
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION October 12, 2017 Central Community College – Hastings Campus Hastings, Nebraska

Public notice of meeting

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

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON OCTOBER 12, 2017. THE MEETING WILL BEGIN AT 9:00 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.

W. SCOTT WILSON, CHAIR

Meeting called to order at 9:00 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair W. Scott Wilson called the meeting to order at 9:00 a.m. He welcomed newly appointed Commissioner Dr. Paul Von Behren. Dr. Von Behren stated he is from Ames, Nebraska, and gave a brief summary of his background.

Chair Wilson asked for introductions.

Commissioners Present

Colleen Adam	Mary Lauritzen
Gwenn Aspen	Dwayne Probyn
Dr. John Bernthal	Dr. Joyce Simmons
Dr. Deborah Frison	Dr. Paul Von Behren
Dr. Ron Hunter	W. Scott Wilson

Commissioners Absent

Carol Zink

Commission Staff Present

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Gary Timm
Jill Heese	Mike Wernhoff

*Bill Hitesman, Central Community
College*

WELCOME

Bill Hitesman, Central Community College – Hastings Campus President, welcomed the Commissioners to the CCC - Hastings Campus. The campus originally was home to the 1942 U.S. Naval Ammunition Depot producing over 40% of the ammunition for WWII. The former NAD facilities currently house the CCC – Hastings Campus, leased land for farming, the Elks Country Club, and a golf course. Mr. Hitesman noted he has been president at the college for 16 years, there are currently 400 resident students, and he is very proud of the campus. Mr. Hitesman will lead a tour of the campus following the Commission meeting.

*Minutes of August 11, 2017
Commission Meeting approved*

MINUTES OF AUGUST 11, 2017, COMMISSION MEETING

Commissioner Simmons moved that the August 11, 2017, minutes be approved. Commissioner Bernthal seconded the motion. A roll call vote was taken. Commissioners Adam and Hunter abstained. The remaining Commissioners present voted yes. The motion carried.

*Chair Wilson announced Commissioner
Zink's departure from the Commission*

CHAIR'S REPORT

Chair Wilson reported that Commissioner Zink has announced she will be leaving the Commission.

*Chair Wilson reported that new
committee chairs have been appointed*

Chair Wilson noted that new committee chairs have been appointed, and those will be announced during their committee reports.

*Dr. Baumgartner reported on out-of-
service area authorizations*

EXECUTIVE DIRECTOR'S REPORT

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

1. Offered by Mid-Plains Community College
Interactive two-way video originated at Sandhills High
School in Dunning, NE
Delivered to Ainsworth High School in Ainsworth, NE
 - MATH 1200, Statistics (3 cr.)
8/21/17-12/22/17
2. Offered by Mid-Plains Community College
Interactive two-way video originated at MPCC in
North Platte, NE
Delivered to Exeter-Milligan High School in Exeter, NE
 - ENGL 1010, English Composition I (3 cr.)
8/21/17-12/14/17

*Out-of-service area authorizations
continued*

3. Offered by Mid-Plains Community College
Interactive two-way video originated at MPCC in
North Platte, NE
Delivered to Alma High School in Alma, NE
 - PHYS 1410, General Physics I (3 cr.)
8/21/17-12/14/17
4. Offered by Mid-Plains Community College
Interactive two-way video originated at MPCC in
North Platte, NE
Delivered to Harvard High School in Harvard, NE
 - MATH 1200, Elements of Statistics (3 cr.)
8/22/17-12/15/17
5. Offered by Mid-Plains Community College
Interactive two-way video originated at Arcadia High
School in Arcadia, NE
Delivered to Sumner-Eddyville High School in Sumner, NE
 - OFFT 2500, Medical Terminology (3 cr.)
8/21/17-5/18/18
6. Offered by University of Nebraska at Omaha
Traditional Delivery at Lincoln East High School
 - English 1010, Intro to Genre Studies: Prose (3 cr.)
Fall 2017
7. Offered by University of Nebraska at Omaha
Traditional Delivery at Lincoln East High School
 - English 1020, Intro to Genre Studies: Poetry,
Drama, Film (3 cr.)
Spring 2018
8. Offered by Wayne State College
Traditional Delivery at MCC
 - Industrial Technology, Business, and Computer
Information Systems (select upper level division
courses to complete a BS in Technology)
Ongoing basis

*Jodi Kupper, Nebraska State College
System*

*Dr. Tom McDonnell, Metropolitan
Community College*

Dr. Baumgartner introduced Dr. Jodi Kupper, Vice Chancellor at the Nebraska State College System, to speak on the Wayne State College Industrial Technology out-of-service area application. Dr. Kupper reported that Metropolitan Community College and Wayne State College (WSC) worked together on an articulation agreement that will allow Omaha students that cannot physically get to WSC to take the industrial technology courses and obtain a bachelor's degree after completing an AAS while staying in the Omaha area. Dr. Kupper and Dr. Tom McDonnell, Vice

President of Academic Affairs at Metropolitan Community College, answered Commissioner's questions.

Gary Timm presented first quarter budget

Gary Timm, Chief Finance & Administrative Officer, presented the first quarter budget and reported on the Nebraska Opportunity Grant Program (NOG), Improving Teacher Quality (ITQ) Grant, the Community College Gap Program, and the Access College Early Scholarship (ACE).

Dr. Baumgartner discussed Oral Health Training Program Grant

Dr. Baumgartner reported that he and Mr. Timm met with Creighton University Dental School Dean Mark Latta to discuss how the Oral Health Training Program Grant is progressing. Creighton Dental School is working on new construction to be completed by the end of this academic year. The grant will cover equipment for the facility.

Dr. Baumgartner spoke about FAFSA participation

Dr. Baumgartner met with the Nebraska Department of Education and EducationQuest to come up with solutions to entice more high schools to participate in the FAFSA Completion Initiative. Next year the ACT registration process will be used as a way to obtain names for CCPE to use with the FAFSA completion initiative.

Dr. Baumgartner met with Education Commissioner

Dr. Baumgartner and CCPE staff met with Nebraska Department of Education Commissioner Matthew Blomstedt and his staff to discuss joint projects, including working on dual credit issues.

Dr. Baumgartner attended Urban Institute meeting

Dr. Baumgartner attended a meeting sponsored by the Urban Institute on college performance metrics. He was joined by colleagues from Virginia, North Carolina, and Maryland. Much of the conversation related to measuring employment outcomes for recent graduates.

Dr. Baumgartner and Mr. Timm met with Sen. Adam Morefeld

Dr. Baumgartner and Mr. Timm recently met with Sen. Adam Morfeld to discuss an opportunity for technical assistance Sen. Morefeld has pursued with the Education Commission of the States (ECS). It is an outgrowth of his interest in college affordability and the legislative study resolution he sponsored. Sen. Morefeld will be convening a group of Nebraska stakeholders in November to speak to the ECS staff and other experts about ideas other states are implementing. J. Ritchie Morrow, Financial Aid Officer, will be attending a meeting with Sen. Morfeld in November to help plan the meeting.

Dr. Baumgartner reported on J. Ritchie Morrow audits

Mr. Morrow has recently been crisscrossing the state doing NOG, ACE and Gap audits. He is currently attending the Nebraska Chamber of Commerce's Manufacturing Summit.

Dr. Baumgartner discussed Governor Ricketts recent executive order

Governor Ricketts recently issued an executive order requesting a review of all existing regulations to determine if they are overly restrictive or place an undue burden on persons or businesses. The order applies to code agencies, but all agencies have been asked to participate. The CCPE currently has seven administrative rules, with the new Tuition Guaranty Fund being the eighth.

Dr. Baumgartner commented on applicants for Public Information & Special Projects position

Dr. Baumgartner noted there are 60 applications for the vacant Public Information & Special Projects Coordinator position. Review of the applicants will begin next week.

Public Comment on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

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

Public Hearing on Academic Programs Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. David Jackson, Vice Provost from the University of Nebraska, came forward to state that there is a representative present from UNK and representatives available via teleconference from UNMC to discuss and answer questions on the two University of Nebraska agenda items.

Dr. David Jackson, University of Nebraska

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

Commissioner Adam filled in as APC Committee Chair

ACADEMIC PROGRAMS COMMITTEE

Commissioner Adam stated that she will fill in as Academic Programs Committee Chair since Commissioner Bernthal, the new Academic Programs Committee chair, was absent at the committee conference call. She acknowledged the Commissioners who were present on the committee call, and introduced Dr. Kathleen Fimple, Academic Programs Officer, to present the first agenda item.

Chapter 7 - Rules & Regulations for the Postsecondary Institution Act

Chapter 7 – Rules & Regulations for the Postsecondary Institution Act

Dr. Fimple presented Chapter 7 – Rules and Regulations for the Postsecondary Institution Act, noting some minor changes to definitions that have been made along with forms being excluded from the rules.

Dr. Fimple presented the Rules & Regulations

Chapter 7 – Rules & Regulations for the Postsecondary Institution Act approved

Commissioner Adam, on behalf of the Academic Programs Committee, moved to approve Chapter 7 – Rules and Regulations for the Postsecondary Institution Act. A roll call vote was taken. Commissioner Von Behren abstained. The remaining Commissioners present voted yes. The motion carried.

Chapter 8 – Rules & Regulations for the Guaranty Recovery Cash Fund

Chapter 8 – Rules & Regulations for the Guaranty Recovery Cash Fund

Mr. Timm presented Chapter 8 – Rules and Regulations for the Guaranty Recovery Cash Fund, commenting that LB 512 established the fund to assist students attending for-profit institutions that close unexpectedly during the academic year. This is a new rule, and Mr. Timm noted that if the purchase of Kaplan by Purdue University is approved, this rule would apply to only National American University and The Creative Center. Mr. Timm discussed the funding levels of the rule and stated that any funding that goes to the student or institution would come through the Commission.

Mr. Timm presented the Rules & Regulations

*Chapter 8 – Rules & Regulations for the
Guaranty Recovery Cash Fund
approved*

University of Nebraska at Kearney

Dr. Fimple presented the proposal

Commissioner Adam comments

*Dr. David Jackson, University of
Nebraska*

*Dr. Sherri Harms, University of
Nebraska at Kearney*

*University of Nebraska at Kearney New
Instructional Program – Cyber Security
Operations (BS) approved*

University of Nebraska Medical Center

*Commissioner Adam and Dr. Fimple
present the proposal*

There would be mechanisms set up to receive and to payout the funds in case of an institution closing. Dr. Fimple and Mr. Timm answered questions from the Commissioners.

Commissioner Adam, on behalf of the Academic Programs Committee, moved to approve Chapter 8 – Rules and Regulations for the Guaranty Recovery Cash Fund. A roll call vote was taken. All Commissioners present voted yes. The motion carried.

University of Nebraska at Kearney – Proposal for a New Instructional Program - Cyber Security Operations (BS)

Dr. Fimple presented the proposal, commenting that it is important to know that the National Security Agency (NSA) has curricula for various programs across the country. This program is designed to meet the curriculum for the National Center of Academic Excellence (CAE) in Cyber Operations. In Nebraska, UNO and Bellevue University have the designation of Cyber Defense Education. Cyber Operations is more specialized, with only 19 institutions in the United States having that designation. UNO is the only Nebraska institution designated CAE-Cyber Operations. Dr. Fimple noted the projected annual openings, reporting that there would be room in the state to accommodate another program. UNK serves a different geographic area and would recruit students from the western and central areas of the state.

Commissioner Adam stated there was discussion in the committee meeting with concern over using the word “operations” in the name of the program, with students possibly being misled thinking the program had the NSA designation if the name remains Cyber Security Operations. Dr. Jackson and Dr. Sherri Harms, Chair and Professor, Computer Science and IT at UNK, spoke on the need and demand of the program in the western and central part of Nebraska, and answered Commissioner’s questions.

Commissioner Adam stated the Committee recommendation is to approve the program, with the first program review due June 30, 2020.

Commissioner Adam, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Kearney’s Proposal for a New Instructional Program – Cyber Security Operations (BS). A roll call vote was taken. All Commissioners present voted yes. The motion carried.

University of Nebraska Medical Center – Proposal for a New Instructional Program - Genetic Counseling (Masters)

Commissioner Adam pointed out that the proposal is for a Master's in Genetic Counseling and that UNMC has committed \$500,000 in donations from various institutions in the state to help support this program financially. Dr. Fimple noted that present via telephone conference were Dr. Karoly Mirnics, Director of Munroe-Meyer Institute, Ms. Pat O'Neil, Assistant Dean for Finance and Administration, College of Allied Health Professions, and Dr. Kyle Meyer, Dean of the University of Nebraska Medical Center's College of Allied Health Professions. Dr. Fimple stated that Nebraska

statutes require genetic counselors to be licensed and certified by one of two national genetics boards. She added that UNMC was the first institution in Nebraska to offer genetic counseling, and they employ around 90 percent of the genetic counselors in the state.

*Dr. Karoly Mirnics, Monroe-Meyer
Institute*

Dr. Mirnics spoke in support of the proposed program pointing out the tremendous need around the state for genetic counselors and the financial partnership offered from Blue Cross Blue Shield, Boys Town, Methodist Health System, Nebraska Medicine, and Children's Hospital. Dr. Jackson added that modern medical treatment requires genetic-based testing, raising the demand for more genetic counselors. In response to Commissioner's questions Dr. Meyer stated that the starting salary range for genetic counselors is \$75,000 to \$92,000.

*Dr. David Jackson, University of
Nebraska*

*Dr. Kyle Meyer, University of Nebraska
Medical Center College of Allied Health
Professionals*

Commissioner Adam stated the Committee recommendation is to approve the program, with the first program review due June 30, 2019.

*University of Nebraska Medical Center
New Instructional Program – Genetic
Counseling (Masters) approved*

Commissioner Adam, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska Medical Center's Proposal for a New Instructional Program - Genetic Counseling (Masters). A roll call vote was taken. All Commissioners present voted yes. The motion carried.

Chair Wilson called for break at 11:13 a.m. The meeting resumed at 11:23 a.m.

*Commission will move to Budget,
Construction, and Financial Aid agenda
items*

Commissioner Adam suggested that since representatives were present to testify for the Budget, Construction, and Financial Aid Committee agenda items, the Academic Programs Committee information items can be resumed following BCF items.

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

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

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

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

*Commissioner Probyn acknowledged
BCF committee members and staff*

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Probyn, newly appointed Committee Chair, acknowledged Commissioners and staff that participated in the recent Budget, Construction, and Financial Aid Committee conference call.

*University of Nebraska at Kearney
Mr. Wemhoff presented the proposal*

University of Nebraska at Kearney – Otto Olsen Building Replacement
Mike Wemhoff, Facilities Officer, presented the project proposal, noting this project has many moving parts to it. The Otto Olsen building, built in 1954, is inadequate for current campus needs. A new Science, Technology, Engineering, & Mathematics (STEM) facility would be constructed, and

Welch Hall and the Otto Olsen Building will be demolished in conjunction with the construction of the new STEM building. Several programs and departments in the Otto Olsen building will be relocated. The total project cost would be \$30,000,000 and would be funded from facilities bond proceeds that are a result of revisions per LB 957, which extends the current facilities bond program for an additional 10 years through 2030.

*Doug Kristensen, University of
Nebraska at Kearney*

Doug Kristensen, Chancellor at the University of Nebraska at Kearney, reported that there would be sufficient institutional funds to cover the cost of demolition. To honor Otto Olsen, there will be either plaques, a courtyard, or some special way to honor him since the new building will have a new name. He added that this is a state funded project, and private donations will most likely assist with those costs. Lee McQueen, Facilities Director at UNK, commented that demolition and construction should begin in the spring of 2018.

*Lee McQueen, University of Nebraska
at Kearney*

Commissioner Probyn stated that the committee recommendation is to approve the project proposal.

*University of Nebraska at Kearney –
Otto Olsen Building Replacement
approved*

Commissioner Probyn, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the University of Nebraska at Kearney's Capital Construction Project – Otto Olsen Building Replacement. A roll call vote was taken. All Commissioners present voted yes. The motion carried.

*Community College Gap Assistance
Program*

Mr. Timm presented the report

Community College Gap Assistance Program

Mr. Timm presented the Community College Gap Assistance Program, noting this program was designed to provide financial aid to low-income community college students enrolled in non-credit programs that do not qualify for federal Pell grants or the Nebraska Opportunity Grant. This program was created by the Nebraska Legislature in 2015 to fill that gap, so these students could qualify for jobs in high-need fields. Through June 30, 2017, there were 122 applicants, with 106 approved for one of the 283 programs that have been approved to date. A committee was created several years ago to oversee and administer the grant dollars to the community colleges called The Nebraska Community College Student Performance and Occupational Education Grant Committee. It is made up of representatives from Nebraska's Department of Education, Department of Economic Development, Department of Labor, and three of the six community colleges, as well as the CCPE. Dr. Baumgartner and Mr. Timm answered questions from the Commissioners.

*Chair Wilson asked the APC Committee
to resume*

Chair Wilson called for the Academic Programs Committee to resume with the remainder of their agenda items.

Existing Program Review

*Dr. Fimple presented the Existing
Program Review*

Existing Program Review

Dr. Fimple presented the Existing Program Review, stating Southeast Community College only enrolls students in the Deere Construction & Forestry Equipment Technician program every other year. In this case there is only information for two graduating classes, so averaging it over five years makes it below threshold.

Update on SARA

Dr. Fimple presented the SARA update

Update on State Authorization Reciprocity Agreement (SARA)

Dr. Fimple talked about the benefits and background of the State Authorization Reciprocity Agreement (SARA), noting the US Department of Education requires every institution to be approved in every state in which it has students. The requirements vary state to state, so SARA was created to simplify the process. Over 1,600 institutions currently participate in SARA. Dr. Fimple gave an overview of data collected in spring of 2017, noting the number of institutions participating has greatly increased.

Reasonable and Moderate Extension and Name Changes

Reasonable and Moderate Extension

A. Reasonable and Moderate Extension

1. UNK – Public History (graduate certificate)

Name Changes

B. Name Changes

1. UNL – Speech Language Pathology and Audiology to *Communication Sciences and Disorders*
2. UNMC – Department of Health Promotion, Social and Behavioral Health to *Department of Health Promotion*

*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 Wilson closed the public hearing on Planning and Consumer Information Committee Items.

*Commissioner Lauritzen acknowledges
Planning Committee and staff*

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Lauritzen, who will remain the Committee Chair, thanked Commissioners and staff that were on the Committee call. She introduced Jill Heese, Research Coordinator, to present the *2017 Factual Look at Higher Education in Nebraska: Enrollment*.

*2017 Factual Look at Higher Education
in Nebraska – Enrollment*

Ms. Heese presented the report

2017 Factual Look at Higher Education in Nebraska – Enrollment

Ms. Heese provided a PowerPoint presentation on the latest 10-year enrollment trends throughout the state of Nebraska, noting the information comes from the Integrated Postsecondary Education Data System (IPEDS). Ms. Heese presented graphs for fall enrollment data by sector, student level, full-time/part-time classification, gender, race/ethnicity, age, and distance education status. New this year is a fall enrollment data dashboard that includes data corresponding to all sections of the report. Ms. Heese gave a demonstration on accessing the data and stated that the data dashboard can be found on the CCPE website at <https://ccpe.nebraska.gov/enrollment-dashboard>.

Executive Committee

EXECUTIVE COMMITTEE

Chair Wilson acknowledged Executive Committee members that recently met to discuss the following two action items to be voted on by the Commission.

2018 CCPE Meeting Calendar

2018 CCPE Meeting Calendar

Dr. Baumgartner presented the proposed 2018 CCPE Meeting Calendar. There were no concerns or questions on the proposed meeting calendar.

2018 CCPE Meeting Calendar approved

Commissioner Wilson, on behalf of the Executive Committee, moved to approve the 2018 CCPE Meeting Calendar. A roll call vote was taken. All Commissioners present voted yes. The motion carried.

*Proposed Staff Salary Range
Adjustment for 2017-2018*

Proposed Staff Salary Range Adjustment for 2017-2019

Dr. Baumgartner presented the proposed Staff Salary Range Adjustment for 2017-2019, noting that money set aside for employees who were not on the state's insurance was lost with last year's budget cuts. With the Communications & Special Projects Coordinator position now open, in order to accommodate for the possibility of providing insurance, a salary range decrease is being proposed. Mr. Timm added that this adjustment for the Communications & Special Projects Coordinator position reflects the entry-level salary range for a Public Information Officer I in the state system.

*Dr. Baumgartner presented the
proposal*

Mr. Timm commented

Commissioner Wilson, on behalf of the Executive Committee, moved to approve the Proposed Staff Salary Range Adjustment for 2017-2019. A roll call vote was taken. All Commissioners present voted yes. The motion carried.

*Proposed Staff Salary Range
Adjustment for 2017-2018 approved*

*Next Commission meeting is
December 1, 2017*

FUTURE MEETINGS

The next Commission meeting will be Friday, December 1, 2017, at the Lincoln Public Schools Administration Building, Lincoln, Nebraska.

Commissioner Lauritzen comments

COMMISSIONER COMMENTS

Commissioner Lauritzen commented that recently the State Chamber did a presentation in West Point. She obtained a publication listing Chamber members in Nebraska. Commissioner Lauritzen also reported that at a recent college fair in West Point, 40 schools were represented from five different states.

Commissioner Probyn comments

Commissioner Probyn stated that the Wednesday, September 27, 2017, *Wall Street Journal* had an article ranking the top U.S. colleges, with the University of Nebraska ranking 467 out of the top 500 colleges.

Meeting adjourned at 1:03 p.m.

ADJOURNMENT

Chair Wilson adjourned the meeting at 1:03 p.m.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Southeast Community College (SCC)
Program: Academic Transfer
Awards: Associate of Arts (AA) and Associate of Science (AS)

Institution's Existing Degree(s) in Same or Similar Discipline: AA and AS in Academic Transfer on the Lincoln and Beatrice campuses

Proposal Received by Commission: October 4, 2017

Proposed Start Date: When approved by CCPE

Background

Nebraska statutes identify seven campuses at Nebraska's six community colleges that are authorized to offer general academic transfer programs: North Platte and McCook at Mid-Plains Community College and one campus at each of the other five colleges (see page 4). Statutes also allow other campuses to offer academic transfer programs if approved by the Coordinating Commission. In the mid-1990s all but one of the campuses not named in statute applied to the Commission and were granted authorization. Southeast Community College at Milford did not make such a request. This proposal is for authorization as required by statute.

Description

The proposed program is designed to prepare students who wish to complete up to two years of a bachelor's degree before transferring to a four-year institution. The 90 quarter credit hour curriculum (60 semester credit hours) is already offered on the Lincoln and Beatrice campuses. The requirements are listed below. The electives are determined in consultation with the transfer institution and/or the SCC advisor.

Quarter Credit Hours Required for AA and AS Degrees

	Written Communication.	Speech	Math	Natural Science	additional	Humanities	Social Science	additional	Culture/Gender	Electives
AA	9	4.5	4.5-7.5	10.5-15		13.5-19.5	13.5		4.5	30
AS	9	4.5	9-15	12-15	4.5 Math/Science	4.5-9	4.5	4.5 Hum/Soc Science	4.5	33

Consistent with Institutional Role and Mission? √ YES* NO
 Consistent with Statewide Comprehensive Plan? √ YES NO

*Statutes identify transfer education as the second instructional and service priority of the community colleges (NRS § 85-962).

REVIEW CRITERIA

A. Need for the Program

High-----Low
<u> √ </u>

The proposal states that offering the academic transfer program on the Milford campus would serve two needs. First, it would expand the availability of the program to a broader geographical area in the northwestern part of the college's service area. Second, it would help to create a more diverse student population on campus.

Availability: The four northwesternmost counties of SCC's service area are York, Seward, Fillmore, and Saline. It is about 28 miles from Milford to SCC's main campus on East 'O' Street in Lincoln. From Geneva, in the center of Fillmore County, it is about 75 miles to the main campus. SCC reports that during the summer of 2013 there were 9,823 students with home zip codes within a 30 mile radius of Milford (excluding Lincoln and Gage Counties) who had enrolled in credit classes on the Lincoln campus. The vast majority of these classes were academic transfer. About half of the students from the city of Milford itself enrolled on the Lincoln campus. Most were in dual credit classes or academic transfer.

Diversity: Due to the technical nature of the programs offered on the Milford campus and the reluctance of women to enter those programs, more than 93% of the student body is male. SCC conducted a Diversity Climate Survey that revealed negative comments from both men and women about the campus demographics. The college is working to diversify the enrollment in the technical programs but would like to also provide other methods to recruit more women to campus. The Lincoln and Beatrice campus populations, where academic transfer is offered, are about 57% female. In addition, most of the Milford programs require full-time attendance. This hinders the ability of working adults to attend part-time, also reducing the diversity on campus.

Since the counties in question are on the western side of Lincoln and the main campus is on the eastern side of the city, drive times could be considerably longer than one might expect for a 60 or 75 mile trip. While students are enrolling in academic transfer classes in Lincoln, the distance and time may be prohibiting some from enrolling at all. In addition, Milford is the only community college campus in Nebraska that does not offer an academic transfer program.

B. Demand for the Program

High-----Low
<u> √ </u>

SCC reports that many academic transfer courses are currently being offered on the Milford campus. Any student earning an associate degree must complete at least 22.5 quarter credit hours (15 semester credit hours) of general education courses in arts and sciences (sometimes called academic support courses). Students who are not enrolled in an AAS program at Milford can enroll in the courses as well. Over the past five years an average of 136 sections of academic transfer courses have been offered, with 174 sections available in 2016-17. Over 1,000 students have enrolled in the courses over that time frame, including students who are not enrolled in an AAS program.

SCC also has a robust dual credit program with many of the high schools, including those in the four-county area. The college reports that a higher proportion of applicants from high schools near Lincoln and Beatrice applied to the academic transfer program. With academic transfer at Milford, more students would have an additional, accessible option. (The high school enrollment in the four counties in 2016 was 2,895.)

In the budget, SCC estimates 117 sections in the first year with 10 students in each section. The number of sections is conservative, based on the five year data provided. The number of students per section is slightly lower than in the previous five years, but with the ability to advertise the program, the enrollments should increase. In addition, to date, the majority of courses available were in English, math, physics, and speech. With approval to offer the full program, a wider selection of courses is likely, attracting more students.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

No other public institution is authorized to offer an academic transfer program within SCC's geographic service area. The program is in place at other SCC locations. The additional location would provide increased access to the program.

D. Resources: Faculty/Staff

High-----Low				
	√			

Since academic transfer courses are currently offered on the Milford campus, SCC has a program chair and several full and part-time faculty on site. The college reports that the number of faculty teaching in

academic transfer at Milford has ranged from 12 to 18 over the past five years. Additional faculty would need to be hired in the sciences, humanities, and social sciences. Adjunct faculty would be hired initially until demand increases. Distance learning technologies would also be used. The cost for additional adjunct faculty starting in year 2 is included in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low				
		√		

With the exception of science labs, most courses can be offered in general purpose classrooms. The proposal states that space has been identified that will be remodeled for a new science lab. SCC also reports

that their Facilities Master Plan calls for the addition of a general purpose classroom building. A cost of \$134,000 is included in the facilities portion of the budget. Equipment and supplies for lab courses is budgeted at \$53,000.

F. Resources: Library/Information Access

Acceptable				
yes	✓		no	

The proposal states that library and technology resources are already in place to support the program.

G. Budget

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

PROJECTED COSTS for New Academic Transfer Program		ANTICIPATED REVENUES from All Academic Transfer and Academic Support Courses	
Faculty and Staff ¹	\$446,059	Reallocated Funds ⁴	\$1,429,467
General Operating ²	\$91,000	New State Funds	
Equipment	\$150,000	New Local Funds	
Facilities ³	\$186,000	Tuition and Fees ⁵	\$3,473,349
Five-Year TOTAL	\$738,059	Five-Year TOTAL	\$4,902,816

¹ Adjunct faculty needed to supplement current faculty and staff starting in year 2

² Includes operating and travel costs

³ To be paid through the Capital Construction Fund (not reflected in revenue)

⁴ Property tax and state aid

⁵ Based on 10 students in each of 117 sections (4.5 credit hours per section) at \$67.50 per credit hour in year 1, increasing to 178 sections and 15 students per section in year 5.

Committee Comment: A reasonable portion of the tuition and fees revenue listed above, especially in year 1, would have been collected without the full transfer program. However, the primary cost to implement the proposed program lies in adjunct faculty, new science equipment, and remodeled lab space. Given the relatively low cost versus the potential for increased access, enrollments, and campus diversity, the proposal is appropriate.

Committee Recommendation: Approve the Academic Transfer Program on the Milford Campus of Southeast Community College.

First Program Review Date: Like all programs, Academic Transfer programs are regularly reviewed. **The next reviews are due June 30, 2020.** Ordinarily this would report a single figure for the academic transfer programs on all campuses. **In 2020 only, SCC's review will also break out the figures for the Milford campus.**

Nebraska Revised Statutes § 85-963

Community college areas; general academic transfer programs; campuses provided; limitations.

The community college areas may provide general academic transfer programs at the following campuses: Southeast Community College Area at the Fairbury-Beatrice Campus; Central Community College Area at the Columbus Campus; Metropolitan Community College Area at the Fort Omaha Campus; Mid-Plains Community College Area at the McCook and North Platte Campuses; Northeast Community College Area at the Norfolk Campus; and Western Community College Area at the Scottsbluff Campus.

In conjunction with and consistent with its determinations regarding transfers of credit, admission standards, and remedial programs pursuant to section 85-1413, the Coordinating Commission for Postsecondary Education may authorize any or all of the campuses of community college areas not listed in this section to also provide general academic transfer programs.

The delivery of general academic transfer program services shall be limited to those areas and campuses specifically provided for by this section or the commission. The community college areas are encouraged to work in cooperation with the University of Nebraska and the state colleges for the articulation of general academic transfer programs of the six community colleges.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska Medical Center
Program:	Occupational Therapy
Award:	Occupational Therapy Doctorate (OTD)
Institution's Existing Degree(s) in Same or Similar Discipline:	None but the related Doctor of Physical Therapy is offered
Proposal Received by Commission:	October 6, 2017
Proposed Start Date:	Upon approval

Background

Occupational therapy encompasses evaluation, treatment, and consultation for individuals who are limited by physical injury or illness, psychosocial dysfunction, developmental or learning disabilities, or the aging process. The goal is to maximize independent function, prevent further disability, and achieve and maintain health and productivity. Nebraska statutes require occupational therapists to be licensed. An applicant for licensure must have graduated from a program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association and passed the National Board for Certification in Occupational Therapy (NBCOT) Examination. UNMC would seek ACOTE accreditation for the program.

In 2015 in preparing a feasibility study to determine readiness to develop an OTD program, UNMC engaged a consultant from the occupational therapy program at the Washington University School of Medicine (ACOTE accredited OTD program). The evaluator noted that there could be competition with three programs already in Omaha and so recommended a focus on Kearney as the program hub with a satellite in Omaha. To set the program apart from others and provide a competitive edge, he recommended a focus on rural health within a prevention/promotion paradigm. He concluded that UNMC is ready to pursue development of an occupational therapy education program that aligns with the University and College of Allied Health Professions mission, vision, and values.

Description

The proposed program would require a student to have completed a baccalaureate degree that incorporates occupational therapy pre-requisites. The OTD curriculum would consist of 116 semester credit hours beyond the baccalaureate. There would be 78 credit hours in didactic courses, some of which would be crossed-listed with physical therapy (e.g., psychosocial aspects of healthcare and prevention and wellness). In the second semester there would be four credit hours of clinical practice and fieldwork to expose students to a range of practice settings and to facilitate early interaction with patients. In later semesters there would be 26 additional credit hours of clinical practice/fieldwork plus an eight credit hour doctoral experiential

component that could include clinical skills, but also research skills, administration, advocacy, and other topics. In addition to the physical therapy cross-listed courses, a small number of courses would be drawn from other fields such as nursing and public health. The remaining coursework would need to be developed for the program. The program would be offered on both the Omaha and Kearney campuses of UNMC with distance delivery of courses between the two.

Consistent with Institutional Role and Mission? √ YES _____ NO

Consistent with Statewide Comprehensive Plan? √ YES _____ NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low
	√	

Currently, the ACOTE accredits both master's and doctoral programs as entry-level educational programs. However, in August 2017 ACOTE determined that the entry-level degree requirement would move to the doctoral level by July 1, 2027.

As of October 23, 2017, there were 17 fully accredited doctoral programs and 22 doctoral programs in development (candidacy or pre-accreditation stages). Of the 17 fully-accredited OTD programs, one is at Creighton University, one is in St. Louis, and one is in Vermillion, South Dakota. Of the programs in development, two are in Iowa. The others are on both coasts and scattered in between. There are also approximately 175 accredited master's programs. In Nebraska, College of St. Mary and Nebraska Methodist College of Nursing and Allied Health offer master's programs. Both programs are likely to convert to the OTD before the 2027 deadline, as are most of the other master's programs.

The proposal notes an aging population, an increased prevalence in chronic conditions, expanded insurance coverage for occupational therapy, and increased access to occupational therapy as factors expected to drive demand for occupational therapists.

Labor Statistics: UNMC cites figures from the U.S. Department of Labor projecting a national growth rate of 27% or 30,000 new occupational therapist jobs between 2014 and 2024. Figures from the Nebraska Department of Labor projected growth in the state of 22% between 2012 and 2022. Commission staff found that this percentage translated to 36 average annual openings. The average entry level wage was \$55,714 (\$26.79 per hour) with a median wage of \$75,397 and experienced wage of \$88,279.

The proposal also included information on 22 OT programs in Big Ten and peer institutions as well as institutions in neighboring states. The institutions are located in 14 states. The average annual openings for occupational therapists in those states, including 40 in Nebraska, is 1,190. Enrollment projections for the 22 institutions was 885 students. With attrition, the estimate was 858 graduates. With job openings projected at 1,190, UNMC asserts a need for the program.

Local Study and Survey: UNMC also cites a 2014 survey and study on the supply and demand for occupational therapists in the state. Of the actively practicing therapists, about one-fourth were age 50 or over and about 43% practiced in rural communities. In 2017 the Nebraska Office of Rural Health designated 32 counties as shortage areas for occupational therapy. Most are within reasonable driving distance of a city with occupational therapy providers, although having access in one's hometown would be optimal. In addition, Lincoln County (North Platte), one of the state's larger counties both geographically and in population, is a shortage area, as well as counties north and south of it stretching to both state lines.

Local Reports: Letters of support all note an increasing shortage of occupational therapists as well as the cost benefits to students of having a Nebraska public institution offer an OTD program. (The proposal lists Creighton tuition as \$140,723 and UNMC's projected tuition to be \$52,970.) Madonna Rehabilitation Hospital states that it can often take months for healthcare providers to fill vacant OT positions. New West Orthopaedic and Sports Rehabilitation in Kearney writes that they are in constant need of occupational therapists and that trying to recruit is very difficult due to the lack of occupational therapists being educated in rural areas. The need for therapists in rural areas is characterized as "extreme."

Current Supply: The doctoral program in occupational therapy at Creighton University has been averaging about 60 graduates per year. In 2016 there were 138 graduates. This more than doubling of graduates is partially due to a recent addition of a distance cohort at Regis University in Denver as well as a distance cohort for Nebraska (primarily Omaha) students. There is also a cohort in Alaska. The College of St. Mary reported only 2 graduates in 2016 because of a change in graduation dates. They continue to average about 45 graduates per year in their master's program. The new master's program at Nebraska Methodist College did not report any graduates. Adjusting Creighton's and College of St. Mary's figures to reflect actual yearly Nebraska graduates and adding in an approximation for Methodist graduates, a very rough estimate of current annual OT graduates in the state is 135. The figures provided by UNMC (referenced previously in this section) total 160 graduates in Nebraska.

There is a disconnect between the Nebraska Department of Labor projections and reports of need from employers in the state and other labor data sources. The Department of Labor itself reported 120 openings on November 8, 2017. As is often the case, some of the discrepancy could be due to geographic maldistribution, especially since a need in rural areas was identified in the proposal.

B. Demand for the Program

High-----Low
√

The College of Allied Health Professions, the proposed home for the program, reports that it conducted a survey in 2017 of the University of Nebraska and Nebraska State College systems to determine the number of students who had expressed interest in occupational therapy. In total, 273 students were identified, with a significant increase over previous years at UNO and UNK.

The proposal also included data from accredited programs in neighboring states and at peer institutions. Of the four doctoral programs listed (see Section A. plus Ohio State), the largest enrollment was 90 at Washington University in St. Louis with the smallest (28) at the University of South Dakota.

UNMC proposes to enroll 42-46 students annually with students on two campuses for an on-going maximum enrollment of 138 when the program is fully implemented. The breakdown is expected to be 16 students at UNK and 30 students in Omaha. This is based on accreditation standards, projected clinical sites, space and equipment resources, and institutional expenses.

The figures from the survey support the projected enrollments.

C. Avoidance of Unnecessary Duplication

High-----Low				
		√		

ACOTE has approved numerous programs in neighboring states and three in Nebraska. Most are at the master's level, including programs at College of St. Mary and Nebraska Methodist College. Many of these will likely seek accreditation at the doctoral level in the near future. Creighton University has offered an OTD since 1999, the first in the country to do so. The proposal notes that all the programs in Nebraska are at private institutions where the tuition would be considerably higher than at UNMC. Even public institutions located outside the state would cost more due to out-of-state tuition rates.

D. Resources: Faculty/Staff

High-----Low				
		✓		

ACOTE accreditation requires a designated 1.0 FTE program director and a 1.0 FTE fieldwork coordinator. In addition, UNMC states that a full-time faculty member with expertise in human anatomy would be hired to deliver curriculum to an interprofessional group of physician assistants, physical therapy, and new occupational therapy students. Beyond these three positions, an additional 6.5 FTE would be hired by year four. Existing support staff would supply .25 FTE time with 1.75 FTE budgeted for new positions. All positions are included in the budget in the years appropriate to phasing in of the program.

E. Resources: Physical Facilities/Equipment

High-----Low				
		✓		

The program would be administratively housed in the College of Allied Health Professions. Didactic classes would be held in Bennett Hall and the Michael F. Sorrell Center for Health Sciences Education in Omaha and in the new Health Science Education Complex in Kearney. In addition to classrooms, the Complex was designed with laboratory space specifically for a future occupational therapy program. The proposal states that there is office and laboratory space (Bennet Hall and Student Life Center) available in Omaha, but that UNMC would identify and renovate space as necessary. Existing labs used for physical therapy can be utilized for OT as well. UNMC also reports that Facilities Management and Planning has just completed a study of the current space utilization by the College of Allied Health Professions that will serve as the basis for planning future space. \$120,000 is included in the budget during years one and two for building remodel/retrofit.

UNMC states that significant investment has recently been made in technology on campus to facilitate curriculum revision including flipped classroom and hybrid models, hands-on learning

via simulation training, and distance learning, particularly between the Omaha and Kearney campuses.

Clinical Partners: The proposal states that the College of Allied Health Professions has over 400 affiliation agreements with healthcare facilities and providers, most of which are external to UNMC. Over 300 of these cover clinical education for students from multiple health profession programs, making most available for OT.

F. Resources: Library/Information Access

This item was not directly addressed but with the resources of the entire UNMC campus and the clinical partners the information resources should be sufficient to support the program.

G. Budget

The proposal states that at year five the program would be self-sustaining through tuition revenue.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$4,272,470	Reallocated/Existing Funds ³	\$358,6850
General Operating ¹	\$1,188,118	New State Funds	
Equipment ²	\$185,000	New Local Funds	
Facilities	\$120,000	Tuition and Fees ⁴	\$6,628,368
Five-Year TOTAL	\$5,765,588	Five-Year TOTAL	\$6,987,053

¹ Includes large fees for initial accreditation, program marketing, and faculty recruiting.

² Includes educational and laboratory supplies and equipment and office furnishings.

³ Existing funds from the College of Allied Health Professions generated from auxiliary services

⁴ Based on 42 new students in years two, three, and four, then stabilizing at 126 for year five (and subsequent years). Students take 41 credit hours in year one, 45 in year two, and 30 in year three at \$420 per credit hour for FY 2020 and inflated at 3.2% for 2021 and 3% thereafter.

Amount is reduced by 9% for estimated remissions.

Committee Comment: There appears to be student demand for the program, but less evidence that the production of graduates isn't meeting the needs of the state. However, the program will cost the state little and no new funds are needed.

Committee Recommendation: Approve the Occupational Therapy Doctorate at UNMC

First Regular Program Review: Due June 30, 2022



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska Medical Center

Program: Health Administration

Award: Master of Health Administration (MHA)

Institution's Existing Degree(s) in Same or Similar Discipline: Masters of Public Health with concentration in public health administration and policy; MBA with healthcare management concentration (UNO program)

Proposal Received by Commission: October 6, 2017

Proposed Start Date: Upon approval

Description

The purpose of the proposed program is to provide recent college graduates and mid-career healthcare professionals multidisciplinary education to prepare for management positions in healthcare organizations. Graduates will have attained knowledge and skills in communication and relationship management, professionalism, leadership, the healthcare environment, and business and analytics. The program would require 57 semester credit hours consisting of 49 credit hours of required coursework that includes a capstone course and internship (40 clock hours for 13 weeks), and eight credit hours of elective courses. The number of credit hours for the program is greater than for most master's programs but is typical of accredited health administration master's programs. The program has been designed to meet the accreditation standards established by the Commission on Accreditation of Healthcare Management Education (CAHME). Upon approval, UNMC would seek accreditation from CAHME.

The program would be a partnership between UNMC's College of Public Health, colleges on the other three University of Nebraska campuses, and Nebraska Medicine. The courses offered and delivery mechanisms are:

Institution	Required courses (49 credit hours)	Delivery method	Elective courses (any 8 cr hrs)	Delivery method
UMMC	11	Online and in person	2	Online and in person
	2 (Internship, Capstone)	In person		
UNK	1	Web conferencing	2	Web conferencing
UNO	3	In person	5	In person
UNL			6	In person

All courses have been approved by the curriculum committees of the respective institutions. To ensure that the program continually meets employer needs, a survey would be conducted every two years to identify critical and evolving skills and knowledge. Built into the curriculum is the option to complete a certificate in health administration. That certificate will go before the Board of Regents for approval in 2018 and is not included in this proposal.

Consistent with Institutional Role and Mission? √ YES NO

Consistent with Statewide Comprehensive Plan? √ YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
<u> √ </u>

UNMC reports that the motivation for the program was the perception that demand was growing for healthcare management education. Anecdotal information also suggested that some healthcare managers were going outside the state for additional education. To verify these perceptions, a survey was conducted in 2015 of 61 CEOs and other administrators from 59 non-profit hospitals and healthcare systems in Nebraska. Results of the survey indicated that almost two-thirds of executives held an MHA degree; 60% of the organizations were in need of administrators with an MHA; there were plans to hire over 40 MHA graduates within the next five years; and organizations had openings for up to 26 interns annually.

UNMC also cites the U.S. Bureau of Labor Statistics that projects a national increase in demand of 17% from 2014-2024 for healthcare managers. The Nebraska data characterized healthcare management as the second largest field of employment within management occupations in the state with 2,920 employees and an average annual salary of \$100,220 in 2016. Commission staff consulted the Nebraska Department of Labor for additional projections. The growth rate was projected to be 15.8% with 119 average annual openings. The job description was for individuals with a minimum of a bachelor's degree. The average *entry* level wage for Medical and Health Services Managers was \$66,344. IPEDS data shows 182 graduates in 2016 from Bellevue University, 59 of whom were at the master's level. Many of those students are likely to be located outside Nebraska and unavailable to fill the identified need. Clarkson College graduated 12 master's students in 2016.

The demand by employers for individuals with a master's degree was not documented. Even with undergraduate degrees included (and with many of Bellevue graduates excluded), the survey and state labor statistics projections support the need for a master's program.

B. Demand for the Program

High-----Low
<u> √ </u>

The proposal provided figures from CAHME showing an increase of accredited programs from 78 in 2012 to 95 in 2015, with a 40% increase in applications (8,720 in 2015). These figures, in addition to discussion and feedback from colleagues, suggest to UNMC that there is interest in the program.

UNMC also states that their existing programs are insufficient in meeting the current needs of mid- to large-scale health systems. The Masters of Public Health with concentration in public health

administration and policy provides little training in hospital- or clinic-oriented management, focusing on management of public health departments and organization. The UNO MBA requires only 9 credit hours for the healthcare concentration. Neither program focuses on the specific needs of the healthcare industry.

UNMC anticipates that a number of recent graduates from undergraduate programs at UNO, UNL, and UNK would enroll in the program. Another potential source of students is a health administration training program that the Department of Health Services Research and Administration offers twice per year to faculty of medical centers in China. The program would also be marketed to students from underserved rural and minority populations. Based on these conditions, UNMC proposes to enroll 14 students in the first year with an additional three to four students in subsequent years. By the fifth year of the program 26 to 30 new students would be matriculating each year. UNMC reports that this is consistent with other MHA accredited programs that averaged 28 students matriculating in 2015.

Although the proposal did not provide specific numbers documenting local demand, having a potential student pool from four campuses in conjunction with national figures from other accredited programs suggest that the projected enrollments are realistic.

C. Avoidance of Unnecessary Duplication

High-----Low
√

The Commission on Accreditation of Healthcare Management Education has accredited 99 programs at 76 institutions. None are in Nebraska. The closest programs are in Kansas City and Des Moines. The others in neighboring states are in Missouri, Minnesota, and the University of Iowa. There are four other master's programs in Nebraska, but none are accredited. They are at Bellevue University, Clarkson College, Concordia University, and Creighton University. The first three are less than 40 credit hours in length, are strictly online, and do not include internships. The Creighton program is new and comparable in length, including an internship but focusing on executive leadership. It prepares students for FACHE certification—Fellow of the American College of Healthcare Executives (a professional organization, not an accrediting body).

D. Resources: Faculty/Staff

High-----Low
√

UNMC reports that the Department of Health Services Research and Administration would house the program and has sufficient faculty to support the additional enrollments. The department currently has nine professors, two instructors, and eight adjuncts. One faculty member would serve as program director (.04 FTE in the budget). Faculty from UNO, UNL, and UNK would also teach courses for the program (see Description). The proposal included credentials for all anticipated faculty for the core courses. All hold either a PhD, MD, or JD as their highest degree. The department would need to hire one new staff member dedicated to administration of the program and two graduate assistants. All positions are included in the budget.

The program would also have an advisory council that would include representatives from all four campuses, prominent healthcare executives, and leading educators and scholars in the field.

E. Resources: Physical Facilities/Equipment

High-----Low
√

The Department of Health Services Research and Administration is located in the College of Public Health. UNMC states that all courses are currently being supported and taught in existing classroom space. Faculty and staff have sufficient computer, space, and other resources to implement and manage the program.

UNMC asserts that, consistent with many other accredited MHA programs, students would be required to have a laptop or tablet for the duration of the program. They would have wireless internet access throughout the UNMC campus as well as access to the Microsoft Office suite. Students at UNK would use web conferencing software.

F. Resources: Library/Information Access

High-----Low
√

The proposal states that students would have access to the UNMC McGoogan Library of Medicine, providing access to over 27,000 journals and nearly 100,000 books and e-books. The facility also includes study seats, group study rooms, multi-media education rooms and computer work stations. Students on other campuses would have access to their respective libraries including databases and research resources provide by the UNO College of Business Administration.

G. Budget

The proposal states that at year four the program would be self-sustaining through tuition revenue.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$484,465	Reallocated/Existing Funds	
General Operating ¹	\$217,985	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees ³	\$2,206,788
Other ²	\$106,381		
Five-Year TOTAL	\$808,831	Five-Year TOTAL	\$2,206,788

¹ Includes travel, memberships, office supplies, marketing, and communications.

² Includes accreditation fees, adjunct fees, and consultant fees.

³ Based on 14 new students in the first year with three to four additional students each year thereafter. Tuition rates vary by campus: UNMC = \$389.50 per credit hour; UNK = \$285; UNO = \$336; plus \$317.25 per semester fees.

Committee Recommendation: Approve the Master of Health Administration at UNMC

First Regular Program Review: Due June 30, 2019



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln

Program: Finance

Award: Master of Science (MS)

Institution's Existing Degree(s) in Same or Similar Discipline: MBA with a specialization in finance; PhD in Business with a specialization in finance

Proposal Received by Commission: October 6, 2017

Proposed Start Date: Upon approval by CCPE

Description

The proposed degree would require 30 semester credit hours consisting of 10 three-credit courses (seven in finance and three in business administration) and would prepare students to take the CFA* examination. The focus of the courses would be to develop an understanding of financial decision making that is relevant to portfolio and risk managers as well as corporate finance officers. Offered solely online, the courses would be scheduled in five eight-week sessions and could be completed in one year. Four new courses would be needed to complete the curriculum.

The existing Finance Department is a CFA Institute Program Partner school at the undergraduate level. UNL would seek a similar designation for the MS. In addition, the College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

*Chartered Financial Analyst. The CFA Institute is a global association of investment professionals that offers the CFA designation and two certificates.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

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

UNL states that financial institutions such as banks and insurance companies, regulatory agencies and state and local municipalities have a need for financial specialists. A firm was hired to study the potential for a

variety of MS programs. Finance was found to have a very high market growth with employer demand far exceeding other possible specialized programs. The report provides several data sets related to the field of finance, all on a national level.

The proposal cites the U.S. Department of Labor (Bureau of Labor Statistics) that reported a projected growth rate ranging from 6.8% to 29.6% for four job categories where a finance professional might be hired (financial analyst, financial manager, personal financial advisor, and financial service sales agent). The median mid-career salary ranged from \$71,550 to \$118,000.

The proposal included only national data. Commission staff consulted the Nebraska Department of Labor's website for state-level information. For the four job categories listed above, 976 average annual job openings were projected between 2014 and 2024. Of these, 796 were in the financial specialist category, the one most closely resembling the financial service sales agent category cited in the proposal. The second largest number of openings was 88 for financial manager. The average median salaries were similar to the national salaries with \$117,173 annually for financial manager being the highest.

B. Demand for the Program

High-----Low				
			✓	

The university reports the program would be attractive to professionals interested in sitting for the CFA exam and that the CFA Institute's 2016 Annual report shows continued growth in the CFA program. UNL asserts that the number of exams administered from the "Americas region" (roughly 81,600) illustrates that demand exists for the knowledge that comes from a specialized master's in finance degree.

UNL anticipates enrolling 20 students in the first year with additional enrollments in each year thereafter, leveling off at about 60 students by year 5.

The IPEDS categories are too broadly named to identify the master's programs at Creighton and Bellevue (see Section C.) to determine graduates available to fill openings in the state.

Letters of support were provided by Ameritas, Tenasko, and three students. With the exception of one undergraduate student who is seeking a graduate program, no evidence was presented of student demand in Nebraska for this program

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

There are no MS programs in finance at any public institution in Nebraska, although UNO's MBA program offers concentrations in investment science and risk management. Creighton University offers two online master's programs in the field and Bellevue University has one program online.

D. Resources: Faculty/Staff

High-----Low				
	√			

UNL states that existing faculty from the College of Business Administration would support the program. Ten faculty were listed, all from the Department of Finance. The department is also searching to fill three additional faculty positions. Staff support would come from the Department of Finance. Since all positions are existing, none of them are reported in the budget.

E. Resources: Physical Facilities/Equipment

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

UNL reports that the program would be administered through the College of Business Administration and that no new facilities or additional instructional equipment would be required to initiate the program, although \$5,000 per year is included in the budget for equipment.

F. Resources: Library/Information Access

Acceptable
yes <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no <input type="checkbox"/>

No additional informational resources would be required. Since UNL already offers finance courses and graduate level business courses, there should be sufficient information resources available to sustain the program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated/Existing Funds	
General Operating ¹	\$125,000	New State Funds	
Equipment	\$25,000	New Local Funds	
Facilities		Tuition and Fees ²	\$1,935,000
		Fees paid to University ³	\$222,257
Five-Year TOTAL	\$150,000	Five-Year TOTAL	\$1,712,743

¹ Includes allowances for faculty development, lab supplies, travel, memberships, office supplies, communications, data processing, equipment, maintenance, rentals, etc.

² Based on 20 students in year one, 40 in year two, 45 in year three, 50 in year four, and 60 in year 5 at \$600 per credit hour tuition

³ Includes fees for library, technology, distance education, and administration and enrollment

Committee Comment: Evidence of need for the program on a national level was provided and Commission staff verified local need, but no evidence was given for student demand.

Committee Recommendation: Approve the Master of Science in Finance at UNL

First Program Review Date: Due June 30, 2023.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln

Program: Business Analytics

Award: Master of Science (MS)

Institution's Existing Degree(s) in Same or Similar Discipline: Business Analytics graduate certificate; MBA with concentration in business analytics

Proposal Received by Commission: October 6, 2017

Proposed Start Date: Upon approval by CCPE

Description

The proposed degree would require 30 semester credit hours consisting of 10 three-credit courses (four in supply chain management and analytics, four in business administration, and two chosen from a variety of related fields). Of the eight required courses, two would be new. A third new course would be developed as an elective. The focus of the courses would be to develop a student's foundational understanding of analytic decision making tools and of the role of big data in contemporary business. Offered solely online, the courses would be offered in five eight-week sessions and could be completed in one year.

There is no programmatic accreditation for business analytics. However, the UNL College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Need for the Program

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

The proposal cites a 2012 study in which nine out of ten business leaders believed that data was now the fourth factor of production, as fundamental to business as land, labor, and capital. Another 2012 report stated that there is not enough talent in the industry and that public and private education systems are failing the industry. The proposal also notes that business analytics plays a vital role in many major businesses based in Nebraska, including FirstData, NelNet, and Oriental Trading Company.

UNL states that a firm was hired to study the potential for MS programs. Business analytics was found to have very high market growth with the total number of job postings for business analytics professionals with a master's degree increasing 182% in the previous five years. The proposal cites the U.S. Department of Labor (Bureau of Labor Statistics) that reported a projected faster than average growth for seven top business analytics professions. Growth for the top four (market research analyst, business intelligence analyst, financial analyst, and computer and research analyst) ranged from 15% to 32%. Median salaries ranged from \$60,000 to \$102,190. The commissioned study was provided and included several sets of national data.

Commission staff consulted the Nebraska Department of Labor's website for additional information. For the top four professions listed above, 203 average annual job openings were projected between 2004 and 2024, over half in market research analyst category. The lowest average median salary was \$55,089 annually for market research analyst. The highest was and the average median salary was \$82,159 for computer and research analyst.

B. Demand for the Program

High-----Low
√

The university reports that enrollments in the graduate certificate in business analytics is the best indicator of student demand. The recently created certificate enrolled 9 students in fall 2014, 35 in fall 2015, and 48

in fall 2016. The department chair has also spoken with several certificate students who are interested in the MS program if approved. In addition, the program would be marketed to students in the more populated areas of the Midwest. UNL projects approximately 20 students in the first year, growing to 55 students in year five. Based on certificate enrollments and expanded marketing, the estimate appears realistic.

The IPEDS categories are too broadly named to identify the master's programs at Creighton and Bellevue and determine graduates.

Letters of support were provided by Werner Enterprises, Crete Carrier Corporation, and two MBA students.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are two comparable programs in Nebraska. Creighton University has a Master in Business Intelligence and Analytics on campus and Bellevue University offers a Master of Science in Business Analytics

online. There are no programs at public institutions although UNO has an MBA with a business analytics concentration.

D. Resources: Faculty/Staff

High-----Low
√

UNL states that existing faculty and teaching staff from the College of Business Administration would support the program. Ten faculty were listed, the majority from the Department Supply Chain Management and

Analytics. Administrative and staff support would come from the Department of Supply Chain Management and Analytics. Since all positions are existing, none of them are reported in the budget.

E. Resources: Physical Facilities/Equipment

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

UNL reports that the program would be administered through the College of Business Administration and that no new facilities or additional instructional equipment would be required to initiate the program, although \$5,000 per year is included in the budget for equipment.

F. Resources: Library/Information Access

Acceptable
yes <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no <input type="checkbox"/>

No additional informational resources would be required. Since UNL already offers a graduate certificate and graduate level business courses, there should be sufficient information resources available to sustain the program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated/Existing Funds	
General Operating ¹	\$100,000	New State Funds	
Equipment	\$25,000	New Local Funds	
Facilities		Tuition and Fees ²	\$1,890,000
		Fees paid to University ³	\$217,088
Five-Year TOTAL	\$125,000	Five-Year TOTAL	\$1,672,912

¹ Includes allowances for faculty development, lab supplies, travel, memberships, office supplies, communications, data processing, equipment, maintenance, rentals, etc.

² Based on 20 students in year one, increasing to 55 in year 5 at \$600 per credit hour tuition

³ Includes fees for library, technology, distance education, and administration and enrollment

Committee Recommendation: Approve the Master of Science in Business Analytics at UNL

First Program Review Date: Due June 30, 2023.



NEW ORGANIZATINAL UNIT PROPOSAL

Institution: University of Nebraska at Omaha (UNO)

Name of New Unit: Leonard and Shirley Goldstein Center for Human Rights

Programs Included in New Unit: Programs offering courses related to human rights across campus (see Section A.)

Proposal Received by Commission: October 6, 2017

Proposed Start Date: Upon approval

Background

UNO's Religious Studies program has long supported the study of human rights issues. For almost two decades the Goldstein Lecture fund has supported an annual lectureship in human rights on campus. Recently a human rights studies minor was created. In 2015 Shirley Goldstein donated \$2 million to the NU Foundation for the purpose of endowing a Center for Human Rights with the College of Arts and Sciences at UNO.

Description

The proposed center's purpose is to assist faculty, students, and the community to better understand, study, and research the complexities of human rights associated with immigration, national security, and religious freedom. Since human rights issues range broadly from sustainability to the rights of indigenous peoples to cultural rights in all senses of the word, the study of the field is inherently interdisciplinary. On the UNO campus faculty have been researching and offering courses on human rights topics from the perspective of their individual disciplines. These efforts are fragmented and decentralized. The proposed center would help support and coordinate these activities as well as bringing increased visibility to the topic throughout the community.

Consistent with Institutional Role and Mission? ☒ YES ☐ NO

Consistent with Statewide Comprehensive Plan? ☒ YES ☐ NO

REVIEW CRITERIA

A. Demonstrated Need for the New Unit

High	-----	Low
	√	

The proposal states that the demand for the center is evident in the current programming, research initiatives, and course offerings. Faculty

are currently teaching undergraduate and graduate courses with human rights components in black studies, political science, religious studies, sociology, anthropology, philosophy, history, and international studies. Since fall 2012 courses related to human rights have a cumulative enrolled course seat count of 11,350.

The center would unify current human rights activities and provide resources to support and expand research, curriculum, and programming initiatives.

B. Demonstrated Appropriateness of the New Unit

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

UNL is home to the Forsythe Family Program on Human Rights and Humanitarian Affairs. A letter of support from the associate dean at UNL's College of Arts and Sciences states that the proposed Goldstein

Center would have a different focus than the Forsythe program and should not overlap. They could even benefit one another and encourage collaboration.

Numerous institutions across the country have human rights centers. A letter of support was included from the University of Washington Center for Human Rights noting that the creation of UNO's center is "extraordinarily timely."

C. Resources: Faculty/Staff

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

UNO reports that faculty across campus have been involved in teaching courses or conducting research on human rights issues. One letter of support states that there are currently 25 faculty involved on campus.

During 2016-17 UNO conducted a search for an individual to fill the new Goldstein Family Community Chair in Human Rights. This position would provide UNO with a permanent tenure-line faculty member for the program

The center would have a steering committee with three standing committees: curriculum, research, and community engagement. An executive committee would implement policy decisions and a community council would provide advice on outreach and fundraising activities.

The budget includes \$16,500 annually for stipends for a center executive director and for chairs of the three executive committees. It also includes funding for part-time support staff. Half of that cost would be covered by the College of Arts and Sciences.

D. Resources: Physical Facilities/Equipment/Library

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

Pending approval, the center would be housed in the Barbara Weitz Community Engagement Center. The proposal states that given the emphasis on community engagement in the center's objectives, approval

is likely. The new facility was opened in 2014 and provides office and meeting space for the community.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$157,500	Reallocated Funds ²	\$37,500
General Operating ¹	\$280,000	New State Funds	
		New Local Funds	
		Tuition and Fees	
		Other: endowment ³	\$400,000
Five-Year TOTAL	\$437,500	Five-Year TOTAL	\$437,500

¹ Includes curricular development, research support, community engagement, and outreach.

² College of Arts and Sciences share of support staff salary

³ \$2 million endowment expected to result in \$80,000 annually

Committee Comment:

The cost of the center is minimal and it would draw more attention and funding and improve the ability to conduct more research and provide more services.

Committee Recommendation: Approve the Leonard and Shirley Goldstein Center for Human Rights at UNO

Approval of the Center does not constitute approval of any new programs now or in the future.

2016-2017 EXISTING PROGRAM REVIEW

** (Item in bold is under Commission Threshold)

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2011-2016)								
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold
UNL	Anthropology	10,575	848	BA	21.0	MA	5.4			
UNL	Applied Climate Science	NA	NA	BS	0.0					Interdisciplinary New
UNL	Biochemistry	3,471	812	BS BSBC	32.2 26.0	MS	1.0	PhD	4.0	Demand
UNK	Chemistry "Professional Chemist"	4,423	468	BA/BS BSE BA/BS	6.8 1.2 2.4					
UNL	Chemistry	22,555	778	BA BS	12.2 6.6	MS	5.4	PhD	12.6	
WSC	Chemistry	3,973	383	BA BS	0.2 17.2					
UNL	Complex Biosystems	NA	NA					PhD	0.0	Multidisciplinary New
UNL	Earth and Atmospheric Sciences	6,448	312			MS	12.0	PhD	3.4	
	Geology			BA BS	2.8 8.2					
	Meteorology/Climatology			BS	10.8					
UNO	Environmental Studies	35,305	645	BGS	2.0					
	Environmental Sciences			BS	13.6					
UNK	Geography and GIS	3,350	677	BS	3.0					Access
	Geography Education 7-12			BAE	0.8					
	Geography			BA/BS	1.8					
UNL	Geography	10,575	848	BA BS	9.6 3.0					
WSC	Geography	1,419	700	BA BS	0.2 6.2					R & M Gen Ed Demand

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2011-2016)								
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under threshold
CSC	Physical Sciences	2,758	496	BS	2.4					R & M
				BSE	3.0					Gen Ed
UNO	Physics	10,796	793	BS	3.8					Gen Ed
	BGS			0.2					Other: program evaluated in 2014; modifications made	
	BA			0.4						
	Physics – Engineering			BGS	0.4					
UNL	Physics and Astronomy	15,083	556	BA	2.0	MS	8.0	PhD	7.4	
				BS	8.0					

Commission Thresholds

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

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

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

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

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

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

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of annual reports submitted through October 2017. Reports received after October will be summarized at a later Commission meeting. No action is required.

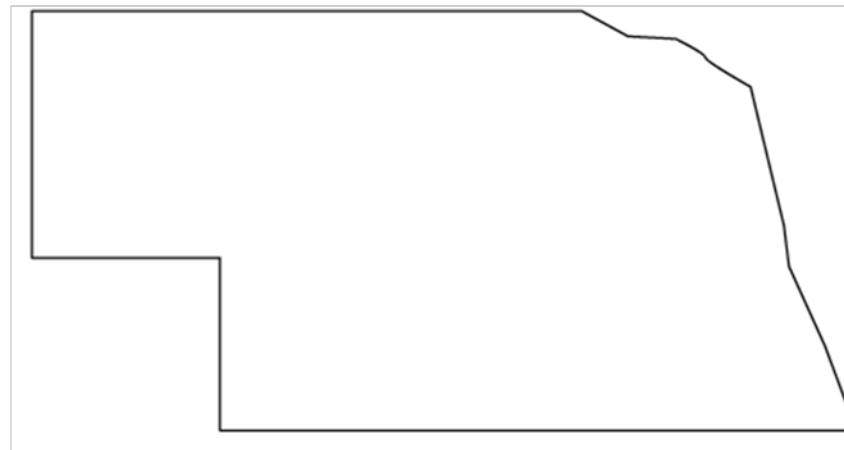
Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Hope International University (Nebraska Christian College) (Original approval 4/28/2016)	Christian Ministry	AA	1	2	121	
	Family Life and Care Ministry	BA	4	3		
	Family Life and Counseling	BA	8	1		
	Pastoral Ministry	BA	17	6		
	World Missions	BA	15	1		
	Worship Arts	Bachelor's	28	9		
	Youth Ministry	BA	16	1		
	Non-Degree		9			
University of South Dakota (Original approval 4/25/2013)	Reading Recovery Courses	N/A	9	9	N/A Courses only	
	Speech-Language Pathology	MA	0	0		
	Missouri River Institute Course	N/A	0	0		

*on date of report

**for most recent year

December
2017

A Report by the
Coordinating Commission
for Postsecondary
Education



***Delivering Courses Beyond
Campus Walls
with a Focus on High Schools***

**Off-campus and Distance Education
at Nebraska Public Institutions
2015-2016**

Delivering Courses Beyond Campus Walls

Off-campus and Distance Education at Nebraska Public Institutions 2015-2016

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

Delivering Courses Beyond Campus Walls

Highlights of the Report

2015-2016

What is distance delivery?

- Traditional delivery—instructor and students are in the same time and place away from the campus; for example, a face-to-face class in a different town or a location in the community other than the campus.
- Synchronous delivery—instructor and students are in the same time, but not the same place; for example, two-way interactive video, where the instructor is in one location, often on the campus with students in a classroom, and delivers the course at the same time by video to other students at a “receiving” site or sites.
- Asynchronous delivery—instructor and students are in a different time and place; for example, an online course where students work on their own and there is no specified time for the class as a whole to have contact with the instructor.

Which Nebraska public institutions offer courses at distance?

- All six community colleges, the three state colleges, and the University of Nebraska campuses offer courses at distance (Table I). Institutions were instructed to report all courses offered at a location other than a main campus or a branch campus.
- Overall, the number of courses offered at distance increased by 10.8% from 2013-14 to 2015-16. In the most recent year (2014-15 to 2015-16) the university and community colleges increased the number of courses offered, although four individual institutions reported a decline.
 - Between 2013-14 and 2014-15, the university increased their offerings by 4% with all but UNL increasing the number of courses.
 - The state college offerings declined by 7% overall, with a decline at CSC, a slight increase at PSC, and no change at WSC.

- The number of distance courses at the community colleges increased by 10.9%, a substantial increase over the 3.2% in the previous year. Two of the six colleges (MPCC and WNCC) experienced decreases.
 - As in the previous year, the largest increase by far was at CCC (57.7%), with a 75.9% increase in asynchronous courses, while the largest decline was 42.7% at WNCC.
 - The number of courses offered by traditional delivery at MCC appears considerably higher than the other five colleges because the college has three education centers that are not considered branch campuses but enroll large numbers of students (Sarpy, Applied Technology-Irvington, and Fremont with adjacent Washington County Technology).

What is the most popular method of delivery?

- When the Commission first collected this information in the early 1990s, one of the primary goals was to determine if students not living in a “college town” had access to higher education courses. At that time traditional delivery was the primary method of reaching students who could not be present on campus. Synchronous delivery consisted of a few two-way interactive video courses and asynchronous delivery was mainly pre-recorded audio and video courses.
- Today asynchronous delivery is by far the most popular delivery mechanism in all three sectors, while synchronous is the least-used (Table I).
- The popularity of asynchronous courses is illustrated in Graph I. Asynchronous delivery surpassed synchronous delivery in 2000-01 and traditional delivery in 2004-05. The apparent minimal decline between 2010-11 and 2011-12 may be due to a possible anomalous report from CCC in 2010-11. Had their 2010-11 figure been closer to previous years, the total for 2010-11 would have been smaller and there would have been a slight increase in 2011-12.
- The number of traditional delivery courses declined steadily from 2005-06 to 2009-10, but increased in 2010-11. There were fluctuations over the next five years, ending with 2015-16 recording the third largest number of courses since counting was begun.
- The community colleges are by far the largest users of synchronous delivery. While synchronous delivery is the

least used overall, the large number at the community colleges is due, in part, to dual enrollment courses offered to high school students at their high school building. The ability of colleges to offer synchronous courses to K-12 schools was enhanced by the passage of LB1208 in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.

What courses are offered at distance?

- Almost every type of course is offered at distance, including courses requiring hands-on activities such as biology, nursing, and mechanics. (Also see the section on degrees and awards available at distance on page 5 and the section on offerings for high school students on page 12.)
- At the community colleges, the largest single category of courses is “liberal arts and sciences,” including those for academic transfer programs that are reported together in a single category.
- At the four year institutions, large numbers of courses were offered in the social sciences, business, education, health professions, and computer and information sciences.

How many students are served at distance?

- In 1998-99, the first year the Commission collected enrollment data, there were 7,512 students (duplicated headcount¹) enrolled in courses offered either synchronously or asynchronously. Over three times that many were served at distance by traditional delivery (Graph II).
- By 2005-06 the numbers had shifted dramatically as the delivery methods shifted—a trend that continues in 2015-16. The number of students enrolled in asynchronous courses increased from just over 4,400 in 1998 to 166,135 (duplicated headcount) in 2015-16.
- The total number of students served by some form of distance education was 212,699 (duplicated headcount) in 2015-16 (Table II). This figure is a slight increase from 2014-15, reflecting modest increases in synchronous and traditional delivery with larger increases in asynchronous.

¹ Duplicated headcount means that a student is counted every time that student takes a course.

- While the number of students increases in all three sectors between 2014-15 and 2015-16, CSC and four of the community colleges reported a drop in the number of students (increases reported at CCC and NECC only).

Are degrees or other awards available entirely by distance technology?

- A variety of awards are available at distance, ranging from certificates at the community colleges to educational specialist and master's degrees at the university and state colleges and an EdD at UNL.
- A small number are available utilizing strictly traditional delivery, and a greater number are delivered with a combination of distance and traditional delivery. By far, the largest number are delivered entirely by some type of distance delivery technology.
- In 2008-09 the number of awards available using technology approached 100. In 2013-14 there were 185 available (Table III), a drop from the previous year. The number rebounded to 218 in 2014-15 and 272 in 2015-16. The decline in 2013-14 was due in part to two institutions who reported in 2012-13 but not in 2013-14. Only CSC failed to report in 2014-15 and 2015-16.
- The awards are made in numerous disciplines. The following highlights apply only to awards available entirely at distance in 2015-16.
 - The majority of the awards reported at UNL and UNK are master's degrees and above, and although the disciplines vary, many are in education. UNL also offers master's degrees in engineering, applied science, journalism, agronomy, interior design, and business. UNO's degrees consist of the BGS and other bachelor's degrees in sociology, library science, and management information systems. Master's degrees are available in a variety of fields including criminal justice, special education, and public administration. Various certificates and endorsements are offered on all three campuses.
 - UNMC offered bachelor's degrees in nursing, radiation science technology, and clinical laboratory science. At the graduate level they offered master's degrees in clinical perfusion, physician assistant, public health, and emergency preparedness.

- At PSC the majority of degrees were in business and criminal justice at the bachelor's level. Both PSC and WSC offered master's degrees in education and organizational management. WSC also has an MBA and EdS (CSC did not report this year).
- At the community college level, MPCC reported no awards available entirely at distance. WNCC reported four degrees, a diploma, and two certificates in health information and business. SCC's two degrees were in business, with certificates in business, emergency management, and GIS. The remaining three colleges (CCC, MCC, and NECC) offered their academic transfer program entirely at distance as well as a certificate, diploma, or degree in at least one area of business. Awards in health information technology, information technology, and criminal justice were also common.

Where are the distance courses offered?

- Most asynchronous courses are available anywhere a student has access to a computer, including his or her home, work place, or on campus. Because students enrolled in asynchronous courses could be anywhere in the world, the Commission does not ask the institutions to report this information.
- Synchronous and traditionally-delivered courses were once offered in the majority of Nebraska counties, but this number has declined as the popularity of asynchronous courses has increased.
- Most synchronous courses require a location capable of receiving a live transmission from the campus. Many high schools and public buildings have this capability. Some institutions utilize this capability to offer college courses to high school students, especially after the passage of LB1208 in 2006 that was the impetus for the creation of a statewide network for distance education. For additional information on offerings to high school students, see page 12.

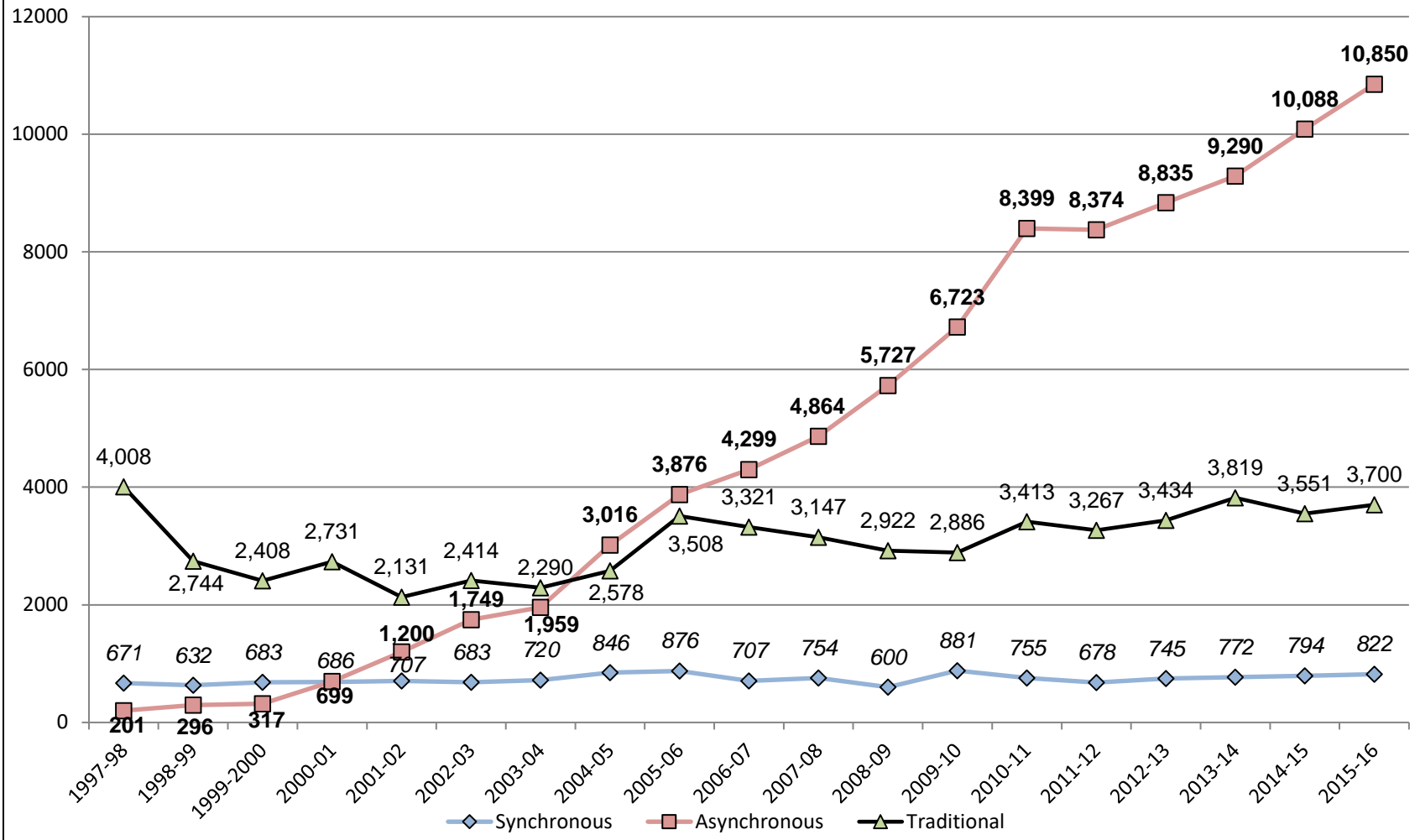
TABLE I
Summary of Delivery Methods and Number of Courses
2013-2016

Institution	2013-14				2014-15				2015-16			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK	5	823	4	832	4	907	3	914	7	969	4	980
UNL	0	1,287	5	1,292	0	1,261	34	1,295	0	1,209	72	1,281
UNMC	101	449	0	550	103	458	0	561	108	487	0	595
UNO	0	936	677	1,613	0	1,213	689	1,902	0	1,443	553	1,996
NCTA	0	32	0	32	0	36	0	36	0	38	0	38
University Total	106	3,527	686	4,319	107	3,875	726	4,708	115	4,146	629	4,890
CSC	23	728	48	799	21	706	41	768	22	555	45	622
PSC	0	335	135	470	0	333	144	477	0	355	149	504
WSC	8	360	128	496	10	300	127	437	4	313	120	437
State College Total	31	1,423	311	1,765	31	1,339	312	1,682	26	1,223	314	1,563
CCC	139	578	284	1,001	148	929	225	1,302	147	1,634	272	2,053
MCC	132	1,751	1,335	3,218	115	1,732	1,278	3,125	85	1,724	1,369	3,178
MPCC	176	275	189	640	176	386	75	637	221	310	104	635
NECC	134	366	548	1,048	141	339	590	1,070	176	395	677	1,248
SCC	2	1,286	181	1,469	0	1,353	212	1,565	13	1,350	245	1,608
WNCC	52	84	285	421	76	135	133	344	39	68	90	197
Community College Total	635	4,340	2,822	7,797	656	4,874	2,513	8,043	681	5,481	2,757	8,919
Grand Total	772	9,290	3,819	13,881	794	10,088	3,551	14,433	822	10,850	3,700	15,372

MCC's Traditional total includes courses offered at Sarpy Center, Applied Technology Center, Washington County Center, Fremont Center, Goodwill Industries, Pipal Park Community Center, First Data Resources, Cummins Central Power, Omaha Corrections Center, Offutt Air Force Base, Omaha Playhouse, YMCA Downtown, and Nebraska Correctional Youth Facility.

GRAPH I

Distance Education Courses Offered by Nebraska Public Institutions 1997-2016



GRAPH II

**Distance Education Enrollments at Nebraska Public Institutions
(duplicated headcount)**

1998-2016

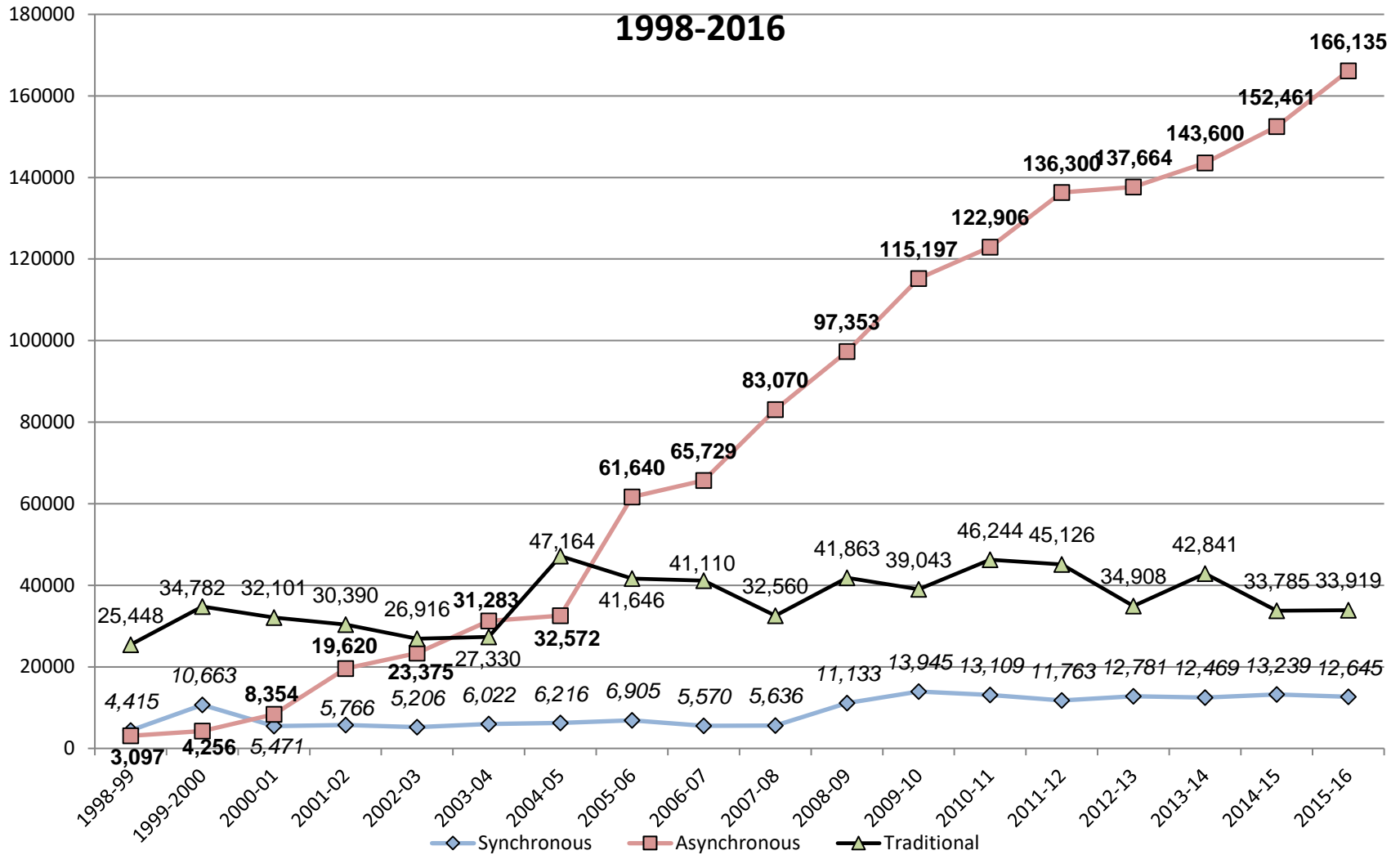


TABLE II
Estimate of the Number of Students Served by Nebraska Public Institutions by Distance Learning
(duplicated headcount)
2015-2016

Institution/Sector	Synchronous		Asynchronous	Sub-Total	Traditional	Grand Total
	Sending	Receiving				
UNK	76	8	15,045	15,129	9	15,138
UNL	0	0	25,625	25,625	796	26,421
UNMC	1,713	1,645	2,315	5,673	0	5,673
UNO	0	0	29,806	29,806	5,238	35,044
NCTA	0	0	768	768	0	768
University Total	1,789	1,653	73,559	77,001	6,043	83,044
CSC	168	236	10,089	10,493	178	10,671
PSC	0	0	7,731	7,731	1,805	9,536
WSC	66	26	4,474	4,566	1,390	5,956
State College Total	234	262	22,294	22,790	3,373	26,163
CCC	912	1,935	16,407	19,254	2,746	22,000
MCC	1,028	98	26,523	27,649	12,461	40,110
MPCC	980	907	3,691	5,578	727	6,305
NECC	1,301	810	5,639	7,750	5,342	13,092
SCC	0	160	17,135	17,295	2,226	19,521
WNCC	347	229	887	1,463	1,001	2,464
Community College Total	4,568	4,139	70,282	78,989	24,503	103,492
Grand Totals	6,591	6,054	166,135	178,780	33,919	212,699

*The location from which instruction originated (i.e., the location of the teacher) is called the sending site.

Receiving sites are the remote locations where students are participating in class by two-way audio-video.

TABLE III
Awards Available at Distance from Nebraska Public Institutions
2014-2016

Institution	2014-15			2015-16		
	Synchronous & Asynchronous Delivery	Traditional Delivery	Combination of Synchronous, Asynchronous, & Traditional	Synchronous & Asynchronous Delivery	Traditional Delivery	Combination of Synchronous, Asynchronous, & Traditional
UNK	47	0	1	50	0	3
UNL	65	0	0	66	0	0
UNMC	9	0	1	9	0	1
UNO	31	20	26	33	0	0
NCTA	0	0	0	0	0	0
University Total	152	20	28	158	0	4
CSC	NR	NR	NR	NR	NR	NR
PSC	11	0	0	11	0	0
WSC	4	5	1	4	4	2
State College Total	15	5	1	15	4	2
CCC	8	0	0	29	0	0
MCC	26	0	0	40	0	0
MPCC	0	0	0	0	0	0
NECC	14	11	18	15	11	20
SCC	2	0	10	8	0	10
WNCC	1	0	11	7	2	7
Community College Total	51	11	39	99	13	37
Grand Total	218	36	68	272	17	43

*NR – Not Reported

How are high school students served?

- The courses counted in this report are frequently offered for both high school and college credit and are usually called “dual enrollment” courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses.
- Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and are not reflected in the high school data presented here.
- In 2013-14 there were 1,990 college courses offered to 18,225 high school students (duplicated headcount). The number of courses and students increased modestly in 2014-15, then took a big jump in 2015-16 with 2,699 courses offered to 24,164 students (Table IV).
- The community college sector increased both the number of courses offered and the number of students served over the three years reported. Notably, CCC increased the number of students by 82% and MCC increased by 47%. The only decline recorded was in number of courses offered at WNCC, although the number of students increased.
- The state colleges had a slight increase in both the number of courses and the number of students with increases at all three institutions. The university sector had just the opposite: a slight decrease in number of students and a 16% decrease in courses.
- In past years, the largest number of courses and students was reported by UNO (Graph III). Much of UNO's success can be attributed to a partnership between UNO and the Omaha area high schools by which UNO faculty work with high school faculty so that Advanced Placement courses taught in high schools meet UNO requirements and can be accepted for college credit.
- For the first time, however, in 2015-16 UNO was surpassed by MCC for the largest number of students served (Graph IV). CCC also broke historic patterns, surpassing UNO for first place in number of courses offered (Graph III). This is not unusual since most high schools partner with community colleges for their dual enrollment courses. Graphs III and IV illustrate this pattern but also show large numbers at PSC. This is due to a long-standing and robust High School Early Entry program.

- In the 2002-03 Off-Campus and Distance Education Report, the Commission took an in-depth look at courses offered for high school students. September 2016 was the first time since then that a high school focus had been included. This year's report continues that focus.

Focus on High Schools

How are courses and students distributed?

- In 2015-16 the community college sector offered over 71% of the courses available for high school students while the state colleges offered 8% and the university provided 21% (Table IV). This is a significant change from 2014-15 when the percentages were 59, 8, and 21, respectively.
- The percentage of students served (22% of all students) corresponded to the percentage of courses at the university (21%). This was not true in the other two sectors. The state colleges served 12% of students (with 8% of the courses) while the community colleges served 66% (with 71% of the courses).

What method of delivery is favored?

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

- While LB 1208 was to have been an incentive for the community colleges to offer synchronous courses, this is not particularly evident in the dual credit offerings (Figure I). With the exception of one course at UNK, the community college sector is the only one reporting synchronous delivery for dual credit. While five institutions utilize it, only 196 courses were offered (10.2% of all dual credit). MCC provides dual credit solely via traditional methods, a situation not unexpected due to its small geographic service area and number of campuses and centers. Asynchronous delivery is used by four institutions for 242 courses.
- The state colleges offer dual credit courses almost entirely by traditional delivery, with the exception of 17 courses offered asynchronously by PSC (Figure II).
- Similarly, UNO offers all of their dual credit courses traditionally, but UNL and NCTA offer their dual credit entirely as asynchronous courses. UNK reported only one dual credit course, offered synchronously (Figure III).

In what subject areas are courses offered?

Table V identifies the disciplines in which the courses were offered.

- Of special note is the tradition of the community colleges to report all of their academic transfer courses under Liberal Arts and Sciences (CIP 24), which therefore represents a wide range of courses. This tradition results in Liberal Arts and Sciences being the discipline with the most offered courses—all at the community colleges.
- However, liberal arts and sciences are also the kinds of courses offered by the four-year institutions. The most offered courses in the state college sector were in math, English language and literature, and social science at the university. It is logical that these courses would be popular for dual credit offerings. They are often courses that would fulfill general education requirements at both two-year and four-year institutions. They would also be courses most likely to be accepted in transfer from one institution to another.
- Beyond the liberal arts and sciences realm, the most frequently offered courses at the community colleges were in health professions, followed by precision production and business.
- The top five fields at the state colleges were all in arts and sciences. The only other courses were in business, information sciences, and education.
- At the university, the top five disciplines were also in arts and sciences, but the institutions also offered a significant number of courses in information sciences and agriculture.

Do different institutions offer different types of courses?

When course offerings are broken down by institution, similar patterns emerge. Some patterns deserve special note.

- At the university, as expected, the agriculture courses were offered primarily by the Nebraska College of Technical Agriculture and UNL. After social science, the most-offered courses were in math, history, and English. (Table VI)
- The state colleges' most-offered courses were in math and English. (Table VII)
- Table VIII lists the courses in the CIP code category reported by the community colleges. MCC and CCC offered the widest variety of courses and NECC and WNCC the least. After arts and sciences, the colleges focused on the technical and career training that is primary in their role and mission. The largest number of courses was in precision production (163) offered at all but NECC and WNCC. That was followed by 123 courses in health professions offered at all but MPCC. Health professions enrolled the most students – 1,032. This may be reflective

of health profession career academies in many of the high schools in the institutions' service areas.

How accessible are college courses for high school students?

- Courses can be accessed from locations across the state. The map on page 26 shows the cities and towns* reported as locations for traditional courses as well as those delivered synchronously. The institutions do not report locations for students taking courses asynchronously since they can access those courses from any place.
- The state is well-covered, especially when low population areas are taken into consideration. Table IX lists the locations reported by the institutions. There may more than one course in any given location. Northeast Community College offered courses in 49 different locations in its service area, the largest number reported. Mid-Plains had the second largest number with 37.

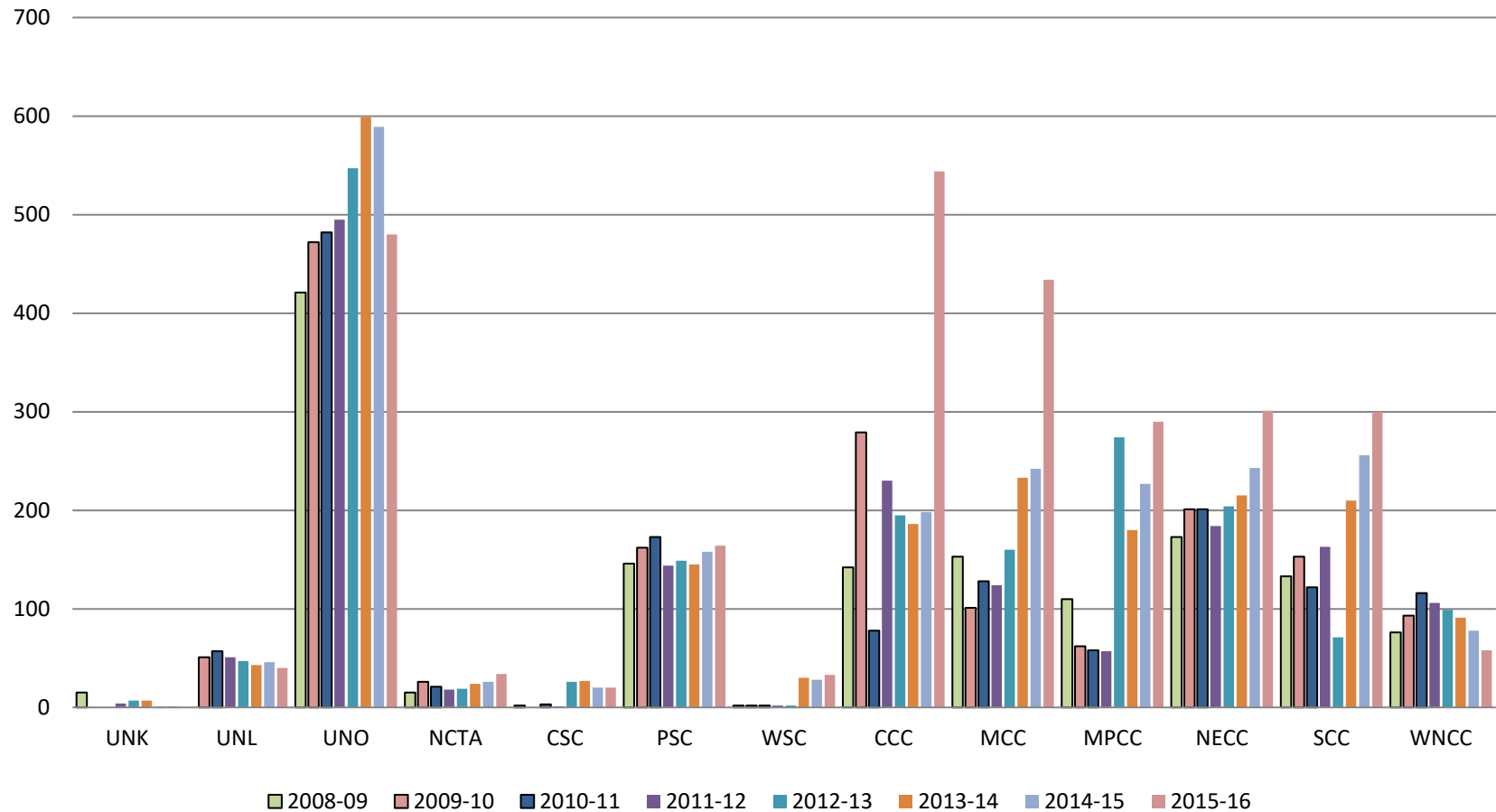
*Within the limits of the map. Some locations, either due to small population or proximity to a larger community, are not shown.

TABLE IV
Summary of College Courses Offered to High School Students in Nebraska by Public Institution
(duplicated headcount)
2013-2016

Institution	2013-14		2014-15		2015-16	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	7	73	1	0	1	5
UNL	43	174	46	197	40	158
UNMC	0	0	0	0	0	0
UNO	599	4,403	589	4,898	480	4,535
NCTA	24	139	26	225	34	589
University Total	673	4,789	662	5,320	555	5,287
CSC	27	325	20	168	20	210
PSC	145	1,959	158	2,065	164	2,227
WSC	30	294	28	305	33	391
State College Total	202	2,578	206	2,538	217	2,828
CCC	186	2,409	198	2,193	544	3,994
MCC	233	3,422	242	3,266	434	4,812
MPCC	180	970	227	1,283	290	1,837
NECC	215	1,586	243	1,742	301	1,847
SCC	210	1,920	256	2,486	300	2,839
WNCC	91	551	78	668	58	720
Community College Total	1,115	10,858	1,244	11,638	1,927	16,049
Grand Total	1,990	18,225	2,112	19,496	2,699	24,164

GRAPH III

College Courses Offered to High School Students by Institution 2008 - 2016



GRAPH IV

High School Students Participating in College Courses by Institution 2008 - 2016

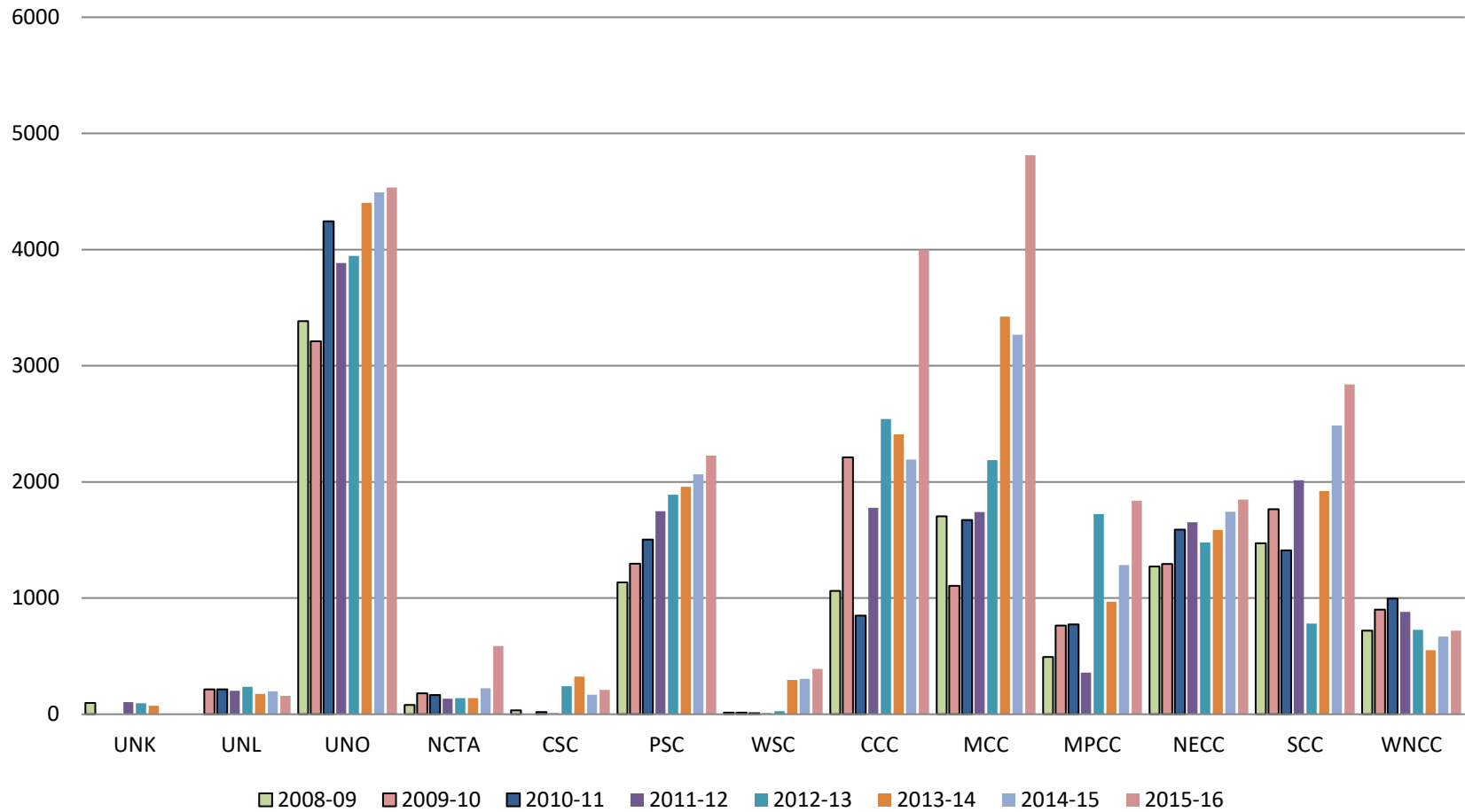


FIGURE I
Courses Offered to High School Students by Delivery Methods of Community Colleges
2015-16

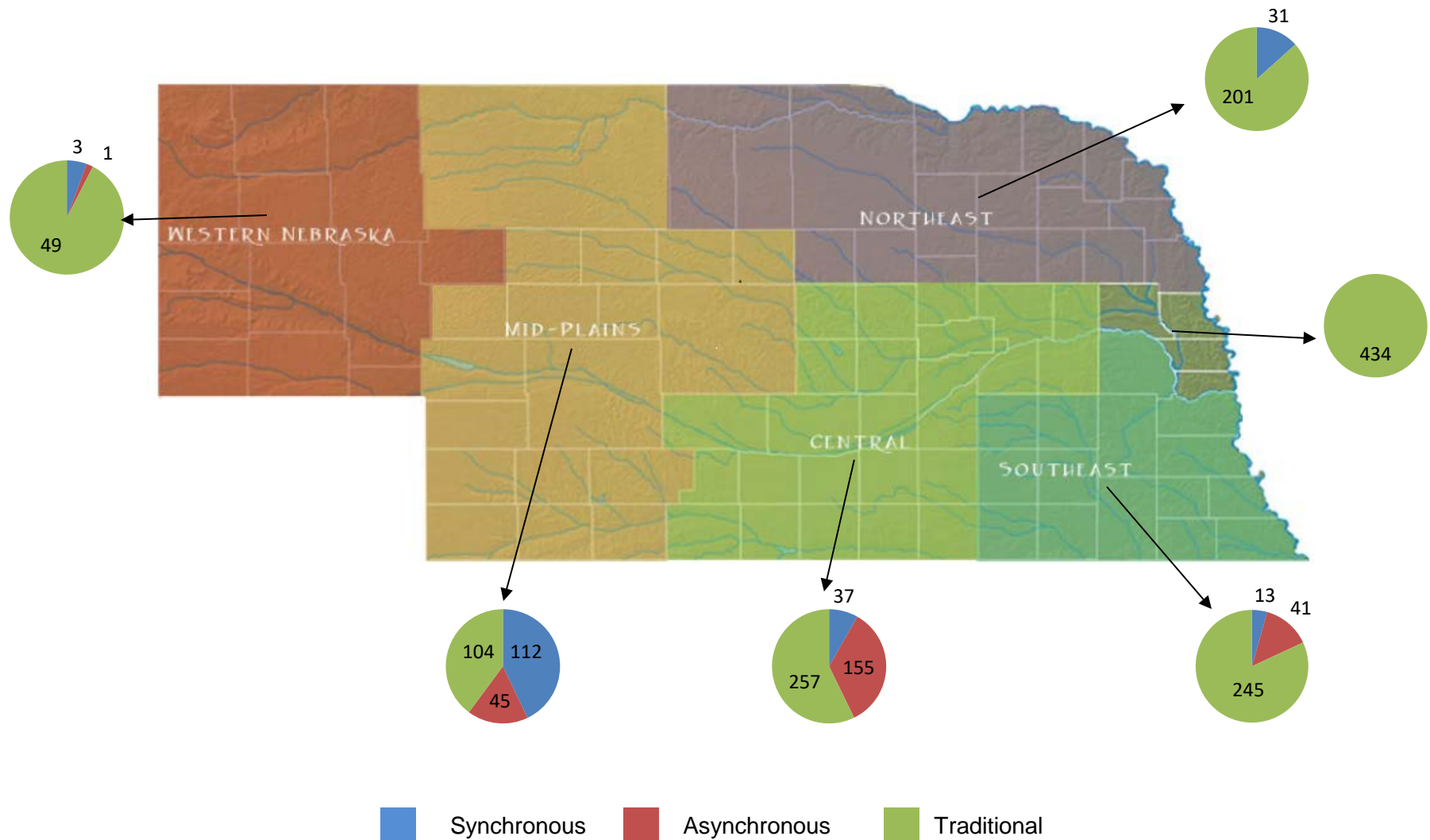


FIGURE II
Courses Offered to High School Students by Delivery Methods of
State Colleges
2015-16

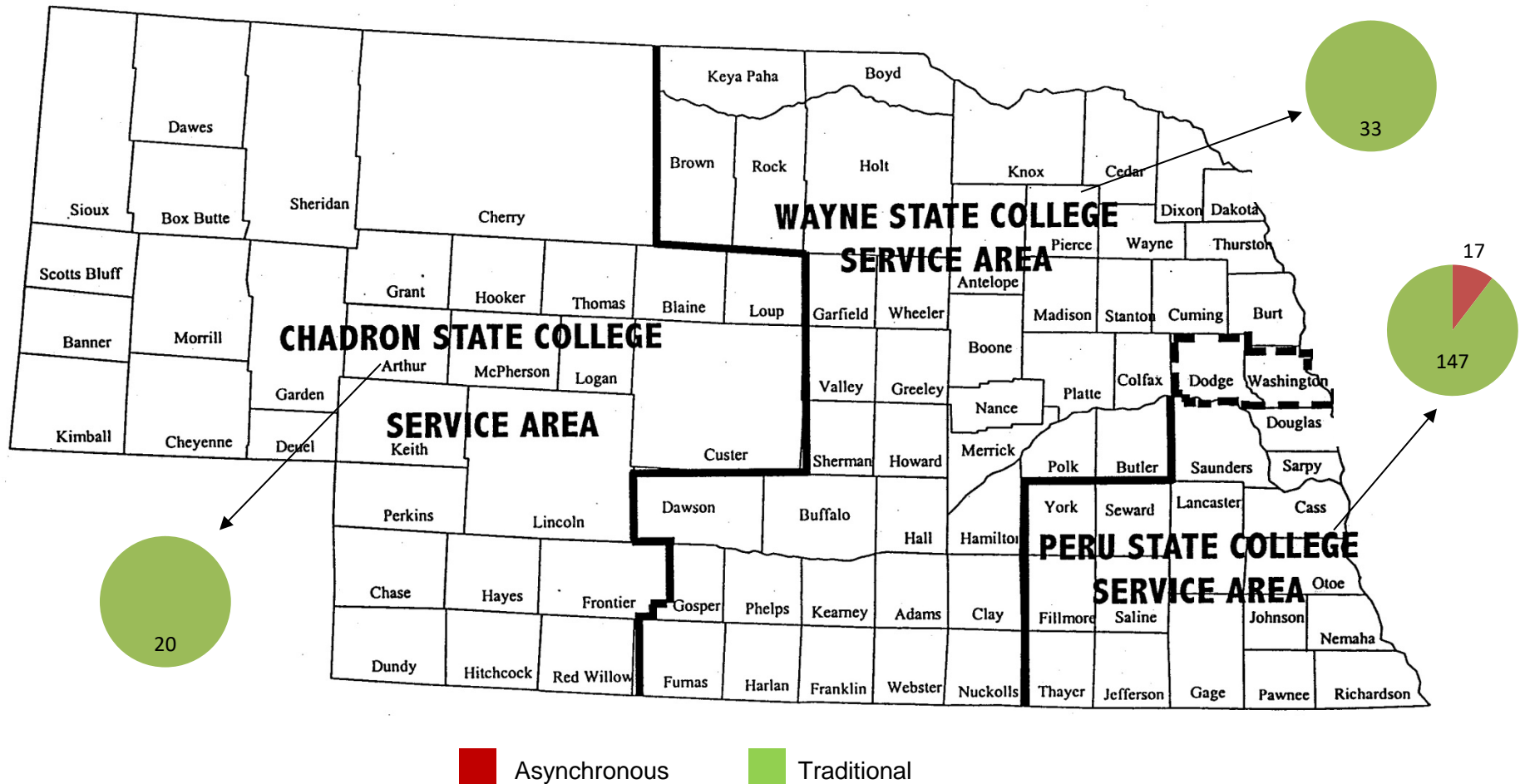


FIGURE III
Courses Offered to High School Students by Delivery Methods of
University of Nebraska
2015-16

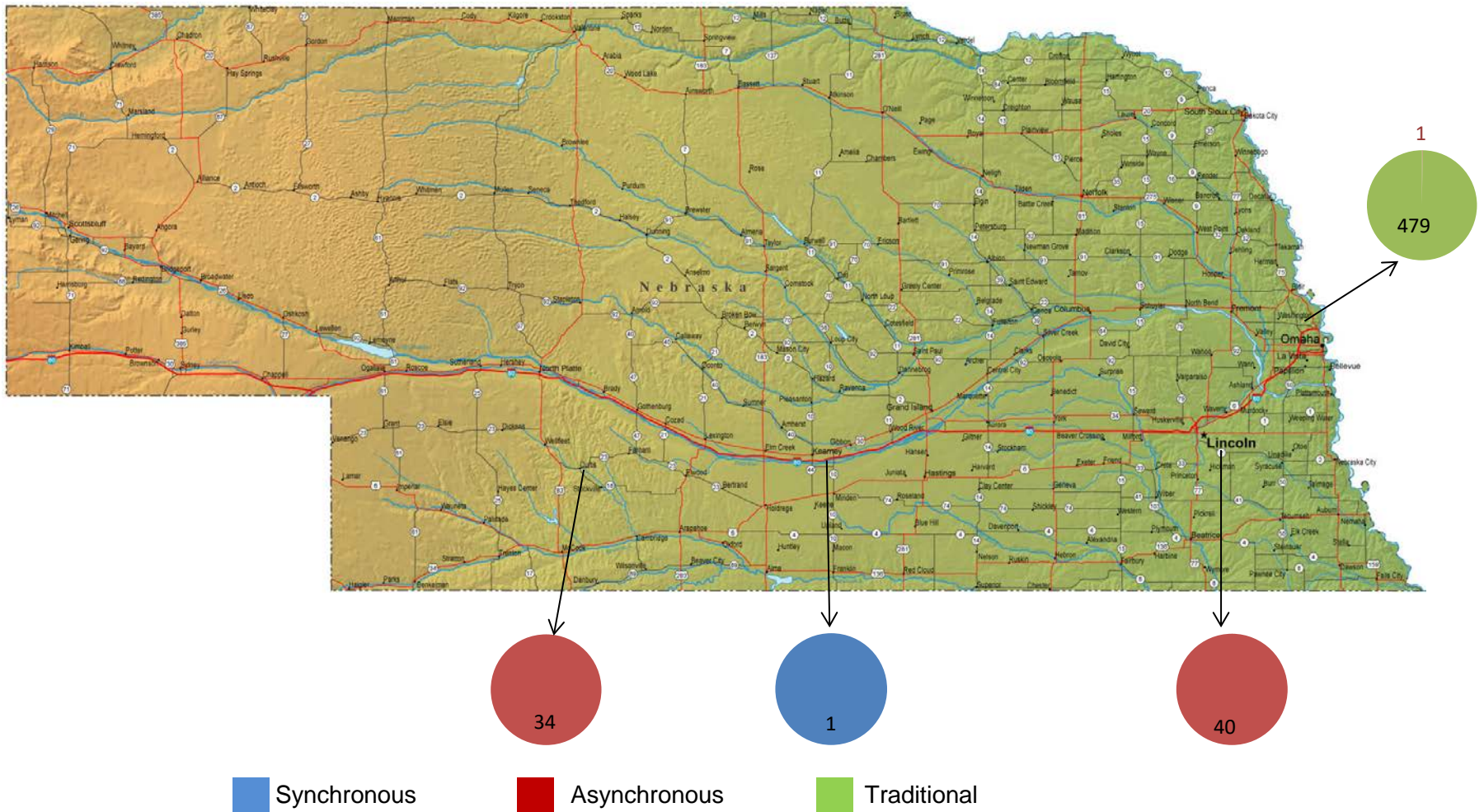


TABLE V
High School Course Offerings by Discipline (CIP Code) and Sector 2015-16

CIP Code		University of NE		State Colleges		Community Colleges		Total Courses	Total Students
		# Courses	# Students	# Courses	# Students	# Courses	# Students		
1	Agriculture	40	606			20	143	60	749
3	Natural Resources							0	0
5	Ethnic/Cultural Studies	1	1					1	1
9	Communication			1	10			1	10
10	Communications Technology					1	3	1	3
11	Information Sciences	45	357	1	3	47	385	93	745
12	Culinary					7	86	7	86
13	Education	14	83	5	26			19	109
15	Engineering Technology					49	329	49	329
16	Foreign Language	39	189	4	40			43	229
19	Family/Consumer Science	7	22			21	337	28	359
22	Legal Professions & Studies					1	1	1	1
23	English Language/Lit	53	683	55	874			108	1,557
24	Liberal Arts & Sciences					1,317	11,587	1,317	11,587
26	Biology	45	386	12	144			57	530
27	Math	62	421	60	510			122	931
30	Multi Interdisciplinary Studies	2	1					2	1
31	Parks/Leisure Studies	10	31					10	31
32	Basic Skills (non-credit)					16	68	16	68
38	Philosophy/Religion	7	54					7	54
40	Physical Science	38	325	10	133			48	458
42	Psychology	26	326	19	390			45	716
43	Security/Protective Svcs	1	0			4	22	5	22
45	Social Science	78	866	21	348			99	1,214
46	Construction					13	101	13	101
47	Mechanic & Repair					49	553	49	553
48	Precision Production					163	702	163	702
49	Transportation	4	18					4	18
50	Arts	16	47	2	25	10	68	28	140
51	Health Professions					123	1,032	123	1,032
52	Business	14	133	13	119	85	632	112	884
54	History	53	738	14	206			67	944

Shaded areas indicate largest number of courses and enrollment

TABLE VI
High School Course Offerings by Discipline (CIP Code)
and Institution within the University of Nebraska
2015-16

University of Nebraska								
	UNK		UNL		UNO		NCTA	
CIP Code	Courses	Students	Courses	Students	Courses	Students	Courses	Students
1 - Agriculture			6	17			34	589
5 - Ethnic/Cultural Studies			1	1				
11 - Information Sciences			2	18	43	339		
13 - Education					14	83		
16 - Foreign Language					39	189		
19 - Family/Consumer Science			7	22				
23 - English Language/Lit					53	683		
26 - Biology			2	5	43	381		
27 - Math	1	5			61	416		
30 – Multi Interdisciplinary Studies			1	1	1	0		
31 - Parks/Leisure Studies					10	31		
38 - Philosophy/Religion					7	54		
40 - Physical Science			1	1	37	324		
42 - Psychology			2	34	24	292		
43 – Security/Protective Services					1	0		
45 - Social Science			12	37	66	829		
49 - Transportation					4	18		
50 - Arts			2	2	14	45		
52 - Business			1	1	13	132		
54 - History			3	19	50	719		

TABLE VII
High School Course Offerings by Discipline (CIP Code)
and Institution within the State College Sector
2015-16

Nebraska State Colleges						
	CSC		PSC		WSC	
CIP Code	Courses	Students	Courses	Students	Courses	Students
9 – Communication					1	10
11 – Information Sciences			1	3		
13 - Education			5	26		
16 - Foreign Language			2	14	2	26
23 - English Language/Lit			47	756	8	118
26 - Biology			12	144		
27 - Math	11	105	42	336	7	69
40 - Physical Science			8	112	2	21
42 - Psychology			17	370	2	20
45 - Social Science			16	293	5	55
50 - Arts					2	25
52 - Business	7	85	5	24	1	10
54 - History	2	20	9	149	3	37

TABLE VIII
High School Course Offerings by Discipline (CIP Code)
and Institution within the Community College Sector
2015-16

Nebraska Community Colleges												
	CCC		MCC		MPCC		NECC		SCC		WNCC	
CIP Code	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu	Crs	Stu
1 - Agriculture	7	25	2	53	3	8	3	19	5	38		
10 – Communications Tech			1	3								
11 - Information Sciences	10	34	27	279	3	8	1	3	5	55	1	6
12 - Culinary			4	28					3	58		
15 - Engineering Technology	26	146	15	122	2	14	3	14	1	11	2	22
19 - Family/Consumer Science	4	4	12	276					5	57		
22 – Legal Prof. & Studies	1	1										
24 - Liberal Arts & Sciences	353	2904	239	2961	246	1623	257	1672	176	1864	46	563
32 - Basic Skills (non-credit)	6	6	5	42	1	7	2	2			2	11
43 - Security/Protective Svc	3	6	1	16								
46 - Construction	10	60		1	1						2	40
47 - Mechanic & Repair	33	359	13	186	2	7			1	1		
48 - Precision Production	48	193	53	177	13	58			49	274		
50 - Arts	2	16	6	45	2	7						
51 - Health Professions	29	219	29	374			27	112	35	286	3	41
52 - Business	12	21	27	250	17	104	8	25	19	195	2	37

TABLE IX
High School Course Locations by Institution
2015-16

Central Community College

1. Albion/Boone Central Public
2. Aurora Public Schools
3. Blue Hill Public Schools
4. Central City Public Schools
5. Columbus/Lakeview High School
6. Columbus/Scotus High School
7. Columbus Public Schools
8. Cozad High School
9. David City Public Schools
10. Fairfield/Sandy Creek School
11. Fullerton Public Schools
12. Genoa/Twin River High School
13. Grand Island Central Catholic
14. Grand Island Public Schools (2)
15. Hartington Cedar Catholic
16. Hastings/Adams Central School
17. Hastings Public Schools
18. Humphrey/St. Francis Central HS
19. Kearney Public Schools
20. Leigh Public Schools
21. Lexington/Plum Creek Carecenter
22. Lexington Public Schools
23. Nelson High School
24. Ord Community Education Center
25. Ord Public Schools
26. Overton Public Schools
27. Oxford/Southern Valley High School
28. Roseland/Silver Lake High School
29. Schuyler High School

30. Shelby-Rising City High School

31. Superior Public Schools

Chadron State College

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

Metropolitan Community College

1. Applied Technology Center (Omaha)
2. Arlington High School
3. Bellevue East High School
4. Bellevue University
5. Blair High School
6. Creighton University
7. Cummins Central Power (Omaha)
8. Douglas County West HS (Valley)
9. First Data Resources (Omaha)
10. Fort Calhoun High School
11. Fremont Area Center
12. Fremont High School
13. Goodwill Industries (Omaha)
14. Gretna High School
15. Learning Community Center (North Omaha Building)
16. Logan View Jr/Sr High (Hooper)
17. MCC Express (Omaha)

18. Millard Public Schools (3) (Omaha metro area)

19. Munroe-Meyer Institute (Omaha)
20. Nebraska Correctional Youth Facility (Omaha)
21. Offutt Air Force Base (Bellevue)
22. Omaha Corrections Center
23. Omaha Playhouse
24. Omaha Public Schools (8)
25. Papillion-Lavista Public (2)
26. Pipal Park Community Ctr (Omaha)
27. Platteview High School (Springfield)
28. Roncalli Catholic HS (Omaha)
29. Rose Theater (Omaha)
30. Sarpy Center
31. Scribner High School
32. Technical Advancement Center (Omaha)
33. Washington County Center
34. Westside High School (Omaha)
35. YMCA Downtown

Mid-Plains Community College

1. Arapahoe
2. Arcadia
3. Arnold
4. Arthur
5. Bartley
6. Benkleman
7. Brady

8. Broken Bow
9. Callaway
10. Cody
11. Dunning
12. Eustis
13. Grant
14. Hershey
15. Hyannis
16. Imperial
17. Julesburg, CO High School
18. Maxwell
19. Maywood
20. McCook
21. Merna
22. Mullen
23. North Platte
24. Ogallala
25. Paxton
26. Red Cloud
27. Sargent
28. Stapleton
29. Sumner
30. Sutherland
31. Thedford
32. Trenton
33. Tryon
34. Valentine
35. Wallace
36. Wauneta
37. Wood River

NE College of Technical Agriculture

1. All Asynchronous courses

Northeast Community College

1. Ainsworth High School
2. Bancroft Rosalie High School
3. Battle Creek High School
4. Bloomfield Jr Sr High School
5. Burwell Jr Sr High School
6. Chambers High School
7. Creighton Community School
8. Elgin High School
9. Elkhorn Valley High School (Tilden)
10. Emerson Hubbard High School
11. Ewing High School
12. Giltner High School
13. Guardian Angels CC (West Point)
14. Hartington Cedar Catholic High
15. Homer High School
16. Keya Paha County HS (Springview)
17. Laurel Concord Coleridge High School
18. Lexington Public Schools
19. Logan View Jr /Sr High (Hooper)
20. Lutheran High Northeast (Norfolk)
21. Lynch High School
22. Lyons Decatur High School
23. Neligh Oakdale High School
24. Newman Grove High School
25. Niobrara Public School
26. Norfolk Catholic High School
27. Norfolk Public Schools
28. North Bend Central High School
29. Oakland Craig Senior High
30. O'Neill High School
31. Pender High School
32. Pierce Jr Sr High School
33. Plainview High School
34. Pope John XXIII High School (Elgin)

35. Rock County High School (Bassett)
36. Saint Mary's High School (O'Neill)
37. South Sioux City College Center
38. South Sioux City High School
39. Stanton High School
40. Stuart High School
41. Tekamah Herman High School
42. Wakefield High School
43. Wausa High School
44. Wayne High School
45. West Boyd High School (Spencer)
46. West Holt High School (Atkinson)
47. West Point Beemer High School
48. Wisner Pilger High School
49. Wynot High School

Peru State College

1. Auburn
2. Beatrice - ESU#5
3. Bennington HS
4. Centennial High School (Utica)
5. Crete High School
6. Diller-Odell High School
7. Elkhorn Public Schools (2)
8. Exeter - Milligan
9. Fairbury High School
10. Falls City
11. Fillmore Central High School (Geneva)
12. Ft. Calhoun
13. Humboldt
14. Johnson-Brock H.S.
15. Nebr City Lourdes Central HS
16. Nebraska City
17. Norris High School (Firth)
18. North Bend

19. Pawnee City
20. Ralston High School
21. Shickley
22. Syracuse High School
23. Tecumseh
24. Tri County Public Schools (Dewitt)
25. York

Southeast Community College

1. Ashland-Greenwood
2. Beatrice
3. Bryan Community (Lincoln)
4. Cedar Bluffs
5. Crete
6. Dorchester
7. Elmwood Murdock
8. Fairbury
9. Falls City
10. Fillmore Central (Geneva)
11. Freeman
12. Friend
13. Heartland (Henderson)
14. Johnson-Brock
15. Lincoln Christian
16. Lincoln Public Schools (6)
17. Mead
18. Milford
19. Nebraska City
20. Norris (Firth)
21. Palmyra-Bennett
22. Plattsmouth
23. Raymond Central
24. Schickley
25. Seward
26. Syracuse-Avoca-Dunbar

27. Thayer Central (Hebron)
28. Wahoo
29. Waverly
30. Weeping Water
31. Wilber-Clatonia
32. York
33. Yutan

University of Nebraska at Kearney

1. Pleasanton

University of Nebraska-Lincoln

1. All Asynchronous Courses

University of Nebraska at Omaha

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

Western Nebraska Community College

1. Alliance HS
2. Bayard
3. Bridgeport
4. Chadron
5. Chappell
6. Crawford
7. Dalton
8. Elba
9. Gering
10. Gordon
11. Harrisburg
12. Mitchell
13. Morrill
14. Oshkosh
15. Potter
16. Scottsbluff

Wayne State College

1. Aurora
2. Cross Co. HS (Stromsburg)
3. David City
4. Fullerton
5. Harvard
6. Oakland-Craig High School
7. Osmond
8. Riverside High School (Cedar Rapids)
9. Sandy Creek (Fairfield)
10. Schuyler
11. St. Edward
12. Superior
13. Wayne Public Schools

INFORMATION ITEMS

A. Reasonable and Moderate Extensions

1. UNK – Spanish (graduate certificate)
2. UNMC – Applied Biostatistics (graduate certificate)
3. UNO – Nonprofit Management (graduate certificate)

B. New Department

1. UNMC – Department of Neurosurgery

C. Center Dissolution

1. UNL – Center for Applied Rural Innovations

Comprehensive Statewide Plan for Postsecondary Education

Changes Made and Important Notes – Measuring Accomplishments Packet

Overall Changes:

- Added cohort/data years to all measures in the packet

National Comparisons:

- For national comparisons, ranking in the top 10 is noted by a green circle (no change from last year), ranking 11 to 25 is noted by a yellow diamond (changed from ranking 11 to 20), and ranking 26 to 50 is noted by a red square (changed from ranking 21 to 50)
- Reformatted the national comparisons so all graphs/metrics are on the first page of the packet
- Percentage of high school graduates going directly to college – no data update (data is only available every other year, and the data for fall 2014 has not been released)
- Four-year completion rate for first-time, full-time baccalaureate-seeking students at public four-year institutions who completed a bachelor's degree at their first campus – three years of data were skipped (2007 through 2009 cohorts) as we were able to get more recent data from a different section of the IPEDS graduation rate survey
- State and local appropriations per FTE student – skipped a year of data (14-15) as more recent data was available
 - SHEEO changed their calculation to use the COLI (cost of living index) instead of COLA (cost of living adjustment)
- Net tuition revenue per FTE student – skipped a year of data (14-15) as more recent data was available
 - SHEEO changed their calculation to use the COLI (cost of living index) instead of COLA (cost of living adjustment)
- State need-based grant aid per FTE student – skipped a year of data (14-15) as more recent data was available

Peer Comparisons:

- Changed the layout of the enrollment and graduation rate tables due to some changes we made to the metrics
- Added the state abbreviations to the peer listings
- For the community colleges, we took out the peer comparisons for data from the Voluntary Framework of Accountability (VFA) (Remedial student course taking and success; Persistence/attainment outcomes by end of year two)
 - For these measures, one year of data was skipped (2009 cohort for remediation and 2013 cohort for persistence/attainment) as more recent data was available
- For the community colleges, we added data for Persistence/attainment outcomes by end of year six

- Four-year graduation rates – three years of data were skipped (2007 through 2009 cohorts) as we were able to get more recent data from a different section of the IPEDS graduation rate survey
- We are no longer reporting graduation and enrollment status at eight years as we received feedback that too many graduation rates were being utilized
- For UNMC's funding and affordability section, we took out the peer comparisons for state and local appropriations, net tuition and fees, education and general spending, and average net price. This change was made because UNMC is fundamentally different from most of its peers because it is limited to health occupation degrees and does not enroll first-time undergraduate students. As a result, most measures are not appropriate for comparison.
- Tuition and fees per FTE student – changed the calculation to Net tuition and fees per FTE student
- Percent of undergraduates with federal loans and median federal loan debt of graduates – skipped a year of data (13-14) as more recent data was available
- Research and development expenditures (National Institutes of Health) – skipped a year of data (2015) as more recent data was available

Non-Comparative Measures:

- Percentage of population age 25 to 64 with an associate's/bachelor's degree by county – changed from age 25 or older to age 25 to 64, changed the map colors for clarity, and added in percent for each county
- Number of students completing adult basic education and continuing into postsecondary education – the Nebraska Department of Education clarified that three of the providers previously included under "other local adult education programs" are provided by Nebraska's community colleges: Alliance is now included with Western Nebraska Community College; Bellevue is now included with Metropolitan Community College; and York is now included with Southeast Community College

Data Dictionary:

- Took out references to non-CCPE reports in the notes
- Added in years for the IPEDS surveys

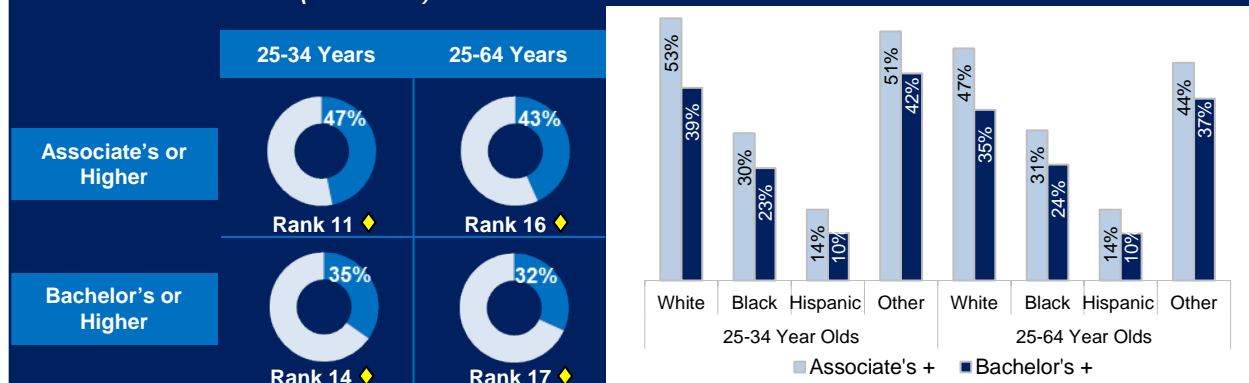
Comprehensive Statewide Plan for Postsecondary Education

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. For national comparisons, ranking in the top 10 is noted by a green circle, ranking 11 to 25 is noted by a yellow diamond, and ranking 26 to 50 is noted by a red square. For peer comparisons, ranking in the top five is noted by a green circle while ranking in the bottom six is noted by an orange diamond.

National Comparisons

Educational Attainment (2011-2015)



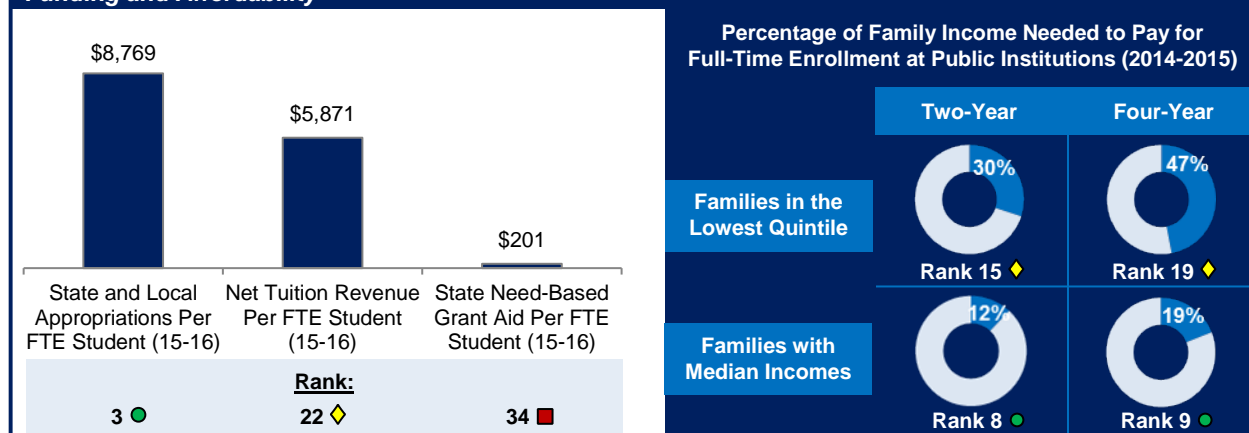
High School Graduation Rate, Preparation for College, and College Enrollment

	Nebraska	Rank
Public High School Graduation Rate (2014-2015)	90%	4 ●
Percentage of ACT-Tested High School Graduates who Met or Exceeded All Four College Readiness Benchmarks (2017)	28%	6 ●
Percentage of High School Graduates Going Directly to College (Fall 2012)	65%	18 ♦
Percentage of Population 25-49 Years without an Associate's Degree or Higher Enrolled in College (2011-2015)	6%	16 ♦

College Completion Rates

	Nebraska	Rank
Four-Year Completion Rate for First-Time, Full-Time Baccalaureate-Seeking Students at Public Four-Year Institutions who Completed a Bachelor's Degree at their First Campus (2010 Cohort)	29%	30 ■
Six-Year Completion Rate for First-Time Students who Started at Public Four-Year Institutions and Completed a Credential Anywhere (2010 Cohort)	66%	16 ♦
Six-Year Completion Rate for First-Time Students who Started at Public Two-Year Institutions and Completed a Credential Anywhere (2010 Cohort)	40%	19 ♦

Funding and Affordability



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

Peer Comparisons: Nebraska College of Technical Agriculture

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
NCTA	Nebraska College of Technical Agriculture	NE	384	26%
ABAC	Abraham Baldwin Agricultural College	GA	3,458	46%
ILCC	Iowa Lakes Community College	IA	2,340	29%
LATI	Lake Area Technical Institute	SD	1,654	40%
MTI	Mitchell Technical Institute	SD	1,245	34%
MSC	Morrisville State College	NY	2,910	60%
NCTC	Northland Community and Technical College	MN	3,641	32%
OSAT	Ohio State University Agricultural Technical Institute	OH	702	31%
SOCC	South Central College	MN	3,387	45%
STCM	State Technical College of Missouri	MO	1,259	41%
SUNY	SUNY College of Agriculture and Technology at Cobleskill	NY	2,535	54%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
NCTA	1%	0%	2%	0%	0%	2%	95%
ABAC	1%	12%	6%	0%	1%	1%	79%
ILCC	1%	4%	5%	1%	1%	0%	87%
LATI	1%	0%	2%	2%	0%	0%	96%
MTI	0%	0%	1%	3%	0%	1%	94%
MSC	1%	18%	7%	1%	1%	2%	70%
NCTC	2%	5%	4%	2%	1%	3%	83%
OSAT	0%	1%	1%	0%	0%	2%	96%
SOCC	1%	8%	8%	0%	0%	2%	80%
STCM	0%	1%	1%	0%	0%	1%	97%
SUNY	1%	11%	10%	0%	2%	3%	73%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2012 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
NCTA	NA	NA	0%	NA	NA	NA	53%	53%
ABAC	0%	9%	20%	25%	18%	12%	21%	18%
ILCC	20%	17%	21%	0%	100%	33%	49%	43%
LATI	33%	0%	50%	70%	NA	NA	81%	79%
MTI	NA	NA	67%	56%	NA	67%	71%	70%
MSC	29%	19%	NA	15%	17%	NA	31%	27%
NCTC	10%	14%	41%	8%	33%	22%	41%	37%
OSAT	0%	0%	29%	NA	NA	25%	27%	27%
SOCC	0%	6%	11%	0%	NA	24%	30%	26%
STCM	0%	20%	86%	67%	NA	50%	64%	64%
SUNY	50%	18%	29%	0%	20%	22%	38%	35%

Graduation Status at Six Years (2008 Cohort)

	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
NCTA	60%	0%	44%	NA
ABAC	22%	13%	39%	37%
ILCC	43%	16%	1%	0%
LATI	80%	76%	NA	NA
MTI	69%	22%	80%	40%
MSC	31%	27%	53%	47%
NCTC	42%	24%	60%	47%
OSAT	44%	33%	52%	0%
SOCC	36%	21%	48%	42%
STCM	62%	14%	80%	73%
SUNY	40%	0%	46%	45%

Funding and Affordability (2014-2015)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
NCTA	\$10,269	\$2,343	\$20,434	\$71,264	\$11,086	\$9,922	\$9,623	28%	♦ \$21,700
ABAC	\$4,927	\$2,403	\$10,539	\$46,697	\$8,069	\$6,202	\$7,515	45%	\$16,500
ILCC	\$8,813	\$3,019	\$17,801	\$63,382	\$9,439	\$7,567	\$8,625	35%	\$12,000
LATI	\$4,132	\$4,830	\$9,968	\$24,084	\$10,928	\$9,209	\$10,243	80%	\$12,000
MTI	\$3,722	\$4,991	\$12,408	\$31,665	\$9,537	\$7,853	\$8,160	58%	\$12,000
MSC	\$11,254	\$3,867	\$24,874	\$104,587	\$16,115	\$12,313	\$15,040	75%	\$20,000
NCTC	\$5,358	\$3,525	\$12,635	\$30,102	\$10,758	\$9,800	\$10,152	42%	\$13,000
OSAT	\$3,892	\$7,755	\$19,666	\$87,868	\$17,132	\$15,253	\$16,261	52%	\$21,500
SOCC	\$5,133	\$3,396	\$12,170	\$44,111	\$10,807	\$9,483	\$9,644	48%	\$13,000
STCM	\$3,475	\$5,216	\$13,310	\$33,925	\$7,937	\$7,995	\$7,515	54%	\$10,377
SUNY	\$10,938	\$4,389	\$24,698	\$96,463	\$14,327	\$11,321	\$13,805	68%	\$17,359

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

Peer Comparisons: University of Nebraska at Kearney

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNK	University of Nebraska at Kearney	NE	5,274	35%
EIU	Eastern Illinois University	IL	7,640	40%
ESU	Emporia State University	KS	3,924	39%
MSUM	Minnesota State University Moorhead	MN	5,731	30%
NWMS	Northwest Missouri State University	MO	5,491	35%
PSU	Pittsburg State University	KS	6,270	38%
SUP	Shippensburg University of Pennsylvania	PA	6,305	31%
UCM	University of Central Missouri	MO	9,838	37%
WCU	Western Carolina University	NC	8,787	39%
WIU	Western Illinois University	IL	9,645	46%
WSU	Winona State University	MN	8,111	26%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
UNK	1%	2%	10%	0%	8%	1%	78%
EIU	1%	19%	6%	0%	1%	2%	71%
ESU	1%	6%	7%	1%	9%	6%	71%
MSUM	1%	3%	3%	1%	8%	3%	82%
NWMS	1%	7%	3%	0%	4%	3%	83%
PSU	1%	4%	5%	1%	6%	5%	78%
SUP	1%	10%	5%	0%	1%	3%	80%
UCM	1%	10%	3%	0%	3%	4%	78%
WCU	1%	7%	5%	1%	2%	3%	80%
WIU	1%	19%	10%	0%	2%	2%	65%
WSU	2%	2%	2%	0%	3%	2%	88%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2009 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
UNK	28%	31%	47%	29%	28%	31%	60%	56%
EIU	44%	49%	43%	25%	44%	49%	61%	58%
ESU	56%	30%	28%	20%	56%	30%	45%	42%
MSUM	50%	28%	37%	30%	50%	28%	44%	43%
NWMS	67%	35%	38%	33%	67%	35%	51%	49%
PSU	30%	39%	60%	59%	30%	39%	49%	48%
SUP	50%	38%	44%	100%	50%	38%	59%	57%
UCM	47%	41%	45%	60%	47%	41%	54%	52%
WCU	64%	61%	67%	50%	64%	61%	58%	57%
WIU	53%	42%	40%	33%	53%	42%	57%	53%
WSU	54%	61%	56%	33%	54%	61%	59%	58%

Four-Year Graduation Rates (2010 Cohort) and Graduation Status at Six Years (2008 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNK	27%	56%	25%	57%	32%
EIU	34%	59%	30%	72%	51%
ESU	23%	39%	50%	59%	60%
MSUM	2%	42%	31%	58%	52%
NWMS	27%	50%	7%	58%	0%
PSU	26%	51%	20%	61%	46%
SUP	41%	55%	17%	63%	32%
UCM	32%	53%	15%	64%	48%
WCU	37%	58%	40%	67%	56%
WIU	31%	54%	20%	70%	54%
WSU	2%	58%	20%	71%	57%

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
UNK	\$6,789	\$5,119	\$14,538	\$65,669	\$14,907	\$12,885	\$12,568	48%	● \$21,250
EIU	\$5,350	\$6,822	\$24,444	\$79,852	\$16,326	\$13,458	\$13,155	67%	\$23,767
ESU	\$6,266	\$7,149	\$15,166	\$54,277	\$12,034	\$10,828	\$12,233	65%	\$21,000
MSUM	\$5,220	\$5,421	\$13,937	\$52,944	\$14,349	\$11,497	\$11,395	63%	\$23,056
NWMS	\$5,249	\$6,349	\$13,322	\$50,822	\$10,825	\$6,839	\$8,338	59%	\$24,490
PSU	\$5,127	\$5,162	\$13,436	\$53,987	\$12,046	\$9,301	\$10,468	60%	\$20,250
SUP	\$4,267	\$7,614	\$18,014	\$75,143	\$16,714	\$14,298	\$15,564	71%	\$26,000
UCM	\$4,912	\$6,908	\$13,663	\$44,128	\$13,606	\$11,498	\$12,822	63%	\$23,450
WCU	\$9,087	\$5,752	\$15,475	\$55,187	\$12,916	\$9,009	\$10,838	58%	\$21,249
WIU	\$5,030	\$7,393	\$24,365	\$88,280	\$16,829	\$14,317	\$16,245	70%	\$24,000
WSU	\$4,237	\$5,663	\$12,324	\$50,411	\$16,773	\$12,767	\$13,249	64%	\$24,000
Research and Development Expenditures (National Science Foundation, 2015)									
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)					
UNK	● \$580,000	\$916,000	\$1,496,000	● \$515,000					
PSU	\$2,210,000	\$0	\$2,210,000	\$453,000					
WCU	\$980,000	\$165,000	\$1,145,000	\$740,000					
WIU	\$756,000	\$104,000	\$860,000	\$373,000					

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

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

Peer Comparisons: University of Nebraska-Lincoln

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNL	University of Nebraska-Lincoln	NE	19,979	21%
CSUF	Colorado State University-Fort Collins	CO	23,598	24%
ISU	Iowa State University	IA	28,893	21%
LSUA	Louisiana State University & Agricultural & Mechanical College	LA	25,572	20%
UTK	The University of Tennessee-Knoxville	TN	21,664	29%
UI	University of Iowa	IA	22,354	19%
KU	University of Kansas	KS	19,343	23%
UKY	University of Kentucky	KY	22,223	25%
UMC	University of Missouri-Columbia	MO	27,642	21%
UON	University of Oklahoma-Norman Campus	OK	21,011	23%
WASH	Washington State University	WA	23,867	34%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
UNL	2%	3%	5%	0%	8%	3%	79%
CSUF	2%	2%	11%	1%	4%	3%	77%
ISU	3%	3%	5%	0%	8%	2%	79%
LSUA	4%	12%	6%	0%	2%	2%	74%
UTK	3%	7%	3%	0%	2%	3%	81%
UI	3%	3%	7%	0%	12%	2%	72%
KU	4%	5%	7%	0%	6%	5%	73%
UKY	3%	8%	4%	0%	4%	3%	78%
UMC	2%	8%	3%	0%	4%	3%	79%
UON	6%	5%	9%	4%	6%	7%	63%
WASH	6%	3%	12%	1%	5%	8%	66%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2009 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
UNL	67%	42%	61%	32%	67%	42%	68%	♦ 67%
CSUF	66%	56%	61%	64%	66%	56%	68%	67%
ISU	61%	48%	64%	38%	61%	48%	73%	71%
LSUA	66%	55%	58%	67%	66%	55%	70%	67%
UTK	77%	61%	71%	38%	77%	61%	72%	70%
UI	66%	61%	66%	71%	66%	61%	73%	72%
KU	61%	47%	54%	60%	61%	47%	63%	61%
UKY	81%	39%	59%	22%	81%	39%	65%	63%
UMC	67%	55%	59%	58%	67%	55%	71%	69%
UON	77%	53%	61%	57%	77%	53%	67%	66%
WASH	64%	47%	61%	46%	64%	47%	65%	64%

Four-Year Graduation Rates (2010 Cohort) and Graduation Status at Six Years (2008 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNL	♦ 36%	♦ 67%	♦ 32%	● 68%	● 55%
CSUF	42%	65%	39%	73%	52%
ISU	44%	69%	67%	64%	40%
LSUA	39%	67%	17%	64%	40%
UTK	43%	69%	27%	67%	37%
UI	51%	70%	66%	71%	60%
KU	41%	60%	14%	63%	38%
UKY	38%	61%	42%	59%	42%
UMC	44%	69%	40%	67%	54%
UON	40%	67%	26%	65%	37%
WASH	41%	67%	40%	71%	55%

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
UNL	\$12,433	\$9,252	\$34,449	\$149,446	\$15,648	\$11,782	\$12,656	40%	♦ \$21,700
CSUF	\$89	\$13,712	\$31,639	\$120,213	\$15,664	\$9,808	\$10,250	45%	\$21,004
ISU	\$7,698	\$9,836	\$28,429	\$126,235	\$13,647	\$8,620	\$9,474	52%	\$23,868
LSUA	\$7,486	\$10,625	\$31,480	\$142,199	\$13,552	\$5,051	\$9,841	30%	\$20,900
UTK	\$11,348	\$10,067	\$36,217	\$144,118	\$19,960	\$9,876	\$13,893	44%	\$20,000
UI	\$9,152	\$14,484	\$45,731	\$154,685	\$14,558	\$8,188	\$10,650	44%	\$21,616
KU	\$10,203	\$11,536	\$39,704	\$153,098	\$18,485	\$14,829	\$15,435	45%	\$20,500
UKY	\$11,141	\$11,191	\$47,610	\$200,031	\$16,673	\$12,068	\$12,671	45%	\$22,750
UMC	\$7,123	\$10,896	\$28,228	\$102,668	\$16,026	\$11,896	\$13,090	46%	\$21,884
UON	\$6,266	\$11,843	\$28,970	\$108,314	\$16,909	\$12,302	\$13,674	35%	\$20,000
WASH	\$6,512	\$10,671	\$32,420	\$123,442	\$17,929	\$11,324	\$13,069	49%	\$20,429

Research and Development Expenditures (National Science Foundation, 2015)				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
UNL	\$124,745,000	\$159,693,000	\$284,438,000	♦ \$95,795,000
CSUF	\$270,735,000	\$46,484,000	\$317,219,000	\$188,884,000
ISU	\$187,646,000	\$118,479,000	\$306,125,000	\$111,867,000
LSUA	\$178,775,000	\$102,379,000	\$281,154,000	\$83,591,000
UTK	\$208,712,000	\$97,651,000	\$306,363,000	\$135,530,000
UI	\$273,791,000	\$169,427,000	\$443,218,000	\$124,395,000
KU	\$209,451,000	\$101,932,000	\$311,383,000	\$112,785,000
UKY	\$230,839,000	\$100,866,000	\$331,705,000	\$94,684,000
UMC	\$128,491,000	\$118,193,000	\$246,684,000	\$74,722,000
UON	\$183,003,000	\$59,364,000	\$242,367,000	\$92,544,000
WASH	\$217,574,000	\$115,560,000	\$333,134,000	\$122,241,000

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

Peer Comparisons: University of Nebraska Medical Center

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNMC	University of Nebraska Medical Center	NE	850	25%
MUSC	Medical University of South Carolina	SC	293	13%
OSU	Ohio State University-Main Campus	OH	44,741	21%
UTK	The University of Tennessee-Knoxville	TN	21,664	29%
UA	University of Arizona	AZ	32,987	32%
UCON	University of Connecticut	CT	18,395	21%
UI	University of Iowa	IA	22,354	19%
KU	University of Kansas	KS	19,343	23%
UKY	University of Kentucky	KY	22,223	25%
UU	University of Utah	UT	23,907	30%
VCU	Virginia Commonwealth University	VA	23,661	29%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
UNMC	2%	1%	5%	0%	1%	1%	91%
MUSC	5%	7%	4%	1%	0%	2%	81%
OSU	6%	6%	4%	0%	8%	3%	74%
UTK	3%	7%	3%	0%	2%	3%	81%
UA	6%	4%	25%	1%	6%	4%	53%
UCON	11%	6%	9%	0%	5%	3%	66%
UI	3%	3%	7%	0%	12%	2%	72%
KU	4%	5%	7%	0%	6%	5%	73%
UKY	3%	8%	4%	0%	4%	3%	78%
UU	6%	1%	10%	0%	7%	4%	71%
VCU	13%	18%	8%	0%	5%	5%	52%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2009 Cohort)

ID	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
MUSC	NA	NA	NA	NA	NA	NA	NA	NA
OSU	87%	73%	79%	72%	87%	73%	84%	83%
UTK	77%	61%	71%	38%	77%	61%	72%	70%
UA	67%	47%	56%	44%	67%	47%	62%	61%
UCON	83%	70%	77%	50%	83%	70%	85%	83%
UI	66%	61%	66%	71%	66%	61%	73%	72%
KU	61%	47%	54%	60%	61%	47%	63%	61%
UKY	81%	39%	59%	22%	81%	39%	65%	63%
UU	69%	35%	54%	44%	69%	35%	64%	64%
VCU	69%	63%	56%	46%	69%	63%	61%	62%

Four-Year Graduation Rates (2010 Cohort) and Graduation Status at Six Years (2008 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNMC	NA	NA	NA	95%	82%
MUSC	NA	NA	NA	95%	90%
OSU	59%	84%	75%	74%	58%
UTK	43%	69%	27%	67%	37%
UA	42%	60%	39%	66%	53%
UCON	70%	81%	50%	82%	52%
UI	51%	70%	66%	71%	60%
KU	41%	60%	14%	63%	38%
UKY	38%	61%	42%	59%	42%
UU	29%	62%	28%	83%	72%
VCU	36%	59%	24%	66%	59%

Funding and Affordability (2014-2015)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
UNMC	\$41,168	\$13,469	\$103,852	\$345,925	NA	NA	NA	64%	● \$15,250
MUSC	-	-	-	-	-	-	-	70%	\$4,000
OSU	-	-	-	-	-	-	-	43%	\$21,500
UTK	-	-	-	-	-	-	-	44%	\$20,000
UA	-	-	-	-	-	-	-	41%	\$19,000
UCON	-	-	-	-	-	-	-	50%	\$21,500
UI	-	-	-	-	-	-	-	44%	\$21,616
KU	-	-	-	-	-	-	-	45%	\$20,500
UKY	-	-	-	-	-	-	-	45%	\$22,750
UU	-	-	-	-	-	-	-	34%	\$15,000
VCU	-	-	-	-	-	-	-	51%	\$23,250

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

Research and Development Expenditures (National Institutes of Health, 2016)

ID	Total Health Sciences School Research
UNMC	◆ \$71,266,401
MUSC	\$104,196,878
OSU	\$120,026,184
UTK	\$31,780,580
UA	\$63,406,895
UCON	\$53,729,998
UI	\$122,248,259
KU	\$59,228,995
UKY	\$76,372,817
UU	\$118,932,773
VCU	\$62,244,081

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

Peer Comparisons: University of Nebraska at Omaha

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
UNO	University of Nebraska at Omaha	NE	12,221	33%
CSU	Cleveland State University	OH	11,826	43%
EMU	Eastern Michigan University	MI	18,340	44%
NKU	Northern Kentucky University	KY	12,809	33%
UTC	The University of Tennessee-Chattanooga	TN	10,315	35%
UCO	University of Central Oklahoma	OK	14,998	34%
UCCS	University of Colorado, Colorado Springs	CO	9,629	32%
UMSL	University of Missouri-St Louis	MO	13,874	29%
UNCG	University of North Carolina at Greensboro	NC	15,313	45%
UNF	University of North Florida	FL	14,121	31%
WSU	Wichita State University	KS	11,876	36%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
UNO	3%	7%	10%	0%	4%	4%	72%
CSU	3%	19%	5%	0%	5%	3%	65%
EMU	3%	20%	4%	0%	2%	4%	68%
NKU	1%	7%	3%	0%	3%	2%	84%
UTC	2%	11%	3%	0%	1%	8%	74%
UCO	3%	9%	8%	4%	9%	8%	59%
UCCS	3%	4%	16%	0%	2%	7%	68%
UMSL	5%	15%	3%	0%	3%	1%	73%
UNCG	5%	27%	7%	0%	3%	4%	54%
UNF	4%	10%	10%	0%	2%	5%	69%
WSU	7%	6%	10%	1%	8%	3%	64%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2009 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
UNO	44%	28%	46%	43%	44%	28%	48%	47%
CSU	44%	16%	43%	43%	44%	16%	46%	39%
EMU	43%	28%	40%	27%	43%	28%	46%	40%
NKU	61%	24%	50%	50%	61%	24%	41%	40%
UTC	55%	33%	48%	13%	55%	33%	45%	44%
UCO	48%	28%	33%	33%	48%	28%	41%	39%
UCCS	45%	37%	35%	10%	45%	37%	47%	44%
UMSL	59%	27%	14%	0%	59%	27%	47%	41%
UNCG	66%	63%	53%	29%	66%	63%	54%	56%
UNF	64%	47%	45%	60%	64%	47%	56%	55%
WSU	54%	29%	34%	29%	54%	29%	45%	43%

Four-Year Graduation Rates (2010 Cohort) and Graduation Status at Six Years (2008 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
UNO	19%	45%	13%	58%	36%
CSU	21%	39%	23%	62%	50%
EMU	13%	37%	6%	58%	40%
NKU	15%	37%	8%	56%	44%
UTC	21%	40%	8%	52%	32%
UCO	14%	37%	18%	53%	38%
UCCS	25%	47%	22%	59%	35%
UMSL	29%	42%	17%	59%	41%
UNCG	30%	56%	40%	62%	40%
UNF	26%	56%	51%	80%	64%
WSU	22%	46%	17%	58%	32%

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
UNO	\$5,243	\$6,258	\$15,778	\$60,724	\$11,175	\$9,198	\$10,076	43%	● \$19,500
CSU	\$4,967	\$10,866	\$17,586	\$62,820	\$15,937	\$14,468	\$15,440	61%	\$21,500
EMU	\$4,140	\$9,634	\$17,886	\$65,923	\$12,782	\$10,794	\$10,791	72%	\$25,500
NKU	\$3,979	\$8,723	\$17,732	\$70,072	\$9,173	\$5,030	\$6,488	51%	\$24,950
UTC	\$3,790	\$5,874	\$15,402	\$67,932	\$13,224	\$7,389	\$10,436	71%	\$20,792
UCO	\$4,863	\$6,715	\$13,197	\$55,224	\$11,922	\$9,150	\$10,283	40%	\$20,393
UCCS	\$0	\$10,595	\$14,757	\$68,932	\$14,094	\$10,698	\$12,137	48%	\$20,999
UMSL	\$5,569	\$8,404	\$21,102	\$67,238	\$8,158	\$7,365	\$8,106	39%	\$20,988
UNCG	\$8,924	\$5,686	\$17,722	\$75,920	\$9,875	\$6,915	\$9,028	58%	\$22,737
UNF	\$6,693	\$5,402	\$13,236	\$44,477	\$13,194	\$8,859	\$10,663	39%	\$16,000
WSU	\$6,063	\$7,705	\$23,059	\$89,622	\$12,926	\$14,938	\$15,497	51%	\$20,500

Research and Development Expenditures (National Science Foundation, 2015)				
ID	Extramural Funds	Institutional Funds	All Sources	Federal Sources (Not Including Medical Science Research)
UNO	● \$6,682,000	\$2,740,000	\$9,422,000	● \$6,066,000
CSU	\$51,857,000	\$5,805,000	\$57,662,000	\$36,691,000
EMU	\$1,658,000	\$103,000	\$1,761,000	\$1,482,000
NKU	\$1,440,000	\$586,000	\$2,026,000	\$1,342,000
UTC	\$3,939,000	\$2,878,000	\$6,817,000	\$1,949,000
UCO	\$5,084,000	\$2,607,000	\$7,691,000	\$3,193,000
UCCS	\$5,888,000	\$1,100,000	\$6,988,000	\$4,244,000
UMSL	\$6,001,000	\$6,060,000	\$12,061,000	\$4,022,000
UNCG	\$17,681,000	\$5,345,000	\$23,026,000	\$14,978,000
UNF	\$2,388,000	\$1,301,000	\$3,689,000	\$1,198,000
WSU	\$47,702,000	\$12,238,000	\$59,940,000	\$7,728,000

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

Peer Comparisons: Chadron State College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
CSC	Chadron State College	NE	2,453	35%
GSC	Granite State College	NH	1,868	48%
LU	Lincoln University	MO	2,977	50%
MWSU	Missouri Western State University	MO	5,650	43%
MSUB	Montana State University-Billings	MT	4,340	35%
OSUL	Ohio State University-Lima Campus	OH	1,041	38%
OSUN	Ohio State University-Newark Campus	OH	2,384	38%
PSC	Peru State College	NE	2,189	32%
SSU	Shawnee State University	OH	4,114	49%
UAM	University of Arkansas at Monticello	AR	3,641	59%
WSC	Wayne State College	NE	2,969	38%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
CSC	1%	4%	7%	1%	2%	3%	81%
GSC	1%	2%	2%	1%	0%	2%	92%
LU	1%	42%	2%	0%	2%	2%	51%
MWSU	2%	11%	1%	0%	2%	3%	82%
MSUB	1%	1%	5%	4%	3%	2%	83%
OSUL	2%	4%	3%	0%	0%	2%	89%
OSUN	4%	14%	3%	0%	0%	4%	75%
PSC	1%	8%	6%	1%	0%	3%	81%
SSU	0%	6%	1%	1%	1%	2%	90%
UAM	1%	29%	3%	0%	0%	2%	65%
WSC	1%	3%	8%	1%	0%	2%	86%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2009 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
CSC	50%	20%	32%	33%	14%	35%	47%	42%
GSC	0%	NA	0%	NA	NA	NA	19%	18%
LU	0%	14%	22%	0%	0%	17%	32%	20%
MWSU	27%	13%	19%	22%	80%	21%	33%	30%
MSUB	0%	13%	11%	12%	75%	29%	26%	25%
OSUL	44%	24%	20%	0%	NA	NA	33%	33%
OSUN	46%	30%	30%	33%	NA	NA	34%	34%
PSC	NA	14%	0%	50%	NA	0%	41%	37%
SSU	33%	20%	29%	17%	9%	0%	41%	36%
UAM	NA	14%	33%	50%	NA	0%	39%	29%
WSC	25%	23%	37%	25%	60%	19%	53%	49%

Four-Year Graduation Rates (2010 Cohort) and Graduation Status at Six Years (2008 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
CSC	21%	36%	17%	53%	28%
GSC	8%	19%	18%	57%	49%
LU	9%	26%	14%	45%	31%
MWSU	13%	36%	6%	52%	35%
MSUB	9%	28%	19%	46%	32%
OSUL	10%	36%	8%	56%	30%
OSUN	14%	41%	17%	48%	22%
PSC	13%	37%	22%	60%	39%
SSU	25%	30%	9%	36%	29%
UAM	12%	34%	31%	45%	38%
WSC	25%	49%	14%	58%	25%

Funding and Affordability (2014-2015)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
CSC	\$7,164	\$3,752	\$13,553	\$52,804	\$10,993	\$8,508	\$8,168	47%	● \$17,786
GSC	\$1,894	\$6,316	\$9,269	\$24,221	\$12,473	\$12,765	\$14,069	65%	\$14,384
LU	\$7,768	\$2,738	\$19,335	\$114,490	\$9,950	\$9,271	\$9,901	69%	\$23,960
MWSU	\$4,945	\$5,703	\$13,856	\$70,244	\$9,933	\$8,528	\$8,391	49%	\$21,818
MSUB	\$5,658	\$5,545	\$14,802	\$54,677	\$11,064	\$11,023	\$11,819	47%	\$17,500
OSUL	\$3,877	\$6,724	\$14,865	\$91,864	\$12,007	\$9,318	\$10,044	59%	\$21,500
OSUN	\$2,825	\$6,818	\$11,477	\$50,197	\$14,127	\$12,838	\$13,546	56%	\$21,500
PSC	\$5,477	\$3,441	\$11,927	\$53,534	\$11,918	\$10,039	\$10,953	45%	\$20,975
SSU	\$4,138	\$5,935	\$13,383	\$70,483	\$13,945	\$14,234	\$15,058	66%	\$23,713
UAM	\$6,337	\$3,263	\$14,407	\$35,591	\$10,295	\$10,202	\$9,818	53%	\$15,000
WSC	\$7,180	\$4,056	\$11,560	\$48,666	\$11,353	\$8,831	\$9,605	61%	\$20,050

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

Peer Comparisons: Peru State College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
PSC	Peru State College	NE	2,189	32%
CSC	Chadron State College	NE	2,453	35%
GSC	Granite State College	NH	1,868	48%
LU	Lincoln University	MO	2,977	50%
MWSU	Missouri Western State University	MO	5,650	43%
MSUB	Montana State University-Billings	MT	4,340	35%
OSUL	Ohio State University-Lima Campus	OH	1,041	38%
OSUN	Ohio State University-Newark Campus	OH	2,384	38%
SSU	Shawnee State University	OH	4,114	49%
UAM	University of Arkansas at Monticello	AR	3,641	59%
WSC	Wayne State College	NE	2,969	38%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
PSC	1%	8%	6%	1%	0%	3%	81%
CSC	1%	4%	7%	1%	2%	3%	81%
GSC	1%	2%	2%	1%	0%	2%	92%
LU	1%	42%	2%	0%	2%	2%	51%
MWSU	2%	11%	1%	0%	2%	3%	82%
MSUB	1%	1%	5%	4%	3%	2%	83%
OSUL	2%	4%	3%	0%	0%	2%	89%
OSUN	4%	14%	3%	0%	0%	4%	75%
SSU	0%	6%	1%	1%	1%	2%	90%
UAM	1%	29%	3%	0%	0%	2%	65%
WSC	1%	3%	8%	1%	0%	2%	86%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2009 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
PSC	NA	14%	0%	50%	NA	0%	41%	37%
CSC	50%	20%	32%	33%	14%	35%	47%	42%
GSC	0%	NA	0%	NA	NA	NA	19%	18%
LU	0%	14%	22%	0%	0%	17%	32%	20%
MWSU	27%	13%	19%	22%	80%	21%	33%	30%
MSUB	0%	13%	11%	12%	75%	29%	26%	25%
OSUL	44%	24%	20%	0%	NA	NA	33%	33%
OSUN	46%	30%	30%	33%	NA	NA	34%	34%
SSU	33%	20%	29%	17%	9%	0%	41%	36%
UAM	NA	14%	33%	50%	NA	0%	39%	29%
WSC	25%	23%	37%	25%	60%	19%	53%	49%

Four-Year Graduation Rates (2010 Cohort) and Graduation Status at Six Years (2008 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
PSC	13%	37%	22%	60%	39%
CSC	21%	36%	17%	53%	28%
GSC	8%	19%	18%	57%	49%
LU	9%	26%	14%	45%	31%
MWSU	13%	36%	6%	52%	35%
MSUB	9%	28%	19%	46%	32%
OSUL	10%	36%	8%	56%	30%
OSUN	14%	41%	17%	48%	22%
SSU	25%	30%	9%	36%	29%
UAM	12%	34%	31%	45%	38%
WSC	25%	49%	14%	58%	25%

Funding and Affordability (2014-2015)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
PSC	\$5,477	\$3,441	\$11,927	\$53,534	\$11,918	\$10,039	\$10,953	45%	♦ \$20,975
CSC	\$7,164	\$3,752	\$13,553	\$52,804	\$10,993	\$8,508	\$8,168	47%	\$17,786
GSC	\$1,894	\$6,316	\$9,269	\$24,221	\$12,473	\$12,765	\$14,069	65%	\$14,384
LU	\$7,768	\$2,738	\$19,335	\$114,490	\$9,950	\$9,271	\$9,901	69%	\$23,960
MWSU	\$4,945	\$5,703	\$13,856	\$70,244	\$9,933	\$8,528	\$8,391	49%	\$21,818
MSUB	\$5,658	\$5,545	\$14,802	\$54,677	\$11,064	\$11,023	\$11,819	47%	\$17,500
OSUL	\$3,877	\$6,724	\$14,865	\$91,864	\$12,007	\$9,318	\$10,044	59%	\$21,500
OSUN	\$2,825	\$6,818	\$11,477	\$50,197	\$14,127	\$12,838	\$13,546	56%	\$21,500
SSU	\$4,138	\$5,935	\$13,383	\$70,483	\$13,945	\$14,234	\$15,058	66%	\$23,713
UAM	\$6,337	\$3,263	\$14,407	\$35,591	\$10,295	\$10,202	\$9,818	53%	\$15,000
WSC	\$7,180	\$4,056	\$11,560	\$48,666	\$11,353	\$8,831	\$9,605	61%	\$20,050

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

Peer Comparisons: Wayne State College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
WSC	Wayne State College	NE	2,969	38%
CSC	Chadron State College	NE	2,453	35%
GSC	Granite State College	NH	1,868	48%
LU	Lincoln University	MO	2,977	50%
MWSU	Missouri Western State University	MO	5,650	43%
MSUB	Montana State University-Billings	MT	4,340	35%
OSUL	Ohio State University-Lima Campus	OH	1,041	38%
OSUN	Ohio State University-Newark Campus	OH	2,384	38%
PSC	Peru State College	NE	2,189	32%
SSU	Shawnee State University	OH	4,114	49%
UAM	University of Arkansas at Monticello	AR	3,641	59%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
WSC	1%	3%	8%	1%	0%	2%	86%
CSC	1%	4%	7%	1%	2%	3%	81%
GSC	1%	2%	2%	1%	0%	2%	92%
LU	1%	42%	2%	0%	2%	2%	51%
MWSU	2%	11%	1%	0%	2%	3%	82%
MSUB	1%	1%	5%	4%	3%	2%	83%
OSUL	2%	4%	3%	0%	0%	2%	89%
OSUN	4%	14%	3%	0%	0%	4%	75%
PSC	1%	8%	6%	1%	0%	3%	81%
SSU	0%	6%	1%	1%	1%	2%	90%
UAM	1%	29%	3%	0%	0%	2%	65%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2009 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
WSC	25%	23%	37%	25%	60%	19%	53%	49%
CSC	50%	20%	32%	33%	14%	35%	47%	42%
GSC	0%	NA	0%	NA	NA	NA	19%	18%
LU	0%	14%	22%	0%	0%	17%	32%	20%
MWSU	27%	13%	19%	22%	80%	21%	33%	30%
MSUB	0%	13%	11%	12%	75%	29%	26%	25%
OSUL	44%	24%	20%	0%	NA	NA	33%	33%
OSUN	46%	30%	30%	33%	NA	NA	34%	34%
PSC	NA	14%	0%	50%	NA	0%	41%	37%
SSU	33%	20%	29%	17%	9%	0%	41%	36%
UAM	NA	14%	33%	50%	NA	0%	39%	29%

Four-Year Graduation Rates (2010 Cohort) and Graduation Status at Six Years (2008 Cohort)

ID	Four-Year Graduation Rate	Graduation Status at Six Years			
		First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time
WSC	25%	49%	14%	58%	25%
CSC	21%	36%	17%	53%	28%
GSC	8%	19%	18%	57%	49%
LU	9%	26%	14%	45%	31%
MWSU	13%	36%	6%	52%	35%
MSUB	9%	28%	19%	46%	32%
OSUL	10%	36%	8%	56%	30%
OSUN	14%	41%	17%	48%	22%
PSC	13%	37%	22%	60%	39%
SSU	25%	30%	9%	36%	29%
UAM	12%	34%	31%	45%	38%

Funding and Affordability (2014-2015)

ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
WSC	\$7,180	\$4,056	\$11,560	\$48,666	\$11,353	\$8,831	\$9,605	61%	● \$20,050
CSC	\$7,164	\$3,752	\$13,553	\$52,804	\$10,993	\$8,508	\$8,168	47%	\$17,786
GSC	\$1,894	\$6,316	\$9,269	\$24,221	\$12,473	\$12,765	\$14,069	65%	\$14,384
LU	\$7,768	\$2,738	\$19,335	\$114,490	\$9,950	\$9,271	\$9,901	69%	\$23,960
MWSU	\$4,945	\$5,703	\$13,856	\$70,244	\$9,933	\$8,528	\$8,391	49%	\$21,818
MSUB	\$5,658	\$5,545	\$14,802	\$54,677	\$11,064	\$11,023	\$11,819	47%	\$17,500
OSUL	\$3,877	\$6,724	\$14,865	\$91,864	\$12,007	\$9,318	\$10,044	59%	\$21,500
OSUN	\$2,825	\$6,818	\$11,477	\$50,197	\$14,127	\$12,838	\$13,546	56%	\$21,500
PSC	\$5,477	\$3,441	\$11,927	\$53,534	\$11,918	\$10,039	\$10,953	45%	\$20,975
SSU	\$4,138	\$5,935	\$13,383	\$70,483	\$13,945	\$14,234	\$15,058	66%	\$23,713
UAM	\$6,337	\$3,263	\$14,407	\$35,591	\$10,295	\$10,202	\$9,818	53%	\$15,000

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

Peer Comparisons: Central Community College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
CCC	Central Community College	NE	6,377	31%
BHC	Black Hawk College	IL	6,307	32%
CCCC	Central Carolina Community College	NC	4,776	46%
EAC	Eastern Arizona College	AZ	6,379	18%
HCC	Hutchinson Community College	KS	5,718	29%
IHCC	Indian Hills Community College	IA	4,412	51%
ICCC	Iowa Central Community College	IA	5,686	36%
JC	Jackson College	MI	5,487	54%
LCCC	Laramie County Community College	WY	4,388	26%
PJC	Paris Junior College	TX	5,086	41%
SC	Shasta College	CA	8,342	35%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
CCC	1%	2%	17%	0%	0%	1%	79%
BHC	5%	11%	13%	0%	0%	3%	68%
CCCC	1%	23%	13%	1%	0%	2%	59%
EAC	1%	4%	20%	7%	1%	1%	66%
HCC	1%	6%	10%	1%	1%	3%	79%
IHCC	1%	6%	5%	0%	3%	2%	83%
ICCC	2%	10%	7%	0%	2%	1%	78%
JC	1%	10%	5%	1%	0%	3%	80%
LCCC	2%	3%	11%	1%	1%	1%	82%
PJC	1%	11%	12%	2%	0%	1%	72%
SC	4%	2%	15%	3%	0%	5%	72%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2010)

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	1,246	25%	33%	25%	48%	69%

Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2014)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
CCC	1,138	35%	17%	41%	93%

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2010)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
CCC	1,246	43%	30%	4%	77%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2012 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
CCC	0%	27%	25%	0%	NA	0%	34%	32%
BHC	0%	11%	11%	0%	NA	8%	33%	27%
CCCC	33%	21%	18%	25%	NA	33%	28%	25%
EAC	14%	29%	26%	15%	60%	50%	34%	31%
HCC	40%	23%	27%	40%	0%	8%	36%	33%
IHCC	57%	11%	30%	0%	29%	30%	37%	35%
ICCC	33%	10%	25%	43%	21%	12%	38%	32%
JC	11%	3%	11%	13%	NA	16%	15%	13%
LCCC	0%	25%	24%	20%	20%	0%	22%	22%
PJC	43%	21%	27%	29%	50%	14%	28%	26%
SC	23%	5%	22%	26%	NA	18%	23%	22%

Graduation Status at Six Years (2008 Cohort)									
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time					
CCC	● 37%	● 15%	● 37%	● 35%					
BHC	30%	11%	33%	21%					
CCCC	39%	23%	49%	26%					
EAC	40%	19%	38%	22%					
HCC	36%	13%	34%	26%					
IHCC	39%	15%	63%	15%					
ICCC	41%	13%	52%	55%					
JC	19%	8%	23%	18%					
LCCC	26%	9%	27%	21%					
PJC	28%	16%	33%	9%					
SC	29%	13%	27%	12%					

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
CCC	\$13,373	\$1,886	\$17,227	\$27,237	\$7,803	\$6,378	\$6,711	19%	● \$6,391
BHC	\$8,113	\$1,751	\$10,742	\$51,574	\$5,649	\$4,511	\$5,193	10%	\$6,709
CCCC	\$7,265	\$1,116	\$12,980	\$35,415	\$7,874	\$6,612	\$7,128	0%	Privacy Suppressed
EAC	\$6,657	\$814	\$11,421	\$27,625	\$7,149	\$6,767	\$6,259	0%	Privacy Suppressed
HCC	\$6,457	\$1,746	\$10,462	\$42,897	\$7,635	\$5,459	\$6,206	21%	\$9,307
IHCC	\$6,218	\$4,130	\$13,826	\$35,301	\$8,562	\$7,774	\$7,066	57%	\$12,000
ICCC	\$5,204	\$3,749	\$11,038	\$43,773	\$9,059	\$7,106	\$7,954	41%	\$11,000
JC	\$4,870	\$3,088	\$13,049	\$50,259	\$6,771	\$11,166	\$11,397	39%	Privacy Suppressed
LCCC	\$12,419	\$3,667	\$19,260	\$63,878	\$5,424	\$3,853	\$5,480	34%	\$10,278
PJC	\$3,532	\$1,727	\$8,367	\$29,493	\$7,059	\$5,647	\$6,404	0%	\$3,500
SC	\$6,883	\$814	\$11,364	\$63,534	\$6,822	\$5,322	\$5,546	4%	\$8,966

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

Peer Comparisons: Metropolitan Community College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
MCC	Metropolitan Community College	NE	14,675	33%
CCAC	Community College of Allegheny County	PA	17,153	40%
DMCC	Des Moines Area Community College	IA	23,526	25%
ERIE	Erie Community College	NY	12,733	45%
GTC	Greenville Technical College	SC	12,592	47%
GTCC	Guilford Technical Community College	NC	12,430	60%
JJC	Joliet Junior College	IL	15,776	22%
MESA	Mesa Community College	AZ	22,711	33%
SJCC	San Jacinto Community College	TX	27,911	28%
TCC	Tulsa Community College	OK	17,861	38%
WTCC	Wake Technical Community College	NC	21,384	40%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
MCC	4%	13%	11%	1%	1%	2%	69%
CCAC	3%	21%	2%	0%	0%	2%	72%
DMCC	4%	6%	7%	0%	1%	3%	79%
ERIE	3%	16%	7%	1%	1%	3%	69%
GTC	2%	23%	8%	0%	0%	2%	64%
GTCC	4%	43%	7%	1%	1%	2%	42%
JJC	2%	9%	23%	1%	0%	4%	61%
MESA	5%	7%	25%	4%	3%	2%	55%
SJCC	5%	10%	51%	0%	2%	2%	29%
TCC	4%	9%	7%	8%	2%	8%	62%
WTCC	3%	25%	9%	1%	8%	3%	52%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2010)

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	2,350	49%	22%	18%	56%	73%

Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2014)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MCC	1,664	8%	17%	60%	85%

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2010)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MCC	2,350	23%	29%	6%	58%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2012 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
MCC	26%	3%	5%	8%	5%	7%	16%	13%
CCAC	14%	5%	24%	11%	NA	8%	14%	12%
DMCC	19%	7%	12%	25%	17%	8%	26%	22%
ERIE	20%	11%	13%	8%	29%	10%	28%	22%
GTC	0%	3%	9%	14%	100%	6%	12%	8%
GTCC	7%	7%	18%	13%	29%	5%	20%	13%
JJC	12%	5%	5%	9%	NA	14%	18%	13%
MESA	17%	10%	11%	4%	12%	16%	16%	13%
SJCC	19%	10%	19%	17%	36%	19%	20%	19%
TCC	12%	9%	14%	10%	17%	10%	16%	14%
WTCC	18%	10%	8%	6%	13%	15%	21%	16%

Graduation Status at Six Years (2008 Cohort)									
	First-Time Full-Time		First-Time Part-Time		Non-First-Time Full-Time		Non-First-Time Part-Time		
MCC	♦ 21%		♦ 8%		NA		NA		
CCAC	22%		22%		27%		23%		
DMCC	35%		13%		40%		18%		
ERIE	30%		13%		38%		28%		
GTC	19%		14%		30%		21%		
GTCC	21%		13%		33%		28%		
JJC	21%		8%		25%		19%		
MESA	22%		8%		23%		9%		
SJCC	28%		18%		34%		21%		
TCC	24%		13%		33%		21%		
WTCC	23%		11%		29%		23%		

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
MCC	\$6,572	\$1,614	\$11,245	\$64,308	\$6,586	\$6,451	\$7,013	14%	● \$7,987
CCAC	\$5,027	\$2,670	\$10,235	\$46,727	\$5,558	\$5,055	\$5,605	21%	\$9,971
DMCC	\$4,428	\$2,095	\$9,756	\$40,627	\$10,105	\$9,076	\$9,922	28%	\$10,125
ERIE	\$4,418	\$2,980	\$10,877	\$50,179	\$4,545	\$3,018	\$4,408	29%	\$7,752
GTC	\$3,297	\$3,300	\$11,998	\$44,534	\$7,215	\$7,122	\$6,970	34%	\$18,001
GTCC	\$6,542	\$710	\$11,133	\$40,350	\$12,832	\$11,863	\$12,019	38%	\$16,000
JJC	\$5,755	\$2,873	\$13,170	\$57,850	\$4,856	\$3,555	\$4,099	7%	\$8,000
MESA	\$5,430	\$2,151	\$9,609	\$29,619	\$8,079	\$7,095	\$7,846	20%	\$8,000
SJCC	\$9,611	\$3,014	\$15,973	\$40,367	\$7,677	\$7,306	\$7,846	6%	\$9,265
TCC	\$6,719	\$738	\$12,735	\$54,984	\$5,685	\$5,351	\$5,979	25%	\$12,282
WTCC	\$4,699	\$1,745	\$8,446	\$32,224	\$9,094	\$8,468	\$8,926	33%	\$14,750

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

Peer Comparisons: Mid-Plains Community College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
MPCC	Mid-Plains Community College	NE	2,143	31%
CARL	Carl Sandburg College	IL	2,200	47%
CLOU	Cloud County Community College	KS	2,439	30%
COA	College of the Albemarle	NC	2,408	37%
FVCC	Flathead Valley Community College	MT	2,161	36%
HIGH	Highland Community College	KS	3,217	27%
ILCC	Iowa Lakes Community College	IA	2,340	29%
LMC	Lake Michigan College	MI	4,219	40%
SECC	Southeastern Community College	IA	2,987	37%
SMC	Southwestern Michigan College	MI	2,567	49%
WNCC	Western Nebraska Community College	NE	1,836	36%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
MPCC	1%	3%	7%	1%	1%	1%	87%
CARL	1%	8%	7%	0%	0%	3%	80%
CLOU	1%	8%	2%	0%	2%	8%	79%
COA	1%	17%	4%	1%	5%	2%	70%
FVCC	2%	0%	2%	3%	0%	0%	93%
HIGH	0%	8%	2%	2%	0%	5%	83%
ILCC	1%	4%	5%	1%	1%	0%	87%
LMC	2%	16%	8%	1%	0%	3%	71%
SECC	1%	4%	4%	1%	1%	2%	86%
SMC	1%	11%	5%	1%	0%	5%	76%
WNCC	1%	2%	21%	1%	3%	0%	72%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2010)

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	456	58%	30%	26%	50%	45%

Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2014)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MPCC	480	35%	11%	30%	76%

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2010)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
MPCC	456	49%	21%	3%	72%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2012 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
MPCC	NA	17%	45%	0%	0%	50%	36%	35%
CARL	0%	19%	20%	25%	NA	33%	28%	27%
CLOU	75%	13%	0%	0%	15%	0%	38%	31%
COA	0%	14%	20%	33%	NA	0%	24%	20%
FVCC	20%	0%	0%	5%	NA	NA	23%	23%
HIGH	0%	22%	17%	6%	NA	13%	34%	28%
ILCC	20%	17%	21%	0%	100%	33%	49%	43%
LMC	0%	0%	17%	0%	NA	16%	16%	13%
SECC	0%	16%	13%	0%	29%	25%	35%	32%
SMC	0%	6%	40%	100%	0%	19%	28%	25%
WNCC	0%	0%	24%	40%	29%	NA	26%	25%

Graduation Status at Six Years (2008 Cohort)									
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time					
MPCC	● 39%	◆ 14%	NA	NA					
CARL	25%	12%	38%	30%					
CLOU	25%	8%	39%	28%					
COA	41%	15%	12%	7%					
FVCC	34%	14%	32%	24%					
HIGH	27%	15%	28%	17%					
ILCC	43%	16%	1%	0%					
LMC	26%	9%	24%	28%					
SECC	37%	16%	30%	37%					
SMC	26%	10%	28%	27%					
WNCC	34%	11%	45%	43%					

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
MPCC	\$10,000	\$2,563	\$14,285	\$63,716	\$6,250	\$4,568	\$5,011	24%	● \$7,701
CARL	\$8,265	\$2,921	\$18,202	\$50,523	\$3,902	\$2,197	\$2,196	16%	\$4,444
CLOU	\$5,008	\$2,430	\$9,952	\$23,328	\$5,732	\$4,123	\$4,658	22%	\$8,000
COA	\$8,068	\$1,355	\$12,060	\$40,293	\$6,427	\$5,463	\$6,115	0%	Privacy Suppressed
FVCC	\$9,857	\$4,119	\$17,358	\$59,479	\$8,290	\$8,829	\$8,927	24%	\$10,500
HIGH	\$2,643	\$2,570	\$10,516	\$35,148	\$5,683	\$5,499	\$5,484	25%	\$9,500
ILCC	\$8,813	\$3,019	\$17,801	\$63,382	\$9,439	\$7,567	\$8,625	35%	\$12,000
LMC	\$9,686	\$2,853	\$14,243	\$68,742	\$7,201	\$5,825	\$6,495	19%	\$10,864
SECC	\$6,152	\$3,108	\$15,234	\$45,863	\$5,524	\$4,743	\$5,449	28%	\$10,200
SMC	\$7,018	\$4,206	\$14,077	\$36,012	\$7,411	\$6,203	\$7,854	32%	\$12,000
WNCC	\$18,320	\$2,079	\$23,100	\$84,603	\$6,355	\$4,685	\$5,022	21%	\$6,687

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

Peer Comparisons: Northeast Community College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
NECC	Northeast Community College	NE	5,061	27%
CC	Casper College	WY	3,824	19%
CCC	Central Community College	NE	6,377	31%
CROW	Crowder College	MO	5,710	44%
EAC	Eastern Arizona College	AZ	6,379	18%
GC	Grayson College	TX	4,637	42%
HCC	Hutchinson Community College	KS	5,718	29%
IVCC	Illinois Valley Community College	IL	3,525	35%
LBCC	Linn-Benton Community College	OR	5,314	33%
SFCC	State Fair Community College	MO	4,983	54%
WITC	Western Iowa Tech Community College	IA	6,399	33%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
NECC	0%	1%	9%	1%	1%	2%	85%
CC	1%	1%	5%	0%	1%	1%	90%
CCC	1%	2%	17%	0%	0%	1%	79%
CROW	2%	1%	8%	2%	1%	2%	84%
EAC	1%	4%	20%	7%	1%	1%	66%
GC	1%	7%	14%	3%	1%	4%	71%
HCC	1%	6%	10%	1%	1%	3%	79%
IVCC	1%	2%	11%	0%	0%	1%	84%
LBCC	3%	1%	10%	1%	3%	4%	78%
SFCC	1%	4%	2%	1%	0%	6%	86%
WITC	3%	4%	15%	2%	1%	2%	74%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2010)

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	914	55%	39%	30%	72%	68%

Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2014)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
NECC	953	49%	8%	34%	91%

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2010)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
NECC	914	58%	16%	2%	75%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2012 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
NECC	50%	10%	32%	0%	40%	50%	52%	48%
CC	25%	10%	20%	33%	75%	27%	33%	32%
CCC	0%	27%	25%	0%	NA	0%	34%	32%
CROW	40%	9%	25%	18%	71%	12%	25%	25%
EAC	14%	29%	26%	15%	60%	50%	34%	31%
GC	0%	21%	24%	11%	21%	27%	20%	20%
HCC	40%	23%	27%	40%	0%	8%	36%	33%
IVCC	NA	20%	13%	NA	NA	13%	28%	24%
LBCC	9%	0%	14%	8%	23%	12%	20%	18%
SFCC	11%	25%	22%	33%	NA	15%	23%	22%
WITC	78%	13%	21%	15%	NA	33%	28%	27%

Graduation Status at Six Years (2008 Cohort)									
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time					
NECC	● 49%	● 27%	● 60%	◆ 28%					
CC	43%	19%	49%	37%					
CCC	37%	15%	37%	35%					
CROW	29%	16%	29%	42%					
EAC	40%	19%	38%	22%					
GC	26%	17%	25%	23%					
HCC	36%	13%	34%	26%					
IVCC	42%	41%	53%	47%					
LBCC	20%	10%	23%	10%					
SFCC	32%	14%	29%	15%					
WITC	34%	20%	57%	47%					

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
NECC	\$11,310	\$2,370	\$15,217	\$51,416	\$7,252	\$5,714	\$6,316	25%	◆ \$11,202
CC	\$15,235	\$2,218	\$20,772	\$68,653	\$6,606	\$6,126	\$6,126	13%	\$9,000
CCC	\$13,373	\$1,886	\$17,227	\$27,237	\$7,803	\$6,378	\$6,711	19%	\$6,391
CROW	\$2,376	\$1,600	\$11,881	\$48,765	\$4,911	\$4,229	\$4,421	18%	\$7,938
EAC	\$6,657	\$814	\$11,421	\$27,625	\$7,149	\$6,767	\$6,259	0%	Privacy Suppressed
GC	\$7,293	\$1,468	\$11,203	\$39,259	\$6,776	\$6,092	\$6,968	22%	\$8,000
HCC	\$6,457	\$1,746	\$10,462	\$42,897	\$7,635	\$5,459	\$6,206	21%	\$9,307
IVCC	\$8,885	\$2,140	\$13,037	\$32,238	\$6,827	\$5,670	\$7,203	8%	\$10,500
LBCC	\$5,656	\$3,804	\$12,238	\$53,549	\$9,560	\$9,302	\$9,393	31%	\$15,186
SFCC	\$2,657	\$2,035	\$9,766	\$34,316	\$4,577	\$4,363	\$4,683	24%	\$10,500
WITC	\$5,157	\$2,105	\$12,256	\$21,989	\$7,518	\$6,988	\$7,170	28%	\$10,427

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

Peer Comparisons: Southeast Community College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
SCC	Southeast Community College	NE	9,392	42%
CFCC	Cape Fear Community College	NC	9,062	43%
COCH	Cochise County Community College District	AZ	4,379	38%
CLC	College of Lake County	IL	15,410	20%
DMCC	Des Moines Area Community College	IA	23,526	25%
ECC	Elgin Community College	IL	10,929	26%
GTCC	Guilford Technical Community College	NC	12,430	60%
HIND	Hinds Community College	MS	11,839	84%
JJC	Joliet Junior College	IL	15,776	22%
KCC	Kirkwood Community College	IA	14,190	31%
MATC	Madison Area Technical College	WI	16,698	29%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
SCC	4%	6%	6%	1%	0%	2%	82%
CFCC	1%	15%	6%	1%	0%	3%	74%
COCH	2%	5%	45%	1%	1%	2%	45%
CLC	6%	8%	35%	0%	0%	2%	49%
DMCC	4%	6%	7%	0%	1%	3%	79%
ECC	7%	4%	40%	0%	0%	2%	46%
GTCC	4%	43%	7%	1%	1%	2%	42%
HIND	1%	57%	2%	0%	1%	2%	38%
JJC	2%	9%	23%	1%	0%	4%	61%
KCC	2%	8%	5%	1%	2%	3%	80%
MATC	4%	7%	8%	1%	1%	4%	75%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2010)

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	2,272	40%	23%	9%	52%	66%

Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2014)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
SCC	1,685	24%	18%	47%	89%

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2010)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
SCC	2,272	39%	29%	5%	73%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2012 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
SCC	13%	5%	18%	0%	0%	10%	31%	27%
CFCC	15%	14%	19%	8%	0%	17%	24%	22%
COCH	22%	21%	22%	33%	50%	15%	19%	21%
CLC	30%	9%	21%	0%	NA	33%	23%	21%
DMCC	19%	7%	12%	25%	17%	8%	26%	22%
ECC	23%	19%	27%	0%	NA	31%	36%	32%
GTCC	7%	7%	18%	13%	29%	5%	20%	13%
HIND	39%	16%	0%	17%	NA	25%	24%	18%
JJC	12%	5%	5%	9%	NA	14%	18%	13%
KCC	18%	4%	18%	9%	45%	13%	28%	24%
MATC	21%	8%	15%	0%	NA	14%	23%	22%

Graduation Status at Six Years (2008 Cohort)									
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time					
SCC	● 46%	● 23%	◆ 23%	◆ 14%					
CFCC	31%	2%	29%	5%					
COCH	29%	16%	46%	25%					
CLC	30%	17%	30%	26%					
DMCC	35%	13%	40%	18%					
ECC	39%	31%	34%	28%					
GTCC	21%	13%	33%	28%					
HIND	30%	10%	31%	20%					
JJC	21%	8%	25%	19%					
KCC	31%	14%	44%	38%					
MATC	36%	35%	45%	40%					

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
SCC	\$6,546	\$2,667	\$11,775	\$55,326	\$8,023	\$6,610	\$6,539	39%	◆ \$10,621
CFCC	\$4,983	\$1,343	\$8,590	\$36,696	\$9,253	\$8,347	\$8,932	21%	\$10,500
COCH	\$4,031	\$792	\$6,199	\$21,336	\$4,728	\$4,186	\$4,969	9%	\$6,000
CLC	\$10,392	\$2,467	\$11,751	\$30,694	\$4,590	\$3,314	\$3,778	4%	\$5,500
DMCC	\$4,428	\$2,095	\$9,756	\$40,627	\$10,105	\$9,076	\$9,922	28%	\$10,125
ECC	\$8,173	\$2,406	\$16,008	\$45,998	\$4,332	\$2,834	\$3,042	8%	\$5,393
GTCC	\$6,542	\$710	\$11,133	\$40,350	\$12,832	\$11,863	\$12,019	38%	\$16,000
HIND	\$4,606	\$1,057	\$10,699	\$29,788	\$4,502	\$4,560	\$4,621	46%	\$6,500
JJC	\$5,755	\$2,873	\$13,170	\$57,850	\$4,856	\$3,555	\$4,099	7%	\$8,000
KCC	\$6,679	\$2,503	\$12,973	\$51,083	\$8,656	\$7,666	\$8,555	36%	\$12,000
MATC	\$15,277	\$3,944	\$21,778	\$54,840	\$13,152	\$8,692	\$9,674	31%	\$13,000

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

Peer Comparisons: Western Nebraska Community College

Peer Group Listing and Undergraduate Fall Enrollment (2014)

ID	Institution	State	Fall Undergraduate Enrollment	Low-Income (Pell)
WNCC	Western Nebraska Community College	NE	1,836	36%
CWC	Central Wyoming College	WY	2,082	15%
COFF	Coffeyville Community College	KS	1,608	44%
DC3	Dodge City Community College	KS	1,768	36%
FVCC	Flathead Valley Community College	MT	2,161	36%
MPCC	Mid-Plains Community College	NE	2,143	31%
RCC	Rockingham Community College	NC	1,597	56%
SHAW	Shawnee Community College	IL	1,799	35%
SECC	Southeastern Community College	IA	2,987	37%
SIC	Southeastern Illinois College	IL	1,834	41%
SURR	Surry Community College	NC	3,294	39%

Undergraduate Fall Enrollment by Race/Ethnicity (2014)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White
WNCC	1%	2%	21%	1%	3%	0%	72%
CWC	1%	1%	10%	10%	0%	3%	74%
COFF	1%	13%	7%	5%	3%	8%	63%
DC3	1%	11%	36%	1%	0%	1%	49%
FVCC	2%	0%	2%	3%	0%	0%	93%
MPCC	1%	3%	7%	1%	1%	1%	87%
RCC	0%	17%	4%	0%	0%	2%	76%
SHAW	1%	13%	2%	0%	0%	0%	83%
SECC	1%	4%	4%	1%	1%	2%	86%
SIC	1%	4%	2%	0%	0%	3%	89%
SURR	1%	3%	11%	0%	1%	1%	83%

Remedial Student Course Taking and Success (Credential Seeking Cohort, 2010)

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	345	67%	16%	17%	0%	0%

Persistence/Attainment Outcomes by End of Year Two (Credential Seeking Cohort, 2014)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
WNCC	315	30%	0%	44%	74%

Persistence/Attainment Outcomes by End of Year Six (Credential Seeking Cohort, 2010)

ID	Cohort	% Completed	% Transferred	% Still Enrolled	% Completed, Transferred, or Still Enrolled
WNCC	345	39%	23%	3%	64%

Graduation Rates 150% of Normal Time by Race/Ethnicity (2012 Cohort)

ID	Asian/Pacific Islander	Black	Hispanic	Native American	Non-Resident Alien	Two or More Races	White	Total
WNCC	0%	0%	24%	40%	29%	NA	26%	25%
CWC	50%	0%	20%	7%	25%	14%	31%	26%
COFF	50%	29%	43%	50%	65%	47%	45%	43%
DC3	0%	13%	44%	0%	33%	9%	52%	42%
FVCC	20%	0%	0%	5%	NA	NA	23%	23%
MPCC	NA	17%	45%	0%	0%	50%	36%	35%
RCC	NA	2%	0%	0%	50%	33%	21%	18%
SHAW	100%	35%	0%	0%	NA	NA	36%	36%
SECC	0%	16%	13%	0%	29%	25%	35%	32%
SIC	0%	20%	50%	NA	NA	NA	38%	35%
SURR	0%	0%	32%	0%	0%	11%	31%	30%

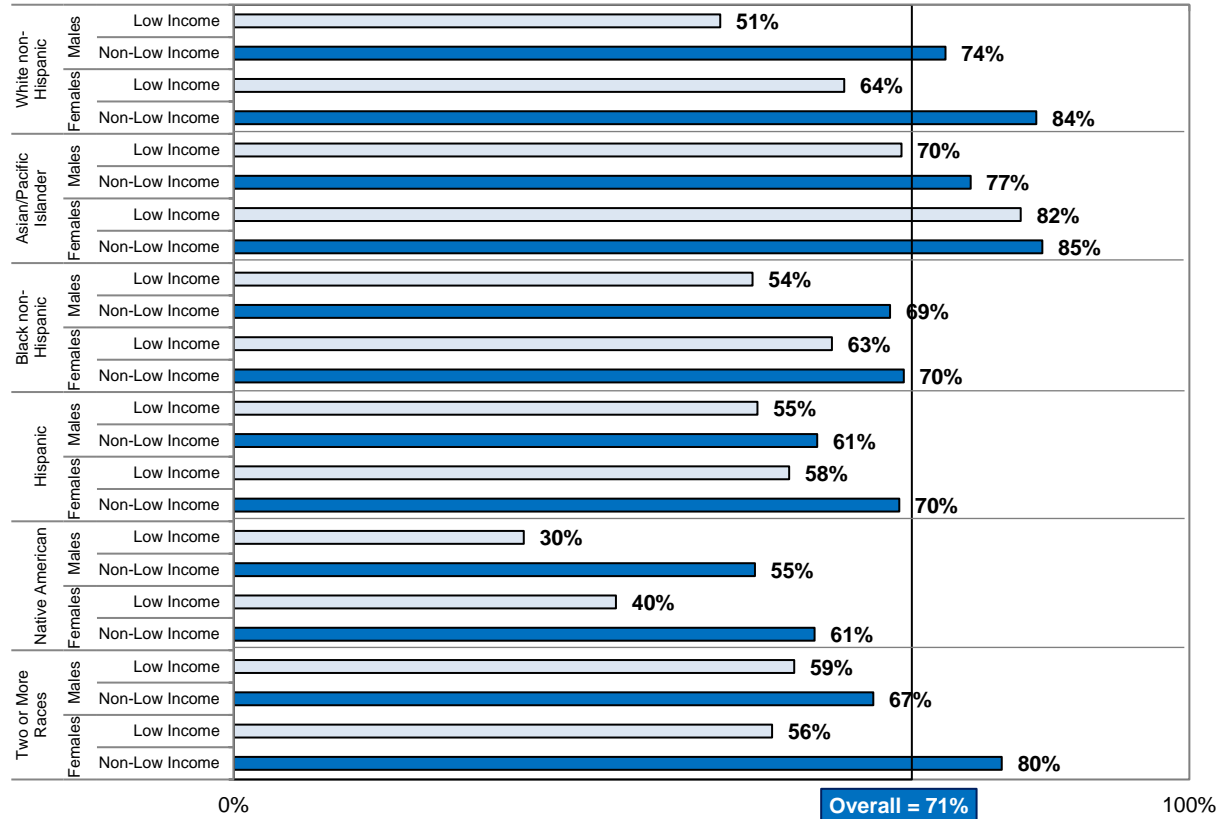
Graduation Status at Six Years (2008 Cohort)									
	First-Time Full-Time	First-Time Part-Time	Non-First-Time Full-Time	Non-First-Time Part-Time					
WNCC	◆ 34%	◆ 11%	● 45%	● 43%					
CWC	41%	9%	61%	37%					
COFF	35%	65%	36%	NA					
DC3	43%	12%	34%	67%					
FVCC	34%	14%	32%	24%					
MPCC	39%	14%	NA	NA					
RCC	24%	23%	30%	26%					
SHAW	31%	31%	0%	0%					
SECC	37%	16%	30%	37%					
SIC	38%	3%	100%	0%					
SURR	33%	16%	31%	18%					

Funding and Affordability (2014-2015)									
ID	State and Local Appropriations Per FTE Student	Net Tuition and Fees Per FTE Student	Education and General Spending		Average Net Price of Attendance for Students Receiving Grant or Scholarship Aid	Average Net Price of Attendance for Students Receiving Federal Financial Aid (Two Lowest Income Quintiles)		% of Undergrads with Federal Loans	Median Federal Loan Debt of Graduates
			Per FTE Student	Per Award		\$0 - \$30,000	\$30,001 - \$48,000		
WNCC	\$18,320	\$2,079	\$23,100	\$84,603	\$6,355	\$4,685	\$5,022	21%	● \$6,687
CWC	\$16,875	\$2,933	\$25,429	\$89,628	\$5,506	\$3,865	\$4,190	8%	\$7,243
COFF	\$7,944	\$3,133	\$11,541	\$28,230	\$4,627	\$2,358	\$2,613	21%	\$6,500
DC3	\$10,608	\$2,175	\$17,145	\$85,662	\$8,716	\$5,387	\$5,351	14%	\$8,000
FVCC	\$9,857	\$4,119	\$17,358	\$59,479	\$8,290	\$8,829	\$8,927	24%	\$10,500
MPCC	\$10,000	\$2,563	\$14,285	\$63,716	\$6,250	\$4,568	\$5,011	24%	\$7,701
RCC	\$8,312	\$904	\$13,023	\$46,990	\$7,225	\$6,467	\$6,638	0%	Privacy Suppressed
SHAW	\$3,435	\$1,615	\$12,839	\$28,874	\$12,752	\$12,897	\$13,073	1%	Privacy Suppressed
SECC	\$6,152	\$3,108	\$15,234	\$45,863	\$5,524	\$4,743	\$5,449	28%	\$10,200
SIC	\$7,102	\$1,021	\$10,205	\$25,713	\$6,988	\$6,423	\$6,085	0%	Privacy Suppressed
SURR	\$7,150	\$910	\$9,873	\$30,056	\$9,139	\$7,775	\$8,478	0%	Privacy Suppressed

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

Non-Comparative Measures

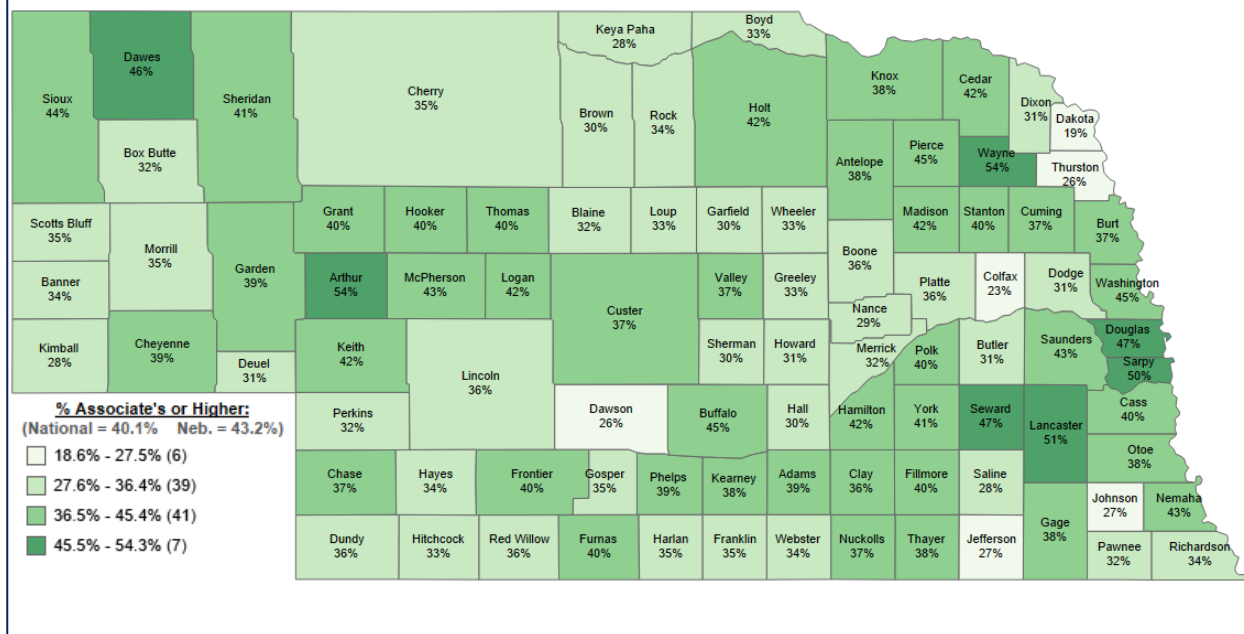
Public High School Graduates Going Directly to College (2015-2016)



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

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

Percent of Population Age 25 to 64 with an Associate's Degree or Higher by County (2011-2015)



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:	2011-2015	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):</p> <p>25-34 years old = ≥ 25 and ≤ 34; 25-64 years old = ≥ 25 and ≤ 64</p> <p>Educational attainment derived from variable SCHL (educational attainment):</p> <p>Associate's plus = [Associate's degree] + [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree]; Bachelor's plus = [Bachelor's degree] + [Master's Degree] + [Professional degree beyond a bachelor's degree] + [Doctorate degree]</p> <p>Educational attainment = [Number of (<u>race/ethnic group</u>) aged (<u>age group</u>) who have completed (<u>education level</u>)] / [Number of (<u>race/ethnic group</u>) aged (<u>age group</u>)]</p>		
Notes:			
PUBLIC HIGH SCHOOL GRADUATION RATE			
Data source:	U.S. Department of Education, <i>Consolidated State Performance Report 2014-2015</i> , November 18, 2016		
Academic/cohort year:	2014-2015	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>2017 Progress Report</i>.		
PERCENTAGE OF ACT-TESTED HIGH SCHOOL GRADUATES WHO MET OR EXCEEDED ALL FOUR COLLEGE READINESS BENCHMARKS			
Data source:	ACT, <i>The Condition of College & Career Readiness 2017</i>		
Academic/cohort year:	Graduating class of 2017	Goal(s) measured:	Students 1 Partnerships 2

Variables and calculations:	Estimated percent of high school graduates tested = [Number of students in the graduating class who took the ACT] / [Estimated number of students in the graduating class]		
	Benchmark score = the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher, or a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing courses.		
	Percentage who met or exceeded college readiness benchmarks: English = [Number of students in the graduating class who received a score of 18 or higher] / [Number of students in the graduating class who took the ACT]; Reading = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT]; Mathematics = [Number of students in the graduating class who received a score of 22 or higher] / [Number of students in the graduating class who took the ACT]; Science = [Number of students in the graduating class who received a score of 23 or higher] / [Number of students in the graduating class who took the ACT] All four = [Number of students in the graduating class who met or exceeded all four benchmarks] / [Number of students in the graduating class who took the ACT]		
	Notes: <ul style="list-style-type: none">• 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>2017 Progress Report</i> for data on the 2016 graduating class. Data for the 2017 graduating class will be included in the <i>2018 Progress Report</i>.		
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:	• See page 57 of the <i>2017 Progress Report</i> .		
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:	2011-2015	Goal(s) measured:	Students 1, 2 State 2

Variables and calculations:	Age group derived from variable AGEP (age): 25-49 years old = ≥ 25 and ≤ 49		
	Educational attainment derived from variable SCHL (educational attainment): Without an associate's degree or higher = No schooling completed, Nursery school or preschool, Kindergarten, Grades 1-11, 12th grade - no diploma, Regular high school diploma, GED or alternative credential, Some college but less than one year, One or more years of college credit-no degree		
	Enrollment in college derived from variable SCH (school enrollment in last three months): Enrolled in college = Yes (public school or public college, or Yes (private school, private college, or home school)		
	[Number of persons age 25-49 years without an associate's degree or higher that were enrolled in college] / [Number of persons age 25-49 years without an associate's degree or higher]		
Notes:			
FOUR-YEAR COMPLETION RATE FOR FIRST-TIME, FULL-TIME BACCALAUREATE-SEEKING STUDENTS AT PUBLIC FOUR-YEAR INSTITUTIONS WHO COMPLETED A BACHELOR'S DEGREE AT THEIR FIRST CAMPUS			
Data source:	IPEDS Graduation Rate Survey (2016-17)		
Academic/cohort year:	2010 cohort - completed bachelor's degree by end of 2013-2014 academic year	Goal(s) measured:	Students 1, 2, 3 State 1
Variables and calculations:	[Bachelor's or equiv subcohort (4-yr institution) Completers of bachelor's or equiv degrees in 4 years or less] / [Bachelor's or equiv subcohort (4-yr institution) adjusted cohort (revised cohort minus exclusions)]		
Notes:			
SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC FOUR-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE			
Data source:	Shapiro, D., Dundar, A., Wakhungu, P., Yuan, X., Nathan, A & Hwang, Y., A. (2017, March). <i>Completing College: A State-Level View of Student Attainment Rates (Signature Report No. 12a)</i> . Herndon, VA: National Student Clearinghouse Research Center		
Academic/cohort year:	2010 cohort - received any postsecondary credential by May 31, 2016	Goal(s) measured:	Students 1, 2, 3
Variables and calculations:	[Number received any postsecondary credential by May 31, 2016] / [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 2010 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 12, Completing College: A National View of Student Attainment Rates</i> .		
Notes:	<ul style="list-style-type: none">• 44 states were ranked by NSC for this measure.• See page 136 of the <i>2017 Progress Report</i> for data on the fall 2009 cohort. Data for the fall 2010 cohort will be included in the <i>2018 Progress Report</i>.		
SIX-YEAR COMPLETION RATE FOR FIRST-TIME STUDENTS WHO STARTED AT PUBLIC TWO-YEAR INSTITUTIONS AND COMPLETED A CREDENTIAL ANYWHERE			
Data source:	Shapiro, D., Dundar, A., Wakhungu, P., Yuan, X., Nathan, A & Hwang, Y., A. (2017, March). <i>Completing College: A State-Level View of Student Attainment Rates (Signature Report No. 12a)</i> . Herndon, VA: National Student Clearinghouse Research Center		
Academic/cohort year:	2010 cohort - received any postsecondary credential by May 31, 2016	Goal(s) measured:	Students 1, 2, 3

Variables and calculations:	[Number received any postsecondary credential by May 31, 2016] / [Number of first-time degree-seeking students (either enrolled full time for at least one term before August 9, 2011, or enrolled at least half-time for any two terms before December 31, 2011) 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 12, Completing College: A National View of Student Attainment Rates</i> .		
Notes:	<ul style="list-style-type: none">• 35 states were ranked by NSC for this measure.• See page 136 of the <i>2017 Progress Report</i> for data on the fall 2009 cohort. Data for the fall 2010 cohort will be included in the <i>2018 Progress Report</i>.		
STATE AND LOCAL APPROPRIATIONS PER FTE STUDENT			
Data source:	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2016</i>		
Academic/cohort year:	2015-2016 academic year	Goal(s) measured:	Students 2 Institutions 2
Variables and calculations:	Cost of living index = COLI Enrollment mix index = EMI Special-purpose, research, and medicine = RAM State and local appropriations per FTE student = ([Educational appropriations] / [FTE enrollment net of medical students]) / [COLI * EMI] Educational appropriations = ([State support for public higher education] + [Local support for higher education]) - [RAM]		
Notes:	<ul style="list-style-type: none">• Excludes Illinois.• Further information about COLI and EMI calculations is available at http://www.sheeo.org/sites/default/files/Technical_Paper_B_EMIandCOLI.pdf• FTE of students are calculated by SHEEO using credit and contact hours submitted via the SHEF survey.		
NET TUITION REVENUE PER FTE STUDENT			
Data source:	State Higher Education Executive Officers Association (SHEEO), <i>State Higher Education Finance (SHEF) Report: FY2016</i>		
Academic/cohort year:	2015-2016 academic year	Goal(s) measured:	Students 2 Institutions 2
Variables and calculations:	Cost of living index = COLI Enrollment mix index = EMI Net tuition revenue per FTE student = (([Net tuition] - [Tuition revenue used for capital debt service]) / [FTE enrollment net of medical students]) / [COLI * EMI]		
Notes:	<ul style="list-style-type: none">• Excludes Illinois.• Further information about COLI and EMI calculations is available at http://www.sheeo.org/sites/default/files/Technical_Paper_B_EMIandCOLI.pdf• FTE of students are calculated by SHEEO using credit and contact hours submitted via the SHEF survey.		
STATE NEED-BASED GRANT AID PER FTE STUDENT			
Data source:	FTE data from IPEDS Fall Enrollment Survey. Data prepared by the National Association of State Student Grant and Aid Programs (NASSGAP), presented in the <i>47th Annual Survey Report on State-Sponsored Student Financial Aid, 2015-2016 Academic Year</i> (Table 12).		
Academic/cohort year:	2015-2016 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">• 47 states were ranked by NASSGAP for this measure.• Undergraduate FTE is calculated by NASSGAP using IPEDS fall enrollment data.		
PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO-AND FOUR-YEAR INSTITUTIONS: FAMILIES IN LOWEST INCOME QUINTILE			
Data source:	Net price data from IPEDS Student Financial Aid Survey. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC), presented in <i>Higher Education in Focus 2017-2018</i> , page 17.		
Academic/cohort year:	2014-2015 academic year (net price) 2014 (family income)	Goal(s) measured:	Students 2
Variables and calculations:	Public two-year institutions = [Average of SFA1415. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2014-15 public 2-yr] / [Low quintile median family income, 10th percentile, in the past 12 months] Public four-year institutions = [Average of SFA1415. Average net price, income \$0-\$30,000, for students receiving Title IV Federal financial aid, 2014-15 public 4-yr] / [Low quintile median family income, 10th percentile, in the past 12 months]		
Notes:			
PERCENTAGE OF FAMILY INCOME NEEDED TO PAY NET PRICE FOR FULL-TIME ENROLLMENT AT PUBLIC TWO-AND FOUR-YEAR INSTITUTIONS: MEDIAN FAMILY INCOME			
Data source:	Net price data from IPEDS Student Financial Aid Survey. Family income data from U.S. Census Bureau, American Community Survey 1-year PUMS file. Data prepared by the Midwestern Higher Education Compact (MHEC), presented in <i>Higher Education in Focus 2017-2018</i> , page 16.		
Academic/cohort year:	2014-2015 academic year (net price) 2014 (family income)	Goal(s) measured:	Students 2
Variables and calculations:	Public two-year institutions = [Average of SFA1415. Average net price, income \$48,001-\$75,000, for students receiving Title IV Federal financial aid, 2014-15 public 2-yr] / [Median family income in the past 12 months] Public four-year institutions = [Average of SFA1415. Average net price, income \$48,001-\$75,000, for students receiving Title IV Federal financial aid, 2014-15 public 4-yr] / [Median family income in the past 12 months]		
Notes:			

Peer Comparisons

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

Data source:	IPEDS Fall Enrollment Survey (2014-15) and Student Financial Aid Survey (2015-16)		
Academic/cohort year:	Fall 2014 (enrollment by race/ethnicity) Undergraduate students enrolled in fall 2014 who received Pell grant at any time during 2014-2015 academic year (low-income status)	Goal(s) measured:	Students 1, 2 State 1 Institutions 1
Variables and calculations:	Asian/Pacific Islander = [Asian] + [Native Hawaiian or Other Pacific Islander] Percent of undergraduate students awarded Pell grants = [Number of undergraduate students awarded Pell grants] / [Total number of undergraduates, financial aid cohort]		
Notes:			

REMEDIAL STUDENT COURSE TAKING AND SUCCESS (CREDENTIAL SEEKING COHORT)

Data source:	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2016-17)</i>		
Academic/cohort year:	6-year cohort Outcomes are for students who first entered college in fall 2010 (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. • Data for percent who needed developmental education in reading who progressed to successfully complete a college-level course in reading is not available through the VFA. 		

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

Data source:	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2016-17)</i>		
Academic/cohort year:	2-year cohort Outcomes are for students who first entered college in fall 2014 (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.• Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.• Credentials are earned at the reporting college.		
PERSISTENCE/ATTAINMENT OUTCOMES BY END OF YEAR SIX (CREDENTIAL SEEKING COHORT)			
Data source:	Voluntary Framework of Accountability (VFA), <i>Public Outcomes Report (Data Collection Cycle 2016-17)</i>		
Academic/cohort year:	6-year cohort	Goal(s) measured:	Students 1, 2, 3 Institutions 1
	Outcomes are for students who first entered college in fall 2010 (or the summer before). Progress is shown through the end of their first six years.		
Variables and calculations:	Credential seeking cohort = fall entering students who are first time at the reporting college and earned 12 credits by the end of year two.		
	Percent completed = [Number of students in the credential seeking cohort who completed a certificate or degree by the end of year six] / [Number of students in the credential seeking cohort]		
	Percent transferred = [Number of students in the credential seeking cohort who transferred to another institution by the end of year six] / [Number of students in the credential seeking cohort]		
	Percent still enrolled = [Number of students in the credential seeking cohort who did not transfer but were still enrolled at the reporting institution at any time during their sixth academic year] / [Number of students in the credential seeking cohort]		
	Percent completed, transferred, or still enrolled = [Percent completed] + [Percent transferred] + [Percent still enrolled]		
Notes:	<ul style="list-style-type: none">• Comparisons are only available for community colleges.• Outcomes are not exhaustive and will not sum to 100% of the students in the cohort.• Credentials are earned at the reporting college.		
GRADUATION RATES – 150 PERCENT OF NORMAL TIME BY RACE/ETHNICITY			
Data source:	IPEDS Graduation Rates Survey (2015-16)		

Academic/cohort year:	2009 cohort completed by end of 2014-2015 academic year; 2012 cohort completed by end of 2014-2015 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.		
FOUR-YEAR GRADUATION RATES			
Data source:	IPEDS Graduation Rates Survey (2016-17)		
Academic/cohort year:	2010 cohort - completed by end of 2013-2014 academic year	Goal(s) measured:	Students 1, 2, 3 Institutions 1
Variables and calculations:	[Bachelor's or equiv subcohort (4-yr institution) Completers of bachelor's or equiv degrees in 4 years or less] / [Bachelor's or equiv subcohort (4-yr institution) adjusted cohort (revised cohort minus exclusions)]		
Notes:	<ul style="list-style-type: none">• Four-year graduation rates are only shown for four-year campuses.• Graduation rates are only reported for degree/certificate-seeking students who enrolled as first-time full-time freshmen.• The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, graduation rates are not available.		
GRADUATION STATUS AT SIX YEARS			
Data source:	IPEDS Outcome Measures Survey (2016-17)		
Academic/cohort year:	2008 cohort: status at end of 2013-2014 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]		
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 (2015-16)		
Academic/cohort year:	2014-2015 academic year	Goal(s) measured:	Institutions 1, 2

Variables and calculations:	State and local appropriations = [State appropriations] + [Local appropriations, education district taxes, and similar support]		
	FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]		
	State and local appropriations per FTE student = [State and local appropriations] / [FTE]		
Notes:	● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.		
NET TUITION AND FEES PER FTE STUDENT			
Data source:	IPEDS Finance Survey (2015-16)		
Academic/cohort year:	2014-2015 academic year	Goal(s) measured:	Students 2 Institutions 1, 2
Variables and calculations:	Net tuition and fees = [Tuition and fees, after deducting discounts and allowances]		
	FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]		
	Net tuition and fees per FTE student = [Net tuition and fees] / [FTE]		
Notes:	● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.		
EDUCATION AND GENERAL SPENDING PER FTE STUDENT AND PER AWARD			
Data source:	IPEDS Finance Survey (2015-16)		
Academic/cohort year:	2014-2015 academic year	Goal(s) measured:	Institutions 1, 2
Variables and calculations:	Education and general spending = [Instruction] + [Research] + [Public service] + [Academic support] + [Student services] + [Institutional support] + [Net scholarships and fellowship expenses] <i>Note. O&M is already included in these totals</i>		
	FTE = full-time equivalent = [Estimated FTE undergraduate enrollment] + [Estimated FTE graduate enrollment] + [Reported FTE doctors professional practice]		
	Awards = All degrees and certificates classified as first major.		
	Education and general spending per FTE student = [Education and general spending] / [FTE]		
	Education and general spending per award = [Education and general spending] / [Awards]		
Notes:	● Estimated FTE enrollments are calculated by IPEDS using 12-month enrollment data.		
AVERAGE NET PRICE OF ATTENDANCE FOR STUDENTS RECEIVING GRANT OR SCHOLARSHIP AID			
Data source:	IPEDS Student Financial Aid Survey (2015-16)		
Academic/cohort year:	2014-2015 academic year	Goal(s) measured:	Students 2 Institutions 1, 2
Variables and calculations:	[Average net price-students awarded grant or scholarship aid]		
Notes:	● Average net price is for full-time, first-time degree/certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded grant or scholarship aid from federal, state, or local governments, or the institution. ● The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available.		

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

Data source:	IPEDS Student Financial Aid Survey (2015-16)		
Academic/cohort year:	2014-2015 academic year	Goal(s) measured:	Students 2 Institutions 1, 2
Variables and calculations:	<p>Lowest quintile = [Average net price (income 0-30,000)-students awarded Title IV Federal financial aid]</p> <p>Second lowest quintile = [Average net price (income 30,001-48,000)-students awarded Title IV Federal financial aid]</p>		
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 were awarded Title IV federal student aid. Title IV federal student aid includes federal grants or federal student loans. • The University of Nebraska Medical Center does not enroll first-time freshmen; therefore, average net price information is not available. 		

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

Data source:	U.S. Department of Education, College Scorecard Data		
Academic/cohort year:	2014-2015 academic year	Goal(s) measured:	Students 2 Institutions 1, 2
Variables and calculations:	<p>Percent of undergraduates with federal loans = [PCTFLOAN]</p> <p>Median federal loan debt of graduates = [GRAD_DEBT_MDN]</p> <p>Note. For more information, see pages 16-18 of the College Scorecard's <i>Data Documentation</i>, available at: https://collegescorecard.ed.gov/assets/FullDataDocumentation.pdf</p>		
Notes:			

RESEARCH AND DEVELOPMENT EXPENDITURES (NATIONAL SCIENCE FOUNDATION)

Data source:	National Science Foundation (NSF), Higher Education Research and Development Survey (HERD)		
Academic/cohort year:	2014-2015 academic year	Goal(s) measured:	State 3
Variables and calculations:	<p>Extramural funds = [Federal (01.a)] + [State and local governments (01.b)] + [Business (01.c)] + [Nonprofit organizations (01.d)] + [All other funding sources (01.f)]</p> <p>Institutional funds = (01.e.4)</p> <p>All sources = (01.g) = [Federal] + [State and local governments] + [Businesses] + [Nonprofit organizations] + [Institutional funds] + [All other funding sources]</p> <p>Federally funded research = (01.a)</p> <p>Federally funded medical science research = (09.F.3)</p> <p>Federal sources (not including medical science research) = [Federally funded research] - [Federally funded medical science research]</p>		
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:	<p>Data from the National Institutes of Health.</p> <p>Data prepared by Blue Ridge Institute for Medical Research.</p>		
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Academic/cohort year:	2016	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:	2015-2016	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, 2016, and May 31, 2017. Data for the 2015-2016 graduating class will be included in the <i>2018 Progress Report</i>. 		

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

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

Variables and calculations:	Central Community College = [Central Community College]		
	Metropolitan Community College = [Omaha Metro Community College] + [Bellevue (OMCC is provider)]		
	Mid-Plains Community College = [Mid-Plains Community College]		
	Northeast Community College = [Northeast Community College]		
	Southeast Community College = [Southeast Community College, Beatrice] + [Southeast Community College, Lincoln] + [York (SCC Beatrice is provider)]		
	Western Nebraska Community College = [Western Nebraska Community College] + [Alliance (WNCC is provider)]		
	Other local adult education programs = [Crete Public Schools] + [Literacy Center for the Midlands] + [NE Department of Correctional Services] + [Plattsmouth Community Schools]		
	Program goal = Enter postsecondary education or training goal: This goal is automatically determined by student status (high school graduate or college credit in U.S. or other country) upon entry into program and upon successful completion of GED Test. Includes all learners who passed the GED tests while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education. Does not include walk-ins for GED testing only (those that just come in and test and do not enroll in adult education classes).		
[Number of students identified by program goal] / [Number of students achieving program goal]			
Notes:	<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, 2016.		
EDUCATIONAL ATTAINMENT BY COUNTY			
Data source:	U.S. Census Bureau, American Community Survey 5-year estimates, Table B15001		
Academic/cohort year:	2011-2015	Goal(s) measured:	State 1
Variables and calculations:	25 to 64 years = [25 to 34 years] + [35 to 44 years] + [45 to 64 years]		
	Associate's degree or higher = [Associate's degree] + [Bachelor's degree] + [Graduate or professional degree]		
	Bachelor's degree or higher = [Bachelor's degree] + [Graduate or professional degree]		
	Educational attainment = [Number of people 25 years or older who have completed (<u>education level</u>) in (<u>county</u>)] / [Number of people 25 years or older in (<u>county</u>)]		
Notes:			

Measures to be Included in Forthcoming Measuring Accomplishments

DUAL CREDIT, AP, AND OTHER EARLY COLLEGE ENROLLMENTS

Data source:	Nebraska Department of Education		
Academic/cohort year:	N/A	Goal(s) measured:	Students 1 Partnerships 2
Variables and calculations:	N/A		
Notes:	<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. Workforce data from the Nebraska Department of Labor and/or the Bureau of Labor Statistics.		
Academic/cohort year:	N/A	Goal(s) measured:	Students 4 State 2, 3 Institutions 3
Variables and calculations:	N/A		
Notes:	<ul style="list-style-type: none"> • State-level data will be used when the information is analyzed by the Commission. 		

ENROLLMENT IN NON-CREDIT, CONTINUING EDUCATION

Data source:	TBD		
Academic/cohort year:	N/A	Goal(s) measured:	Students 3 State 2 Partnerships 1
Variables and calculations:	N/A		
Notes:	<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. 		

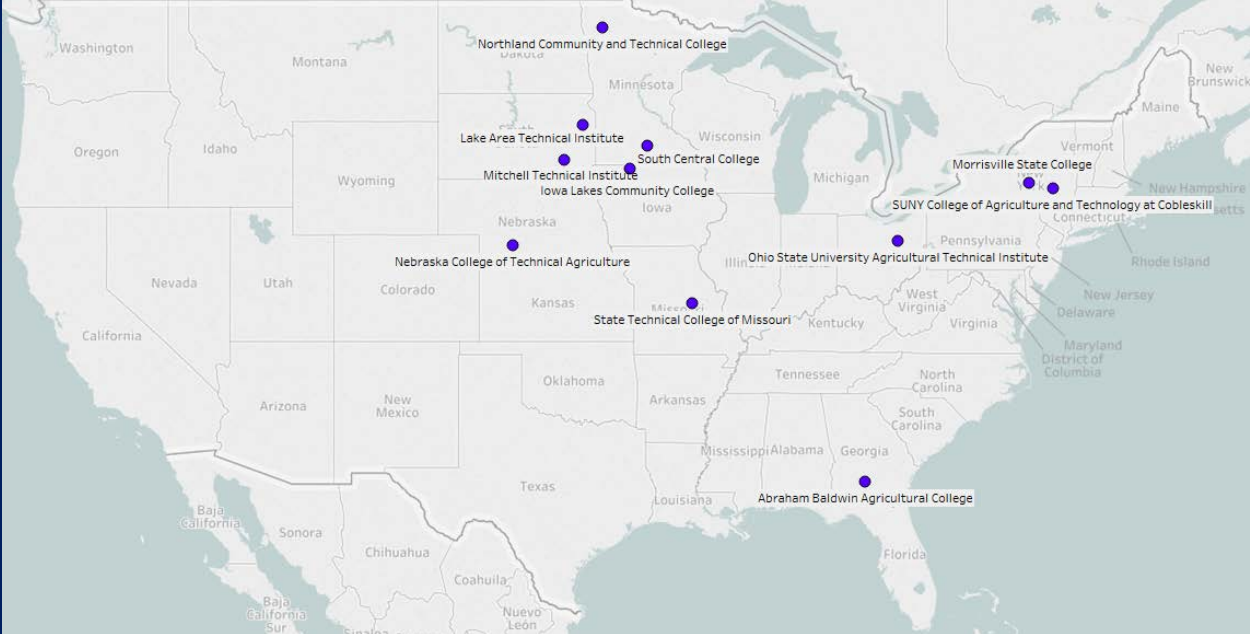
EMPLOYMENT OUTCOMES OF COLLEGE GRADUATES

Data source:	College graduate data from the public postsecondary institutions. Employment outcomes data from the Nebraska Department of Labor. Data will either be prepared by the Nebraska Department of Labor (<i>Graduate Outcomes Nebraska</i>) or by the Nebraska Department of Education (@NSWERS).		
Academic/cohort year:	N/A	Goal(s) measured:	Students 4 State 2 Institutions 3
Variables and calculations:	N/A		

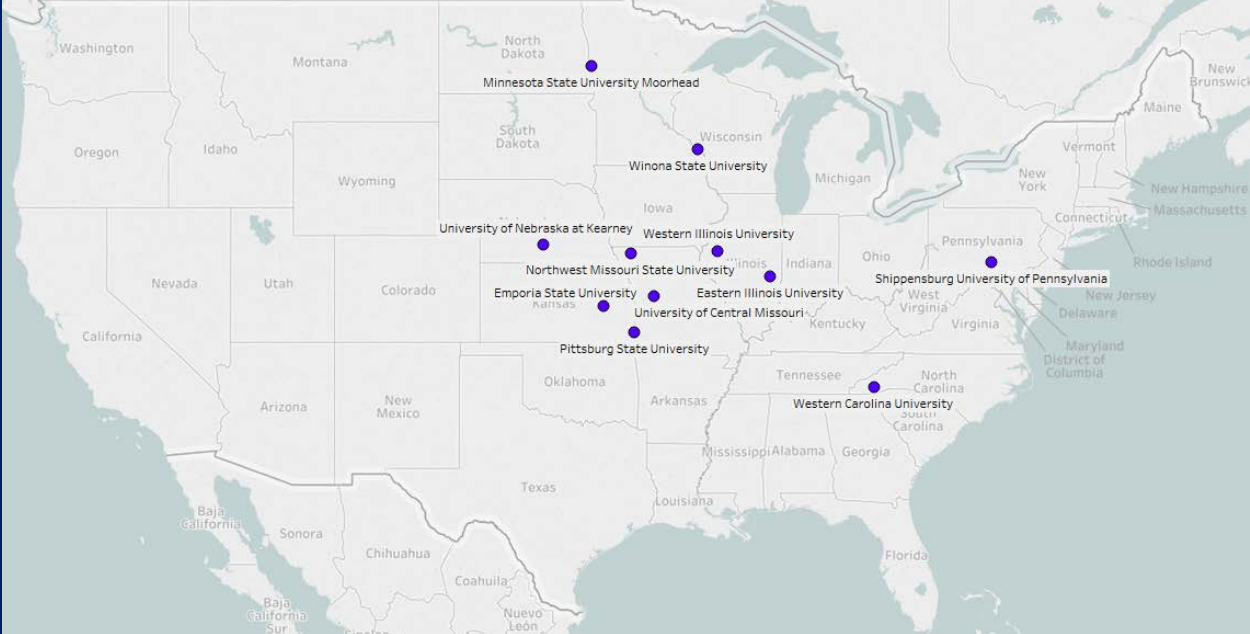
Notes:	<ul style="list-style-type: none"> • Up-to-date data for all of Nebraska's institutions in not currently available/accessible to the Coordinating Commission. • Institutional and sector-level data will be used when the information is made available to the Commission.
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Peer Groups for Nebraska's Public Postsecondary Institutions

Nebraska College of Technical Agriculture

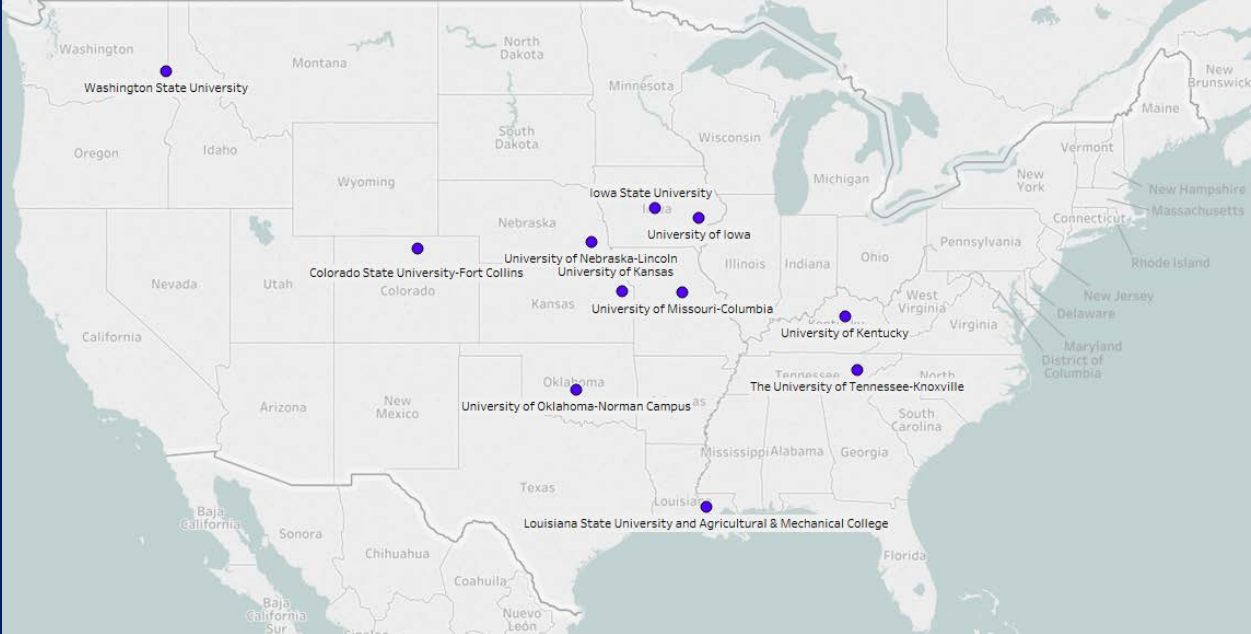


University of Nebraska at Kearney

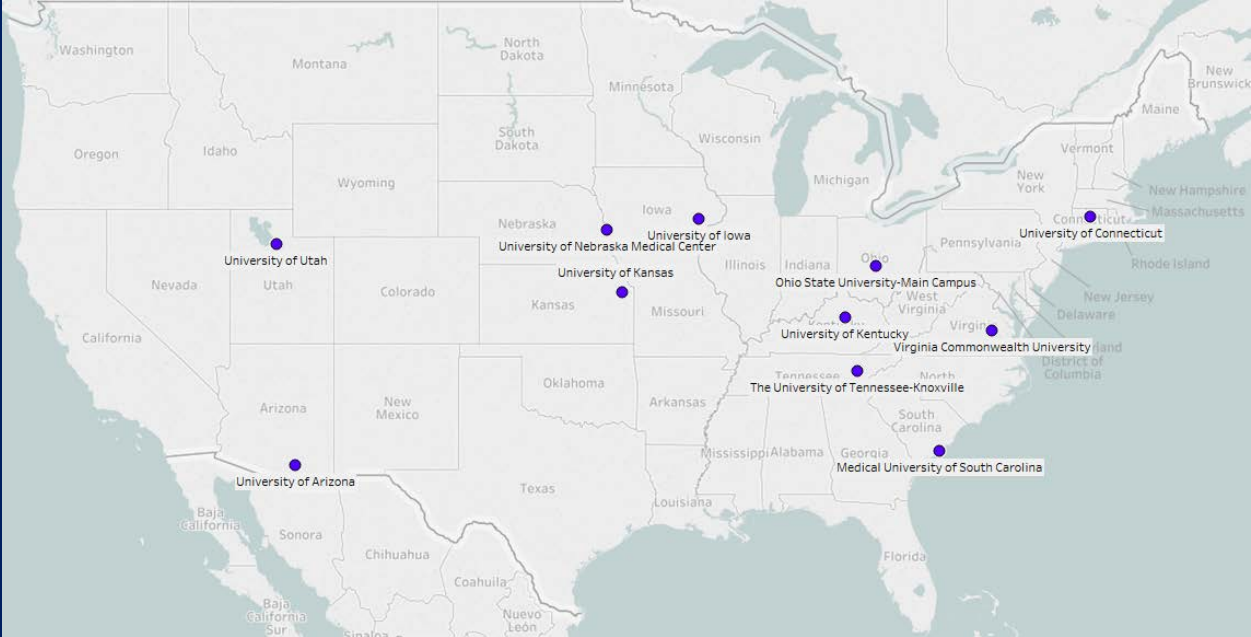


Peer Groups for Nebraska's Public Postsecondary Institutions

University of Nebraska-Lincoln

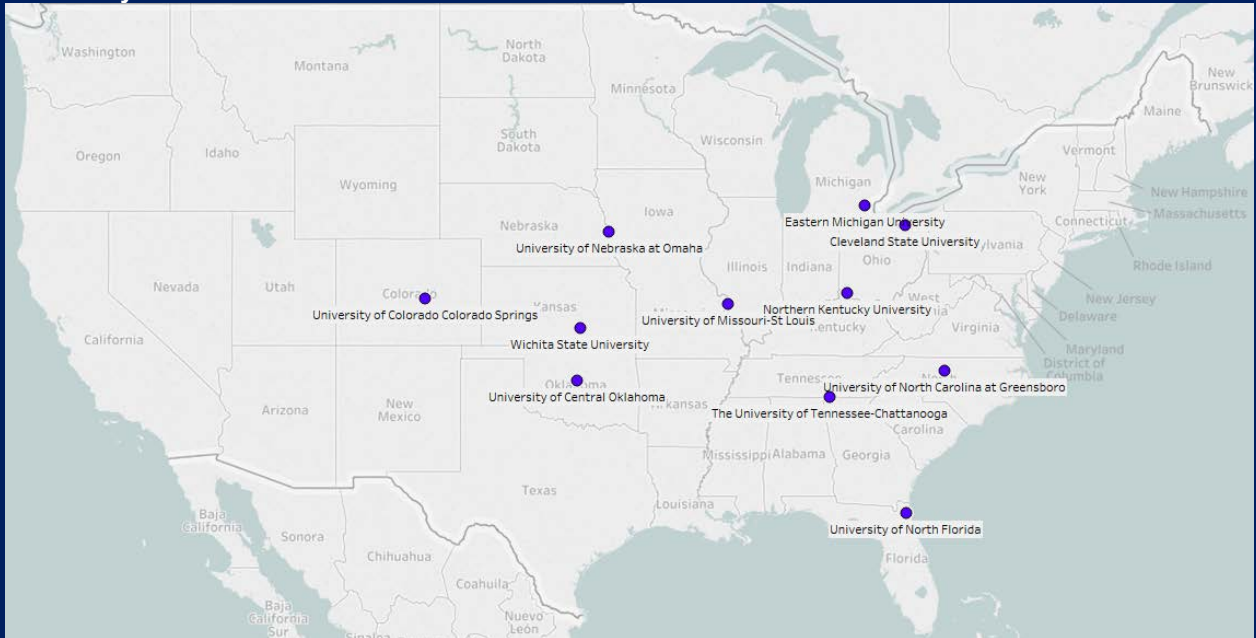


University of Nebraska Medical Center

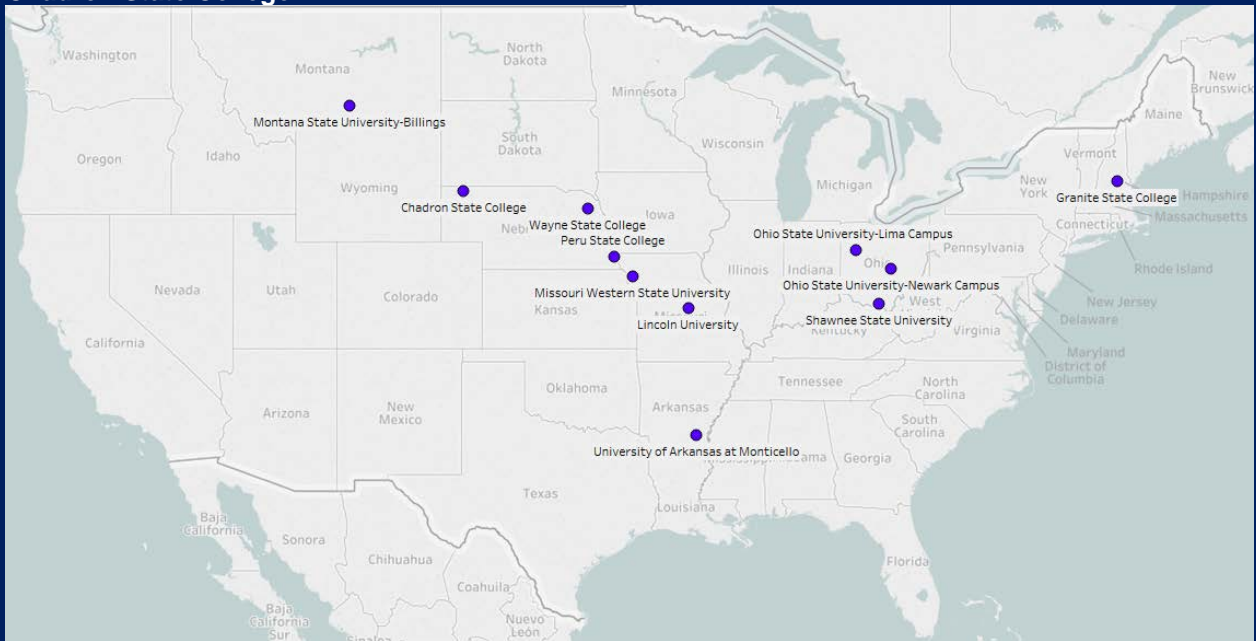


Peer Groups for Nebraska's Public Postsecondary Institutions

University of Nebraska at Omaha

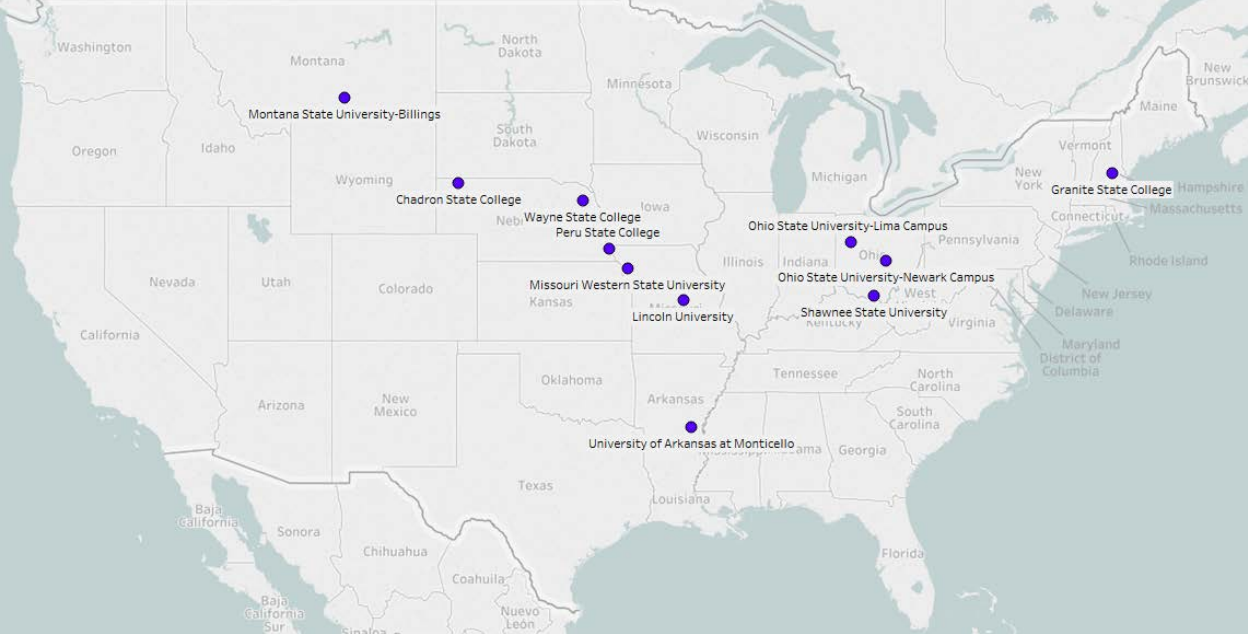


Chadron State College

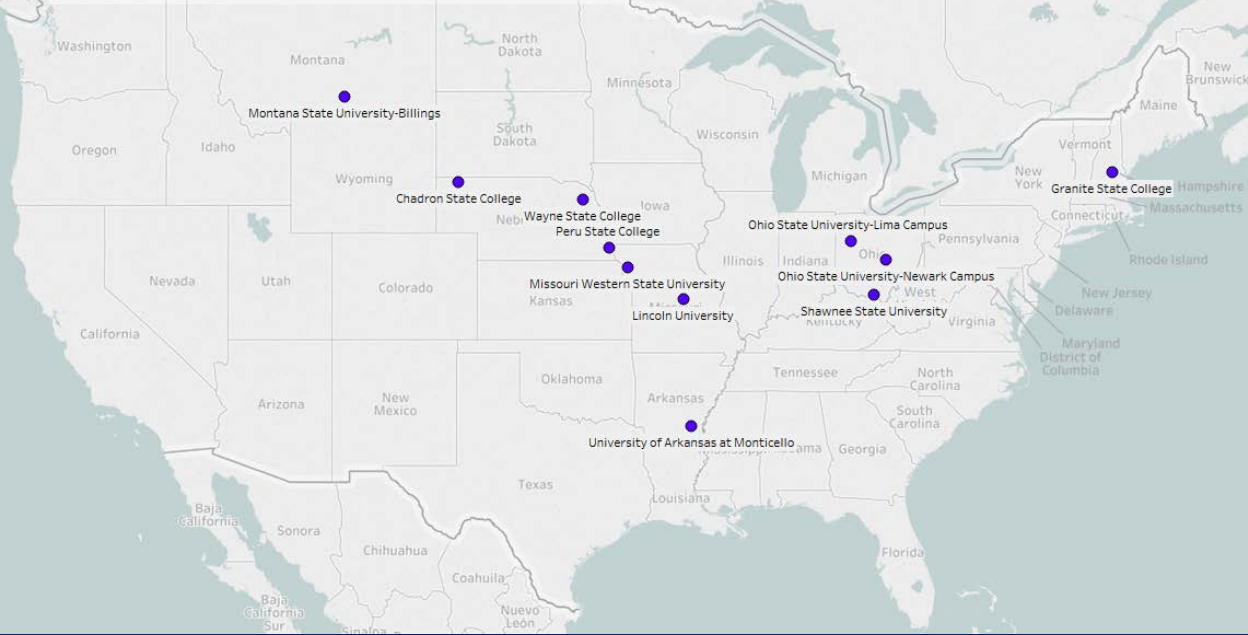


Peer Groups for Nebraska's Public Postsecondary Institutions

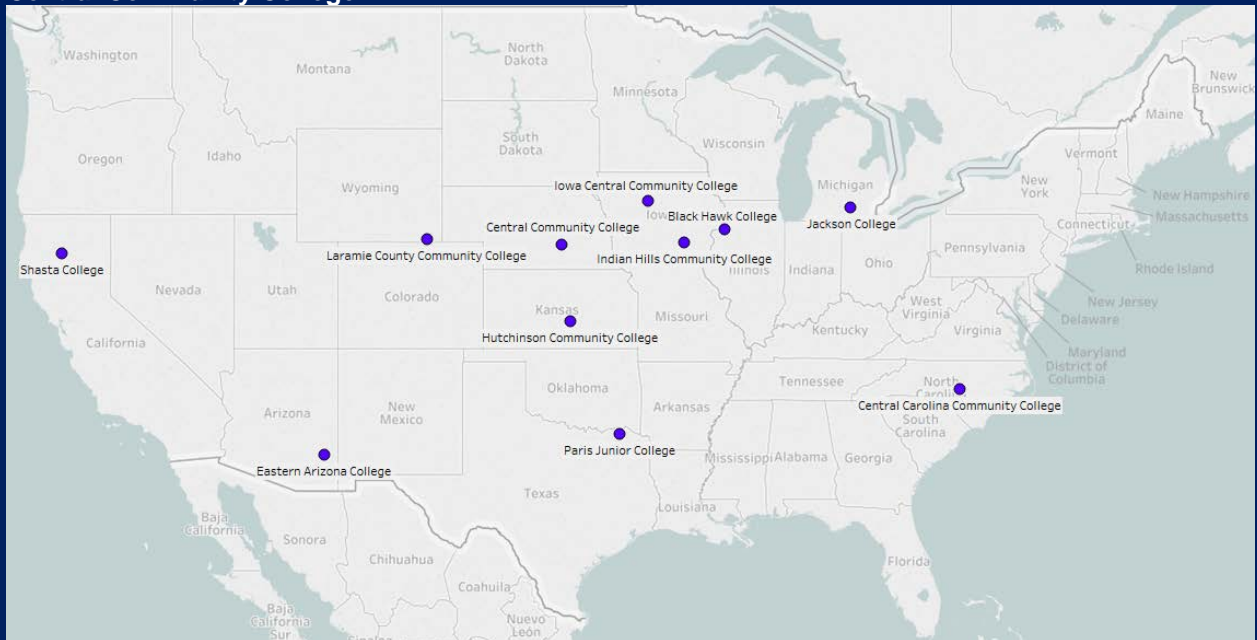
Peru State College



Wayne State College

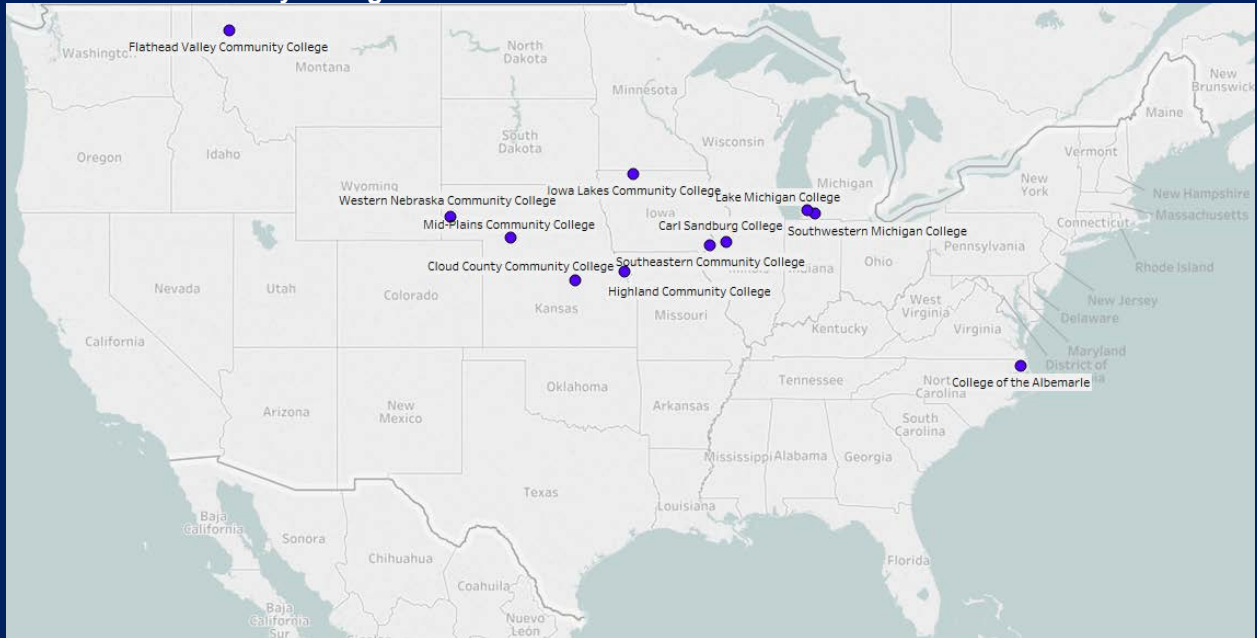


Central Community College

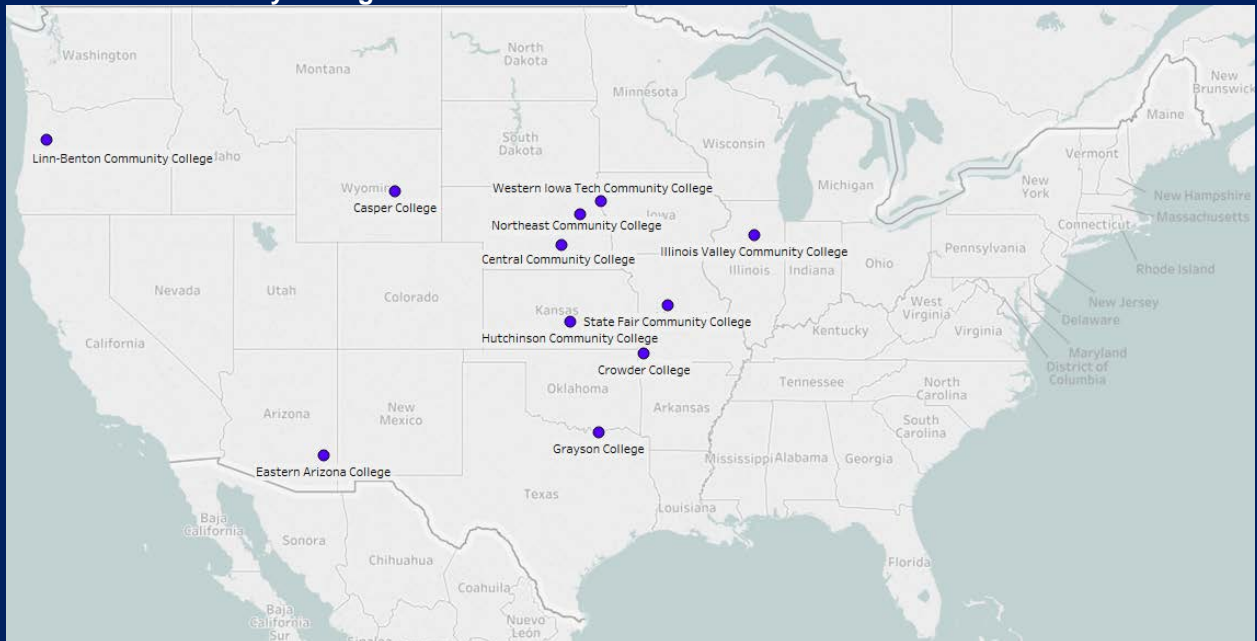


Peer Groups for Nebraska's Public Postsecondary Institutions

Mid-Plains Community College

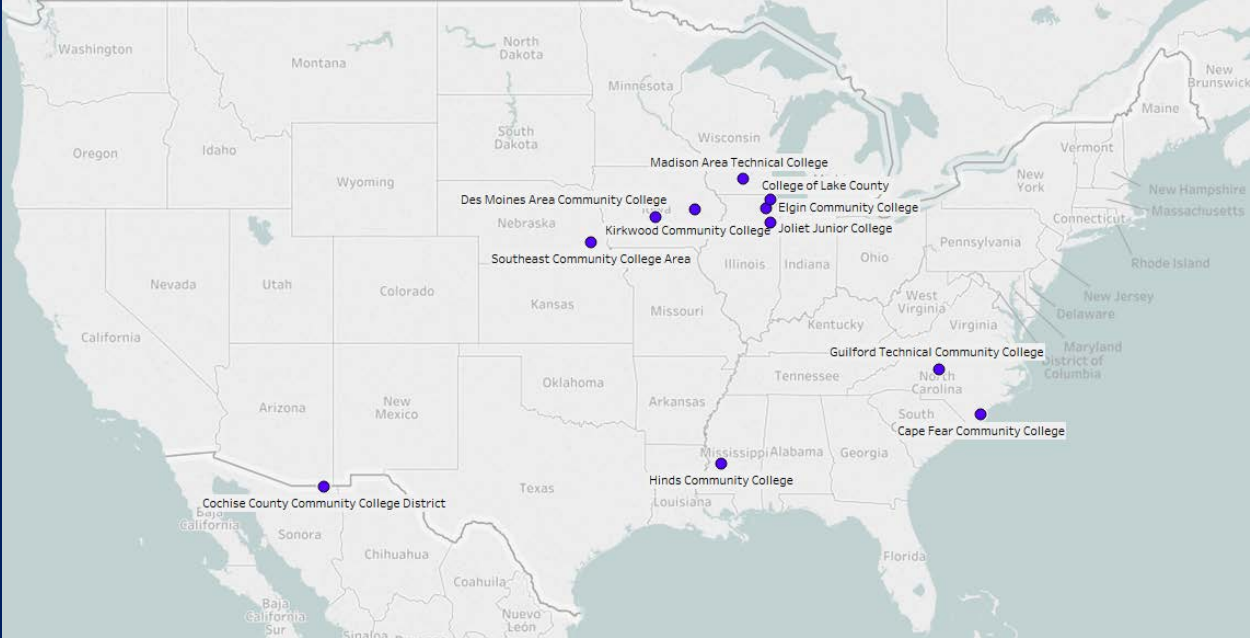


Northeast Community College



Peer Groups for Nebraska's Public Postsecondary Institutions

Southeast Community College



Western Nebraska Community College

