
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION March 14, 2019 The Apothecary Building, 5th Floor, North Loft Lincoln, Nebraska

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

Public notice of meeting

<p style="text-align: center;">NOTICE OF MEETING</p> <p>NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON MARCH 14, 2019. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:45 P.M.</p> <p>AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8TH STREET, SUITE 300, LINCOLN, NEBRASKA.</p> <p style="text-align: right;">W. SCOTT WILSON, CHAIR</p>

Meeting called to order at 8:32 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair W. Scott Wilson called the meeting to order at 8:32 a.m. and asked for introductions.

Commissioners Present

Gwenn Aspen	Dwayne Probyn
Dr. John Bernthal	Dr. Paul Von Behren
Dr. Deborah Frison	W. Scott Wilson

Commissioners Absent

Colleen Adam	Dr. Ron Hunter
Mary Lauritzen	

Commission Staff Present

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

*Minutes of January 24, 2019
Commission Meeting approved*

MINUTES OF JANUARY 24, 2019, COMMISSION MEETING

Commissioner Probyn moved that the January 24, 2019, minutes be approved. Commissioner Bernthal seconded the motion. A roll call vote was taken, with all six Commissioners present voting yes. The motion carried.

Chair Wilson's report

CHAIR'S REPORT

Chair Wilson reported that three Commissioners are absent due to weather conditions and other commitments.

Chair Wilson appoints new nominating committee

Chair Wilson appointed Commissioners Adam, Lauritzen, and Frison to the nominating committee. The nominating committee is responsible for submitting a slate of nominations at the May 30 Commission meeting for chair, vice chair, and two additional members making up the Executive Committee. Commission officers will serve July 1, 2019, through June 30, 2020.

Chair Wilson stated it is on the Governor's docket to appoint two more Commissioners by the end of March.

Chair Wilson discussed upcoming May Commission meeting

Chair Wilson reminded Commissioners to meet at 1:30 p.m. on May 29 at Nebraska College of Technical Agriculture (NTCA) in Curtis for a tour. Then on to North Platte for a work session that evening and the Commission meeting on May 30th at Mid-Plains Community College.

Executive Director's Report

EXECUTIVE DIRECTOR'S REPORT

Dr. Baumgartner presented a Legislative update

Dr. Baumgartner gave an update on Legislative Bills of Interest to the Commission. The Legislature's committee hearings end on March 28. Of the bills the Commission is following, three have made it to the Governor's desk. They are LB 122, which adds recipients of vocational rehabilitation program services to the list of veterans eligible for resident tuition, required by federal law; LB 103, which requires a separate hearing to increase a property tax levy in order to collect property taxes in excess of the prior year amounts; and LB 256, which would authorize participation in insurance coverage for members of a community college board of governors at their expense. Of the bills that CCPE has testified on, none have come out of committee yet. Those bills are LB 104, which would extend the NOG sunset date from June 30, 2021 to June 30, 2027; LB 180, which would expand the community college Gap Assistance Program to include short-term for-credit programs that are ineligible for Pell funding; LB 563, sponsored by Senator Bolz, which would create the Access College Early Tech Promise Program; and LB 650, creating the Teach for Nebraska Summer Program and Scholarship Program, which CCPE would administer.

Dr. Baumgartner spoke on testifying before the Appropriations Committee

On March 5, Dr. Baumgartner testified before the Appropriations Committee. He expressed the Commission's appreciation for the appropriation levels recommended by the Committee.

Dr. Baumgartner discussed recent Forecasting Advisory Board projections

Dr. Baumgartner stated that at its February 28 meeting the Nebraska Forecasting Advisory Board voted to decrease revenue projections. The revenue projections for the current year were lowered by \$80 million and by \$20 million for FY 2019-2020.

Miste Adamson resignation

Dr. Baumgartner noted that our Administrative Assistant, Miste Adamson, left for Florida and will be missed. The position has been advertised with a closing date of March 18. To date we have received 138 applications for the position.

Dr. Baumgartner met with several state senators

With attention on the Legislature, Dr. Baumgartner reported that he has been meeting with several state senators to discuss bills of interest and introducing them to the Commission and what we do. Gary Timm, Chief Finance Officer, has put together fiscal notes and keeps track of that.

Dr. Baumgartner met with Peter Kiewit Foundation Board of Directors and presented Progress Report

Dr. Baumgartner presented the findings of the *2019 Nebraska Higher Education Progress Report* to the Peter Kiewit Foundation Board of Directors on March 12. They were very interested in changes in student demographics and how that would affect Nebraska's workforce needs in the future.

Dr. Baumgartner attended SCC Board meeting

Dr. Baumgartner attended Southeast Community College's Board meeting. Dr. Tom Bordenkircher of the Higher Learning Commission (HLC) spoke on appraisal of progress they are making in terms of their facility improvements and the shift from quarters to semesters. Following the meeting, Dr. Kathleen Fimple, Academic Programs Officer, and Dr. Baumgartner had a conference call with Dr. Bordenkircher to discuss how to mutually streamline approval processes of programs.

Dr. Baumgartner, Dr. Fimple conference call with Dr. Tom Bordenkircher

Dr. Fimple and Commissioner Lauritzen will accompany Dr. Baumgartner to West Point on March 19 for the opening of Northeast Community College's new Donald E. Nielsen Career and Technical Education Center.

Dr. Fimple and Commissioner Lauritzen will attend opening in West Point with Dr. Baumgartner

Dr. Baumgartner and Chair Wilson will visit Wayne State College

Dr. Baumgartner and Chair Wilson will visit Wayne State College on April 11. Chancellor Turman and President Rames from Wayne State College plan to join them. They will tour the new Center for Advanced Technology that recently opened.

Dr. Baumgartner stated Mr. Morrow to attend NeASFAA annual meeting

J. Ritchie Morrow, Financial Aid Officer, will attend the Nebraska Association of Student Financial Aid Administrators (NeASFAA) annual meeting in Kearney later this month. He has had several leadership roles with NeASFAA and we are glad to have him be the Commission's ambassador.

Dr. Paul Turman, Nebraska State College System

PRESENTATION

Chair Wilson introduced and gave a brief biography on Dr. Paul Turman, new Chancellor for the Nebraska State College System. Dr. Turman joined NSCS in January. Dr. Turman spoke to the Commission about his educational and work background, noting in the first 50 days at NSCS he is learning how the system works, better understanding the State Legislature, meeting with the Appropriations Committee, and making visits to Wayne, Peru, and Chadron State Colleges. During those visits, Dr. Turman took note of what challenges the State Colleges face and things that he would like to prioritize and accomplish. He plans to concentrate on several specific areas: to incorporate a set of metrics to help drive decision

making on the campuses to improve student success, retention, and graduation rates; to offer good academic programs and to measure that; and to help drive the workforce in the right direction, ensuring that we are making education as affordable as possible for students. He is planning to engage his Board of Trustees with goals to ensure they are moving in the right direction. Those goals include using data to have access, affordability, and attainment. Another priority is to utilize local, state, and national data interactive tools to make informed decisions. Dr. Turman answered Commissioners' questions.

Public Hearing on Matters of General Concern

Dr. Kim Kuster Dale connected to the meeting via telephone

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

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

Public Hearing on Academic Programs Committee Items

Dr. David Jackson, University of Nebraska

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. David Jackson, Vice Provost from the University of Nebraska, came forward to state that he and several representatives were present to discuss and answer questions on the University of Nebraska agenda items. He stated that the University of Nebraska at Omaha IT Innovation (MS) program is an example of a degree that is forward-looking to meet the workforce demands of the state. He also noted that the University of Nebraska has a single graduate college operated under the Provost's office, which serves as an additional review step for graduate degrees.

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

Commissioner Bernthal, Chair, Academic Programs Committee

University of Nebraska at Omaha

Dr. Fimple presented the proposal

Dr. Doug Derrick, University of Nebraska at Omaha

Dr. Ann Fruhling, University of Nebraska at Omaha

ACADEMIC PROGRAMS COMMITTEE

Commissioner Bernthal, Committee Chair, introduced Dr. Fimple to present the first item from the Academic Programs Committee.

University of Nebraska at Omaha - Proposal for a New Instructional Program - IT Innovation (MS)

Dr. Fimple presented the program proposal noting the program is unusual since it is designed for people who have an understanding of information technology coupled with the ability to think creatively. Dr. Doug Derrick, Associate Professor, School of Interdisciplinary Informatics from the University of Nebraska at Omaha, added they are excited about this program as it is intended for students that can create and build using technology. They can take another discipline or interest and combine it with technology and build something new. Dr. Derrick stated this is an important part of the ecosystem for growth and job development. Several large companies in Omaha have expressed that they have a high demand for these students. Dr. Ann Fruhling, Professor and Director, School of Interdisciplinary Informatics at the University of Nebraska at Omaha, stated that there is a demand for students that have been out in the work

force that have experience and creativity but need the technology to go forward in their professions.

Committee recommendation

Commissioner Bernthal stated the Committee recommendation is to approve the University of Nebraska at Omaha's Proposal for a New Instructional Program – IT Innovation (MS).

*University of Nebraska at Omaha –
New Instructional Program – IT
Innovation (MS) approved*

Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Omaha's Proposal for a New Instructional Program – IT Innovation (MS). A roll call vote was taken. All six Commissioners present voted yes. The motion carried.

Mid-Plains Community College

*Commissioner Bernthal and Dr. Fimple
presented the proposal*

Mid-Plains Community College - Proposal for a New Instructional Program - Electrical Automation Control (AAS)

Commissioner Bernthal and Dr. Fimple presented the proposal. Dr. Fimple commented that this program is designed for those currently employed in the field of electrical automation control and is offered primarily online. Several letters of support for the program were received from local industry, and Mid-Plains has worked with area employers to make sure the students gain the skills needed to work within those industries. Dr. Jody Tomanek, Vice President of Academic Affairs, and Jake Elmshaeuser, Electrical Instructor, from Mid-Plains Community College came forward to speak about the program. Dr. Tomanek stated that this program is not for recent high school graduates but its creation was driven by the local workforce, to help them promote from within. The students do not have to leave their jobs to complete this degree. They can do the lecture and theory parts online and come to campus one day a week. Mr. Elmshaeuser added this program is customized to utilize current faculty and existing space, and answered Commissioners' questions.

*Dr. Jody Tomanek, Mid-Plains
Community College*

*Jake Elmshaeuser, Mid-Plains
Community College*

Committee recommendation

Commissioner Bernthal stated the Committee recommendation is to approve Mid-Plains Community College's Proposal for a New Instructional Program – Electrical Automation Control (AAS).

*Mid-Plains Community College –
Proposal for a New Instructional
Program – Electrical Automation
Control (AAS) approved*

Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve Mid-Plains Community College's Proposal for a New Instructional Program – Electrical Automation Control (AAS). A roll call vote was taken. All six Commissioners present voted yes. The motion carried.

Western Nebraska Community College

*Dr. Kim Kuster Dale, Western Nebraska
Community College*

Western Nebraska Community College - Proposal for a New Degree - Associate of Fine Arts

Dr. Kim Kuster Dale, Executive Vice President from Western Nebraska Community College, presented the program proposal via telephone. She reported that they are excited about proposing the new fine arts degree, as WNCC is looking to improve academic and career pathways more

*Western Nebraska Community College
proposal continued*

intentionally. This will allow students the ability to seamlessly transfer into a bachelor of fine arts program. They have students interested in visual arts, theater, and music and this will increase enrollment in these program areas and improve their completion agenda. WNCC will be opening their new performing arts facility this summer and it would be a wonderful opportunity to launch this new program at that time. Their talented faculty members are involved with community members and are able to create the synergy needed for those guided pathways. Dr. Kuster Dale commented that they work very closely with local community partners and area performing arts programs, and are looking forward to an extended partnership with them. Dr. Fimple added that for three years Mid-Plains Community College has offered an AFA and they have had success with 13 graduates who have gone on to other institutions or to be employed. Dr. Tomanek added that MPCC has concerns about WNCC offering a similar program since the MPCC program was intended to be unique, recruiting students from the state and the region.

Dr. Tomanek comments

Committee recommendation

Commissioner Bernthal stated the Committee recommendation is to approve Western Nebraska Community College's Proposal for a New Degree – Associate of Fine Arts.

*Western Nebraska Community College
– Proposal for a New Degree –
Associate of Fine Arts approved*

Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve Western Nebraska Community College's Proposal for a New Degree – Associate of Fine Arts. A roll call vote was taken. Commissioner Probyn abstained. The remaining five Commissioners present voted yes. The motion carried.

*Nebraska Christian College / Hope
International University*

Dr. Fimple presented the proposal

**Nebraska Christian College / Hope International University -
Application to Renew a Recurrent Authorization to Operate**

Dr. Fimple reported that this is a renewal so the institution is required to provide any changes since the previous report three years ago when Nebraska Christian College was purchased by Hope International University. Dr. Fimple reviewed and summarized the institution's financial status, noting that since Nebraska Christian College participates in the Nebraska Opportunity Grant, we will continue to review and monitor their financials. Dr. Mark Krause, Academic Dean at Nebraska Christian College, briefly discussed the financial challenges that they have faced. He also stated they are in the third year of the merger and currently are in the midst of a presidential transition since the current president, Dr. John Derry, will be retiring.

*Dr. Mark Krause, Nebraska Christian
College*

Committee recommendation

Commissioner Bernthal stated the Committee recommendation is to approve Hope International University's Application to Renew a Recurrent Authorization to Operate.

Committee Comment:

Nebraska Christian College of Hope International University participates in the Nebraska Opportunity Grant (NOG) and as such submits annual financial statements to the Commission. Therefore, Commission staff will be able to routinely monitor HIU's financial status.

Committee Recommendation: Approve the renewal of the authorization to operate.

Institution: Hope International University
Owner: Board of Trustees of Hope International University
Level of authorization: Authorized to offer degree programs at the baccalaureate level and below, limited to the Bachelor of Arts (BA) in Family Life and Care Ministry; BA in Pastoral Ministry; BA in Intercultural Ministry; BA in Next Generation Ministry; Bachelor of Worship Arts (BWA) in Worship Ministry; and the Associate of Arts (AA) in Christian Ministry
Length of authorization: Five years (valid through March 31, 2024)

Reporting requirements: Annual reports are required in a form provided by the Commission. The next report is due March 1, 2020.

*Hope International University
Application to Renew a Recurrent
Authorization to Operate approved*

Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve Nebraska Christian College / Hope International University's Application to Renew a Recurrent Authorization to Operate. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.

2017-2018 Existing Program Review

2017-2018 Existing Program Review

Commissioner Bernthal and Dr. Fimple presented the existing programs that are under review for continuation, which are informational, and two programs that require additional review and a vote to continue.

University of Nebraska at Kearney

Agribusiness – BS
Early Childhood and Family Advocacy – BS, Grad Cert
Family Studies – BS

University of Nebraska-Lincoln

Agribusiness – BSBA, BSAB
Agricultural Economics – BSAE, MS, PhD
Agronomy – BS, MS
Horticulture – BS, MS
Agronomy and Horticulture – PhD

2017-2018 Existing Program Review
continued

Advanced Horticulture – Grad Cert
Floriculture and Nursery Production Management – Grad Cert
Ornamentals, Landscape, and Turf – Grad Cert
Athletic Training – BSEH
Diversified Agricultural Studies – BS, MAS
Environmental Restoration Science – BSSS
Hospitality, Restaurant, and Tourism Management – BA, BS
Integrated Science – BS
Nutrition – MS, PhD
Nutrition and Health Sciences – BSEH, MS
Nutrition, Non-coding RNAs and Extracellular Vesicles – Grad Cert
PGA Golf Management – BS
Plant Biology – BS
Plant Health – DPLH
Textiles, Merchandising, and Fashion Design – BSEH, MA, MS
Turfgrass and Landscape Management – BS

2017-2018 Existing Program Review
Action Items

2017-2018 Existing Program Review Action Items

University of Nebraska-Lincoln

Natural Resource & Environmental Economics – BSNE

University of Nebraska at Kearney

Interior Design Comprehensive – BS

Committee recommendation

Commissioner Bernthal recommended the Commission vote on each existing program review action item individually.

University of Nebraska-Lincoln –
Natural Resource & Environmental
Economics – BSNE approved

Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the continuation of the University of Nebraska-Lincoln Natural Resource & Environmental Economics – BSNE Program, with an in-depth review due July 15, 2019. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.

University of Nebraska at Kearney –
Interior Design Comprehensive –BS
approved

Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the continuation of the University of Nebraska at Kearney – Interior Design Comprehensive – BS Program, with a report on number of graduates due September 15, 2020. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.

Report on Program Name Changes, Degree Change, Reasonable and Moderate Extensions, Program Status Change, and Deletions, Relating to Existing Programs

Commissioner Bernthal and Dr. Fimple presented and briefly discussed the institutional activities listed below.

Program Name Changes

Program Name Changes

1. MCC – Office Technology Assistant to *Business Administrative professional*
2. NECC – Diversified Manufacturing Technology to *Machining and Manufacturing Automation*
3. UNO – Bachelor of General Studies to *Bachelor of Multidisciplinary Studies*

Degree Change

Degree Change

1. UNO & UNMC – Master of Arts in Applied Behavior Analysis to *Master of Science in Applied Behavior Analysis*

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

1. NECC – Digital Journalism and Social Media Management concentration under the Media Arts AAS
2. UNL – Engineering Management graduate certificate
3. UNO – School of Accounting

Program Status Change

Program Status Change

1. NECC – Mass Media (AA) – placed on inactive status

Program Deletion

Program Deletion

1. NECC – AVID Pro Tools concentration under the Media Arts AAS
2. NCTA – Laboratory Animal Care undergraduate certificate

Chair Wilson called for break at 10:22 a.m. The meeting resumed at 10:37 a.m.

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

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

Dr. Susan Fritz, University of Nebraska Executive Vice President and Provost, came forward to state that several people are present today to testify on the Mabel Lee Hall Replacement project proposal.

Dr. Susan Fritz, University of Nebraska

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

Commissioner Von Behren, Chair, Budget, Construction, and Financial Aid Committee

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Von Behren, Committee Chair, acknowledged the Committee members that recently met and introduced Mike Wemhoff, Facilities Officer, to present the Mabel Lee Hall Replacement Capital Construction Project proposal.

University of Nebraska-Lincoln

Mr. Wemhoff presented the proposal

University of Nebraska-Lincoln / City Campus – Capital Construction Project Proposal – Mabel Lee Hall Replacement

Mr. Wemhoff reported that the University of Nebraska-Lincoln is proposing to demolish and replace Mabel Lee Hall on the City Campus

with a new 117,800 gross square foot facility on the existing site for the College of Education and Human Sciences. Mabel Lee Hall was constructed in 1970 and has provided classroom, laboratory, office, and research space for several programs. It currently houses ancillary space for women's gymnastics, a dance studio, swimming pool, and recreational gym areas. About half of the functions located in the Mable Lee Hall will be relocated to new facilities later this year. The three primary functions for the proposed replacement facility include consolidation of space for the Child, Youth and Family Studies and the Teaching, Learning Teacher Education programs; a new 360-seat lecture hall; and new collaboration/study space. The cost of the replacement facility will be \$46,000,000 which includes demolition, design, construction, and equipment costs. The project would be funded from \$40 million in facilities bond proceeds and \$6 million in private donations.

Dr. Renee Batman, University of Nebraska

Dr. Renee Batman, UNL Assistant Vice Chancellor and Chief Administration Officer, discussed utilization of classroom space and how classes would be scheduled in the new facility. Faculty currently teach in less than ideal spaces and the new classroom sizes and efficiencies would drive utilization of the classroom space. Dr. Marjorie Kostelnik, Senior Associate to President, and Dr. Beth Doll, Interim Dean, UNL College of Education and Human Sciences, spoke about the utilization of offices and the faculty who would teach at the new proposed facility. Mark Miller, University of Nebraska Associate Vice President for Facilities & UNL Asst. Vice Chancellor, Facilities Planning & Construction, and Brooke Hay, with UNL Facilities Management and Planning, came forward to answer Commissioner's questions about leased space.

Dr. Marjorie Kostelnik, University of Nebraska

Dr. Beth Doll, University of Nebraska

Mark Miller, University of Nebraska

Brook Hay, University of Nebraska

Committee recommendation

Commissioner Von Behren stated the Committee recommendation is to approve the University of Nebraska-Lincoln's capital construction project proposal – Mabel Lee Hall Replacement.

University of Nebraska-Lincoln / City Campus -Capital Construction Project Proposal – Mabel Lee Hall Replacement

Commissioner Von Behren, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the University of Nebraska-Lincoln / City Campus's Capital Construction Project Proposal – Mabel Lee Hall Replacement. A roll call vote was taken. Commissioners Von Behren and Probyn voted no. The remaining four Commissioners present voted yes. The motion carried.

Public Hearing on Planning and Consumer Information Committee Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

There was no testimony on Planning and Consumer Information Items.

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

Commissioner Aspen, Chair, Planning and Consumer Information Committee

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Aspen, Committee Chair, acknowledged Committee members who recently met, and introduced Jill Heese, Research

Coordinator, to present the *2019 Nebraska Higher Education Progress Report*.

2019 Nebraska Higher Education Progress Report

Ms. Heese presented the report

2019 Nebraska Higher Education Progress Report

Ms. Heese presented a PowerPoint presentation on the Progress Report. She stated there are three key priorities the Commission is required to evaluate in the report: increase the number of students who enter postsecondary education in Nebraska; increase the percentage of students who persist and successfully complete a degree; and reduce, eliminate, and reverse the net out-migration of Nebraskans with high levels of educational attainment. Ms. Heese added that new for 2019, SAT data, graduation rates by race/ethnicity only, and confidence intervals and margins of error would no longer be reported. Additions include a modified graph for college continuation rates by race/ethnicity, gender, and student income status that includes the cohort count for each subgroup of students. Changes to the report include national retention rate comparisons for two-year public institutions now includes NCTA for Nebraska and the District of Columbia for the U.S. total. In appendix nine, the number of students in the cohort and the number retained has been added to retention data to help put it into context. To make national comparisons more aligned throughout the report, national graduation rate comparisons now examine two-year public and four-year public institutions.

Ms. Heese concluded the report by stating that given the findings of the report, more work needs to be done in order for Nebraskans to enroll in college and complete degrees. Suggestions for improvement at the high school, postsecondary, and state government levels were listed. Ms. Heese answered Commissioners' questions and commented that the full report is provided to the Governor, Legislature, the state's higher education institutions, the media, and is available on the Commission website at ccpe.nebraska.gov/reports.

Committee recommendation

Commissioner Aspen stated the Committee recommendation is to approve the *2019 Nebraska Higher Education Progress Report*.

2019 Nebraska Higher Education Progress Report approved

Commissioner Aspen, on behalf of the Planning and Consumer Information Committee, moved to approve the *2019 Nebraska Higher Education Progress Report*. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.

Executive Committee

EXECUTIVE COMMITTEE

Chair Wilson discussed forming a joint dual credit committee

Chair Wilson mentioned the Executive Committee would like to form a joint dual credit committee with members from the Commission and members from the Nebraska State Board of Education, possibly in April. Dr. Baumgartner added that two Commissioners and two state board members along with assistance from CCPE staff would meet with the goal of expanding opportunities for dual credit. The last Commission report on dual credit was put out more than seven years ago. The new committee would look at addressing and making recommendations for academic

Dr. Baumgartner comments

policies, financial aid issues, teacher qualifications, transfer policies, and advanced placement and early college ideas that can be extended to more Nebraska students. Dr. Baumgartner stated he has been in contact with Commissioner Matt Blomstedt from the Nebraska Department of Education who will recommend members for the committee.

2019-2021 Biennium Staff Salary Ranges

Dr. Baumgartner presented the salary ranges

2019-2021 Biennium Staff Salary Ranges

Dr. Baumgartner presented the 2019-2021 Biennium Staff Salary Ranges document, noting that is done every other year by Commission guidelines. Changes were made to standardize the ranges of salaries, and were compared with state salaries that apply to positions at our agency.

2019-2021 Biennium Staff Salary Ranges approved

Chair Wilson, on behalf of the Executive Committee, moved to approve the 2019-2021 Biennium Staff Salary Ranges. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.

Next Commission meeting is May 30, 2019

FUTURE MEETINGS

The next Commission meeting will be Thursday, May 30, 2019, at Mid-Plains Community College, North Campus, North Platte, Nebraska.

Commissioner Probyn comments

COMMISSIONER COMMENTS

Commissioner Probyn stated that he has the Mabel Lee Hall Program Verification Submittal put out by SASAKI that was presented at the Budget, Construction, and Financial Aid Committee meeting for review. If any of the Commissioners would be interested in seeing it, contact Helen at the CCPE office.

Commissioner Bernthal comments

Commissioner Bernthal requested that an agenda for the May Commission's work session be sent out ahead of time. Dr. Baumgartner stated that would be done.

Meeting adjourned at 12:44 p.m.

ADJOURNMENT

Chair Wilson adjourned the meeting at 12:44 p.m.

Quarterly Report as of March 31, 2019

Administrative Funds (Program 640)

	2018-2019 Appropriations	2018-2019 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 75.00%
PERSONAL SERVICES				
PSL	\$909,740			
Permanent Salaries	\$808,713	\$573,010	\$235,703	70.9%
Benefits	\$300,000	\$160,462	\$139,538	53.5%
Subtotal	\$1,108,713	\$733,472	\$375,241	66.2%
OPERATING EXPENSES				
Postage	\$4,000	\$1,056	\$2,944	26.4%
Communication	\$15,000	\$7,759	\$7,241	51.7%
Freight	\$200	\$0	\$200	0.0%
Data Processing	\$30,000	\$12,332	\$17,668	41.1%
Publication & Printing	\$15,000	\$2,288	\$12,712	15.3%
Awards Expense	\$1,000	\$118	\$882	11.8%
Dues & Subscriptions	\$6,000	\$2,486	\$3,514	41.4%
MHEC Dues	\$115,000	\$115,000	\$0	100.0%
Conference Registration Fees	\$6,000	\$1,450	\$4,550	24.2%
Electricity	\$3,000	\$1,722	\$1,278	57.4%
Rent Expense	\$54,000	\$36,108	\$17,892	66.9%
Repairs & Maintenance	\$597	\$563	\$34	94.3%
Office Supplies	\$4,000	\$421	\$3,579	10.5%
Food Expenses	\$4,000	\$1,837	\$2,163	45.9%
Education Supplies	\$2,000	\$293	\$1,707	14.7%
Account & Auditing Services	\$4,325	\$4,325	\$0	100.0%
Purchasing Assessment	\$424	\$216	\$208	50.9%
HRMS Assessment	\$743	\$557	\$186	75.0%
Insurance Expense	\$200	\$143	\$57	71.5%
Other	\$1,000	\$395	\$605	39.5%
Subtotal	\$266,489	\$189,069	\$77,420	70.9%
STAFF TRAVEL				
Board & Lodging	\$4,000	\$3,339	\$661	83.5%
Commercial Transportation	\$3,000	\$631	\$2,369	21.0%
State-Owned Transportation	\$4,000	\$1,389	\$2,611	34.7%
Mileage	\$1,000	\$444	\$556	44.4%
Other	\$200	\$255	-\$55	127.5%
Subtotal	\$12,200	\$6,058	\$6,142	49.7%
COMMISSIONER TRAVEL				
Board & Lodging	\$5,000	\$377	\$4,623	7.5%
Commercial Transportation	\$0	\$0	\$0	0.00%
Mileage	\$7,500	\$2,551	\$4,949	34.0%
Other	\$500	\$119	\$381	23.8%
Subtotal	\$13,000	\$3,047	\$9,953	23.4%
TOTAL EXPENDITURES	\$1,400,402	\$931,646	\$468,756	66.5%
General Fund	\$1,326,919	\$928,563	\$398,356	
Cash Fund	\$61,437	\$3,083	\$58,354	
Federal Fund	\$12,046	\$0	\$12,046	
Total	\$1,400,402	\$931,646	\$468,756	66.5%

Note: The percentage of budget spent without including the MHEC dues is 63.5%.
The MHEC dues are paid in full (\$115,000) during the first month of the fiscal year.

Quarterly Report as of March 31, 2019

Nebraska Opportunity Grant Program (NOG)

	<i>2018-2019 Appropriations</i>	<i>2018-2019 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 75.00%</i>
GOVERNMENT AID				
Other Government Aid	\$18,004,375	\$12,903,021	\$5,101,354	71.7%
TOTAL EXPENDITURES	\$18,004,375	\$12,903,021	\$5,101,354	71.7%
General Fund	\$6,641,044	\$4,417,191	\$2,223,853	
Cash Fund	\$11,363,331	\$8,485,830	\$2,877,501	
Total	\$18,004,375	\$12,903,021	\$5,101,354	71.7%

Community College Gap Assistance Program

	<i>2018-2019 Appropriations</i>	<i>2018-2019 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 75.00%</i>
PERSONAL SERVICES				
PSL	\$61,056			
Permanent Salaries	\$10,452	\$5,706	\$4,746	54.6%
Benefits	\$4,129	\$1,026	\$3,103	24.8%
Subtotal	\$14,581	\$6,732	\$7,849	46.2%
OPERATING EXPENSES				
Data Processing	\$1,500	\$0	\$1,500	0.0%
Communications	\$50	\$15	\$35	30.0%
Subtotal	\$1,550	\$15	\$1,535	1.0%
STAFF TRAVEL				
Personal Vehicle Mileage	\$200	\$0	\$200	0.0%
GOVERNMENT AID				
Other Government Aid	\$1,694,627	\$1,106,700	\$587,927	65.3%
TOTAL EXPENDITURES	\$1,710,958	\$1,113,447	\$597,511	65.1%
Cash Fund	\$1,710,958	\$1,113,447	\$597,511	
Total	\$1,710,958	\$1,113,447	\$597,511	65.1%

Note: \$243,000 of 2017-18 funds paid in current year.

Access College Early Scholarship (ACE)

	<i>2018-2019 Appropriations</i>	<i>2018-2019 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 75.00%</i>
GOVERNMENT AID				
Other Government Aid	\$1,000,458	\$995,298	\$5,160	99.5%
TOTAL EXPENDITURES	\$1,000,458	\$995,298	\$5,160	99.5%
General Fund	\$1,000,458	\$995,298	\$5,160	
Total	\$1,000,458	\$995,298	\$5,160	99.5%



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	Southeast Community College (SCC)
Program:	Dental Assisting
Award:	Associate of Applied Science (AAS)
Institution's Existing Degree(s) in Same or Similar Discipline:	Dental Assisting Diploma
Proposal Received by Commission:	April 17, 2019
Proposed Start Date:	August 2019

Background

Prior to 2017 the state of Nebraska had minimal regulation of the dental assisting profession. In the 2017 Nebraska Legislative session, LB 18 was passed, amending the Dentistry Practice Act. The law went into effect on January 1, 2018, creating three professional categories of dental assistant: Dental Assistant (no license required), Licensed Dental Assistant, and Expanded Function Dental Assistant.

- Dental Assistant—may be a graduate of an accredited dental assisting program of at least one year in length or trained on the job. In addition to routine tasks (preparing the patient, treatment room, and equipment, recordkeeping, etc.), upon completion of education and testing, a dental assistant may also:
 - Take x-rays
 - Perform coronal polishing
- Licensed Dental Assistant (LDA)—must have graduated from an accredited dental assisting program of at least one year in length or have 1,500 hours of experience as a dental assistant in the five years prior to applying for a license, pass an examination from the Dental Assisting National Board, and pass a jurisprudence exam. If desired, an LDA may take additional courses, take an exam, and receive a permit to perform certain procedures under the indirect supervision of a dentist (“expanded scope”):
 - Take dental impressions for fixed prostheses,
 - Take dental impressions and make minor adjustments for removable prostheses,
 - Cement prefabricated fixed prostheses on primary teeth, or
 - Monitor and administer nitrous oxide.
- Expanded Function Dental Assistant—must be a licensed dental assistant, have 1,500 hours of experience as a licensed dental assistant, complete courses and exams in expanded function dental assisting, and pass a jurisprudence exam. The required courses and testing allow an LDA to:
 - Place restorative level one simple restorations (one surface) and
 - Place restorative level two complex restorations (multiple surfaces).

SCC currently offers a diploma in dental assisting comprised of 46 semester credit hours.

Description

The purpose of the proposed program is to provide practicing dental assistants the education and training to expand their scope of practice. Admission to the program would require the student to have graduated from an accredited dental assisting diploma program (usually at least 40 credit hours) or equivalent and have an LDA. The curriculum would consist of a minimum of 14 semester credit hours for a total of 60 hours for

The budget calculations use six students in the first year of the program, growing to 12 in the fifth year. Based on the survey responses and the need generated by the recent legislation, these are reasonable enrollment estimates.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

There are diploma and AAS degree programs in dental assisting at Central and Mid-Plains Community Colleges, and a certificate of achievement and AAS in Professional Health Studies—Dental Assisting at Metropolitan Community College.

It appears that MCC may be offering courses for LDA expanded scope. Given state requirements, CCC and MPCC may follow. Nevertheless, the proposal is for the AAS degree that would complement the existing diploma program.

D. Resources: Faculty/Staff

High-----Low				
	√			

SCC currently offers a diploma in dental assisting. The proposal states that existing faculty and staff members in the program and the central office of the Health Sciences Division would meet all needs. One adjunct faculty member—a dentist who evaluates the competence of the student—is included in the budget. If enrollments dictate, other adjuncts would be hired to fulfill growth requirements.

E. Resources: Physical Facilities/Equipment

Acceptable				
yes	√		no	

Since there is an existing diploma program, no new facilities or equipment would be needed.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

The proposal states that library and technology resources are already in place to support the existing dental assisting program. Online students would have access to SCC resources including digital library support and access to the SCC intranet.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$24,792	Reallocated Funds	
General Operating	\$15,000	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees ²	\$76,848
Five-Year TOTAL	\$39,782	Five-Year TOTAL	\$76,848

¹ Adjunct faculty

² Based on six students in year one, eight in year two, 10 in year three, and 12 in years four and five taking 16 credit hours per year at \$100 per credit hour

Committee Recommendation: Approve the AAS in Dental Assisting at Southeast Community College.

First Program Review: Due June 30, 2025.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	Wayne State College (WSC)
Program:	Engineering Technology
Award:	Bachelor of Science (BS)
Institution's Existing Degree(s) in Same or Similar Discipline:	BS in Industrial Technology
Proposal Received by Commission:	April 1, 2019
Proposed Start Date:	Fall 2019

Background

Engineering technology is a specialized field devoted to the implementation or application of existing technology within an engineering field. Technologists often work with engineers to apply plans and designs created by the engineers. Engineering technologists may also specialize, just as engineers do, in areas such as civil engineering technology, mechanical engineering technology, or architectural engineering technology.

Industrial technology is a related but broader field. It provides students with knowledge and skills in the technologies used in a wide range of industries including manufacturing and construction.

Description

The proposed degree program would focus on the specialized area of manufacturing engineering technology. It is designed to promote the growth and expansion of the Nebraska manufacturing sector. The curriculum would consist of 57-58 semester credit hours comprised of 12-13 hours of coursework that also meets general education requirements and 45 hours drawn from the fields of industrial technology, economics, business, computer science, and computer information systems. The majority of courses (10 courses or 30 credit hours) come from industrial technology. There is also a six credit hour internship required. Three new courses would be needed.

Engineering technologists are not licensed by the state of Nebraska, and engineering technology programs are not required to be accredited. Programs can, however, seek accreditation from ABET, Inc., an accreditor recognized by the U.S. Department of Education, or the Association of Technology, Management, and Applied Engineering (ATMAE), a professional organization recognized by the Council for Higher Education Accreditation (CHEA). WSC reports that once the program stabilizes, they will determine if it is appropriate to seek ABET or ATMAE accreditation.

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

REVIEW CRITERIA

A. Need for the Program

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

The proposal states that manufacturing is the second largest industry in Nebraska, employing more than 97,000 people. Engineering technologists are needed to identify potential areas for improvement in quality, productivity, efficiency, and cost of automation. The average starting wage in 2017 was \$57,000 per year.

Citing Forbes magazine, WSC asserts that Nebraska is one of the top three states with the fastest growth in technology jobs due to large companies opening branches in the state as well as the emergence of new homegrown businesses. Engineering technologists have the skills needed for these enterprises to grow and prosper.

As evidence of need in the technology field, WSC examined the placement rates for graduates from their industrial technology program. The 2017-18 report from the college’s Career Services indicated that 96% of the graduates were employed in their field and that 76% were employed in Nebraska.

Categories used by entities analyzing labor data don’t always identify engineering technology, sometimes including it within an engineering category. According to the proposal, the U.S. Bureau of Labor Statistics projects a 10% growth in industrial engineering jobs between 2016 and 2026. The Nebraska Department of Labor (NE DOL) projects that 13.7% more engineers will be needed in the state over that same time period.

Commission staff also reviewed data from the NE DOL specific to engineering technicians, a separate category from engineering that, according to NE DOL, requires an associate’s degree. The job titles that would best match the proposed engineering technology program (with a manufacturing emphasis) with the estimated average annual openings in Nebraska from 2016 to 2026 are:

- Electro-mechanical technicians, 7
- Industrial engineering technicians, 30
- Mechanical engineering technicians, 15
- Engineering technicians, all other, 31

Letters of support were provided from the Dean of the College of Engineering at UNL and from the Executive Vice President of Timpte, Inc. The Dean of Engineering stated that there is a gap in educational opportunities in the state between programs offered by two-year colleges and the four-year engineering degree programs at UNL that WSC’s program could fill. The Vice President of Timpte also represented WSC’s Industrial Technology External Advisory Committee. He reported that every member of the advisory committee had a need for employees with the training that the proposed program would provide.

Projected job opening data from the NE DOL do not precisely address the proposed degree program. However, employers in the region provide current, on-the-ground demand information. They, along with the UNL Dean of Engineering, identified a need that they believe the proposed program would meet. WSC also suggests that the program would reduce the need for engineers. The NE DOL identifies an annual need for 80 mechanical engineers and 115 industrial engineers (second only to civil engineers, with projected annual openings of 136). The NE DOL’s figures for engineers would seem to support WSC’s position.

B. Demand for the Program

High-----Low				
		√		

WSC reports that their industrial technology program had 131 majors enrolled in fall 2018. Since some students interested in industrial technology would also be interested in engineering technology, the college projects 10 students would enroll in the first year of the proposed program, growing to 18 new students enrolling in the fifth year. The total estimated enrollment by year five would be 52 students with seven students graduating in years four and five.

WSC admits that a projection of 52 students by year five may be “aggressive”, but they believe that the growing emphasis on STEM fields will support their estimates. The proposal explains that Blueprint Nebraska has established 16 Industry Councils charged with analyzing and making recommendations related to the Nebraska economy. STEM education is a “focused aspect” of the charges for three of those councils including the Education Industry Council.

Even if the larger enrollments are not realized, the size of the industrial technology program suggests that there will be sufficient demand to offer and sustain the proposed program. In addition, the only other industrial technology program in the state is at UNK, giving WSC a large potential student pool from which to draw.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

There is no baccalaureate engineering technology program in Nebraska. The closest programs are at Missouri Western State University and Minnesota State University-Mankato. Southeast Community College offers an AAS degree in engineering technology and Metropolitan Community College has an associate degree in civil engineering technology. WSC states that they are open to pursuing a 2+2 program with SCC and/or MCC. Since WSC is on MCC’s campus regularly, they have held discussions with the civil engineering program there.

D. Resources: Faculty/Staff

High-----Low				
	√			

WSC states that the Technology and Applied Sciences Department has four full-time faculty who teach the courses for the industrial technology major, minor, and endorsement. Several of the courses for the proposed program are part of the instructional load for the current faculty. Part of the budget for the new Center for Applied Technology (see Section E.) included two new faculty positions and therefore are not reflected in the budget for the new program. The faculty would be phased in with the first one hired

in the first year of the program. The college also expects to need an expanded adjunct pool. These positions are shown in the budget. No new support staff would be needed.

E. Resources: Physical Facilities/Equipment

High-----Low
√

The Center for Applied Technology was completed in November 2018. The 53,000 square foot facility contains state of the art lab and classroom space that will fully support the new program. The Center is furnished with approximately \$1.5 million in new equipment and instructional technology to support the areas of manufacturing, welding/metals, electronics, robotics, and computer science.

F. Resources: Library/Information Access

Acceptable				
yes	√		no	

WSC states that no new informational resources would be needed. Since there is an existing industrial technology program, resources should be available.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$68,850	Reallocated Funds	
General Operating		New State Funds	
Equipment	\$5,000	New Local Funds	
Other		Tuition and Fees ²	\$939,924
Five-Year TOTAL	\$73,850	Five-Year TOTAL	\$939,924

¹ Adjunct faculty teaching at \$850 per credit hour (\$2550 per three-credit course); three courses in years one and two, five in year three, seven in year four, and up to 10 in year five.

² Based on 10 students taking 12 credit hours each semester with tuition of \$177 per credit hour and \$64.75 per credit hour in fees the first year. The number of new students would increase to 18 in year five with a total program enrollment of 52 students in year five.

Committee Recommendation: Approve the BS degree in Engineering Technology at Wayne State College.

First Program Review: Due June 30, 2023.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska at Omaha (UNO)
Program: Medical Humanities
Awards: Bachelor of Arts (BA) and Bachelor of Science (BS)

Institution's Existing Degree(s) in Same or Similar Discipline: Minor in Medical Humanities

Proposal Received by Commission: April 1, 2019

Proposed Start Date: August 2019

Background

Medical humanities is an interdisciplinary field that explores, from multiple perspectives, connections between humans, cultures, humanities, arts, medicine, and allied health sciences. Included in the field are topics of study such as medical ethics, health disparities, art/music therapy, and spirituality and wellness.

In 2015 a UNO faculty member led an effort to create an interdisciplinary minor in medical humanities. That same year the MCAT (Medical College Admission Test) added two new sections to test social science and humanities knowledge, recognizing the importance of students' understanding of the social foundations of health and disease. This change in testing caused institutions to shift medical humanities-related coursework from medical schools to the undergraduate level so that students would be appropriately prepared for the MCAT and others would be better prepared to serve in diverse allied health fields.

Description

The purpose of the proposed program is to help students increase their understanding of the nature of illness, health, wellness, healing, and medicine. In keeping with the interdisciplinary nature of the field, the program would allow students to select courses aligning with their personal interests within a prescribed program framework.

The degree would consist of 30 semester credit hours comprised of a 12 credit hour core (four courses) and six credit hours in each of three blocks. The core includes an introductory course and a capstone project. The three blocks are Inclusivity and Diversity; Ethics, Religion and Culture; and Narrative Medicine, Communication and Fine Arts. It is within the blocks that students can form their own focus. Students can choose from a variety of courses from 18 academic departments to meet the block requirements. Three new courses for the core would need to be developed.

In addition to the requirements for the major, a condition for the BA is that the student complete 16 credit hours of a foreign language, American Sign Language, or the equivalent. The BS degree

requires a 15 credit hour cognate that supports the student’s work within the major, e.g., biology and environmental studies.

The program would be offered on the UNO campus. However, 33% of the courses for the minor are currently available online. Offering the entire major online is a possibility UNO would consider in the future.

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"/>

UNO asserts that health care is experiencing rapid technological, structural, and economic changes in an attempt to lower costs and improve care. In their future practice, students are more likely to work in interprofessional teams focused on the delivery of culturally and structurally competent patient-centered care. The patients are likely to be from a sicker, aging, and more diversified population. This interdisciplinary focus is reflected in the core competencies identified by the American Academy of Medical Colleges that include understanding social and cultural influences on health, engaging in a culturally competent way, and taking ethical responsibility. The proposal also cites numerous sources stating that health care professionals with preparation in natural sciences *as well as* arts, humanities, and social sciences may be less likely to suffer from compassion fatigue and burnout—a major problem in the health care field.

UNO reports that the minor has already attracted pre-medical, pre-physician assistant, and pre-physical therapy students who have successfully matriculated into their respective professional training programs. A major could also attract students interested in the humanities and in the broad health care industry. The proposal cites figures from the U.S. Bureau of Labor Statistics in which 10 of the top 20 fastest growing occupations are in the health care industry. A table provided shows a sample of related occupations and their projected growth from 2016 to 2026 in Nebraska. The growth ranged from 9.1% (20 positions) in recreational therapy to 20.8% (230 positions) in mental health counseling. UNO also suggested that students not interested in a specific health care career consider employment in one of Nebraska’s many non-profit organizations focused on health issues.

Thirteen letters of support were provided: four from alumni or past students, six from academic departments at UNO, and one each from UNMC College of Allied Health Professions, Community Health Charities-Nebraska, and Nebraska Methodist Hospital, where the chair of the Department of Surgery volunteered to provide shadowing opportunities.

The proposed degree is not designed to serve a specific occupation, but rather a variety of health care positions that could use the degree as a foundation for advanced degrees or different, related occupations. The extensive research cited and the strong letters of support suggest that there is a need for this type of program.

B. Demand for the Program

High-----Low
√

Since the launch of the minor in medical humanities in 2015, enrollment has grown from three students to 63 in 2018. UNO reports that several of these students have requested a major. UNO also conducted a survey of the students with a declared minor, asking if they would choose a medical humanities major if it were available. Approximately 57% responded affirmatively (36 students) with 27% expressing possible interest (17 students). Based on these figures, UNO projects that 20 students would enroll in the first year, with five new students in the second year and culminating with 10 new students in year five.

In discussing other programs in the U.S. (see Section C.) the proposal cites a 2017 study that indicates medical humanities programs are among the most popular and often fastest growing in the country. For example, Baylor University has 200 majors and enrollment in the Vanderbilt program rose from 172 in 2008 to over 300 in 2011.

The number of students enrolled in the minor, the interest revealed through the survey, and the enrollments nationally indicate that there should be sufficient demand for a viable program.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are no medical humanities degree programs in Nebraska, although UNL offers a minor in Humanities in Medicine. UNO states that this program would be the first in the Great Plains, with the closest programs located in Wisconsin, Illinois, and Texas. Additionally, none of the current programs in the United States are available online. A portion of the current UNO minor is online and the university considers offering the major online “a possible avenue of growth.”

D. Resources: Faculty/Staff

High-----Low
√

UNO reports that existing faculty are adequate to initiate the program. The minor in medical humanities is taught by faculty from four colleges representing well over a dozen departments and programs. UNO plans to create two faculty categories for the major: core faculty whose teaching and research focus centrally in medical humanities and faculty who are interested in medical humanities as it intersects their own discipline. There are 13 current core faculty from 11 departments, including one from UNMC.

A program director would be selected from the core faculty, and support staff would be provided by reassigning time in the home department of the program director. If enrollments grow as hoped, adjunct faculty may be needed to replace full-time faculty in their home department. Additional staff might also be needed. The budget includes an adjunct teaching one class in the first year with one class added each subsequent year.

E. Resources: Physical Facilities/Equipment

High-----Low
√

No new facilities or instructional equipment would be needed at the outset. Faculty and the program director are housed in their home departments and classroom space is arranged by each department for their respective classes. As the program grows, UNO anticipates needing a permanent office space for the

program's administration and support staff. Since these are not immediate needs, they are not included in the budget.

F. Resources: Library/Information Access

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

No new information resources would be needed since a minor is in place and the program is interdisciplinary, drawing from existing programs and resources across campus.

G. Budget

Note: The faculty and staff costs would be covered by reallocation of funds from the College of Arts and Sciences until revenue is sufficient to support them. Since the College's reallocation is not permanent, it is not included in the budget.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$109,200	Reallocated Funds	
General Operating	\$1,900	New State Funds	
Equipment		New Local Funds	
		Tuition and Fees ²	\$2,033,561
		Other	
Five-Year TOTAL	\$111,100	Five-Year TOTAL	\$2,033,561

¹ Adjunct faculty at \$3,000 per course to be covered by College of Arts and Sciences reallocations until enrollment revenue is sufficient; stipend for program director at \$3,600 per year covered by the College of Arts and Sciences.

² Based on 20 students in year one (half resident, half non-resident) taking 30 credit hours at \$223.25 per credit hour (resident) and \$699.00 (non-resident); five new students in year two, seven in year three, eight in year four, and 10 in year five

Committee Recommendation: Approve the BA and BS degrees in Medical Humanities at UNO.

First Program Review Date: Due June 30, 2021.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln (UNL)
Program: Rural Economic and Community Vitality
Awards: Graduate Certificate
Institution’s Existing Degree(s) in Same or Similar Discipline: Master’s in Applied Sciences (MAS)-Specialization in Community Development
Proposal Received by Commission: April 1, 2019
Proposed Start Date: Upon approval from the Coordinating Commission

Description

The proposed certificate program would provide students with the skills necessary for formulating local economic and community development policy and programs. This interdisciplinary program, aligned with the mission of the Rural Futures Institute, would be centered on three concepts considered key to understanding rural communities: economic, social, and leadership. It would consist of 12 semester credit hours comprised of a nine-credit core and three one-credit hour electives. The core would require a course in community and regional economic analysis, a course in the dynamics of effective leadership in groups and teams, and a capstone project highlighting the three key concepts.

The two courses in the core are current courses that would be modified to better meet the goals of the certificate. All of the elective courses would be new (seven to choose from), created specifically for the certificate. All credits earned could be applied to the MAS-Community Development degree. Courses could also serve as electives for the other MAS specializations. The program would be offered online in order to reach rural residents in and around Nebraska.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High	-----	Low
	√	

UNL reports that many rural communities across Nebraska and neighboring states are struggling to adapt to economic, social, and demographic changes and to provide quality services, especially in light of low populations. Students completing programs at UNL would be target audiences for the program. As

an example, the proposal states that majority of the students enrolled in a Rural Community Economics class and those in the UNL rural banking program return to live and work in rural Nebraska.

To assess interest in the proposed program, UNL conducted two focus group meetings with community development professionals. They also surveyed members of the Nebraska LEAD Program of the Nebraska Agricultural Leadership Council, the Nebraska Economic Developers Association (NEDA), and a variety of current undergraduate and graduate students in related College of Agricultural Sciences and Natural Resources (CASNR) programs. The professionals in the focus groups reported an increasing demand for training that would assist local community developers to deal with their challenges, including the ability to advocate for themselves. The proposed program would provide students with the skills to identify, address, and solve issues utilizing local resources while also knowing how to tap government funding opportunities. UNL states that the professionals were “unanimous in regards to the need and importance” of this type of educational opportunity and that they contributed to the curriculum design. (See Section B. for student and other responses.)

There is little quantitative evidence of need for the program, but many Nebraska communities are clearly struggling with declining populations, and although residents are concerned and motivated they often lack the full range of skills needed to formulate and implement strategies for local development.

B. Demand for the Program

High-----Low
√

Below is a summary of the responses received to the survey question regarding potential interest in the proposed program:

- CASNR junior and senior students: 30 students (39%) somewhat interested to most definitely interested
- CASNR graduate students: 9 (56%) interested to most definitely interested
- MAS students: 14 moderately to highly interested in enrolling
- Professionals working in the field: 85 (52%) moderately to highly interested in enrolling

Based on survey results, the College expects to enroll five students the first year, growing to 20 by year five.

The projected enrollments are small, but realistic for a new graduate certificate, especially one that has the potential to attract past graduates and working professionals.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There is no other certificate program in the state with the same focus as the proposed program. The proposal notes that online programs are available in the broader field of community development from Kansas State

University, Colorado State University, Fort Hayes State University, and Arizona State University.

The narrow focus of the proposed program, its alignment with the Rural Futures Institute, and the ability to specialize through elective choices sets it apart from others offered in the country.

D. Resources: Faculty/Staff

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

UNL reports that existing faculty and staff are in place for program implementation. A faculty member in Agricultural Economics would serve as director of the program. Instructors would be drawn from current faculty and

Extension educators located in the Department of Agricultural Economics and the Department of Agricultural Leadership, Education and Communication. Support services would be provided by staff in CASNR’s Office of Distance Extended Education and the Department of Agricultural Economics.

E. Resources: Physical Facilities/Equipment/Informational Resources

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

Since the program would be offered online, no additional equipment or resources would be needed. UNL states that the faculty have the necessary technology to allow them interaction with distance learners (e.g., Zoom, canvas, video-conferencing rooms).

The instructional and informational resources available in CASNR should be sufficient to support the program.

F. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating		New State Funds	
Equipment		New Local Funds	
Other (marketing)	\$5,000	Tuition and Fees *	\$256,680
Five-Year TOTAL	\$5,000	Five-Year TOTAL	\$256,680

* Based on 5, 8, 12, 15, and 20 students in years 1-5, respectively, taking 12 credit hours per program at \$356.50 per credit hour

Committee Recommendation: Approve the Graduate Certificate in Rural Economic and Community Vitality at UNL.

First Program Review Date: Due June 30, 2024.



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution:	University of Nebraska at Omaha (UNO)
Name of New Unit:	Science, Technology, Engineering and Mathematics Teaching, Research, and Inquiry-based Learning (STEM TRAIL) Center
Programs Included in New Unit:	Support units related to STEM education, research, and outreach
Proposal Received by Commission:	April 1, 2019
Proposed Start Date:	Upon approval by the Coordinating Commission

Description

The proposed center's purpose is to promote an interdisciplinary approach to teaching, research, and outreach that engages students in cross-discipline concepts and practices using inquiry-based learning strategies. UNO previously identified STEM as a priority and has since implemented a plan to attract key STEM leaders. These efforts have led to many successes such as new interdisciplinary STEM courses, shared pathways for STEM disciplinary degrees and teacher certification, and community-wide leadership for the Omaha STEM Ecosystem (a consortium of 90 community partners co-led by UNO and the Omaha Henry Doorly Zoo and Aquarium).

Because of the breadth of the current activities as well as those proposed, the center would have several offices within its structure, including:

- STEM Outreach Office
- Office of the NE SciLEAD Consortium—providing contractual services and academic program assessment
- Office of Computer Science Education
- Office of STEM Fellows—fellows include NU faculty working for short periods, graduate students, and international colleagues
- Office of Student Programming Innovations—meeting and work spaces for funded undergraduate student research
- STEM Ed Incubator Office—for externally funded student interns
- Administrative Office

UNO believes that the proposed center would be the next step for UNO in solidifying its position in the country as a leader in STEM work.

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
	√	

UNO reports that demand for STEM professionals is increasing exponentially yet workforce needs are unmet. This shortfall can be partially remedied by improving the educational pathways for students in STEM fields. UNO cites research from the National Science Foundation that identifies practices to accomplish this, including the scientific method, engineering design, mathematical modeling, computational thinking, and hands-on pedagogy, especially when addressed from a cross-discipline perspective. In addition, innovative engagement experiences, such as research opportunities in undergraduate classrooms, have proven to be key to improved student success.

The proposal states that while STEM-related activities are predominantly led by three colleges (Arts and Sciences, Education, and Information Science and Technology), they take place throughout UNO and engage faculty and staff across the campus. UNO has a cross-college, interdisciplinary STEM Leadership Team working closely with campus deans, department chairs, and community partners, but the center would facilitate greater collaboration among colleagues spread across campus and the region.

In addition to academic activities, one component of the proposed center is to provide contractual services such as curriculum design, implementation, evaluation, and assessment. In fall 2017 several STEM faculty conducted market research to investigate the viability of this concept. The survey revealed an unmet demand for such services, and fees generated by the services would help sustain the center.

B. Demonstrated Appropriateness of the New Unit

High-----		-----Low
	√	

UNO asserts that creation of the center will allow the university to take a more unified and strategic approach in STEM outreach, grant development, and programming. It also creates more efficiencies since interdisciplinary work is often costly with the numerous departments involved duplicating staffing, equipment, and graduate student support. The center would provide unity to the distributed and decentralized activities and make UNO even more competitive in securing external funding.

C. Resources: Faculty/Staff

High-----		-----Low
	√	

UNO reports that faculty across campus have been involved in teaching courses or conducting research as STEM leaders and have been successful in securing donor and grant funding. As of the writing of the proposal, 62 faculty members along with staff and administrators support the work of the proposed center.

Administrative oversight for the center would be with the Deans of the Colleges of Arts and Sciences, Education, and Information Science and Technology. The deans would rotate annually so that a single dean would be providing oversight at any one time. The center would have an

executive director who would report to the dean, an associate director, and three co-assistant directors. The directors would all be Community Chairs – UNO’s term for endowed professors. The budget includes workload release for the director starting at 25% and increasing to 75% by year five, 25% for the associate director, and 15% for the co-assistant directors. The budget also includes funding for a research technician and a grant coordinator, both to be hired in year one. Much of the cost would be covered by a commitment from the Colleges of Arts and Sciences, Education, and Information Science and Technology or by grants.

The dean would appoint a steering committee that would have several subcommittees. Likely subcommittees are: Interdisciplinary Research as a Pedagogy in Teaching, Interdisciplinary Strategies as a Catalyst for Research, Interdisciplinary STEM Outreach, and Pre-tenure Sponsor Advisory Team.

D. Resources: Physical Facilities/Equipment/Library

High-----Low
√

UNO reports that current STEM activities, offices, programming, and personnel are distributed throughout the campus. A centralized location is not required but is desirable. The estimated cost to rent or renovate space is included in the budget. The long-term vision is for the STEM TRAIL Center to have its own physical facility; the creation of the center as an organizational unit will facilitate achieving this goal as well as making UNO more competitive for external funding.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff ¹	\$1,050,000	Reallocated Funds ³	\$750,000
General Operating	\$100,000	New State Funds	
New/renovated Space ²	\$180,000	New Local Funds	
		Tuition and Fees	
		Other: grant funding ⁴	\$4,900,000
Five-Year TOTAL	\$1,330,000	Five-Year TOTAL	\$5,650,000

¹ Workload assignments for the executive director, associate director, and three co-directors, funded by reallocation of funds. Salaries for a research technologist and a grant coordinator, supported by grant funding in years 1-3.

² Rented or renovated space.

³ Colleges of Arts and Sciences, Education, and Information Science and Technology have committed \$150,000 annually to support the center.

⁴ Amount of grant funding secured to date for the next five years.

Committee Recommendation: Approve the Science, Technology, Engineering and Mathematics Teaching, Research, and Inquiry-based Learning (STEM TRAIL) Center at UNO.

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

Theatre—BA
(also supplemental teaching endorsement and minor)
Chadron State College
In-Depth Review

Background:

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1997 (1 st review)	BA 1.0 BSE .4	490	2,023	System-wide in-depth review
1999 (in-depth review)	BA 1.4 BSE .2	492	2,134	Continue / large increase in number of majors
2004 (2 nd review)	BA 3.6 BSE 0	367	675	Defer decision with report on enrollments and number of graduates
2007 (report)	BA 3.6	436	710	Retention improving / Continue, with report on enrollments and number of graduates
2009 (report)	BA 3.8	442	718	Continue with expectation that next review will show increased demand
2011 (3 rd review)	BA 4.6 BSE .6	398	636	Approved by the Executive Director
2018 (4 th review)	BA 3.6	333	530	Continue with an in-depth review
2019 (in-depth review)	BA 4.0	310	499	

*CCPE threshold is 7 for baccalaureate programs

**CCPE threshold is 300 for the program (includes all course levels)

Summary of CSC's 2019 In-Depth Review

- The theatre program is critical to the mission of the college and the system, providing liberal arts education, preparation for professions in teaching or theatre production, exposure to theatre in the public schools, enrichment of local culture, and support to community theatre.
- CSC is the only four-year institution in Nebraska that serves “Frontier and Remote (FAR) communities.” The program provides opportunities not otherwise available. Studies show that the performing arts are part of a recognized influence on innovative rural business development.
- Many rural students cannot afford the tuition and living expenses at a larger institution and would be forced to select a different major if theatre were not provided at CSC.
- Graduates earning a subject endorsement in another field, especially language arts, are often expected to oversee school theatrical productions and assist with debate and oral interpretation competitions, making the supplemental endorsement a valuable asset.
- Nine theatre courses meet the requirement for the Essential Studies Program (general education curriculum).
- The program provides co-curricular experiences for non-majors, including the opportunity to write, direct, and perform in plays for conferences offered by other programs.
- The program provides services to local schools and communities, including the Post Playhouse, Theatre West, Black Hills tourist attractions, Job Corps, and the Children’s Theatre Tour.
- The U.S. Bureau of Labor Statistics projects growth in the field between 2016 and 2026. Employment opportunities are available for graduates locally and regionally.

Committee Draft

- A plan has been developed to increase enrollment with a goal of 10 new majors per year:
 - Increase student and parent awareness with a letter for prospective students.
 - Clean up and better manage the information about and application for theatre program assistantships on the website.
 - Add a web page about alumni and their accomplishments.
 - Add photos of productions.
 - Add a web page with guest artist information.
 - Reevaluate the Comprehensive major that requires 48 credit hours. A subject major, requiring 30 credit hours, would allow for a more practical, performance-based curriculum and make it easier to pursue a minor in a field that could enhance employment prospects.
 - Reevaluate the relatively new supplemental teaching endorsement for ways to make it more attractive and realistic for education majors.
 - Consider revising the minor from theatre (general) to theatre performance.
 - Hire guest artists or staff to address a weakness identified by students (lack of contact with professionals).
 - Allocate an additional three to five full-tuition scholarships annually to the program.
 - Rethink the use of human resources. For example, a current tenure-track vacancy might be best filled by someone with a musical theatre background—an area of interest identified by many prospective students.

Committee Comment: The program appears to have stabilized from a low point in the late 1990s, averaging approximately 4 graduates per year. The college has examined the program, acknowledged short-comings, both small and large, and developed strategies to increase interest and enrollment in the program.

Committee Recommendation: Continue the BA in Theatre at Chadron State College.

[The next regular program review is due June 30, 2025.]

**Music—BA and BS
Peru State College
In-Depth Review**

Background:

Year	Average # of graduates*	Average SCH/FTE**	Average SCH	CCPE Action/Notes
1997 (1 st review)	BA/BS 2.4	258	887	Continue with report on need, demand, and efficiency
1999 (report)	4 expected to graduate in 1999 and 4 in 2000	No report	No report	New assessment plan implemented; Continue with understanding that next review will address results of enhanced retention efforts
2004 (2 nd review)	BA/BS 3.4	284	797	Continue with report on number of graduates
2007 (report)	BA/BS 3.4	418	907	Improved efficiency / Continue
2011 (3 rd review)	BA/BS 3.6	481	1,233	Continue with report on enrollments and graduation rates
2014 (report)	BA/BS 4.6	462	1,387	Continue
2018 (4 th review)	BA/BS 4.2	466	1,354	Recent program revision; Continue with an in-depth review
2019 (in-depth review)	BA/BS 4.8	422	1,306	

*CCPE threshold is 7 for baccalaureate programs

**CCPE threshold is 300 for the program (includes all course levels)

Summary of PSC's 2019 In-Depth Review

- The music program is an affordable and accessible option for students in southeast Nebraska, especially those interested in a more rural setting.
- The majority of students in the program are education majors, supporting the mission of the college. Music educators are in high demand:
 - According to the Nebraska Department of Education there were 9.5 unfilled music educator positions in 2017; four had no applicants.
 - Music continues to be on the list of shortage areas for K-12 teachers.
 - Music positions were identified as one of the five hardest positions to fill in a recent survey of 38 districts and systems.
 - Of the 20 PSC graduates since 2010, 18 are employed as educators, many in rural areas.
 - The number of music educators in the state has declined over the past five years with 48 completers in 2017 (source: IPEDS).
- The program trains musicians and presents culturally enriching public performances.
- The Jindra Fine Arts building was extensively renovated in 2011, providing state-of-the-art facilities for the music program.
- Participation in music ensembles is an important strategy for enhancing retention and persistence of majors and non-majors.
- The program recently revised its goals and student learning outcomes.
- The five-year average for number of graduates has been increasing, with seven students graduating in 2015-16, meeting the Commission threshold for that year.

Committee Draft

- The following strategies are being used to recruit new students:
 - \$32,000 in scholarships, with new fall audition days available.
 - The new Performing Arts Center—a selling point for recruitment.
 - New strategies for communicating with prospective students, including a new mailer sent to all-state music students.
 - Faculty visiting local high schools and serving as guest clinicians.
 - Choirs planning to tour local schools.
 - Leverage the software used by the college to communicate directly with students.
 - Recruit adjuncts who are well-known to area teachers and students.
- Recent action taken to improve retention of students:
 - A new music course was designed to better prepare students for advanced courses.
 - The college has implemented retention software, revised probation advising, and increased attention to student financial issues.
- Goals:
 - Recent years have seen smaller entering classes, so the number of graduates is not expected to increase until 2020-21 when they should begin to approach Commission thresholds.
 - A goal of 10 to 12 sophomores by fall of 2020 has been set.

Committee Comment: The program is slowly increasing the number of graduates. The college has identified strategies to bolster recruitment and improve retention.

Committee Recommendation: Continue the BA in Music at Peru State College.

[The next regular program review is due June 30, 2025.]

Institution/Campus: University of Nebr. Medical Center / Scott Campus
Project Name: Munroe Meyer Institute for Genetics & Rehabilitation Facility Replacement
Date of Governing Board Approval: June 28, 2018
Date Complete Proposal Received: November 16, 2018
Date of Commission Evaluation: May 30, 2019

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

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
On-campus HC	2,238.0	2,257.0	2,270.0	2,246.0	2,136.0	2,185.0
Off-campus HC	0.0	0.0	0.0	72.0	7.0	0.0
Online HC	411.0	402.0	412.0	393.0	377.0	424.0
Campus FTE	2,804.1	2,814.4	2,752.4	2,800.8	2,669.3	2,792.9

University of Nebraska at Omaha – Dodge and Scott Campuses
Fall Semester Enrollment by Campus*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
On-campus HC	N/A	13,564.0	13,647.0	13,648.0	13,693.0	13,333.0
Off-campus HC	N/A	491.0	516.0	675.0	811.0	430.0
Online HC	N/A	6,753.0	8,218.0	8,626.0	8,714.0	8,370.0
Campus FTE	N/A	11,281.7	11,435.3	11,685.5	11,712.8	11,498.7

University of Nebraska-Lincoln – Scott Campus
Fall Semester Enrollment by Campus*

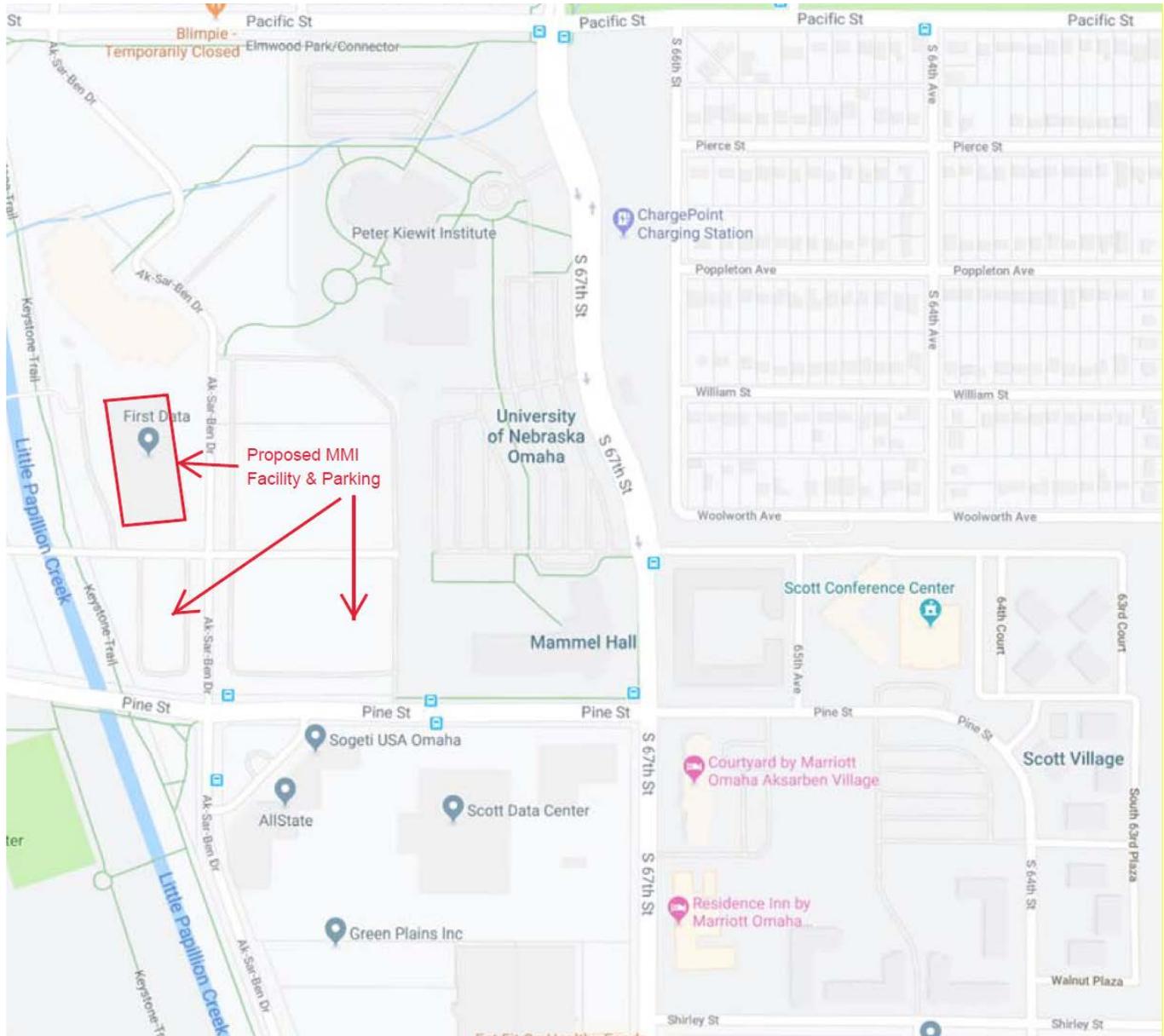
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
On-campus HC	N/A	1,129.0	1,057.0	965.0	949.0	972.0
Off-campus HC	N/A	0.0	0.0	0.0	0.0	0.0
Online HC	N/A	185.0	228.0	173.0	0.0	3.0
Campus FTE	N/A	496.0	520.5	462.3	369.5	454.6

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

Project Description: The University of Nebraska Medical Center is proposing to replace 98,851 gross square feet (gsf) of space in the Munroe Meyer Institute for Genetics & Rehabilitation Facility and 412 South Saddle Creek Building on its main campus, along with off-campus leased space at the Center Mall on 42nd and Center Streets. UNMC would renovate a newly acquired 207,614-gsf facility adjacent to the University of Nebraska at Omaha Scott Campus and

(UNMC Scott Campus / Munroe Meyer Institute for Genetics & Rehabilitation Facility Replacement evaluation continued)

construct 8,268-gsf of new construction on the building's east side for a new main entrance/lobby, indoor & outdoor playground/therapy areas, and an indoor therapy pool. The acquisition includes approximately 805 existing parking stalls located in parking lots to the south and east of the building. A site plan of the new building is provided below (marked as First Data).



The Monroe-Meyer Institute (MMI) is currently housed in a four-story building near 44th Street and Dewey Avenue, comprised of multiple structures, built and expanded over the course of nearly forty years. The 60-year old building is physically and functionally outdated and no longer adequately supports MMI's mission. MMI's facility needs have changed, shifting away from providing both inpatient residential care and outpatient treatment to solely outpatient services,

and from exclusively supplying pediatric care to delivering care throughout the patient's life. The present structure limits MMI's ability to create flexible and unique clinical, treatment, and therapy spaces. Significant deferred maintenance, life-safety, and code compliance issues exist, rendering the present facility a poor candidate for renovation.

The first two buildings constructed on the UNMC campus for MMI (formerly known as the Hattie B. Munroe Home for Convalescing Crippled Children) were a residential home called the Hattie B. Munroe Home (licensed for 56 beds) and the Meyer Therapy Center in 1958-1959. Additions were constructed in 1973, 1992, and 1997 that connected the two original buildings. MMI has expanded over the years to the current 15 departments providing over 50 types of clinical services. Clinical related departments include the Center for Autism Spectrum Disorders, Developmental Neuroscience, Developmental Medicine, Education and Child Development, Genetic Medicine, Human Genetics Laboratory, Occupational Therapy, Pediatric Feeding Disorders, Physical Therapy, Psychology, Recreational Therapy, and Speech-Language Pathology.

The proposed replacement facility, constructed in 2000, would consolidate functions currently located in separate facilities (excluding about 35,000 square feet of space used by the Human Genetics Lab, which will remain on the UNMC campus). The replacement facility would replace and improve upon existing facilities and allow for the expansion of clinical services, allowing the number of clinical visits to grow from 70,000 to 120,000 per year (reducing patient wait times for services). New services provided in the replacement facility would include expansion of Special Olympics athletic services, more comprehensive approaches to adaptive technologies for intellectual and developmental disabilities, establishment of a new enzyme replacement therapy infusion center, and enhancing the Center for Autism Spectrum Disorders to become a more comprehensive lifespan and integrated service.

The University estimates the total project cost of the replacement facility to be \$85,085,210 (\$394/gsf) for acquisition (\$30,436,000 purchase from University of Nebraska Foundation), design, construction, and equipment costs. The proposed project would be funded from \$10 million in facilities bond proceeds, \$67,585,210 in private donations, \$5 million in MMI clinical revenue, and \$2.5 million in UNMC parking funds. Additional state funds are not being requested for an incremental increase in facility operating and maintenance (O&M) costs.

The facilities bond proceeds are available from statutory revisions per LB 957 in the 2016 legislative session. LB 957 extends the current facilities bond program, created by LB 605, for an additional 10 years through FY 2030. State appropriations of \$11,000,000 per year and institutional matching funds (student tuition) up to \$11,000,000 per year are to be used to finance facility repair, renovation, addition, or replacement projects. Subject to the receipt of project approval from the Coordinating Commission for Postsecondary Education, LB 957 permits the issuance of facilities bonds to provide funding for nine additional projects, including "renovation of a privately funded acquisition at the University of Nebraska at Omaha."

Yes

No

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

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." The proposed project would replace an outdated facility with a newly acquired building that meets the MMI's programmatic needs.

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

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

The proposed project would address safety, accessibility, and maintenance issues by relocating MMI into a newly acquired and renovated facility.

Page 4-2 of the *Plan* outlines the following strategy regarding exemplary institutions:

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

students and the state and enhance the institution's regional and national reputation; . . .”

The intent of this proposal is to facilitate an environment that improves health care, outreach, clinical research, and student training through collaborative interprofessional team-based practices and focuses resources on an area of excellence.

Page 4-7 of the *Plan* outlines the following as one of the strategies for funding exemplary institutions: “The state will continue to invest monies for the ongoing and deferred repair and maintenance of existing facilities at the public institutions, and for new facilities when warranted.” This project would address deferred repair needs on the UNMC through replacement of an existing facility.

UNMC's role and mission assignment outlined on page 7-34 of the *Plan* states: “University of Nebraska Medical Center is the University of Nebraska's primary unit for programs in health-related disciplines. This includes responsibility for educating dentists, nurses, pharmacists, physicians, the allied health professions, and biomedical scientists such as toxicologists and pharmacologists.” This project would expand training opportunities for students in many health care disciplines.

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

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

This proposed facility would assist UNMC in attracting additional external research funding by collaborating with federal, state, and private entities.

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

Yes

No

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

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

Yes

No

Comments: While the Monroe-Meyer Institute (MMI) does not offer complete academic programs, it does offer several training opportunities for the following approved academic degree programs pertaining to this proposal:

- Interdisciplinary Graduate Program in Biomedical Sciences;
- Doctorate (PhD) in Medical Sciences Interdisciplinary Area with a concentration in Applied Behavior Analysis;
- Master of Arts (MA) in Applied Behavior Analysis (jointly with UNO);
- Master of Science (MS) and Doctorate (PhD) in Medical Sciences; and
- Masters in Genetic Counseling.

MMI also offers fellowships in Clinical Cytogenetics, Medical Genetics, and Molecular Genetics; Physical Therapy Pediatric Residencies; and Therapeutic Recreation Internships.

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

High Low

Comments: The Board of Regents (BOR) approved the UNMC *Facilities Development Plan 2006-2015* on September 8, 2006. Page 18 of the *Plan* identified increased research laboratory space from an addition to the Munroe-Meyer Institute completed in the past ten years. A follow-up report to the BOR on December 8, 2011, stated, "The Munroe Meyer Institute has outgrown

its current facilities. Programming is in progress to determine space needs for a possible building addition.”

The Board of Regents approved the *UNO Facilities Development Plan 2006-2015* on June 15, 2006. The *Plan* does not discuss possible expansion of the Pacific Campus as acquisition of one of First Data Resource’s buildings was not anticipated at that time.

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

High Low

Comments: The exterior building envelopes for the original MMI facilities have significant deferred maintenance or replacement needs for wall and window systems. The University reports that mechanical/electrical/plumbing systems are largely near or past the end of their useful life and require significant deferred maintenance or replacement.

The proposed replacement facility is in generally good condition, with some minor exterior walkway and parking lot repair needed. Interior lighting and finishes will be replaced as the building layout is adjusted to meet MMI needs.

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

High Low

Comments: The University outlined a number of functional deficiencies in the existing MMI facilities including:

- Current code deficiencies with the Americans with Disabilities Act (ADA) requirements for handicapped accessibility including elevators, restrooms, and adequate wheelchair access;
- Lack of adequate parking;
- Too many and poorly delineated building entrances

- that lack security, access, and clarity of navigation;
- Existing departmental space arrangements that do not promote collaboration between disciplines and better operational efficiency; and
- Lack of flexible, multi-functional, and shared spaces.

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

High Low

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

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

High Low

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

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

High Low

Comments: The Monroe-Meyer Institute helps train UNMC students from multiple disciplines. Overall, the Omaha campus has a stable student population with on-campus headcount enrollment of around 2,200 students over the past five years.

Additional office space needs would be generated primarily by projected increases in clinical and research activity at MMI. Clinical services are projected to expand from 70,000 to 120,000 visits per year. MMI currently generates more than \$7 million in research grant activity.

The University projects that expansion of capacity from this project would allow reduction of patient waiting times for services and expand teaching, training, and clinical research activities.

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

High Low

Comments: Completion of this project would not directly create the need for additional construction projects. The existing MMI and JP Lord buildings (directly north of MMI) would be demolished once all of the occupants have been relocated, including the Human Genetics Laboratory. Potential uses for the existing site would include research and/or clinical expansion that will likely not require state funding.

Existing funds that are used to operate and maintain the existing MMI would be available for facility operating and maintenance (O&M) of the replacement facility. UNMC stated that utilities in the new replacement building would be 1/3 the cost per square foot, with overall costs per square foot about half of what MMI currently costs. These cost savings will allow UNMC to operate the new replacement space (nearly double the square feet) with existing funds.

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

High Low

Comments: The University considered two other alternatives to the proposed replacement facility. New construction on the UNMC campus appeared to be too costly considering the lack of land and parking. Renovation of MMI's existing facilities would not allow for adequate expansion of services or parking for clients, nor could the existing facilities fully meet clinical, research, or outreach services today or into the future.

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

High Low

Comments: Cost savings are not anticipated. However, consolidation of most services into a single replacement facility should enhance effectiveness and efficiencies between departments. In addition, the design of the replacement facility will promote collaboration between disciplines by creating clinical service spaces that will be shared and scheduled between departments.

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

High Low

*Comments: **Construction Costs*** - The University estimate to acquire, design, renovate, and equip a replacement facility for MMI is \$85,085,210 (\$394/gsf). Commission staff's estimate of the total project cost is \$84,763,800 (\$393/gsf) for acquisition and renovation of "green" college laboratory space per *R.S. Means Square Foot Costs* modified to account for local conditions. The University's estimate is \$321,410 (0.4%) higher than Commission staff's estimate. The primary difference between these estimates is in contingency costs.

Operating and Maintenance Costs - The University has stated that no incremental increase in state appropriations will be requested for facility operating and maintenance (O&M) costs. The University stated that they expect significant utility cost savings to help offset the increased square footage of the new facility. Commission staff concurs with this assessment.

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

High Low

Comments: Equal amounts of State appropriations and student tuition would be used to finance long-term bonds that would provide \$10.0 million in funding for this proposal. The use of State funds to replace instructional, research, and public service space is appropriate.

An additional \$67,585,210 in private donations, \$5 million in MMI clinical revenue, and \$2.5 million in UNMC parking funds would be used to complete the acquisition, renovation, and equipping of the former First Data Research building and parking lots.

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

Yes No

Comments: This project will not unnecessarily duplicate existing University instructional or research space.

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

High Low

Comments: The Monroe-Meyer Institute (MMI) is a unique resource to both the Omaha metropolitan area and the State of Nebraska. MMI is one of 68 federally designated University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDDD) and one of 52 Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs in the United States. MMI provides services and support to clients and their families throughout Nebraska.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove

Action: Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska Medical Center’s proposal to utilize State appropriations to renovate and equip a replacement to the Munroe Meyer Institute for Genetics & Rehabilitation as outlined in the governing board approved program statement of June 28, 2018, along with supplemental addendums provided.

Comments: The University and donors are to be commended for the philanthropic efforts to support the Munroe-Meyer Institute’s mission to be world leaders in transforming the lives of all individuals with disabilities and complex health care needs through outreach, engagement, educational programs, research, and patient care. The State appropriations utilized for this project would assist in adequately meeting the educational, outreach, and research facility needs for these programs.

FY2019-20 BUDGET REQUEST COMMITTEE RECOMMENDATIONS

Administrative Budget

	Actual	Actual	Current	Requested
	2016-17	2017-18	Budget	Budget
			2018-19	2019-20
PERSONAL SERVICES				
<i>PSL</i>	894,006	902,946	909,740	934,633
Payroll	843,153	787,315	813,072	838,147
Benefits	222,099	210,720	223,823	229,442
Subtotal	1,065,252	998,035	1,036,895	1,067,589
OPERATING EXPENSES				
Postage	2,704	2,435	3,000	3,000
Freight Expense	0	0	200	200
Data Processing Expense	15,036	28,135	30,208	47,578
Communications - Voice	10,405	10,777	14,000	14,000
Pub. & Printing	7,688	4,848	10,000	10,000
Awards Expense	573	126	200	200
Dues & Subscriptions/SAVE Program	142,267	137,242	140,377	140,377
Conference Reg. Fees	3,754	2,688	1,000	1,000
Electricity Expense (523100)	2,096	2,152	2,500	2,500
Rent Expense - Building, etc.	48,945	48,073	50,579	51,192
Rep & Maint-Office Equip	270	33	0	0
Office Supplies	3,713	1,320	2,000	2,000
Non-Capitalized Equipment	487	486	0	0
Food Expense	3,206	1,432	3,500	3,500
Ed & Rec Supplies	526	371	1,000	1,000
Acctg & Auditing Services	4,458	4,282	4,325	8,420
Purchasing Assessment	224	216	216	216
HRMS Assessment	743	743	743	0
Software - New Purchases	1,172	0	0	0
Insurance Exp.	126	154	200	200
Other Operating Exp.	645	565	800	800
Subtotal	249,038	246,078	264,848	286,183
COMMISSIONER TRAVEL				
Board & Lodging	1,784	1,391	4,000	4,000
Personal Vehicle Mileage	5,090	5,535	7,500	7,500
Misc Travel Expense	283	61	450	450
Subtotal	7,157	6,987	11,950	11,950
STAFF TRAVEL				
Board & Lodging	7,213	1,798	3,000	3,000
Commercial Transportation	2,083	(136)	2,000	2,000
State-Owned Transportation	1,747	1,715	2,000	2,000
Personal Vehicle Mileage	954	652	500	500
Misc Travel Expense	140	211	100	100
Subtotal	12,137	4,240	7,600	7,600
CAPITAL OUTLAY				
Office Equipment	0	0	0	0
Subtotal	0	0	0	0
TOTAL EXPENDITURES	1,333,584	1,255,340	1,321,293	1,373,322
APPROPRIATIONS				
General Fund Appropriation	1,347,463	1,275,304	1,280,270	1,332,299
Cash Fund Appropriation	35,000	35,000	35,000	35,000
Federal Fund Appropriation	6,023	6,023	6,023	6,023
Carry-over	52,359	18,122	79,109	0
TOTAL APPROPRIATIONS	1,440,845	1,334,449	1,400,402	1,373,322
% Change in Expenditures	-1.35%	-5.87%	5.25%	3.94%

FY2019-20 BUDGET REQUEST COMMITTEE RECOMMENDATIONS

Nebraska Opportunity Grant

	Actual	Actual	Current	Requested
	2016-17	2017-18	Budget 2018-19	Budget 2019-20
DISTRIBUTION OF AID				
Distribution of Aid	16,818,261	17,392,229	17,948,302	18,948,302
Subtotal	16,818,261	17,392,229	17,948,302	18,948,302
TOTAL EXPENDITURES	16,818,261	17,392,229	17,948,302	18,948,302
APPROPRIATIONS				
General Fund Appropriation	6,868,156	6,730,793	6,593,430	6,593,430
Cash Fund Appropriation	10,080,146	10,717,509	11,354,872	12,354,872
Carry-over	23,656	0	56,073	0
TOTAL APPROPRIATIONS	16,971,958	17,448,302	18,004,375	18,948,302
% Change in Expenditures	-0.17%	3.41%	3.20%	5.57%

Access College Early (ACE)

	Actual	Actual	Current	Requested
	2016-17	2017-18	Budget 2018-19	Budget 2019-20
DISTRIBUTION OF AID				
Distribution of Aid	1,040,320	914,757	945,600	1,100,000
Subtotal	1,040,320	914,757	945,600	1,100,000
TOTAL EXPENDITURES	1,040,320	914,757	945,600	1,100,000
APPROPRIATIONS				
General Fund Appropriation	945,600	965,300	945,600	1,100,000
Federal Fund Appropriation	0	0	0	0
Carry-over	104,366	4,315	54,858	0
TOTAL APPROPRIATIONS	1,049,966	969,615	1,000,458	1,100,000
% Change in Expenditures	46.48%	-12.07%	3.37%	16.33%

FY2019-20 BUDGET REQUEST COMMITTEE RECOMMENDATIONS

Gap Tuition Assistance

	Actual	Actual	Current	Proposed
	2016-17	2017-18	Budget	Budget
			2018-19	2019-20
PERSONAL SERVICES				
PSL	0	60,600	61,056	26,945
Payroll	38,550	13,795	61,056	26,945
Benefits	9,542	2,456	9,437	4,125
Subtotal	48,092	16,251	70,493	31,070
OPERATING EXPENSES				
Postage	0	11	0	0
Data Processing Expense	312	273	500	500
Communications - Voice	787	109	800	800
Dues & Subscriptions/SAVE Program	98	0	100	100
Conference Reg. Fees	140	0	150	150
Electricity Expense (523100)	0	22	0	0
Rent Expense - Building, etc.	0	436	0	0
Office Supplies	0	13	0	0
Acctg & Auditing Services	0	43	0	0
Other Contractual Serv	0	0	43,000	43,000
Subtotal	1,337	907	44,550	44,550
STAFF TRAVEL				
State-Owned Transportation	222	0	200	200
Total Travel - Staff	222	0	200	200
Subtotal	222	0	200	200
DISTRIBUTION OF AID				
Distribution of Aid	1,175,794	1,440,802	1,351,047	1,391,172
Subtotal	1,175,794	1,440,802	1,351,047	1,391,172
TOTAL EXPENDITURES	1,225,445	1,457,960	1,466,290	1,466,992
APPROPRIATIONS				
Cash Fund Appropriation	1,463,247	1,464,827	1,466,290	1,466,992
Carry-over	0	237,802	244,668	0
TOTAL APPROPRIATIONS	1,463,247	1,702,629	1,710,958	1,466,992
% Change in Expenditures		18.97%	0.57%	0.05%

Guaranty Recovery Fund

				Requested
				Budget
				2019-20
DISTRIBUTION OF AID				
Distribution of Aid				6,000
Subtotal				6,000
TOTAL EXPENDITURES				6,000
APPROPRIATIONS				
Cash Fund Appropriation				6,000
Carry-over				0
TOTAL APPROPRIATIONS				6,000
% Change in Expenditures				100.00%