	14%	23%	22%
WITC	8%	3%	13%	5%	50%	25%	20%	18%

Graduation and Enrollment Status												
ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)			
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
NECC	53%	11%	57%	33%	54%	11%	57%	35%	20%	40%	34%	35%
CC	41%	11%	44%	21%	43%	14%	47%	22%	28%	22%	29%	33%
CCC	45%	14%	33%	33%	50%	19%	38%	37%	9%	11%	11%	13%
CROW	22%	10%	36%	8%	22%	11%	38%	9%	27%	37%	39%	73%
EAC	42%	48%	20%	46%	45%	49%	20%	46%	7%	2%	0%	3%
GC	40%	39%	38%	41%	44%	45%	39%	43%	35%	11%	51%	48%
HCC	36%	17%	36%	24%	37%	18%	36%	27%	34%	36%	36%	36%
IVCC	39%	37%	45%	51%	42%	38%	46%	51%	26%	25%	32%	20%
LBCC	21%	7%	24%	12%	23%	10%	25%	14%	25%	37%	35%	41%
SFCC	30%	13%	33%	17%	31%	15%	33%	21%	30%	38%	38%	51%
WITC	31%	25%	54%	50%	34%	26%	55%	53%	21%	19%	22%	22%

Funding and Affordability									
ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
NECC	\$9,643	\$2,890	\$13,145	\$47,954	\$7,492	\$5,818	\$6,399	28%	\$11,626
CC	\$12,793	\$3,022	\$18,444	\$60,073	\$6,272	\$5,890	\$5,817	17%	\$13,100
CCC	\$11,378	\$2,886	\$16,280	\$26,637	\$7,041	\$5,904	\$5,957	22%	\$9,000
CROW	\$2,121	\$1,812	\$11,945	\$51,564	\$4,702	\$5,559	\$4,461	20%	\$10,000
EAC	\$6,814	\$1,789	\$11,229	\$30,893	\$6,896	\$6,292	\$6,867	0%	Privacy Suppressed
GC	\$6,466	\$2,661	\$9,926	\$33,457	\$7,073	\$6,572	\$7,520	33%	\$8,975
HCC	\$6,423	\$2,526	\$9,941	\$41,147	\$7,927	\$5,733	\$6,108	25%	\$10,000
IVCC	\$7,945	\$3,190	\$11,581	\$26,578	\$7,103	\$6,610	\$7,044	10%	\$10,000
LBCC	\$7,179	\$3,788	\$13,146	\$53,711	\$9,765	\$9,395	\$10,563	44%	\$17,410
SFCC	\$2,389	\$4,320	\$8,955	\$38,317	\$6,460	\$6,179	\$6,329	40%	\$11,600
WITC	\$5,054	\$4,269	\$12,200	\$22,689	\$6,812	\$5,663	\$6,158	49%	\$11,612

Peer Comparisons: Southeast Community College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
SCC	Southeast Community College	9,751	43%	3%	6%	5%	1%	0%	0%	84%
CFCC	Cape Fear Community College	9,246	52%	1%	15%	5%	1%	0%	2%	76%
COCH	Cochise County Community College District	4,453	34%	2%	5%	43%	1%	1%	3%	45%
CLC	College of Lake County	17,685	20%	6%	8%	35%	0%	0%	2%	48%
DMCC	Des Moines Area Community College	20,167	42%	3%	7%	6%	0%	1%	2%	80%
ECC	Elgin Community College	11,285	35%	6%	5%	38%	0%	0%	2%	48%
GTCC	Guilford Technical Community College	13,656	61%	4%	45%	6%	1%	1%	2%	42%
HIND	Hinds Community College	11,893	77%	1%	58%	1%	0%	0%	2%	38%
JJC	Joliet Junior College	16,869	23%	2%	10%	23%	1%	0%	4%	62%
KCC	Kirkwood Community College	15,076	31%	3%	8%	4%	1%	0%	2%	82%
MATC	Madison Area Technical College	15,340	33%	4%	7%	7%	1%	1%	4%	76%

Remedial Student Course Taking and Success

ID	Cohort	% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
		Math	English	Reading	Math	English
SCC	2,204	35%	22%	7%	57%	67%
CFCC		Data not reported				
COCH	744	60%	42%	35%	31%	55%
CLC	2,499	63%	14%	0%	28%	62%
DMCC		Data not reported				
ECC		Data not reported				
GTCC		Data not reported				
HIND		Data not reported				
JJC		Data not reported				
KCC		Data not reported				
MATC		Data not reported				

Persistence/Attainment Outcomes by End of Year Two

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
SCC	1,869	21%	20%	46%	87%
CFCC		Data not reported			
COCH	733	16%	16%	44%	77%
CLC	2,512	21%	8%	59%	88%
DMCC		Data not reported			
ECC		Data not reported			
GTCC		Data not reported			
HIND		Data not reported			
JJC		Data not reported			
KCC		Data not reported			
MATC		Data not reported			

Graduation Rates 150% of Normal Time by Race/Ethnicity								
ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
SCC	16%	5%	22%	16%	NA	23%	27%	25%
CFCC	23%	9%	13%	0%	NA	18%	23%	20%
COCH	27%	19%	22%	20%	100%	22%	24%	23%
CLC	20%	12%	15%	NA	NA	26%	23%	21%
DMCC	18%	5%	14%	13%	20%	15%	24%	20%
ECC	23%	10%	28%	0%	0%	19%	35%	31%
GTCC	17%	5%	18%	6%	0%	6%	19%	12%
HIND	20%	13%	14%	13%	NA	8%	18%	15%
JJC	29%	4%	11%	20%	NA	18%	20%	14%
KCC	15%	3%	13%	7%	30%	12%	25%	22%
MATC	13%	11%	13%	17%	NA	4%	26%	23%

Graduation and Enrollment Status													
ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	Non-First-Time Part-Time
SCC	43%	12%	35%	21%	45%	13%	36%	23%	28%	25%	46%	58%	
CFCC	25%	5%	9%	1%	30%	7%	9%	1%	3%	1%	0%	0%	
COCH	29%	15%	43%	20%	31%	16%	43%	23%	6%	10%	9%	9%	
CLC	28%	21%	30%	22%	30%	22%	34%	23%	35%	23%	44%	29%	
DMCC	35%	13%	40%	16%	37%	15%	42%	17%	2%	2%	1%	1%	
ECC	39%	26%	44%	31%	41%	27%	45%	32%	30%	28%	33%	31%	
GTCC	20%	11%	34%	26%	22%	13%	36%	28%	40%	42%	44%	48%	
HIND	26%	11%	30%	15%	28%	13%	31%	16%	57%	58%	63%	59%	
JJC	20%	9%	80%	50%	22%	10%	80%	50%	45%	31%	20%	50%	
KCC	36%	14%	43%	36%	38%	15%	44%	37%	15%	25%	27%	23%	
MATC	34%	20%	47%	36%	35%	23%	49%	37%	31%	20%	28%	28%	

Funding and Affordability									
ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
SCC	\$6,263	\$3,147	\$10,551	\$51,441	\$7,405	\$6,205	\$6,182	62%	\$13,373
CFCC	\$4,840	\$2,168	\$8,768	\$41,163	\$9,092	\$8,448	\$8,860	23%	\$11,000
COCH	\$3,644	\$1,106	\$5,518	\$19,646	\$5,764	\$5,144	\$5,878	7%	\$8,468
CLC	\$9,516	\$3,069	\$11,497	\$32,324	\$4,615	\$3,710	\$4,326	6%	\$7,600
DMCC	\$4,249	\$3,769	\$9,274	\$40,929	\$10,370	\$9,445	\$10,176	42%	\$11,608
ECC	\$7,736	\$2,304	\$14,926	\$46,382	\$6,183	\$4,351	\$4,712	13%	\$8,003
GTCC	\$5,415	\$2,486	\$10,216	\$29,224	\$11,922	\$11,575	\$11,856	38%	\$20,000
HIND	\$4,350	\$2,686	\$11,248	\$42,456	\$3,636	\$3,046	\$3,874	43%	\$7,650
JJC	\$5,188	\$3,784	\$12,123	\$60,102	\$5,032	\$3,708	\$3,949	11%	\$8,000
KCC	\$5,762	\$4,705	\$11,187	\$47,879	\$11,347	\$10,097	\$11,128	44%	\$13,153
MATC	\$14,819	\$4,513	\$21,535	\$56,674	\$12,578	\$6,954	\$7,690	36%	\$14,750

Peer Comparisons: Western Nebraska Community College

Peer Group Listing and Undergraduate Enrollment

ID	Institution	Fall Undergrad Enrollment	Low-Income (Pell)	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
WNCC	Western Nebraska Community College	1,960	36%	1%	2%	19%	1%	3%	0%	74%
CWC	Central Wyoming College	2,182	17%	1%	1%	9%	12%	0%	3%	74%
COFF	Coffeyville Community College	1,866	53%	1%	14%	5%	5%	3%	6%	67%
DC3	Dodge City Community College	1,785	35%	1%	10%	35%	1%	1%	1%	51%
FVCC	Flathead Valley Community College	2,216	41%	1%	0%	2%	3%	0%	0%	93%
MPCC	Mid-Plains Community College	2,491	29%	1%	3%	7%	1%	1%	2%	87%
RCC	Rockingham Community College	1,854	54%	0%	19%	4%	0%	0%	1%	75%
SHAW	Shawnee Community College	1,834	37%	0%	14%	2%	0%	0%	0%	82%
SECC	Southeastern Community College	3,225	50%	1%	4%	4%	1%	1%	3%	86%
SIC	Southeastern Illinois College	1,930	41%	0%	3%	2%	0%	0%	3%	91%
SURR	Surry Community College	3,454	39%	1%	4%	9%	0%	1%	1%	84%

Remedial Student Course Taking and Success

ID	Cohort	% of Cohort with Developmental Need in Subject			% Who Needed Developmental Education Who Progressed to Successfully Complete a College-Level Course in the Subject	
		Math	English	Reading	Math	English
WNCC	919	66%	16%	13%	28%	45%
CWC		Data not reported				
COFF		Data not reported				
DC3		Data not reported				
FVCC	388	63%	20%	0%	39%	58%
MPCC	424	30%	13%	11%	25%	51%
RCC		Data not reported				
SHAW		Data not reported				
SECC		Data not reported				
SIC		Data not reported				
SURR		Data not reported				

Persistence/Attainment Outcomes by End of Year Two

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
WNCC	980	44%	30%	16%	91%
CWC		Data not reported			
COFF		Data not reported			
DC3		Data not reported			
FVCC	426	22%	15%	26%	63%
MPCC	455	37%	23%	26%	86%
RCC		Data not reported			
SHAW		Data not reported			
SECC	531	26%	13%	48%	87%
SIC		Data not reported			
SURR		Data not reported			

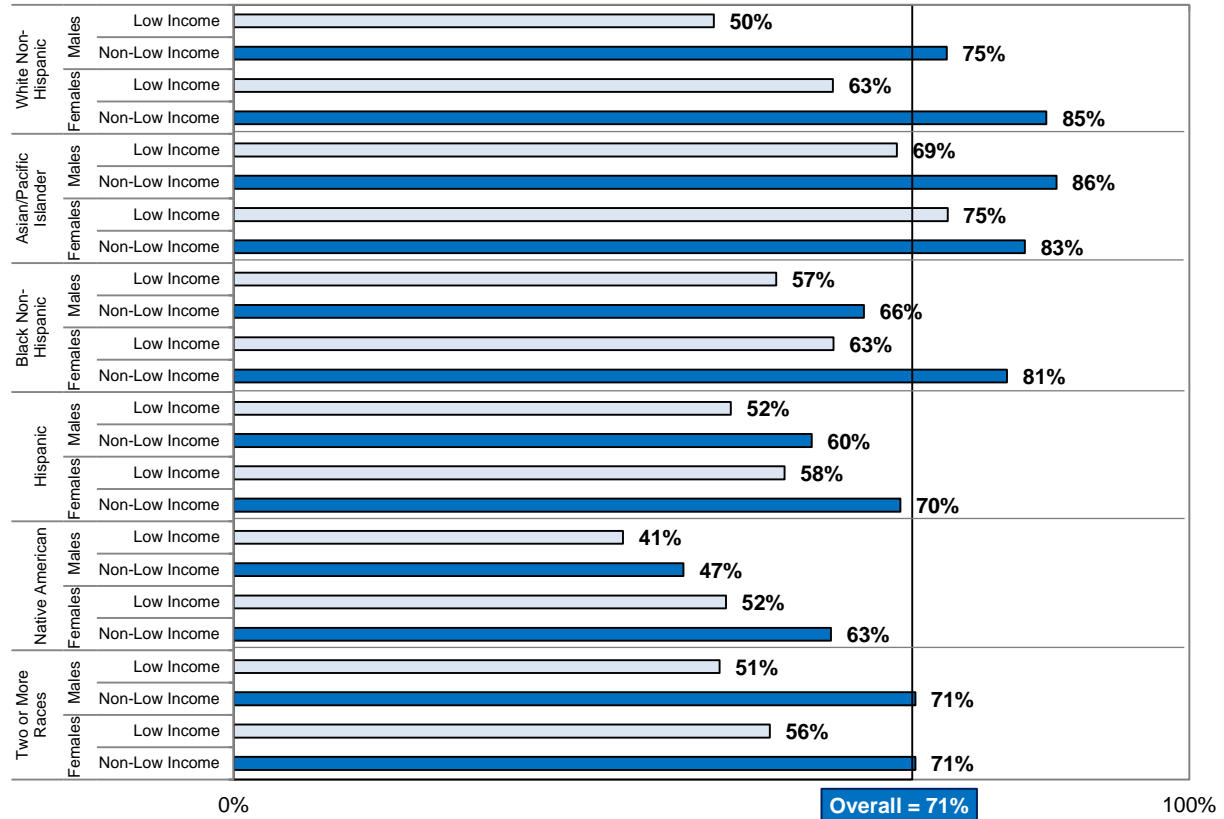
Graduation Rates 150% of Normal Time by Race/Ethnicity								
ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
WNCC	50%	18%	20%	29%	32%	NA	31%	27%
CWC	0%	50%	25%	11%	0%	21%	28%	25%
COFF	50%	27%	58%	43%	23%	31%	41%	36%
DC3	83%	23%	60%	33%	75%	73%	55%	52%
FVCC	25%	0%	14%	0%	NA	NA	24%	24%
MPCC	NA	22%	44%	20%	40%	29%	34%	33%
RCC	0%	8%	42%	0%	NA	25%	14%	14%
SHAW	0%	20%	0%	NA	NA	NA	29%	26%
SECC	0%	6%	13%	50%	29%	11%	32%	29%
SIC	0%	8%	0%	0%	NA	NA	34%	27%
SURR	75%	16%	30%	0%	NA	0%	23%	23%

Graduation and Enrollment Status													
ID	Graduation Status at Six Years				Graduation Status at Eight Years				Enrollment Status at Eight Years (at Any Institution)				
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time	Non-First-Time Part-Time
WNCC	21%	7%	50%	15%	23%	11%	50%	15%	35%	39%	23%	60%	
CWC	42%	4%	61%	34%	43%	4%	62%	36%	48%	73%	34%	50%	
COFF	40%	57%	47%	0%	40%	57%	47%	0%	37%	15%	38%	100%	
DC3	34%	15%	12%	38%	36%	17%	12%	38%	1%	0%	0%	0%	
FVCC	25%	7%	39%	35%	27%	7%	39%	38%	37%	42%	32%	44%	
MPCC	38%	15%	29%	100%	38%	16%	29%	100%	33%	41%	43%	0%	
RCC	29%	31%	31%	13%	31%	33%	33%	15%	33%	25%	50%	51%	
SHAW	33%	19%	NA	0%	34%	22%	NA	0%	35%	37%	NA	100%	
SECC	42%	32%	57%	65%	42%	32%	57%	65%	22%	26%	21%	15%	
SIC	45%	11%	75%	0%	46%	11%	75%	0%	33%	43%	25%	0%	
SURR	34%	17%	52%	13%	35%	18%	52%	14%	34%	28%	30%	54%	

Funding and Affordability										
ID	State and Local Appropriations Per FTE Student	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	Median Federal Loan Debt of Graduates	
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000			
WNCC	\$13,581	\$3,127	\$18,451	\$73,113	\$6,955	\$4,821	\$5,391	20%	\$8,718	
CWC	\$13,113	\$3,632	\$22,045	\$96,315	\$4,558	\$2,540	\$3,624	16%	\$10,575	
COFF	\$7,831	\$3,743	\$10,395	\$27,454	\$4,681	\$3,097	\$3,222	23%	\$7,156	
DC3	\$9,664	\$2,881	\$16,272	\$75,882	\$8,695	\$5,645	\$5,719	13%	\$8,875	
FVCC	\$8,297	\$4,306	\$15,253	\$62,025	\$7,857	\$6,995	\$7,891	31%	\$12,041	
MPCC	\$9,786	\$2,902	\$14,287	\$64,139	\$6,317	\$4,265	\$5,109	26%	\$8,726	
RCC	\$7,982	\$2,127	\$12,479	\$40,304	\$7,751	\$7,223	\$7,621	0%	Privacy Suppressed	
SHAW	\$3,128	\$2,094	\$11,714	\$35,484	\$12,164	\$10,467	\$10,613	0%	Privacy Suppressed	
SECC	\$5,922	\$5,069	\$14,487	\$42,028	\$7,238	\$6,339	\$7,701	42%	\$11,450	
SIC	\$6,618	\$3,275	\$10,069	\$34,021	\$8,505	\$8,264	\$8,483	0%	Privacy Suppressed	
SURR	\$6,141	\$1,820	\$9,490	\$37,695	\$8,994	\$7,917	\$8,062	0%	Privacy Suppressed	

Non-Comparative Measures

Public High School Graduates Going Directly to College



Students Completing Adult Basic Education and Continuing into Postsecondary Education

	Number of Students Identified by Program Goal	Number of Students Achieving Program Goal	% of Students Achieving Program Goal
Nebraska Dept. of Education (<i>Unduplicated</i>)	470	48	10%
<i>Local Adult Education Programs (Duplicated)</i>			
Central Community College	92	7	8%
Metropolitan Community College	94	6	6%
Mid-Plains Community College	10	4	40%
Northeast Community College	26	4	15%
Southeast Community College	141	20	14%
Western Nebraska Community College	19	0	0%
Other	95	7	7%

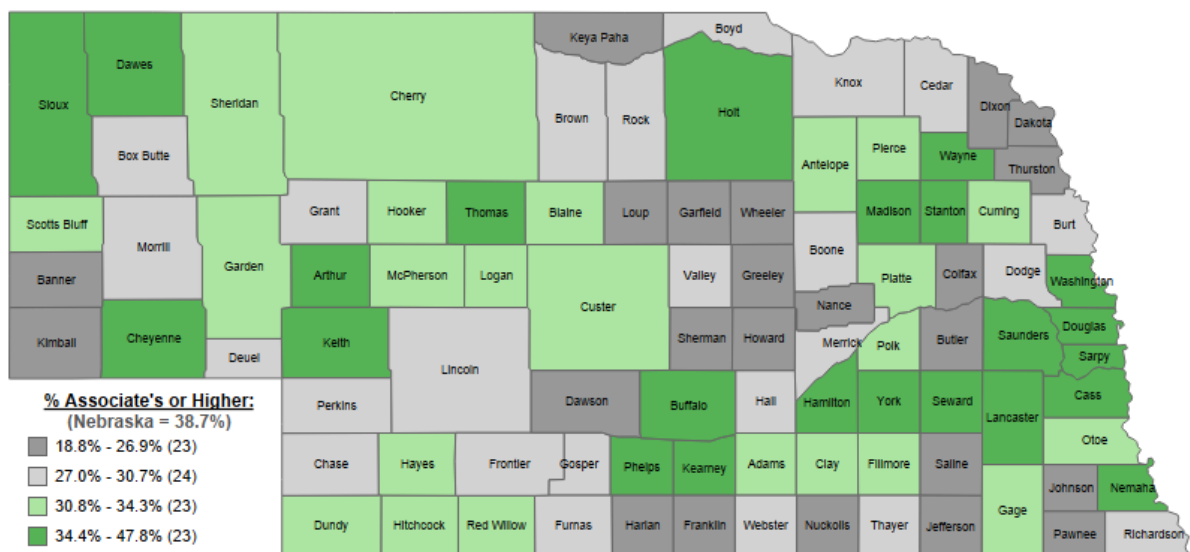
Employment Outcomes of College Graduates: University of Nebraska					
Award Type and Institution	Graduates	Graduates Working in NE	% Working in NE	Est. Ave. Annual Wage	Est. Median Annual Wage
Bachelor's Degree					
UNK	784	491	63%	\$27,058	\$27,547
Master's Degree					
UNK	366	219	60%	\$46,699	\$46,964
Post-Master's Certificate					
UNK	17	10	59%	\$65,152	\$52,376
Total					
UNK	1,167	720	62%	\$33,561	\$32,325

Note. NCTA, UNL, UNMC, and UNO did not participate in the Department of Labor's *Graduate Outcomes* study.

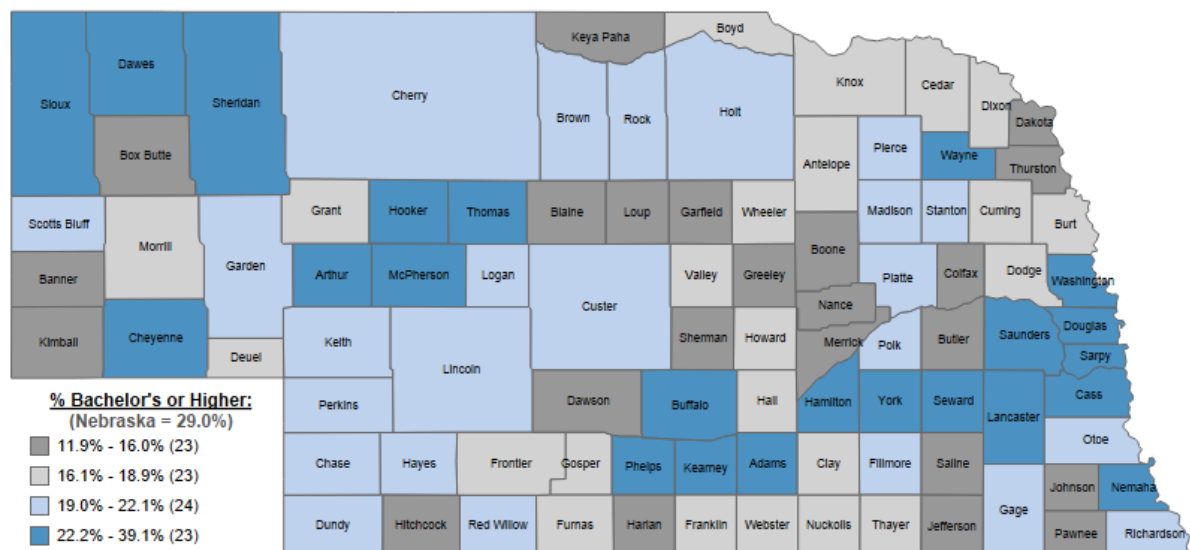
Employment Outcomes of College Graduates: Nebraska State Colleges					
Award Type and Institution	Graduates	Graduates Working in NE	% Working in NE	Est. Ave. Annual Wage	Est. Median Annual Wage
Bachelor's Degree					
Chadron	337	175	52%	\$22,560	\$22,959
Peru	318	198	62%	\$29,485	\$28,088
Wayne	488	327	67%	\$26,227	\$26,361
Total	1,143	700	61%	\$26,231	\$26,092
Master's Degree					
Chadron	136	61	45%	\$47,186	\$49,399
Peru	104	77	74%	\$48,539	\$48,051
Wayne	163	113	69%	\$47,610	\$48,279
Total	403	251	62%	\$47,792	\$48,395
Post-Master's Certificate					
Chadron	0	NA	NA	NA	NA
Peru	0	NA	NA	NA	NA
Wayne	13	11	85%	\$100,885	\$96,015
Total	13	11	85%	\$100,885	\$96,015
Total					
Chadron	473	236	50%	\$28,925	\$27,140
Peru	422	275	65%	\$34,820	\$34,845
Wayne	664	451	68%	\$33,405	\$31,880
Total	1,559	962	62%	\$32,711	\$32,265

Employment Outcomes of College Graduates: Nebraska Community Colleges					
Award Type and Institution	Graduates	Graduates Working in NE	% Working in NE	Est. Ave. Annual Wage	Est. Median Annual Wage
Less than 1 Year Award					
Central	403	301	75%	\$20,420	\$15,650
Metropolitan	1,853	1,345	73%	\$20,402	\$17,920
Mid-Plains	29	21	72%	\$16,531	\$15,508
Northeast	539	390	72%	\$15,604	\$13,958
Southeast	107	70	65%	\$27,552	\$27,517
Western	0	NA	NA	NA	NA
Total	2,931	2,127	73%	\$19,722	\$16,872
Between 1 and 2 Year Award					
Central	218	188	86%	\$25,481	\$26,290
Metropolitan	0	NA	NA	NA	NA
Mid-Plains	75	47	63%	\$21,864	\$20,186
Northeast	69	47	68%	\$17,040	\$14,756
Southeast	211	180	85%	\$24,444	\$24,425
Western	59	41	69%	\$24,817	\$26,817
Total	632	503	80%	\$23,929	\$23,922
Associate's Degree					
Central	624	516	83%	\$26,688	\$25,071
Metropolitan	1,416	1,034	73%	\$27,930	\$25,482
Mid-Plains	261	173	66%	\$22,904	\$20,078
Northeast	632	467	74%	\$24,146	\$21,780
Southeast	1,455	1,120	77%	\$27,738	\$27,854
Western	229	118	52%	\$24,035	\$19,255
Total	4,617	3,428	74%	\$26,777	\$25,114
Total					
Central	1,245	1,005	81%	\$24,585	\$22,640
Metropolitan	3,269	2,379	73%	\$23,674	\$20,946
Mid-Plains	365	241	66%	\$22,145	\$19,860
Northeast	1,240	904	73%	\$20,091	\$17,571
Southeast	1,773	1,370	77%	\$27,295	\$27,196
Western	288	159	55%	\$24,237	\$21,600
Total	8,180	6,058	74%	\$24,063	\$22,051

Percent of Population Age 25 or Older with an Associate's Degree or Higher by County



Percent of Population Age 25 or Older with a Bachelor's Degree or Higher by County



Comprehensive Statewide Plan for Postsecondary Education Data Dictionary for 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:	2010-2014	Goal(s) measured:	State 1, 2
Variables and calculations:	<p>Race/ethnicity derived from variables RAC1P (recoded detailed race code) and HISP (recoded detailed Hispanic origin):</p> <p>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</p> <p>Age group derived from variable AGEP (age): 25-34 years old = ≥ 25 and ≤ 34; 25-64 years old = ≥ 25 and ≤ 64</p> <p>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]</p> <p>Educational attainment = [Number of (race/ethnic group) aged (age group) who have completed (education level)] / [Number of (race/ethnic group) aged (age group)]</p>		
Notes:			
PUBLIC HIGH SCHOOL GRADUATION RATE			
Data source:	U.S. Department of Education, <i>Consolidated State Performance Report</i> , October 19, 2015		
Academic/cohort year:	2013-2014	Goal(s) measured:	Students 1 Partnerships 2
Variables and calculations:	[Number of students who graduate in four years with a regular high school diploma] / [Number of students who form the adjusted cohort for the graduating class]		
Notes:	<ul style="list-style-type: none">• Four-year regulatory adjusted cohort.• See page 29 of the <i>2016 Progress Report</i>.• Data is also reported by MHEC (<i>Higher Education in Focus 2014-2015</i>, page 5).		
PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED COLLEGE READINESS BENCHMARKS IN ENGLISH, READING, MATHEMATICS, AND SCIENCE			
Data source:	ACT, <i>The Condition of College & Career Readiness 2015 Nebraska</i>		
Academic/cohort year:	Graduating class of 2015	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.		
Notes:	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]		
	<ul style="list-style-type: none">States are only ranked if their estimated percent tested is 70% or higher. Twenty-five states met this threshold.See page 44 of the <i>2016 Progress Report</i>.Data is also reported by MHEC (<i>Higher Education in Focus 2014-2015</i>, page 7).		
PERCENTAGE OF HIGH SCHOOL GRADUATES GOING DIRECTLY TO COLLEGE			
Data source:	First-time freshmen data from IPEDS Fall Enrollment Survey. High school graduate data from the National Center for Education Statistics. Data prepared by Postsecondary Education OPPORTUNITY, <i>2012 Chance for College by Age 19</i> , updated February 3, 2016.		
Academic/cohort year:	Fall 2012	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] / [Number of Nebraska high school graduates]		
Notes:	<ul style="list-style-type: none">See pages 56-57 of the <i>2016 Progress Report</i>.Similar data is also reported by MHEC (<i>Higher Education in Focus 2014-2015</i>, page 9); however, MHEC's data is for different reporting years.		
	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:	2010-2014	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:	● Similar data is reported by MHEC (<i>Higher Education in Focus 2014-2015</i> , page 10); however, MHEC used 1-year PUMS files for analyses.		
FOUR-YEAR COMPLETION RATES FOR FIRST-TIME, FULL-TIME BACCALAUREATE-SEEKING STUDENTS AT PUBLIC FOUR-YEAR INSTITUTIONS			
Data source:	IPEDS Graduation Rate Survey		
Academic/cohort year:	2006 cohort - completed bachelor's degree by end of 2009-2010 academic year	Goal(s) measured:	Students 1, 2, 3 State 1
Variables and calculations:	[Number completed a bachelor's degree within 100% of normal time (4-years)] / [Adjusted bachelor's degree-seeking cohort within 150% of normal time]		
Notes:	● Similar data is reported by MHEC (<i>Higher Education in Focus 2014-2015</i> , page 15); however, MHEC's data is for different reporting years.		
SIX-YEAR COMPLETION RATES AT ANY CAMPUS FOR STUDENTS WHO STARTED AT PUBLIC FOUR-YEAR INSTITUTIONS			
Data source:	Shapiro, D., Dundar, A., Wakhungu, P., Yuan, X., Nathan, A & Hwang, Y. , A. (2016, February). <i>Completing College: A State-Level View of Student Attainment Rates (Signature Report No. 10a)</i> . Herndon, VA: National Student Clearinghouse Research Center.		
Academic/cohort year:	2009 cohort - received any postsecondary credential by May 31, 2015	Goal(s) measured:	Students 1, 2, 3
Variables and calculations:	[Number received any postsecondary credential by May 31, 2015] / [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 2009 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 <i>Signature Report 10, Completing College: A National View of Student Attainment Rates</i> .		
Notes:	● 42 states were ranked by NSC for this measure. ● See page 145 of the <i>2016 Progress Report</i> for data on the fall 2008 cohort. Data for the fall 2009 cohort will be included in the <i>2017 Progress Report</i> . ● Similar data is reported by MHEC (<i>Higher Education in Focus 2014-2015</i> , page 17); however, MHEC's data is for the fall 2008 cohort.		
SIX-YEAR COMPLETION RATES AT ANY CAMPUS FOR STUDENTS WHO STARTED AT PUBLIC TWO-YEAR INSTITUTIONS			
Data source:	Shapiro, D., Dundar, A., Wakhungu, P., Yuan, X., Nathan, A & Hwang, Y. , A. (2016, February). <i>Completing College: A State-Level View of Student Attainment Rates (Signature Report No. 10a)</i> . Herndon, VA: National Student Clearinghouse Research Center.		
Academic/cohort year:	2009 cohort - received any postsecondary credential by May 31, 2015	Goal(s) measured:	Students 1, 2, 3
Variables and calculations:	[Number received any postsecondary credential by May 31, 2015] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 9, 2010, or enrolled at least half-time for any two terms before December 31, 2010) who began their postsecondary studies in the fall of 2009 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 <i>Signature Report 10, Completing College: A National View of Student Attainment Rates</i> .		
Notes:	● 33 states were ranked by NSC for this measure. ● See page 145 of the <i>2016 Progress Report</i> for data on the fall 2008 cohort. Data for the fall 2009 cohort will be included in the <i>2017 Progress Report</i> . ● Similar data is reported by MHEC (<i>Higher Education in Focus 2014-2015</i> , page 17); however, MHEC's data is for the fall 2008 cohort.		

STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT			
Data source:	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2014</i> , (Table 5)		
Academic/cohort year:	2013-2014 academic year	Goal(s) measured:	Students 2 Institutions 2
Variables and calculations:	Cost of living adjustment = COLA 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]) / [COLA / EMI] Educational appropriations = ([State support for public higher education] + [Local support for higher education]) - [RAM]		
Notes:			
NET TUITION REVENUE PER FTE STUDENT			
Data source:	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2014</i> , (Table 6)		
Academic/cohort year:	2013-2014 academic year	Goal(s) measured:	Students 2 Institutions 2
Variables and calculations:	Cost of living adjustment = COLA 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]) / [COLA / EMI]		
Notes:			
STATE NEED-BASED GRANT AID PER FTE STUDENT			
Data source:	FTE data from IPEDS Fall Enrollment Survey. Data prepared by the National Association of State Student Grant and Aid Programs (NASSGAP), presented in the <i>45th Annual Survey Report on State-Sponsored Student Financial Aid, 2013-2014 Academic Year</i> (Table 12).		
Academic/cohort year:	2013-2014 academic year	Goal(s) measured:	Students 2 Institutions 2
Variables and calculations:	[Estimated need-based undergraduate grant dollars] / [Undergraduate FTE]		
Notes:	<ul style="list-style-type: none">• 48 states were ranked by NASSGAP for this measure.• Data is also reported by MHEC (<i>Higher Education in Focus 2014-2015</i>, page 28).		
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), presented in <i>Higher Education in Focus 2014-2015</i> , page 13.		
Academic/cohort year:	2013-2014 academic year (net price)	Goal(s) measured:	Students 2
	2013 (family income)		

Variables and calculations:	Public two-year institutions = [Average of SFA1314. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2013-14 public 2-yr] / [Low quintile median family income, 10th percentile, in the past 12 months]		
	Public four-year institutions = [Average of SFA1314. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2013-14 public 4-yr] / [Low quintile median family income, 10th percentile, in the past 12 months]		
Notes:	● For public two-year institutions, 49 states were ranked by MHEC. Alaska is not included because no two-year public institutions are listed in IPEDS for Alaska.		
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), presented in <i>Higher Education in Focus 2014-2015</i> , page 12.		
Academic/cohort year:	2013-2014 academic year (net price) 2013 (family income)	Goal(s) measured:	Students 2
Variables and calculations:	Public two-year institutions = [Average of SFA1314. Average net price, income \$48,001-\$75,000, for students receiving Title IV Federal financial aid, 2013-14 public 2-yr] / [Median family income in the past 12 months] Public four-year institutions = [Average of SFA1314. Average net price, income \$48,001-\$75,000, for students receiving Title IV Federal financial aid, 2013-14 public 4-yr] / [Median family income in the past 12 months]		
Notes:	● For public two-year institutions, 49 states were ranked by MHEC. Alaska is not included because no two-year public institutions are listed in IPEDS for Alaska.		

Peer Comparisons

ENROLLMENT PERCENTAGES BY RACE/ETHNICITY AND LOW-INCOME STATUS (PELL)			
Data source:	IPEDS Fall Enrollment Survey and Student Financial Aid Survey		
Academic/cohort year:	Fall 2013 (enrollment by race/ethnicity) Undergraduate students enrolled in fall 2013 who received Pell grant at any time during 2013-2014 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 receiving Pell grants = [Number of undergraduate students receiving Pell grants] / [Total number of undergraduates, financial aid cohort]		
Notes:			
REMEDIAL STUDENT COURSE TAKING AND SUCCESS			
Data source:	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2014-15)</i>		

Academic/cohort year:	6-year cohort Outcomes are for students who first entered college in fall 2008 (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:	<ul style="list-style-type: none">• Comparisons are only available for community colleges.• Institutions are not required to participate in the VFA; therefore, data is not reported for all 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			
Data source:	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2014-15)</i>		
Academic/cohort year:	2-year cohort Outcomes are for students who first entered college in fall 2012 (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:	<ul style="list-style-type: none">• Comparisons are only available for community colleges.• Institutions are not required to participate in the VFA; therefore, data is not reported for all 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.		
FOUR-YEAR GRADUATION RATES			
Data source:	IPEDS Graduation Rates Survey		

Academic/cohort year:	2006 cohort - completed by end of 2009-2010 academic year	Goal(s) measured:	Students 1, 2, 3 Institutions 1
Variables and calculations:	[Number completed a bachelor's degree within 100% of normal time (4-years)] / [Adjusted bachelor's degree-seeking cohort within 150% of normal time]		
Notes:	<ul style="list-style-type: none">• 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 RATES – 150 PERCENT OF NORMAL TIME BY RACE/ETHNICITY			
Data source:	IPEDS Graduation Rates Survey		
Academic/cohort year:	2008 cohort completed by end of 2013-2014 academic year; 2011 cohort completed by end of 2013-2014 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:	<ul style="list-style-type: none">• 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 AND ENROLLMENT STATUS			
Data source:	IPEDS Outcome Measures Survey		
Academic/cohort year:	2007 cohort: 6-year = status at end of 2012-2013 academic year; 2007 cohort: 8-year = status at end of 2014-2015 academic year	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] Percent of completers within eight years = [Number of adjusted cohort receiving an award at 8 years] / [Adjusted cohort at 8 years] Percent still enrolled at eight years = ([Number of adjusted cohort who enrolled subsequently at another institution at eight years] + [Number of adjusted cohort still enrolled at your institution at eight years]) / [Adjusted cohort at 8 years]		
Notes:	<ul style="list-style-type: none">• 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.• Metropolitan Community College does not collect transfer data; therefore, graduation and enrollment status information is not available for non-first-time students.		

STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT			
Data source:	IPEDS Finance Survey		
Academic/cohort year:	2013-2014 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:	● Similar data will be included in the 2016 Tuition, Fees, and Financial Aid Report and in the 2017-2019 Institutional Operating Budget Recommendations.		
TUITION AND FEES PER FTE STUDENT			
Data source:	IPEDS Finance Survey		
Academic/cohort year:	2013-2014 academic year	Goal(s) measured:	Students 2 Institutions 1, 2
Variables and calculations:	Tuition and fees = [Tuition and fees, after deducting discounts and allowances] + [Discounts and allowances applied to tuition and fees] FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice] Tuition and fees per FTE student = [Tuition and fees] / [FTE]		
Notes:	● Similar data will be included in the 2016 Tuition, Fees, and Financial Aid Report and in the 2017-2019 Institutional Operating Budget Recommendations.		
EDUCATION AND GENERAL SPENDING PER FTE STUDENT AND PER AWARD			
Data source:	IPEDS Finance Survey		
Academic/cohort year:	2013-2014 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:	● Similar data for education and general spending per FTE student will be included in the 2017-2019 Institutional Operating Budget Recommendations.		
AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING GRANT OR SCHOLARSHIP AID			
Data source:	IPEDS Student Financial Aid Survey		
Academic/cohort year:	2013-2014 academic year	Goal(s) measured:	Students 2 Institutions 1, 2
Variables and calculations:	[Average net price-students receiving grant or scholarship aid]		

Notes:	<ul style="list-style-type: none">• Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who received 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.• Similar data will be included in the <i>2016 Tuition, Fees, and Financial Aid Report</i>.		
AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING FEDERAL FINANCIAL AID FROM THE TWO LOWEST INCOME QUINTILES			
Data source:	IPEDS Student Financial Aid Survey		
Academic/cohort year:	2013-2014 academic year	Goal(s) measured:	Students 2 Institutions 1, 2
Variables and calculations:	Lowest quintile = [Average net price (income 0-30,000)-students receiving Title IV Federal financial aid] Second lowest quintile = [Average net price (income 30,001-48,000)-students receiving Title IV Federal financial aid]		
Notes:	<ul style="list-style-type: none">• Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who received 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.• Similar data will be included in the <i>2016 Tuition, Fees, and Financial Aid Report</i>.		
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:	2012-2013 academic year	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] Note. For more information, see pages 11-12 of the College Scorecard's <i>Data Documentation</i> .		
Notes:	<ul style="list-style-type: none">• Similar data on the percent of undergraduates with federal loans will be included in the <i>2016 Tuition, Fees, and Financial Aid Report</i>.		
RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL SCIENCE FOUNDATION)			
Data source:	National Science Foundation (NSF), Higher Education Research and Development Survey (HERD)		
Academic/cohort year:	2013-2014 academic year	Goal(s) measured:	State 3
Variables and calculations:	All sources = (01g) = [Federal] + [State and local governments] + [Businesses] + [Nonprofit organizations] + [Institutional funds] + [All other funding sources] Federally funded research = (01a) Federally funded medical science research = (9F, 3) Federal sources (not including medical science research) = [Federally funded research] - [Federally funded medical science research]		
Notes:	<ul style="list-style-type: none">• 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.		
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:	2014	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:	<ul style="list-style-type: none"> 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 <i>College Continuation Rate Dashboard</i> .		
Academic/cohort year:	2014-2015	Goal(s) measured:	Students 1 Partnerships 2
Variables and calculations:	<p>Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander]</p> <p>Low-income students = students who are approved to receive free or reduced-price school lunches</p> <p>Non-low-income students = students who are not approved to receive free or reduced-price school lunches</p> <p>College continuation rate = [Number of (race/ethnicity) (gender) (income status) on time public high school graduates who continued on to college] / [Number of (race/ethnicity) (gender) (income status) on time public high school graduates]</p>		
Notes:	<ul style="list-style-type: none"> 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, 2015, and April 13, 2016. 		

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:	2014-2015 program year (July 1, 2014-June 30, 2015)	Goal(s) measured:	Students 1, 3 State 1, 2, 4 Partnerships 1

Variables and calculations:	Other local adult education programs = [Alliance Public Schools] + [Bellevue Public Schools] + [Crete Public Schools] + [Literacy Center for the Midlands] + [NE Department of Correctional Services] + [Plattsmouth Community Schools] + [York Public 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:	<ul style="list-style-type: none">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, 2015.		
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 prepared by the Nebraska Department of Labor, presented in <i>2011-2012 Graduate Outcomes Nebraska</i> .		
Academic/cohort year:	2011-2012 academic year (college graduates) First quarter of 2013 (labor data)	Goal(s) measured:	Students 4 State 2 Institutions 3
Variables and calculations:	Percent working in Nebraska = [Graduates working in Nebraska] / [Graduates] Annualized wage records = [Graduate's first quarter earnings] * [4]		
Notes:	<ul style="list-style-type: none">Data for the Nebraska College of Technical Agriculture, University of Nebraska-Lincoln, University of Nebraska Medical Center, and University of Nebraska at Omaha was not provided to the Nebraska Department of Labor.Not all graduates can be found in Nebraska Department of Labor records. "Individuals who are self-employed, work in industries not covered by Unemployment Insurance, are enrolled in other postsecondary education and are not working, work in another state, or work for the federal government are unlikely to be found in the database." (<i>2011-2012 Graduate Outcomes Nebraska</i>, page 4)Wages may be for full- or part-time work.		
EDUCATIONAL ATTAINMENT BY COUNTY			
Data source:	U.S. Census Bureau, American Community Survey 5-year estimates, Table B15001		
Academic/cohort year:	2010-2014	Goal(s) measured:	State 1
Variables and calculations:	25 or older = [25 to 34 years] + [35 to 44 years] + [45 to 64 years] + [65 years and older] 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:			
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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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. High-need areas data from the Battelle Study, <i>A Competitive Advantage Assessment and Strategy for Nebraska</i> .		
Academic/cohort year:	N/A	Goal(s) measured:	Students 4 State 2, 3 Institutions 3
Variables and calculations:	N/A		
Notes:	<ul style="list-style-type: none">• Updated data on high-need areas is expected to be included in the forthcoming Battelle Study (July 12, 2016).• Institutional and state-level data will be used when the information is made available to 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:	<ul style="list-style-type: none">• 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.		

Coordinating Commission for Postsecondary Education

Biennial Budget Request for 2017-2019

The 2017-2019 Biennium Budget is due to the DAS-Budget Division on September 15, 2016. The budget includes requests for the following:

Financial Aid

- Request increased funding in the Nebraska Opportunity Grant for both years.
- Request increased funding to the Access College Early (ACE) program for both years

Operating Funds

- Request retirement payout for Academic Affairs Officer
- Request increase in salary and health insurance
- Request increase in certain operating expenses

Financial Aid Programs

Program 690 – Nebraska Opportunity Grant. Staff recommends an increase in state funds of \$1,000,000 for each year of the biennium. The staff is recommending this funding increase to compensate for the increases to the cost of attending college.

	Current	2017-18	2018-19
	<u>Appropriation</u>	<u>Request</u>	<u>Request</u>
State funds	\$ 6,868,156	\$ 7,868,156	\$ 8,868,156
Cash funds	<u>\$10,080,146</u>	<u>\$10,080,146</u>	<u>\$10,080,146</u>
	\$16,948,302	\$17,948,302	\$18,948,302

Program 691 – Access College Early Scholarship Program (ACE). Staff recommends requesting additional funding for the ACE Program in each year of the biennium.

The ACE program encourages qualified low-income high school students to enroll in college courses while still in high school, which has the prospect of increasing the college-going rate in Nebraska. ACE continues to grow in popularity each year. The program has been operating long enough that staff is beginning to track the success of students who have participated in this program. Staff recommends asking for a \$250,000 increase for each year of the biennium.

	Current	2017-18	2018-19
	<u>Appropriation</u>	<u>Request</u>	<u>Request</u>
State funds	\$985,000	\$1,235,000	\$1,485,000

Administrative Funds

Program 640 – Administration. Program 640 is the Commission’s operating budget, which includes a general and cash fund.

1. Request retirement payout for Academic Affairs Officer. The Academic Affairs Officer plans to retire in December 2017. The Commission is responsible to pay for any unused vacation time and one-fourth of any unused sick leave.
2. Request for Salary and Health Insurance Increases. For the 2017-2019 biennium budget state agencies are required to submit a budget request for a 2.4% increase for staff salaries and any increases in the health insurance benefit.
3. Request for increases in certain operating expenses.

	<u>2017-18</u>	<u>2018-19</u>
1. Retirement Payout	\$42,829	
2. Salary and Health Insurance increases	34,701	70,750
3. Increases in certain operating expenses	<u>2,215</u>	<u>4,491</u>
	\$79,746	\$75,241

	<u>Current</u> <u>Appropriation</u>	<u>2017-18</u> <u>Request</u>	<u>2018-19</u> <u>Request</u>
General Funds	\$1,403,607	\$1,483,353	\$1,478,848
Cash Funds	35,000	35,000	35,000
Federal Funds	<u>6,023</u>	<u>6,023</u>	<u>6,023</u>
	\$1,444,630	\$1,524,376	\$1,519,871

Program 297 – Improving Teacher Quality (ITQ). Program 297 is the federal program administered by the Commission. Each year, the Coordinating Commission awards Improving Teacher Quality State Grants to Nebraska's innovative leaders in education.

	<u>Current</u> <u>Appropriation</u>	<u>2017-18</u> <u>Request</u>	<u>2018-19</u> <u>Request</u>
Federal funds	\$401,533	\$401,533	\$401,533

Program 692 – GAP. The Community College Gap Assistance Program offers financial aid to community college students taking non-credit courses that could lead to jobs in high-need fields. These are low-income students who would not be eligible for federal financial aid because, although they're enrolled in college, they are not enrolled in courses for credit that lead directly to a degree.

1. Request for Salary and Health Insurance Increases. For the 2017-2019 biennium budget state agencies are required to submit a budget request for a 2.4% increase for staff salaries and any increases in health insurance.

		<u>2017-18</u>	<u>2018-19</u>
1. Salary and Health Insurance Increases		\$3,015	\$6,054
	Current	2017-18	2018-19
	<u>Appropriation</u>	<u>Request</u>	<u>Request</u>
State Fund	\$1,463,247	\$1,466,262	\$1,469,301

Program 693 – Oral Health. In 2015, the Nebraska Legislature passed and the Governor signed LB661, which establishes the Oral Health Training and Services Fund. The legislation calls on the Coordinating Commission to administer the fund.

	Current	2017-18	2018-19
	<u>Appropriation</u>	<u>Request</u>	<u>Request</u>
State Fund	\$17,375	\$17,375	\$17,375
