



2023 Supplemental Forms Instructions

Due to Commission January 22, 2024

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Introduction to 2023 Supplemental Forms Collection Cycle

Welcome to another year of the Supplemental Forms. Thank you for taking the time during your busy schedules to complete these forms each year. If you have suggestions for improving any aspect of the Supplemental Forms, please let the Coordinating Commission know.

2022 Collection Schedule

Forms distributed week of August 15th, due Thursday, November 23, 2023

- Enrollment and Tuition Summary
- Student Fee Schedule
- Student Financial Aid
- Cash Fund Revenue Summary (required by AS-Budget Division and Legislative Fiscal Office)

Forms distributed week of August 15th, due Thursday, January 25, 2024

- Enrollment by Campus
- Operation & Maintenance Summary
 - Capital Improvement Fee Projects (State Colleges)
 - Plant Fund Transfer Projects (University)
- Tuition Rate Schedule
- College Courses for High School Students

General Notes about 2023 Forms

- Any fields grayed-out are calculated fields and any blacked-out fields do not require information be entered.
- Most of the forms include hidden columns that institutions can unhide to view prior year data going back as far as 2012-13 and will be used to show historical trends. Because of this, row deletions should not be done as this could delete hidden prior year data.
- The Enrollment by Campus form and the Operation & Maintenance Summary form are locked to prevent unintentional changes to formulas and prior year data. The Capital Improvement Fee Project form for the state colleges and the Project Fund Transfers form for the University also have certain cells locked to prevent prior year projects from being deleted.
- The reporting period for the forms is from July 1 to June 30.

Contact

For questions regarding Supplemental Forms, please contact:

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Fall Enrollment by Campus (4-year institutions)

Changes for 2023

No changes.

Purpose

This form is used to gather information to analyze usage of campus facilities when reviewing capital construction projects.

Instructions for Completion

This form should contain a summary of current fall enrollment data, including headcount, student credit hours, FTE, and full-time/part-time enrollments by each campus or center given. This form should reflect Fall 2022 enrollment as of the last day to drop and add courses. The Medical Center should report enrollment as of approximately October 15th. Please be sure to include preparatory/remedial/foundation figures in your enrollment totals.

In previous years, there was some understandable confusion over the definitions of Delivery-site Headcount and Full-time/Part-time Enrollments and how they relate to each other, with some institutions believing both categories' subtotals should match. This, however, should rarely be the case because, although both sections are measuring the same group of students, each is counting them differently.

Full-time/Part-time Enrollment counts the number of students enrolled at each campus by course load – for full-time enrollment, either 12 or more undergraduate credit hours and 9 or more graduate/professional credit hours OR for part-time enrollment, 11 or fewer undergraduate credit hours and 8 or fewer graduate/professional credit hours – regardless of whether the classes are taken on campus, off campus or online. Thus, each student can only be counted in one category for each campus or center. Full-time/Part-time Enrollment subtotals should not be larger than the Delivery-site Headcount subtotals for each campus or center, and only rarely should they match.

In sum, the Delivery-site Headcount should usually be larger than the Full-time/Part-time Enrollment at each campus or center because each student can be counted up to three times in the former, while each student can only be counted once in the latter. There are certain cases when the subtotals can match – if ALL students at a particular campus or center take classes at only one type of delivery site (on campus, off campus, or online), resulting in no duplication. In all other cases, the subtotals should not match.

If undergraduate or graduate credit hours are reported for a delivery-site method (on campus, off campus, or online), the corresponding delivery-site category in the headcount section for that campus should be greater than zero.

Definitions: Enrollment definitions as they pertain to Enrollment by Campus may differ from other forms and result in some duplication across various categories as well as locations.

Delivery Method

- **On-campus:** For each designated campus, center, or site, on-campus enrollment is the count of registered students physically attending classes held on site. This includes students using the campus or center facilities of other institutions. For example, if students are registered at UNO and sit in a classroom at UNL for a lecture hosted by an instructor of UNO, these students would be counted as part of the on-campus enrollment on UNO's form under the UNL site category.

Another example includes classrooms that need reserved each time the course is scheduled to meet when those courses are delivered simultaneously in the classroom and via Zoom, Canvas, or other online method and the student has the option of attendance method.

- **Off-campus:** Off-campus enrollment for a campus, center, or site, accounts for the number of students registering for courses through that campus or center but physically attending those classes at other sites or locations that are not one of the institution's designated campuses or centers. For example, WSC registers students for a dual enrollment course, but the students attend at their local high schools. WSC would count those students as off campus for WSC's main campus.
- **Online:** Students enrolled in online courses should be counted within the online enrollment category for the campus or center that offers the course regardless of where the student is located. Online courses are defined as courses that students can access via online from anywhere and do not need to use a campus or center's facilities to attend. If students do not register for online courses through specific campuses or centers, count online students within the online enrollment category for the main campus.

NOTE: The delivery method for an individual course may vary. For example, some online classes may meet throughout a term to proctor tests. In these cases, classify the course based on the delivery method used the majority of the time.

Enrollment Categories

- **Delivery-site Headcount:** The number of students taking courses at each campus or center during the current fall term itemized by general delivery method. For each campus or center's enrollment, an individual student should be counted once for each type of class taken at the campus or center (on campus, off campus, and online). Thus, an individual student can be counted up to three times within a single campus or center's enrollment. Similarly, a student can be counted in the headcounts of multiple campuses or centers depending on the number of campuses or centers from which the student takes classes.
- **Credit Hours:** Report the number of credit hours taken at each campus or center during the fall term, itemized by general delivery method (on campus, off campus, and online).
- **Full-time/Part-time Enrollments:** Based on an individual student's course load at each campus or center during the current fall term, report:
 - 1) Full-time Enrollment: The number of undergraduates taking 12 or more credit hours and number of graduates taking 9 or more credit hours at each campus or center; and
 - 2) Part-time Enrollment: The number of undergraduates taking 11 credits or fewer and number of graduates taking 8 credits or fewer at each campus or center.

Students can be counted more than once in the part-time enrollments of multiple campuses or centers depending on the number of campuses or centers from which the student takes classes (students are highly unlikely to be enrolled full time at multiple campuses or centers).

Fall Enrollment by Campus (2-year institutions)

Changes for 2023

No changes.

Purpose

This form is used to gather information to analyze usage of campus facilities when reviewing capital construction projects.

Instructions for Completion

This form should contain a summary of current fall enrollment data, including headcount, student credit hours, FTE, and full-time/part-time enrollments by each campus or center given. This form should reflect Fall 2022 enrollment as of the last day to drop and add courses. Please be sure to include preparatory/remedial/foundation figures in your enrollment totals.

In previous years, there was some understandable confusion over the definitions of Delivery-site Headcount and Full-time/Part-time Enrollments and how they relate to each other, with some institutions believing both categories' subtotals should match. This, however, should rarely be the case because, although both sections are measuring the same group of students, each is counting them differently.

Full-time/Part-time Enrollment counts the number of students enrolled at each campus by course load – for full-time enrollment, 12 or more undergraduate credit hours OR for part-time enrollment, 11 or fewer undergraduate credit hours – regardless of whether the classes are taken on campus, off campus or online. Thus, each student can only be counted in one category for each campus or center. Full-time/Part-time Enrollment subtotals should not be larger than the Delivery-site Headcount subtotals for each campus or center, and only rarely should they match.

In sum, the Delivery-site Headcount should usually be larger than the Full-time/Part-time Enrollment at each campus or center because each student can be counted up to three times in the former, while each student can only be counted once in the latter. There are certain cases when the subtotals can match – if ALL students at a particular campus or center take classes at only one type of delivery site (on campus, off campus, or online), resulting in no duplication. In all other cases, the subtotals should not match.

If credit hours or contact hours are reported for a delivery-site method (on campus, off campus, or online), the corresponding delivery-site category in the headcount section for that campus should be greater than zero.

Definitions: Enrollment definitions as they pertain to Enrollment by Campus may differ from other forms and result in some duplication, across various categories as well as locations.

Delivery Method

- **On-campus:** For each designated campus, center or site, on-campus enrollment is the count of registered students physically attending classes held on site. For example, if students are registered at Northeast Community College and sit in a classroom at the South Sioux City Center for a class, these students would be counted as part of the on-campus enrollment on NECC's form under the South Sioux City Center's site category on the form.
- **Off-campus:** Off-campus enrollment for a campus, center, or site, accounts for the number of students registering for courses through that campus or center but physically attending those classes at other sites or locations that are not one of the institution's designated campuses or centers. For example, Mid-Plains Community College registers students for dual enrollment courses, but the students attend at their local high schools. Mid-Plains would count those students as off campus for Mid-Plain's main campus. Another example would be Southeast Community College registering students for a class and delivering the class to students gathered in Nebraska City. Southeast would count those students as off campus for Southeast's main campus. A further example could be Southeast's Milford campus offering technical courses at a location in York. On the form, Southeast's Milford campus would count the students in its off-campus enrollment.
- **Online:** Students enrolled in online courses should be counted within the online enrollment category for the campus or center that offers the course regardless of where the student is located. Online courses are defined as courses that students can access via online from anywhere and do not need to use a campus or center's facilities to attend. If students do not register for online courses through specific campuses or centers, count online students within the online enrollment category for the main campus/area office.

NOTE: The delivery method for an individual course may vary. For example, some online classes may meet throughout a term to proctor tests. In these cases, classify the course based on the delivery method used the majority of the time.

Enrollment Categories

- **Delivery-site Headcount:** The number of students taking courses at each campus or center during the current fall term, itemized by general delivery method. For each campus or center's enrollment, an individual student should be counted once for each type of class taken at the campus or center (on campus, off campus, and online). Thus, an individual student can be counted up to three times within a single campus or center's enrollment. Similarly, a student can be counted in the headcounts of multiple campuses or centers depending on the number of campuses or centers from which the student takes classes.
- **Credit Hours/Contact Hours:** Report the number of credit hours and contact hours taken at each campus or center during the fall term, itemized by general delivery site (on campus, off campus, online). **NOTE: For institutions offering contact hours for credit,** please convert credit contact hours to credit hours using 45 contact hours as the equivalent of one credit hour. Report these converted figures with other credit hours.
- **Full-time/Part-time Enrollment/Noncredit enrollments:** Based on an individual student's course load at each campus or center during the Fall 2022 term, report:
 - 1) Full-time Enrollment: The number of students taking 12 or more credit hours at each campus or center;
 - 2) Part-time Enrollment: The number of students take 11 or fewer credit hours at each campus or center; and
 - 3) Noncredit Enrollment: The number of students enrolled exclusively in noncredit courses at each campus or center.

Students can be counted more than once in the part-time enrollments of multiple campuses or centers depending on the number of campuses or centers from which the student takes classes (students are highly unlikely to be enrolled full time at multiple campuses or centers).

Physical Plant - Operation & Maintenance Summary

Changes for 2023

No changes.

Instructions for Completion

- Categorize properties by ownership (the agency with which the title to the building, grounds, or other property rests). Type (1) ownership includes all buildings, grounds or property owned by the agency (or by the state) submitting the budget; except for, type (2) ownership which includes those buildings which are owned by the agency or the state, and which are not revenue bond, but which contain what are traditionally self-supporting activities (e.g., child care facilities, University Press/publishing operations, etc.). Type (3) ownership include all buildings, grounds, or property which is vested in a holding company or building corporation to which payments are being made by the agency from revenue generated by the operation of the buildings, grounds, or property (e.g., revenue bond financed dormitories/housing, student centers, child care facilities, etc.). Type (4) includes departmental expenditures for building maintenance at University institutions that were not accounted for in the prior ownership categories. University campuses will report departmental facility maintenance information from accounts 552630 – R & M Building and Other Structure and 553440 - Construction & Maintenance Supplies. **Leased or shared space should be excluded.** List the square footage (gross square feet) by type of ownership in the appropriate column and on the appropriate ownership line. Grounds maintenance should be based on the number of acres maintained.
- It is assumed all areas reported are “in service.” Out-of-service areas include areas which have, as a matter of institutional policy, been taken out of service (for example, a dormitory floor), or have been taken out of service for renovation. If you have any areas “out of service,” please explain in the comments section detailing the name of building, portion “out of service” and portion of the year.
- Determine source of funds. Unrestricted (Unrestr.) is roughly equivalent to “State-Aided” and Restricted (Restr.) is roughly equivalent of “Non-State Aided.”
- Complete the form: The information presented should be compatible with the institutional inventory system in total gross square footage and acreage.
- Reconcile Plant O & M total with budget for PCS 7 (Technical Report N. 106). **If funds other than those from PCS 7.0 are used for expenditure in any of these categories on the form, the PCS subprogram should be noted in footnotes or in an addendum, along with an explanation.**

- Other Capitalized Building Maintenance Expenditures. This category applies primarily to the University of Nebraska (Plant Fund Transfers tab) and Nebraska State Colleges (Capital Improvement Fee Project tab).
 - At NU, some cash funds (unrestricted) and revolving funds (restricted) are moved from the operating budget (700 program #'s) to capital construction (900 program #'s) and are spent as capitalized building maintenance expenditures. **Please provide a list of all Plant Fund Transfer Projects with expenditures listed by fiscal year on a separate spreadsheet** (recommended template provided in workbook). Plant Fund Transfer Projects that are primarily (over 50%) facility maintenance projects should be identified with an asterisk (based on the facility maintenance definition in the Association of Higher Education Facilities Officers (APPA) study, *Facilities Performance Indicators*) and added into the total for Section G.
 - At the State Colleges, Capital Improvement Fees charged by the State Colleges can also be used for capitalized building maintenance expenditures. **Please provide a list of all Capital Improvement Fee Projects with expenditures listed by fiscal year on a separate spreadsheet** (recommended template provided in workbook). Those projects that meet the facility maintenance definition previously outlined should be identified with an asterisk and included in Section G.
- The Operations & Maintenance Summary form is locked and errors will populate in certain instances (as marked by cells reading "error" and highlighted red). To avoid errors:
 - **Section A through E:** Ensure that expenditures are reported if a square footage is reported and vice versa.
 - **Section F:** If you are unable to distinguish grounds maintenance acres into the three ownership categories, ensure that a total acres amount is reported in one of the three categories and note in the comment box at the bottom of the form. Similarly, if acres are reported, please ensure that expenditures are reported as well.

This applies to all three academic years on the form. Please ensure there are no errors on the form before submitting. In the rare case that an error cannot be avoided, please leave a detailed explanation in the comment box at the bottom of the form.

Tuition Rate Schedule

As a reminder, the Commission has included a copy of worksheets we received from your institution last year for this part of the survey. Please revise it to reflect the tuition rates for the 2022-23 academic year.

In the past, the Commission has provided institutions options in fulfilling this part of the survey as mentioned below. However, as all of us understand, it is very difficult to extract information from a free formatted webpages and we appreciate your every effort in providing this information in a consistent format.

The Commission has eliminated the commission-created Tuition Rate Schedule form from this year's collection. In its place, please either:

Refer the Commission to a single webpage containing **ALL** differing tuition rates for the 2022-23 academic year.

-or-

Submit an Excel spreadsheet (with clearly defined row and column headings) containing **ALL** differing tuition rates for the 2022-23 academic year.

If your institution has already set tuition rates for the 2023-24 academic year, please use one of the above methods to report these to the Commission as well.

College Courses for High School Students

Changes for 2023

Clarified that the purpose of form is to compile college courses, not dual credit courses, offered for high school students. Expanded instructions for completion and provided examples as well as a sample of a completed form in Appendix B.

Purpose

- To compile an estimate of college courses offered for high school students (many of which are dual credit), number of enrollments, and, where possible, locations (this information is not collected, or is not accessible, anywhere else in the state).
- To determine availability and accessibility of higher education courses and/or programs to high school students, especially those in isolated or remote areas.
- To answer questions posed by the Legislative Fiscal Office, the Legislature, and other constituents.

Information Contained in Form

A list of all courses intended solely or primarily for high school students identified as being offered asynchronously, synchronously, or by traditional delivery with CIP codes, course titles and numbers, locations (where appropriate), and enrollments.

Definitions

- **Course**, for this survey, is every section of a course, because this represents the number of opportunities available to a student to enroll in the course. This includes every time an online course is offered. Hence, in this reporting, the term "course" means all offerings of any single course (i.e., multiple sections), and may differ from the definition used by some institutions. Courses conducted exclusively via U. S. mail correspondence are not included (although some instruction may be conducted via correspondence).
- **Count** is the number of high school students enrolled in the course at the location listed. If no location is listed for asynchronous courses, count is the number of students enrolled in the course. Courses conducted exclusively via U. S. mail correspondence are also not included (although some instruction may be conducted via correspondence).

- **Primary Mode of Instruction** ('S', 'A', or 'T' to be marked with an 'x')
 - **S - Synchronous** - Instructor and students meet at the same time but a portion (or all) of the students are physically separated in place from the instructor, e.g., live transmission via satellite, ITFS, T-1 or T-3, fiber optics, audio/phone conferencing, desktop video/web conferencing, real time discussion (chat room). Synchronous delivery is comprised of two or more locations: a **Sending Site** (the location from which the instructor regularly delivers the course material, often with students present) and a **Receiving Site/s** (the location/s where there are only students).
 - **A - Asynchronous** - Instructor and students are separated in both time and place, e.g., prerecorded video or audio, CD-ROM based, web-based/Internet.
 - **T - Traditional** - Instructor and students meet at the same time in the same place. Usually the instructor travels to the site where the students meet and conducts the class in person.
- **Location** – The place where students are located when they receive instruction. Locations for some asynchronous courses may not be available.

Instructions for Completion (Also see examples on the next two pages)

- Each line in the form should be used for one course and marked with an "X" under S, A, or T, followed by the location and student count.
 - If a course is delivered by more than one mode of instruction, classify the course in the mode that is used the greatest percentage of the time. A course should be listed in only one of the three modes.
- Synchronous courses received at several sites should only be counted as one course (i.e., one "x" in the S column), but all sites that have students present, whether sending or receiving, should be reported on the same line in the "location" columns on the right.
 - There are five location columns. If a course has more locations, add columns to the right of the last location column.
 - There is no distinction for reporting purposes between sending and receiving sites unless there are no students at the sending site. In that case, do not list the sending site.
- The location column for asynchronous courses accessed by individual students from home or another site should be left blank. However, if the institution is delivering a course asynchronously specifically to a location for high school students, the "location" is that of the high school.
- Traditionally delivered courses will have only one site listed. If the course is offered at different locations, list the course and location on a separate line.
- If a course is offered specifically for high school students but is located on a college campus, extended campus, learning center, etc. it is considered traditional delivery. List the location as the name of the facility as the location (e.g., Scottsbluff Campus, O'Neill Extended Campus, Falls City Learning Center). If using abbreviations for locations, provide a key.

- Do not report any course that is essentially an independent experience, including independent study and internship.
- Provide contact information on the lines at the top of the form.

EXAMPLES (see Appendix B for corresponding reporting format)

Synchronous courses: (courses originate at a high school or college campus and are sent to other locations via two-way interactive video or similar technology)

College Algebra (Math 1010) is offered once in the spring originating from Broken Bow High School where there are 10 students and sent to Hyannis High School where there are 4 students and to Hershey High School where there are 2 students

Asynchronous courses: (teachers and students are not in the same place or time; most often delivery is online)

College Algebra (Math 1010) is offered online in fall (9 students) and spring (12 students enrolled). Student locations are not available.

College Algebra (Math 1010) is offered in fall online to students who are attending Madison High School (16 students).

Traditional courses: (offered at the high school building or other community location; occasionally on the college campus)

College Algebra (Math 1010) is offered in fall to students at Arlington High School (10 students), Elkhorn South (22 students), and Bennington (15 students). It is offered in spring to Elkhorn South (12 students), Millard North (19 students), and Platteview (8 students).

NOTES

- The semester isn't reported on the form. It's only used here as an example of offerings.
- The CIP used in the example (24) is what the community colleges use for academic transfer courses. The four-year institutions would use CIP 27 for math courses.

Appendix A: Enrollment by Campus Locations for the Supplemental Forms

As of June 3, 2021

[Higher Learning Commission \(HLC\) Glossary](#)

Campus/Branch Campus Definition (*Same as the federal definition*): An additional location of an institution that is geographically apart and independent of the main campus of the institution. HLC considers a location of an institution to be independent of the main campus if the location has all four of the following attributes:

- It is permanent in nature.
- It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
- It has its own faculty and administrative or supervisory organization.
- It has its own budgetary and hiring authority.

Additional Location Definition (*Based on federal definition*): A facility that is geographically apart from the main campus, where instruction takes place and it is possible for students to do one or more of the following:

- Complete 50 percent or more of the courses in educational programs leading to a degree, certificate or other recognized educational credential.
- Complete 50 percent or more of a degree completion program (even if the degree completion program provides less than 50 percent of the courses leading to the degree).

An additional location may qualify as a branch campus under circumstances that meet the definition of the branch campus.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facility's personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility. Note: This requirement does not apply for locations in which there is a general computer lab that students might use for distance delivery courses.

[HLC Find Institutions](#)

Central Community College

- | | |
|--|--|
| <ul style="list-style-type: none">• Grand Island Campus;• Columbus Campus;• Hastings Campus; | <ul style="list-style-type: none">• Holdrege Center;• Kearney Center;• Lexington Center; |
|--|--|

Chadron Stage College

- Chadron Campus;
- North Platte Site (Comment: Located at North Platte Community College - South Campus);
- Scottsbluff Site – Scottsbluff, NE (Comment: Located at Western Nebraska Community College - Scottsbluff Campus);

Metropolitan Community College

- Fort Omaha Campus;
- South Omaha Campus;
- Elkhorn Valley Campus;
- Fremont Area Center;
- Sarpy Center (Comment: Located in La Vista);
- Applied Technology Center (Comment: Located in Omaha);
- Bellevue Center (Comment: Not listed on HLC website);
- Washington County Center (Comment: Not listed on HLC website and inactive since Fall 2016);

Mid-Plains Community College

- McCook Community College (Comment: Includes enrollment data for the Center for Applied Science Technology);
- North Platte Community College (Comment: Includes enrollment data for both North and South Campuses);
- Broken Bow Extended Campus;
- Imperial Extended Campus;
- Ogallala Extended Campus;
- Valentine Extended Campus;

Northeast Community College

- Norfolk Campus;
- O'Neill Extended Campus;
- South Sioux City Extended Campus (Comment: Located at the College Center);
- West Point Extended Campus (Comment: Includes the Donald E. Nielsen Career and Technical Training Facility);

Peru Stage College

- Peru Campus;
- Lincoln Site (Comment: Located at Southeast Community College – Lincoln Campus [Main]);

Southeast Community College

- Lincoln Campus;
- Beatrice Campus;
- Milford Campus;
- Education Square – Lincoln;
- Continuing Education Center – Lincoln (Comment: Include enrollment data for IBEW Training Center);
- Practical Nursing-Geneva (Comment: Not listed on HLC website and currently inactive);
- Falls City Learning Center;
- Hebron Learning Center;
- Nebraska City Learning Center;
- Plattsmouth Learning Center;
- Wahoo Learning Center;
- York Learning Center;

University of Nebraska at Kearney

- Kearney Campus;

University of Nebraska at Omaha

- Dodge/Scott Campus;
- UNL City Campus;
- Offutt Center (Comment: Located at Offutt Air Force Base);

University of Nebraska Medical Center

- Omaha Campus;
- UNK Kearney Campus (Comment: College of Nursing-Kearney Division and School of Allied Health);
- UNL City Campus (Comment: College of Nursing-Lincoln Division);
- UNL East Campus (Comment: College of Dentistry);
- NECC Norfolk Campus (Comment: College of Nursing-Northern Division);
- WNCC Scottsbluff Campus (Comment: College of Nursing-Western Nebraska Division);

University of Nebraska-Lincoln

- UNL City Campus;
- UNL East Campus;
- UNO Scott Campus;

University of Nebraska-Nebraska College of Technical Agriculture

- Curtis Campus;

Wayne Stage College

- Wayne Campus;
- Fremont Site (Comment: Located at Fremont Middle School and ESU #2);
- Grand Island Site (Comment: Located at Northwest High School);
- Norfolk Site (Comment: Located at Northeast Community College - Norfolk Campus);
- Omaha Site (Comment: Located at Metropolitan Community College – Fort Omaha Campus);
- South Sioux City Site (Comment: Located at the College Center);
- West Point Site (Comment: Located at the Donald E. Nielsen Community Center);

Western Nebraska Community College

- Scottsbluff Campus;
- Alliance Extended Campus (Comment: Includes enrollment data for Powerline Construction & Maintenance Technology Lab site);
- Sidney Extended Campus (Comment: Includes enrollment data for Aviation site);

