
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION December 12, 2019 The Apothecary Building 140 North 8th Street Lincoln, Nebraska

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

Public notice of meeting

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON DECEMBER 12, 2019. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 1:00 P.M.

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

DR. DEBORAH FRISON, CHAIR

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

CALL TO ORDER AND INTRODUCTIONS

Chair Deborah Frison called the meeting to order at 8:32 a.m. and asked for introductions.

Commissioners Present

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

Commissioners Absent

Tim Daniels
Dr. Ron Hunter

Commission Staff Present

Dr. Michael Baumgartner	Helen Pope
Dr. Kathleen Fimple	Edie Schleiger
Kadi Lukesh	Gary Timm
J. Ritchie Morrow	Mike Wemhoff

*Dr. Paul Turman, Nebraska State
College System*

PRESENTATION

Dr. Paul Turman, Chancellor at the Nebraska State College System (NSCS), stated he appreciates working with the Commission. He gave a PowerPoint presentation on the 2025 Strategic Plan for the Nebraska State Colleges. He stated there are 35 task force members representing the three state colleges and NSCS. Their goal is student success and completion. He provided a handout on that goal that included a summary and discussion on student retention rates. The task force's top five priorities are student retention rates, degree completion rates, overall graduate placement in Nebraska, total degrees awarded, undergraduate and graduate, and overall student enrollment. Dr. Turman discussed NSCS's National Student Migration Data tool that shows state by state migration patterns and their IPEDs Analysis Data Tool that shows peer data for Nebraska's colleges and universities. He answered questions from the Commissioners.

*Minutes of September 26, 2019,
approved*

MINUTES OF SEPTEMBER 26, 2019, COMMISSION MEETING
Commissioner Bernthal moved that the September 26, 2019, minutes be approved. Commissioner Probyn seconded the motion. A roll call vote was taken. Commission Lauritzen abstained. The remaining eight Commissioners present voted yes. The motion carried.

Chair's report

CHAIR'S REPORT

Chair Frison reported that she attended the Annual Midwest Higher Education Compact (MHEC) meeting November 19-20 in Indianapolis.

Executive Director's report

*Kadi Lukesh presented First Quarter
Report*

EXECUTIVE DIRECTOR'S REPORT

Dr. Baumgartner introduced Kadi Lukesh, Budget Coordinator/Office Manager, who gave an update on the First Quarter Report. Ms. Lukesh stated that the report for administrative funds looks overspent due to large annual fee payments that have been made to Worker's Compensation, MHEC dues, and accounting and auditing services. Ms. Lukesh noted 37% of funds have been spent on the Nebraska Opportunity Grant Program (NOG). She gave a brief report on the Community College Gap Assistance Program and the Access College Early Scholarship (ACE) programs. Dr. Baumgartner added that around 70% of the ACE funds have been distributed to date.

Ms. Lukesh stated there is a fund not listed which is a holding account called the Guarantee Recovery Cash Fund. This fund was established to reimburse any student injured by termination of operation for a for-profit postsecondary institution for the cost of tuition and fees. At this time, The Creative Center is the only institution affected by this, and no payout has been made.

*Dr. Baumgartner discussed dual
enrollment working group*

Dr. Baumgartner reported that the dual enrollment working group with the State Board of Higher Education recently held their fourth and final meeting on November 4, at which priorities and timelines for moving

forward were discussed. The group includes Commissioners Lauritzen and Bernthal, and State Board of Higher Education members Lisa Fricke and Patsy Koch-Johns. Deven Scott and Dr. Sharmila Mann of the Education Commission of the States (ECS) assist the group. Dr. Mann drafted a final report of the working group that focused on five areas: improving communications, making existing connections explicit, increasing the supply of qualified instructors, increasing affordability, and addressing data and reporting. The report will be presented and discussed at the January 23 meeting. Dr. Baumgartner noted that the report has implications for the Commission's work plan for the coming year, including an update to the Comprehensive Statewide Plan.

Dr. Baumgartner attended Commissioner Lauritzen's award ceremony and a dedication ceremony at Nebraska Indian Community College

On October 10, Dr. Baumgartner attended an award ceremony for Commissioner Lauritzen at Northeast Community College, and on October 11, he attended the new building addition and aquaponics facility dedication ceremony at Nebraska Indian Community College in Macy.

Dr. Baumgartner spoke about Community College Gap Assistance Program

Gary Timm, Chief Financial Officer, and Dr. Baumgartner have been working with Sen. Kate Bolz on legislation to extend the Community College Gap Assistance program to the two tribal colleges. They recently met with Judi gaiashkobos, the executive director of the Nebraska Commission on Indian Affairs (NCIA), to discuss building support for the legislation. Last week Mr. Timm made a presentation to the NCIA on the Gap program.

Dr. Baumgartner made a presentation regarding lottery fund allocations at the Education Committee's hearing

On November 15, Dr. Baumgartner made a presentation at the Education Committee's hearing on the distribution of lottery funds, presenting information on the Nebraska Opportunity Grant and the Community College Gap Assistance Fund. By statute, the Education Committee must conduct a lottery study and make recommendations for future allocations of lottery funds by December 31, 2019. Dr. Baumgartner stated that he had recently met with Sen. Mike Groene, Sen. Rick Kolowski, and Nebraska Department of Education staff concerning the programs and addressing their information requests.

Chair Frison and Dr. Baumgartner attended MHEC meeting

Chair Frison and Dr. Baumgartner attended the Midwestern Higher Education Compact (MHEC) meeting in Indianapolis November 19 to 20. MHEC is currently updating its strategic plan, making that conversation a major part of the meeting.

Dr. Baumgartner invited to White House Briefing

Dr. Baumgartner reported that on November 19 he was invited to a White House Briefing on Preparing Students for Financial Success. The focus of the briefing was financial literacy, and Treasury Secretary Steve Mnuchin, Education Secretary Betsy DeVoss, U.S. Treasurer Jovita Carranza, and several other administration officials spoke about efforts to avail more students of financial literacy training.

Dr. Baumgartner participated in ECS meeting in Denver, CO

Dr. Baumgartner noted that last week he participated in the Education Commission of the State's winter meeting in Denver. Along with Commissioner Matthew Blomstedt, they made a joint presentation on Strengthening Dual Enrollment in Nebraska based on recently concluded work.

J. Ritchie Morrow made a presentation at NASFAA training session

J. Ritchie Morrow, Financial Aid Officer, presented at the Nebraska Association of Student Financial Aid Administrators fall training session and is wrapping up his annual audits this week. Dr. Baumgartner noted Mr. Morrow was recognized for 25 years of state service in October.

Dr. Kathleen Fimple participated in MHEC annual military credit meeting and HLC Fall State meeting

Dr. Kathleen Fimple, Academic Programs Officer, participated in MHEC's Multi-state Collaborative on Military Credit annual meeting and the Higher Learning Commission's (HLC) Fall State Meeting last month. Recent changes to the U.S. Department of Education rules governing accreditation and state authorization will have some effect on state rules and processes. HLC will be hosting a call for state agencies in February to continue the conversation. Dr. Baumgartner noted the rules go into effect July 1, 2020.

CCPE recognized for 100% participation at Charitable Giving Campaign picnic

Dr. Baumgartner stated the Coordinating Commission was one of two agencies recognized for 100% participation at the Charitable Giving Campaign picnic at the Governor's mansion. The CCPE office staff is also in the midst of our adopt-a-family Christmas project for Voices of Hope.

Public Hearing on Matters of General Concern

PUBLIC HEARING ON MATTERS OF GENERAL CONCERN

There was no testimony on Matters of General Concern.

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

Public Hearing on Academic Programs Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. David Jackson, University of Nebraska

Dr. David Jackson, Interim Vice Provost at the University of Nebraska, came forward to announce that there were representatives from UNL, UNK, and UNMC present to discuss and answer questions on their agenda items.

Dr. Ryan Teten, University of Nebraska at Kearney

Dr. Ryan Teten, Dean of the new combined College of Arts and Sciences at the University of Nebraska at Kearney, testified on the UNK Philosophy, BA program. Dr. Teten noted the collaboration of the two colleges has presented an opportunity for growth and expansion at UNK. He noted Dr. Peter Longo, the outgoing Dean, was also present to answer questions that may come up.

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

Commissioner Adam acknowledges Committee members

ACADEMIC PROGRAMS COMMITTEE

Commissioner Adam chaired the Academic Programs Committee in Commissioner Hunter's absence. She acknowledged members of the Committee who were on the recent Academic Programs conference call.

Southeast Community College

Southeast Community College – Proposal for a New Instructional Program – Health Science, AS

Dr. Fimple and Mr. Bob Morgan, Southeast Community College, presented the proposal

Dr. Fimple presented the proposal and was joined by Mr. Bob Morgan, Vice President of Program Development, and Ms. Jill Sand, Dean of Health Sciences at Southeast Community College. Mr. Morgan commented that

Jill Sand, Southeast Community College

this program is set up to give students the opportunity to go to a community college and focus on the skills and general studies they need to move on to a four-year institution for a degree in the medical field. It would provide a more focused pathway for their students, and all faculty and facilities are already in place. Dr. Fimple noted that there is a need for this program as a student must be admitted to a program to qualify for federal financial aid. Ms. Sand stated that SCC looks at healthcare shortages in the community to meet the need of employers. They work closely with their four-year partner programs and help to prepare the students with their health science pathway to a degree.

APC Committee recommendation

Commissioner Adam stated the Committee recommendation is to approve the Associate of Science degree in Health Sciences at Southeast Community College.

Southeast Community College New Instructional Program – Health Science, AS approved

Commissioner Adam, on behalf of the Academic Programs Committee, moved to approve the Proposal for a New Instructional Program at Southeast Community College – Health Science, AS. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska Medical Center

University of Nebraska Medical Center – Proposal for a New Instructional Program – Occupational Safety & Health, Graduate Certificate

Dr. Fimple presented the proposal

Dr. Fimple presented the proposal, stating that this is a graduate-level 12-credit-hour program and would be available online. Two courses are required and two are elective from a list of ten. This coursework would meet all or part of the requirements for the OSHA 30-hour General Industry Card, meet the coursework requirements to sit for the Certificate in Industrial Hygiene exam, or satisfy the training requirement for the Certified Occupational Hearing Conservationist credential. Employers polled had interest in their employees earning this certificate, as this program is designed for graduate students, public health professionals, and healthcare providers. Dr. Jackson stated the projected cost is minimal with facilities and staff in place, and that this program represents a packaging of coursework that is beneficial to both students and employers. Dr. Chandran Achutan, Associate Professor, Department of Environmental, Agricultural and Occupational Health, College of Public Health at UNMC, spoke briefly about the OSHA certification and answered Commissioners' questions.

Dr. David Jackson, University of Nebraska

Dr. Chandran Achutan, UNMC

APC Committee recommendation

Commissioner Adam stated the Committee recommendation is to approve the Occupational Safety and Health Graduate Certificate at the University of Nebraska Medical Center.

University of Nebraska Medical Center New Instructional Program – Occupational Safety & Health, Graduate Certificate approved

Commissioner Adam, on behalf of the Academic Programs Committee, moved to approve the Proposal for a New Instructional Program at the University of Nebraska Medical Center – Occupational Safety & Health, Graduate Certificate. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska at Kearney

Dr. Fimple presented the in-depth review

Dr. Jackson comments

Dr. Teten comments

APC Committee recommendation

University of Nebraska at Kearney
Bachelor of Arts in Art History
program continued

University of Nebraska-Lincoln

Dr. Fimple presented the in-depth review

Dr. Christopher Marks, University of
Nebraska-Lincoln

APC Committee recommendation

University of Nebraska-Lincoln Master
of Arts in Art History program
continued

University of Nebraska at Kearney

Dr. Fimple presented the in-depth review

University of Nebraska at Kearney– In-Depth Review of an Existing Program - Art History, BA

Dr. Fimple stated that last year the University identified this program as low producing and conducted an in-depth review and provided a report to the Commission to take action. She reviewed the summary and goals that UNK provided and Dr. Jackson commented that although these are called in-depth reviews as required by statute, the University asks units and administrators to provide an action plan to correct whatever deficiency of performance standard they have been unable to meet. Dr. Teten added he is optimistic of the potential growth of this program since UNK is partnering with the Frank House and the Museum of Nebraska Arts.

Commissioner Adam stated the Committee recommendation is to continue the Bachelor of Arts in Art History at UNK with a report on the Board of Regents' monitoring, including enrollments, majors, and number of graduates, due November 1, 2022.

Commissioner Adam, on behalf of the Academic Programs Committee, moved to continue the Bachelor of Arts in Art History at the University of Nebraska at Kearney. A roll call vote was taken. Commissioners Garman and Probyn abstained. The remaining seven Commissioners voted yes. The motion carried.

University of Nebraska-Lincoln – In-Depth Review of an Existing Program - Art History, MA

Dr. Fimple presented the in-depth review noting the School of Art, Art History & Design is an accredited member of the National Association of Schools of Art and Design (NASAD) and requires that all programs have an art history course. She noted that the program has identified strategies for increasing the number of students. Dr. Christopher Marks, Associate Dean of the Hixson-Lied College of Fine and Performing Arts at UNL, and Dr. Fimple discussed contacting UNL's 10 peer institutions for information and concluded that its production is in line with four of its peers. Dr. Marks answered Commissioners' questions.

Commissioner Adam stated the Committee recommendation is to continue the Master of Arts in Art History at the University of Nebraska-Lincoln with a report on the Board of Regents' monitoring, including enrollments and number of graduates due November 1, 2022.

Commissioner Adam, on behalf of the Academic Programs Committee, moved to continue the Master of Arts in Art History at the University of Nebraska-Lincoln. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska at Kearney – In-Depth Review of an Existing Program - English with a Literature Emphasis, MA

Dr. Fimple presented the review stating that this program was not reported as English Literature until 2018 at which time UNK initiated the in-depth review. Since enrollments were decreasing, the department made several changes including offering graduate courses during the summer. She noted

Dr. Teten comments

this program will be offered online and UNK anticipates an increased enrollment. Dr. Teten added that having the program online will be beneficial for students from rural communities.

APC Committee recommendation

Commissioner Adam stated the Committee recommendation is to continue the Master of Arts in English with a Literature Emphasis at the University of Nebraska at Kearney with a report on the Board of Regents' monitoring, including enrollments, majors, and number of graduates due November 1, 2022.

*University of Nebraska at Kearney
Master of Arts in English with a
Literature Emphasis continued*

Commissioner Adam, on behalf of the Academic Programs Committee, moved to continue the Master of Arts in English with a Literature Emphasis at the University of Nebraska at Kearney. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska-Lincoln

*Dr. Fimple presented the in-depth
review*

University of Nebraska-Lincoln - In-Depth Review of an Existing Program - Modern Languages, PhD

Dr. Fimple presented the review noting the minimum performance standard is three graduates, with UNL being close and doing well to maintain that. The Committee did not see a need for a report on monitoring by the Board of Regents until the next regular program review in 2025. Dr. Jackson stated the program is on track and recognizes the need to up recruiting efforts and the curriculum in order to stay above the performance standards.

Dr. Jackson comments

APC Committee recommendation

Commissioner Adam stated the Committee recommendation is to continue the PhD in Modern Languages at the University of Nebraska-Lincoln.

*University of Nebraska-Lincoln PhD in
Modern Languages continued*

Commissioner Adam, on behalf of the Academic Programs Committee, moved to continue the PhD in Modern Languages at the University of Nebraska-Lincoln. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska-Lincoln

*Dr. Fimple presented the in-depth
review*

University of Nebraska-Lincoln – In-Depth Review of an Existing Program - Natural Resource and Environmental Economics, BS

Dr. Fimple presented the review stating UNL developed a three-point action plan that will assess the curriculum, build a recruitment plan, and explore ways to increase student retention strategy. Dr. Tiffany Heng-Moss, Dean, College of Agricultural Sciences and Natural Resources, and Dr. Larry Van Tassell, Department Head, Agricultural Economics, from UNL came forward to discuss the program and answer Commissioners' questions.

*Dr. Tiffany Heng-Moss and Dr. Larry
Van Tassell, University of Nebraska-
Lincoln*

APC Committee recommendation

Commissioner Adam stated the Committee recommendation is to continue the Bachelor of Science in Natural Resource and Environmental Economics at the University of Nebraska-Lincoln with a report on the Board of Regents' monitoring, including enrollments, majors, and number of graduates due November 1, 2022.

*University of Nebraska-Lincoln
Bachelor of Science in Natural
Resource and Environmental
Economics continued*

Commissioner Adam, on behalf of the Academic Programs Committee, moved to continue the Bachelor of Science in Natural

Resource and Environmental Economics at the University of Nebraska-Lincoln. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

University of Nebraska-Lincoln

Dr. Fimple presented the monitoring report

Dr. Jackson comments

APC Committee recommendation

University of Nebraska-Lincoln – Geography MA and PhD Monitoring Report accepted

University of Nebraska at Kearney

Commissioner Adam and Dr. Fimple presented the monitoring report

Dr. Teten comments

Dr. Peter Longo, University of Nebraska at Kearney comments

APC Committee recommendation

University of Nebraska at Kearney Philosophy BA Monitoring Report accepted

University of Nebraska-Lincoln – Review of Board of Regents Monitoring Report - Geography, MA & PhD

Dr. Fimple presented the review, commenting that this report includes an in-depth report from 2018 and a summary of the 2019 Board of Regents Monitoring Report. She noted there was a review conducted in 2015-2016 that resulted in the College of Arts and Sciences rebuilding the program by adding faculty. The 2019 Board of Regents report gave an update that shows they implemented a plan to meet the minimum performance standards. Dr. Jackson discussed the proposal for creating a new School of Global Integrative Studies that would include geography.

Commissioner Adam stated the Committee recommendation is to accept the monitoring report for the Masters and PhD in Geography from the University of Nebraska-Lincoln.

Commissioner Adam, on behalf of the Academic Programs Committee, moved to accept the Review of Board of Regents Monitoring Report – University of Nebraska-Lincoln – Geography, MA & PhD. A roll call vote was taken. All nine Commissioners voted yes.

University of Nebraska at Kearney – Review of Board of Regents Monitoring Report - Philosophy, BA

Commissioner Adam and Dr. Fimple presented the report. Dr. Fimple stated the program in the past was below threshold consistently, and UNK submitted a plan in their 2018 in-depth review that was very thorough and included productivity goals. In 2019, the Board of Regents Monitoring Report shows they attempted to reach high schools and other departments to collaborate and create programs or courses that might work in other departments without any interest. Dr. Teten stated they currently are working on a complete culture shift by collaborating with other departments and colleges to create what is best for the students. He is a part of these discussions and noted he is optimistic that it will play out in a positive way. Dr. Longo briefly discussed the departments' collaboration with the law college, UNL, and UNO.

Commissioner Adam stated that the committee did not make a recommendation and chose to forward the Regents' monitoring report for the Bachelor of Arts in Philosophy at the University of Nebraska at Kearney to the full Commission. It was noted that the initial 2018 in-depth review asked for a report on enrollments and number of graduates due June 30, 2021.

Commissioner Adam made a motion to accept the Review of Board of Regents Monitoring Report – University of Nebraska at Kearney – Philosophy, BA. Commissioner Lauritzen seconded the motion. A roll call vote was taken. All nine Commissioners voted yes.

Chair Frison called for a break at 11:38 a.m. The meeting resumed at 11:52 a.m.

2018-2019 Existing Program Review

2018-2019 Existing Program Review

Dr. Fimple and Commissioner Adam presented the Existing Program Review for 2018-2019 noting there are many medical and allied health programs listed below performance standards per credit hour/FTE because there are accreditation requirements about faculty/student ratios, which can bring that below threshold. Dr. Fimple noted there are many new programs with low number of graduates, including graduate certificates that do not have a threshold.

University of Nebraska Medical Center

Dr. Fimple presented the program proposal

University of Nebraska Medical Center – Program Requiring Additional Review – Biostatistics, PhD

Dr. Fimple stated there were no degrees awarded over a five-year period in the Biostatistics PhD program at the University of Nebraska Medical Center.

APC Committee recommendation

Commissioner Wilson stepped away from the table

Commissioner Adam stated the Committee recommendation is to continue the University of Nebraska Medical Center's Program – Biostatistics, PhD, with a in-depth review due July 15, 2020.

*University of Nebraska Medical Center
Biostatistics PhD program requiring additional review continued*

Commissioner Adam, on behalf of the Academic Programs Committee, moved to continue the University of Nebraska Medical Center's Program Requiring Additional Review – Biostatistics, PhD. A roll call vote was taken. Commissioner Wilson was not available at the time of the vote. The remaining eight Commissioners voted yes.

Report on Discontinued Programs and Reasonable and Moderate Extensions

Discontinued Programs

Discontinued Programs

1. CCC – Police Services, Diploma
2. UNMC – Community Orientated Primary Care, Grad Certificate
3. UNMC – Pre-Medical Science, Certificate
4. UNMC – Radiation Oncology Physics, Grad Certificate
5. UNMC – Health Policy, Grad Certificate
6. UNK – Medical Technology Comprehensive, BS

Reasonable and Moderate Extensions

Reasonable and Moderate Extensions

1. CCC – Criminal Justice, Diploma
2. MCC – Analog Photography
3. MCC – Digital Photography

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

Steve Schram, Northeast Community College – Norfolk introduced NECC representatives present

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

Steve Schram, Interim College President at Northeast Community College in Norfolk, came forward and introduced those present to discuss the capital construction project on the agenda. Dr. Michele Gill, Interim Vice

President of Educational Services; Corrine Morris, Dean of Agriculture, Math and Science Division; Tara Smydra, Associate Dean of Agriculture, Math and Science Division; Dr. Michael Cooper, Instructor/Director of Veterinary Technician Program; and Kali Eklund, Principal, from Wilkins ADP.

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

Commissioner Adam acknowledged BCF Committee members

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE
Commissioner Adam, Committee Chair, acknowledged Commissioners that were on the recent Budget, Construction, and Financial Aid Committee conference call and noted the committee received a program statement from Northeast Community College in advance with much appreciated information.

Northeast Community College Norfolk Campus

Northeast Community College / Norfolk Campus – Capital Construction Project - Ag & Water Center of Excellence (Phase 1) - Vet. Tech. & Farm Operation/Large Animal Project

Mike Wemhoff, Facilities Officer, presented the proposal

Mike Wemhoff, Facilities Officer, mentioned that before presenting the proposal he wanted to make two observations. One relates to the in-depth planning that the college and their consultants did as they developed a master plan about five years ago including the veterinary technology program, farm operations, and future phases. This included many years of planning. Secondly, the scale of this particular project would not be possible to the extent it is without the assistance of private donors and local industry.

Mr. Schram comments

Mr. Wemhoff presented the project proposal commenting that Northeast Community College is proposing to replace Veterinary Technology and Farm Operations and Large Animal facilities on the existing 500-acre farm adjacent to the Norfolk campus. The new Veterinary Technology Building would consolidate the entire program into a single facility and allow for future expansion. The estimated cost of the project is \$23.4 million with capital improvement property tax levy funds and private donations as fund sources. Mr. Schram noted that the public capital campaign started in August is getting great support from the region. Ms. Morris discussed the current student enrollment in the veterinary tech program, noting there is much more interest than what they can accommodate. They work with the high schools and FFA students and will continue with their efforts to increase interest in all of the agricultural programs. Dr. Cooper stated the demand for graduates is great as clinics are requesting more than one technician and that vet tech is projected to be a high-growth industry. Mr. Schram added the program is vital to the area and that 82% of Northeast Community College agricultural program graduates stay in Nebraska.

Ms. Corrine Morris, Northeast Community College comments

Dr. Michael Cooper, Northeast Community College comments

BCF Committee recommendation

Commissioner Adam stated the Committee recommends approval of Northeast Community College's proposal to utilize up to \$14.0 million in capital improvement property tax funds as part of a \$23.4 million project

to construct and equip Veterinary Technology and Farm Operations/Large Animal space, as outlined in the program statement approved by the Board of Governors on August 8, 2019.

Northeast Community College – Norfolk Campus Capital Construction Project – Ag & Water Center of Excellence (Phase 1) – Vet. Tech. & Farm Operation/Large Animal Project approved

Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Northeast Community College / Norfolk Campus’ Capital Construction Project – Ag & Water Center of Excellence (Phase 1) – Vet. Tech. & Farm Operation/Large Animal Project. A roll call vote was taken. All nine Commissioners present voted yes. The motion carried.

Public Hearing on Planning and Consumer Information Items

PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS

There was no testimony on Planning and Consumer Information Items.

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

Commissioner Probyn acknowledged Committee members

PLANNING AND CONSUMER INFORMATION COMMITTEE

Commissioner Probyn, Committee Chair, acknowledged those Committee members and staff who were on the recent conference call. In Jill Heese’s absence, Dr. Baumgartner will present her report.

Dr. Baumgartner presented the Comprehensive Statewide Plan for Postsecondary Education 2019 Measuring Accomplishments Report

Comprehensive Statewide Plan for Postsecondary Education 2019 Measuring Accomplishments Report

Dr. Baumgartner gave a PowerPoint presentation on the 2019 Measuring Accomplishments Report, noting that this is the fourth edition and is a companion piece to Chapter One of the *Comprehensive Statewide Plan for Postsecondary Education*. The report includes national and peer comparisons as well as non-comparative measures and is updated on an annual basis. Our goal is to be in the top 10 states in the national comparisons and aim for ranking in the top five of the Nebraska public institutions peer groups. Dr. Baumgartner noted the Data Dictionary describes each of the measures in detail. Nebraska is ranked in the top 25 for college continuation rates and six-year completion rates. Nebraska also is in the top 10 for high school graduation rates and ACT college readiness. Dr. Baumgartner gave an update on national comparisons, peer comparisons, and non-comparative measures, and answered questions from the Commissioners.

Next Commission meeting is Thursday, January 23, 2020

FUTURE MEETINGS

The next Commission meeting will be Thursday, January 23, 2020, at the Apothecary Building, 5th Floor loft, Lincoln, Nebraska

Dr. Baumgartner introduced new administrative assistant

COMMENTS OF INTEREST

Dr. Baumgartner introduced Edie Schleiger, the new Administrative Assistant. Ms. Schleiger stated she assists Dr. Fimple and she previously worked at the University of Nebraska.

Meeting adjourned at 12:55 p.m.

ADJOURNMENT

Chair Frison adjourned the meeting at 12:55 p.m.

Quarterly Report as of December 31, 2019

Administrative Funds (Program 640)

	2019-2020 Appropriations	2019-2020 Current Expenditures	Balance Remaining	% of Budget Expended Time Elapsed 50.00%
PERSONAL SERVICES				
PSL	\$934,633			
Permanent Salaries	\$838,147	\$397,722	\$440,425	47.5%
Benefits	\$229,442	\$111,509	\$117,933	48.6%
Subtotal	\$1,067,589	\$509,231	\$558,358	47.7%
OPERATING EXPENSES				
Postage	\$3,007	\$553	\$2,454	18.4%
Communication	\$14,767	\$4,892	\$9,875	33.1%
Freight	\$200	\$0	\$200	0.0%
Data Processing	\$61,000	\$34,732	\$26,268	56.9%
Publication & Printing	\$11,353	\$2,507	\$8,846	22.1%
Awards Expense	\$348	\$247	\$101	71.0%
Dues & Subscriptions	\$29,414	\$5,739	\$23,675	19.5%
MHEC Dues	\$115,000	\$115,000	\$0	100.0%
Conference Registration Fees	\$1,000	\$795	\$205	79.5%
Electricity	\$2,726	\$1,259	\$1,467	46.2%
Rent Expense	\$51,264	\$24,244	\$27,020	47.3%
Office Supplies	\$2,488	\$1,053	\$1,435	42.3%
Food Expenses	\$3,500	\$857	\$2,643	24.5%
Education Supplies	\$1,000	\$0	\$1,000	0.0%
Account & Auditing Services	\$8,420	\$8,420	\$0	100.0%
Purchasing Assessment	\$216	\$216	\$0	100.0%
HRMS Assessment	\$743	\$0	\$743	0.0%
Insurance Expense	\$200	\$64	\$136	32.0%
Other	\$824	\$278	\$546	33.7%
Subtotal	\$307,470	\$200,856	\$106,614	65.3%
STAFF TRAVEL				
Board & Lodging	\$3,000	\$2,540	\$460	84.7%
Commercial Transportation	\$1,500	\$781	\$719	52.1%
State-Owned Transportation	\$2,300	\$1,396	\$904	60.7%
Mileage	\$1,000	\$873	\$127	87.3%
Other	\$178	\$168	\$10	94.4%
Subtotal	\$7,978	\$5,758	\$2,220	72.2%
COMMISSIONER TRAVEL				
Board & Lodging	\$4,000	\$302	\$3,698	7.6%
Commercial Transportation	\$0	\$0	\$0	0.00%
Mileage	\$7,500	\$2,102	\$5,398	28.0%
Other	\$450	\$6	\$444	1.3%
Subtotal	\$11,950	\$2,410	\$9,540	20.2%
TOTAL EXPENDITURES	\$1,394,987	\$718,255	\$676,732	51.5%
General Fund	\$1,353,964	\$716,039	\$637,925	
Cash Fund	\$35,000	\$2,216	\$32,784	
Federal Fund	\$6,023	\$0	\$6,023	
Total	\$1,394,987	\$718,255	\$676,732	51.5%

**Note: The percentage of budget spent without including the MHEC dues is 47.1%.
The MHEC dues are paid in full (\$115,000) during the first month of the fiscal year.**

Quarterly Report as of December 31, 2019

Nebraska Opportunity Grant Program (NOG)

	<i>2019-2020 Appropriations</i>	<i>2019-2020 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
GOVERNMENT AID				
Other Government Aid	\$18,992,414	\$10,148,386	\$8,844,028	53.4%
TOTAL EXPENDITURES	\$18,992,414	\$10,148,386	\$8,844,028	53.4%
General Fund	\$6,637,542	\$3,980,875	\$2,656,667	
Cash Fund	\$12,354,872	\$6,167,511	\$6,187,361	
Total	\$18,992,414	\$10,148,386	\$8,844,028	53.4%

Community College Gap Assistance Program

	<i>2019-2020 Appropriations</i>	<i>2019-2020 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
PERSONAL SERVICES				
PSL	\$26,945			
Permanent Salaries	\$26,945	\$5,202	\$21,743	19.3%
Benefits	\$4,125	\$875	\$3,250	21.2%
Subtotal	\$31,070	\$6,077	\$24,993	19.6%
OPERATING EXPENSES				
Data Processing	\$500	\$0	\$500	0.0%
Communications	\$800	\$0	\$800	0.0%
Dues & Subscriptions	\$100	\$0	\$100	0.0%
Conference Registration	\$150	\$0	\$150	0.0%
Subtotal	\$1,550	\$0	\$1,550	0.0%
STAFF TRAVEL				
Personal Vehicle Mileage	\$200	\$0	\$200	0.0%
Contractual Service-Travel	\$43,200	\$0	\$43,200	0.0%
GOVERNMENT AID				
Other Government Aid	\$1,685,672	\$654,500	\$1,031,172	38.8%
TOTAL EXPENDITURES	\$1,761,492	\$660,577	\$1,100,915	37.5%
Cash Fund	\$1,761,492	\$660,577	\$1,100,915	
Total	\$1,761,492	\$660,577	\$1,100,915	37.5%

Access College Early Scholarship (ACE)

	<i>2019-2020 Appropriations</i>	<i>2019-2020 Current Expenditures</i>	<i>Balance Remaining</i>	<i>% of Budget Expended Time Elapsed 50.00%</i>
GOVERNMENT AID				
Other Government Aid	\$1,100,000	\$0	\$1,100,000	0.0%
TOTAL EXPENDITURES	\$1,100,000	\$0	\$1,100,000	0.0%
General Fund	\$1,100,000	\$0	\$1,100,000	
Total	\$1,100,000	\$0	\$1,100,000	0.0%



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: University of Nebraska-Lincoln (UNL)

Program: Regional and Community Forestry

Award: Bachelor of Science (BS)

Institution's Existing Degree(s) in Same or Similar Discipline: BS in horticulture; urban forestry minor

Proposal Received by Commission: December 6, 2019

Proposed Start Date: Fall 2020

Description

The purpose of the proposed degree is to provide academic training for students interested in careers in urban forest management, arboriculture, urban wildland interface management, green infrastructure, and related fields. The degree would consist of 120 semester credit hours. The major would require a 17 hour core (five courses) and one of two options: urban forestry management (18 credit hours) or arboriculture (19 credit hours). The first option is designed for students interested in managing forests in a human-dominated environment while the second is geared toward those interested in the tree care industry.

Four of the five courses in the core require field sessions or community involvement. Students would also participate in internships provided through partnerships with the Nebraska Forest Service and local and national tree care companies.

The Society of American Foresters (SAF) offers accreditation for urban forestry programs. The curriculum for the proposed program adheres to the SAF guidelines. The School of Natural Resources may seek accreditation after the program is in place at UNL.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

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

UNL reports that global population is becoming increasingly urbanized, with 70% of Nebraska's population living in urban or suburban areas. The proposal cited NEWorks Occupational Projections that indicated approximately 1,700 available forestry jobs and arboriculture professions in Nebraska by 2026, an increase over 2016.

UNL notes that community forests provide large ecosystem services that enhance the environment and human health, reduce energy consumption, increase carbon sequestration, and provide economic benefits to the community. However, changes in climate are stressing urban and community forests and major disease epidemics, native insect infestations, and exotic invasive species pose significant threats. These situations call for professionals trained in urban forestry and arboriculture.

Letters of support were provided from the Arbor Day Foundation, the Davey Tree Expert Company (operating across the U.S. and Canada), the International Society of Arboriculture, the Nebraska Forest Service, and UNL College of Architecture (home to the landscape architecture and community and regional planning programs). Several entities volunteered internships or partnerships. The Nebraska Forest Service made the following comments:

- they would provide two paid internships annually as well as summer jobs
- they would make available the resources of their 15 FTE personnel
- they would provide access to three nearby forested properties
- there are no four-year regional and community forestry programs west of the Mississippi.

Quantitative evidence of need isn't strong, but the qualitative evidence reflects a need for the program.

B. Demand for the Program

High-----Low
√

UNL expects to draw students from urban areas in the state as well as non-Nebraska students from the Great Plains and Intermountain West. To determine demand in Nebraska, UNL conducted several surveys.

- The first was a survey of high school students with the potential to enroll at UNL in fall 2019. Of the 5,657 responses, 540 indicated an interest in pre-forestry.
- The second and third were surveys of stakeholders in urban forestry, arboriculture, and natural resources. There were 186 responses (87%) that indicated a need for the degree program. There were 143 (68%) who reported a current or future (next four years) employee capacity of one to five employees.
- The last survey was of current UNL undergraduate students taking classes in CASNR. Of the 146 respondents, 41 or 28% indicated they would be interested in a degree in forestry, community forestry, or arboriculture. Another 64 students responded "Maybe, with more information."

UNL began offering a minor in urban forestry in 2019. In the fall there were nine students with a declared minor and three more expected in spring 2020. Based on these figures and the survey results, UNL expects to enroll a minimum of five new students in years one and two and ten new students in each of the subsequent three years. Given survey responses and the number of minors, the projections for initial enrollments are reasonable.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are no programs in Nebraska or the Great Plains in regional and community forestry. Texas A and M has a BS in forestry and Colorado State has a degree in forest and rangeland stewardship. Neither has options or areas of emphasis in arboriculture or community forestry. Iowa State offers an urban

and community forestry option within its baccalaureate program in forestry. The majority of forestry programs are found in the wooded areas of the United States, particularly the east coast.

D. Resources: Faculty/Staff

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

UNL states that current faculty would fulfill the teaching, advising, and recruitment needs of the proposed program. There are two faculty members teaching forestry courses and an academic coordinator and recruiter for the School of Natural Resources who would be available to assist the new program. In addition, some of the required courses are taught by faculty from other disciplines such as entomology, horticulture, and plant pathology.

E. Resources: Physical Facilities/Equipment/Information Resources

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

No new facilities would be needed. UNL reports that new equipment would be purchased using grant money from the U.S. Forest Service and the Nebraska Forest Service. The equipment and grant are not included in the budget.

Since UNL already offers courses in forestry and a wide range of programs in natural resources, there should be sufficient resources available to sustain the program.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds	
General Operating	\$25,000	New State Funds	
Equipment		New Local Funds	
		Tuition and Fees *	\$756,000
Five-Year TOTAL	\$25,000	Five-Year TOTAL	\$756,000

* Based on five students in year one, five additional students in year two, and 10 additional students in years three, four, and five, taking 30 credit hours per year at \$252/ credit hour. Only resident tuition was used, although it is expected that non-resident students will also enroll.

Staff Recommendation: Approve the Bachelor of Science degree in Regional and Community Forestry at UNL.

First Program Review Date: Due June 30, 2025.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution:	University of Nebraska-Lincoln (UNL)
Program:	Plant Pathology
Award:	Master of Science (MS) and Doctor of Philosophy (PhD)
Institution's Existing Degree(s) in Same or Similar Discipline:	Doctor of Plant Health; Graduate programs in Biological Sciences with a specialization in plant pathology and Agronomy and Horticulture with a specialization in plant pathology
Proposal Received by Commission:	December 6, 2019
Proposed Start Date:	Upon approval

Background

Plant pathology is the science of plant disease, encompassing the study of the organisms that cause disease; the study of the interaction between causal agents, the plant, and the environment; and the development of strategies for managing or controlling plant disease.

UNL has been offering courses in plant pathology since 1884. The Department of Plant Pathology was created in 1920 in the College of Agriculture for research and experimentation while instruction was provided by the Department of Botany in the College of Arts and Sciences.

Over time the Department of Plant Pathology retained its dual affiliation, with funding and administration coming from the College of Agriculture and graduate degrees awarded by the School of Biological Sciences (SBS). In 2006 the study of plant pathology was formalized with a graduate specialization in plant pathology created in both the SBS and the Department of Agronomy and Horticulture. The curriculum was the same in both units but there was some variation in admission requirements and assessment criteria.

Description

The purpose of the proposed degrees is to consolidate graduate training in plant pathology into a single program, eliminating disparities in admissions and assessment. The MS degree would consist of a minimum of 30 semester credit hours. A core of nine credit hours has been identified. It is expected that most students would write a thesis but a non-thesis option would also be available (36 credit hours). The PhD would require at least 90 credit hours, including a dissertation. The doctoral curriculum would require the same core as the master's with an additional four to five hours. A minor would also be offered. The curriculum is essentially the one that was created in 2006. Consequently, the only new courses needed are those for thesis and dissertation research.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

According to UNL the worldwide yield of staple crops must increase 23% by 2040 in order to feed the projected mid-century human population. However, just a small number of plant pathogens have the capacity to devastate global food security. In addition, trade and climate change have allowed pathogens to relocate to previously pristine environments. Forests and ornamental plants are also suffering. There is a need to train scientists who can identify, understand, and develop strategies to manage plant diseases in today’s global society while also anticipating future needs. The proposal listed examples of government (e.g., USDA, EPA) and non-profit organizations (public policy entities) and corporations (e.g., agricultural consulting companies, botanical gardens, environmental/agricultural law firms) that might employ graduates of the program.

UNL reports that the new degrees would eliminate the current dual identity, giving students a single home department and creating a better sense of community. They would increase the national and international profile of the program, resulting in enhanced recruitment and better positioning the department for external funding and graduates for employment. There are 13 institutions in the United States that have a Department of Plant Pathology; UNL is the only one that does not offer graduate degrees specifically in plant pathology.

Ten letters of support were provided. Five were from UNL faculty and departmental administrators, two were from out-of-state institutions, and one each from the USDA, BASF Corporation, and a UNL extension educator.

The current offerings meet the knowledge needs of students, but the freestanding degrees would enhance the educational experience and employment opportunities. They would also better serve UNL than the specializations.

B. Demand for the Program

High-----Low
√

UNL states that the number of graduate students in biological sciences who were advised by plant pathology faculty ranged from 10 to 20 for more than 20 years. When the specialization was formalized and made available in agronomy and horticulture demand increased. Enrollments in the specialization went from 16 in 2010 to 28 in 2018. UNL expects that most students enrolling in the program would be those who would have enrolled in the specialization, had the degrees not been available. The budget utilizes 25 students in year one, increasing to 35 students in year five. The specializations are likely to be discontinued once the program is fully operational and all students have completed their programs.

Based on these figures, UNL’s enrollment projections are quite reasonable.

C. Avoidance of Unnecessary Duplication

High-----Low
√

There are no institutions in Nebraska awarding a plant pathology degree. The proposal included a list of the 13 institutions in the United States that have a standalone Department of Plant Pathology and that offer graduate degrees. The closest is Kansas State University with a student enrollment of 20. The University of Minnesota enrolls 26 graduate students and North Dakota State University’s program has 48 students.

UNL also offers a Doctor of Plant Health (DPH). The proposal explains that the DPH is a professional program analogous to a veterinary or medical program. It involves primarily coursework supplemented with internships (there is no dissertation). The courses are in plant pathology, weed science, entomology, soil science, agronomy, leadership, and environmental/agricultural policy and

law, with a focus on diagnosing all plant health issues and managing the entire plant production system. The PhD in Plant Pathology would not duplicate the DPH.

D. Resources: Faculty/Staff

High-----Low
√

Since the curriculum for the plant pathology specialization is already being taught, no new faculty would be needed. The Department of Plant Pathology has 18.5 state-supported faculty. (A list of all faculty with their rank, appointment, number of students advised, and courses taught was included.) Of those who teach, 3.03 FTE teaching time is spread over 12 faculty. This is a substantial increase, with four new faculty hired over the past five years. These additions mean that any program growth would not require new hires.

Administrative support would be provided by the current chair of the specializations and an admission committee that would be created following approval of the program. Existing Plant Pathology support staff would assist the program. A portion of one of the current staff positions would be redirected for program coordination. This is reflected in the budget.

Since faculty and support staff are currently providing instruction and administering the specialization program, these resources should be sufficient.

E. Resources: Physical Facilities/Equipment/Information Resources

High-----Low
√

The program would be administered through the Department of Plant Pathology, housed in Plant Sciences Hall on East Campus where conference rooms and classrooms are available. Some faculty are located in Morrison Hall and in the Beadle Center on City Campus. Both are state-of-the-art research facilities. Students would have access to the Plant Pathology Greenhouse Complex that consists of four ranges, 15 rooms, and 11,232 square feet of greenhouse space. No new facilities, equipment, or informational resources would be needed.

G. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		Reallocated Funds ¹	\$54,075
General Operating		New State Funds	
Equipment		New Local Funds	
		Tuition and Fees ²	\$1,897,247
Five-Year TOTAL		Five-Year TOTAL	\$1,951,322

¹Reassignment of .25 FTE of existing office managerial professional position.

² Based on 25 students in year one, 28 in year two, 30 in years three and four, and 35 in year five. Tuition was calculated at 38% of a graduate assistantship (\$25,777 x .38 = \$9,795) plus \$2,186 for health insurance. Annual increases were included.

Committee Comment: This proposal is an elevation of specializations to degree status. There are no significant curricular changes. There are, however, benefits to both students and the university.

Committee Recommendation: Approve the Master of Science and Doctor of Philosophy degrees in Plant Pathology at UNL.

First Program Review Date: Due June 30, 2025.



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska-Lincoln
Name of the new unit: School of Global Integrative Studies
Proposal Received by the Commission: December 6, 2019
Entities participating in the new unit: Department of Anthropology; Geography program; Global Studies program
Proposed Start Date: Fall 2020

Description

The University of Nebraska proposes to create the School of Global Integrative Studies by merging three existing programs within the College of Arts and Sciences: anthropology, geography, and global studies. All three disciplines focus on human populations, but with different approaches. Anthropologists study the cultural and biological aspects of humans across time and space. Geographers also study human populations, but with a focus on how spatial variation in the natural and built environments affects human activities. Social and political institutions are the focus of global studies, usually with a comparative approach.

The school would continue to offer the undergraduate and graduate degree programs currently available within the three disciplines.

- Geography—PhD, MA, BA, BS, and a graduate certificate in geographic information science
- Anthropology—MA, BA, BS, and graduate certificates in forensic anthropology and museum studies
- Global Studies—BA and BS

Field studies and experiences abroad are central to all three disciplines and would be coordinated and often jointly run. Courses for the degrees are in place; new transdisciplinary courses would be developed, including a common capstone course. In time a new transdisciplinary major with disciplinary tracks may be developed and the PhD program may be “re-envisioned.”

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Demonstrated Need

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

UNL states that the world population has grown to 7.7 billion and connections and conflicts among previously more isolated cultures, ethnic groups, and nations affect more people than ever before. The Nebraska economy is deeply intertwined with the global economy, necessitating a workforce that understands global issues.

The proposal also cited forecasts from the U.S. Department of Labor that showed an increasing demand for people with geospatial skills, museum studies, forensic anthropology, and cross-cultural competency and foreign language proficiency. These are areas addressed by the three programs in the proposed school, particularly the graduate certificates.

There would be some administrative savings with the creation of the School of Global Integrated Studies. More importantly, as with many organizational units above the level of department, the presence of the school would attract intra- and extramural research collaborations and enhance opportunities for graduates.

B. Demonstrated Appropriateness of the Unit

High-----Low				
	√			

UNL reports that there is a strong demand for the programs that would be incorporated into the proposed school. Currently there are 385 students enrolled in baccalaureate programs, 33 in master’s programs, and eight in the PhD program. The component units teach more student credit hours than many units on campus and geography teaches more student credit hours per full-time equivalent faculty than any other unit at UNL.

The university expects that with the transdisciplinary focus of the school, the number of students enrolled will increase. The proposal states that there are few institutions in the country with academic units that take an integrative, interdisciplinary approach to the study of human populations. Three that do—Arizona State, Colorado State, and California State-Monterey Bay—report “considerable momentum and visibility” that UNL hopes to attain.

C. Resources: Faculty/Staff

High-----Low				
	√			

The school would be led by a director who is currently the chair of the Anthropology Department. Recently UNL hired two geographers with specialties in human/environment interaction, a forensic anthropologist, and a .5 FTE professor of practice with a specialization in medical anthropology. These new faculty members bring the total instructional staff for the school to 18 permanent faculty with several additional lecturers. The school would also have 1.5 FTE administrative support, a .25 FTE teaching lab coordinator, a 1.0 FTE undergraduate advisor, and business and computer support from the centralized College of Arts and Sciences business unit. Since all of these positions are in place, there is no funding noted in the budget for faculty and staff.

D. Resources: Physical Facilities/Equipment

High-----Low				
	√			

No new physical facilities or equipment would be needed. The component programs are, and would continue to be, housed on the 8th and 9th floors of Oldfather Hall on City Campus. There are administrative, faculty, and shared graduate student offices, meeting and video-conferencing rooms, and geospatial and digital research labs. The college is also in the process of creating a state-of-the-art GIS (Geographic Information Systems) research lab in partnership with the School of Natural Resources. Archeology teaching labs are in Bessey Hall, physical geography and digital teaching labs are in Burnett Hall, and zooarcheology research labs are in Manter Hall. Burnett and Bessey Halls are physically connected to Oldfather and Manter is less than a block from the other three, giving some geographic cohesion to the school.

E. Budget

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff*		Existing Funds	
General Operating		New State Funds	
		New Local Funds	
Five-Year TOTAL	0	Five-Year TOTAL	0

*The School Director's stipend would be reallocated from the Department of Anthropology

Committee Comment: The overall common subject matter of the three component disciplines makes their merger a natural and logical undertaking.

Committee Recommendation: **Approve the School of Global Integrative Studies at UNL.**

Approval of the school does not constitute approval of any new programs or construction projects requiring Commission review now nor in the future.

2018-2019 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2013-2018)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNK	Aviation Systems Management	6,030	408	BS	8.8					
UNO	Aviation	2,795	400	BAV	19.4					
UNO	Public Administration ¹					MPA	44.4	PhD	2.2	Other: Limited funding for doctoral students, same faculty support MPA & PhD
	Public Management					Cert	3.6			
	Urban Studies					MS	5.2			
UNO	Gerontology	6,002	495	BSGE ²	9.7	Cert	7.6	PhD ³	1.5	New
	Social Gerontology			Cert	15.6					
					MA	8.6				
UNL	Landscape Architecture	566	400	BLA	6.0					Need
UNL	Architectural Studies	5,655	577	BSD	44.2					
UNL	Architecture ¹					MS MArch	3.6 26.6			Need
UNL	Interior Design	1,696	602	BSD	22.8					
UNL	Community & Regional Planning ¹					MCRP	9.6			
UNL	Law ¹					JD	111.6			

*For the University, this is SCH/Instructional Faculty FTE.

¹ No undergraduate courses

² 3 year average

³ 2 year average

2018-2019 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2013-2018)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNL	Legal Studies ⁴					MLS	2.2			Need
UNL	Space, Cyber, & Telecommunications Law ⁴ Cyber & Cyber Security Law Cyber & Telecommunications Law					LLM	18.0			
						Cert	0.0			
						Cert	0.0			
UNL	Space Law ⁴					Cert	0.0	JSD	.60	Need
UNK	Journalism/Mass Communication: Advertising: Public Relations Sports Communication Multimedia Journalism	5,550	436							
				BS/BA	8.0					
				BS/BA	.4					
				BS/BA	4.0					
UNL	Ethnic Studies	1,721	628	BA	8.2					
				BS	.40					
UNL	Women's and Gender Studies	1,896	1,848	BA	7.4					
UNL	Environmental Studies	734	733	BA	2.4					
				BS	1.0					
				BSES	20.4					
UNL	Global Studies	538	4,408	BA	40.6					
				BS	1.8					
UNL	Film Studies ⁵			BA	9.4					

⁴ No undergraduate courses

⁵ Interdisciplinary

2018-2019 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation										
Institution	Program	5 yr Average (2013-2018)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNO	General Science ⁶			BA	8.2					
UNO	Multidisciplinary Studies (Concentrations not required)			BMS	86.8					
	Multidisciplinary Studies (Concentrations required)			BMS	241.8					

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation									
Institution	Program	5 yr Average (2013-2018)							
		SCH	SCH/FTE	Associate		Diploma	Certificate	Total Awards	Justification if under Minimum Standards
MCC	Legal Studies	2,306	593	AAS	14.0		10.0	24.0	

⁶ Program does not have any dedicated faculty lines

2018-2019 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

2018-2019 Programs Requiring Additional Review
(Item in bold is under Commission Minimum Performance Standard)

Five Year Average (2013-2018)										
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE#	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNO	Women's and Gender Studies	BA Cert	2.6 0.0	815		918	University is conducting an in-depth review	Continue	Continue with an in-depth review, due 7-15-20	

Commission Minimum Performance Standards

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

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

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

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.	300	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275
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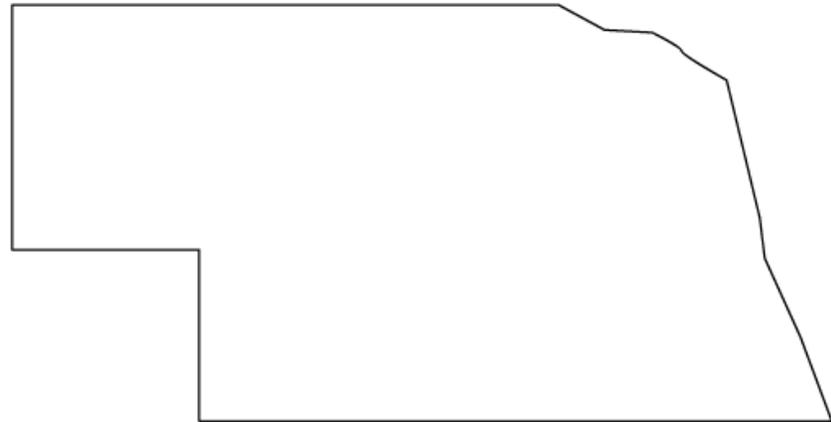
2018-2019 EXISTING PROGRAM REVIEW
(Item in bold is under Commission Minimum Performance Standard)

Justification Key

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

**December
2019**

A Report by the
Coordinating Commission for
Postsecondary Education



***Delivering Courses Beyond
Campus Walls:
A Focus on High Schools***

**Off-campus and Distance Education
by Nebraska Public Institutions
2017-2018**

Delivering Courses Beyond Campus Walls: A Focus on High Schools 2017-2018

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

Delivering Courses Beyond Campus Walls: A Focus on High Schools

Highlights of the Report 2017-2018

Since the early 1990s the Commission has reported on courses offered at distance by public institutions for students in Nebraska. Information on instruction for high school students wasn't initially collected; it was added in 1998-99. Due to the number and ubiquity of distance courses overall, as well as the importance of making college courses available to high school students, the Commission has chosen to collect information solely on distance courses offered for high school students. Distance education enrollment information for fall 2012 through fall 2018 for all Nebraska institutions by student level, distance education status, and distance education location can be found on the Coordinating Commission's enrollment dashboard at ccpe.nebraska.gov/enrollment-dashboard.

Definitions

- Traditional delivery—instructor and students are in the same time and place away from the campus; for example, a face-to-face class in a different town or a location in the community other than the campus.
- Synchronous delivery—instructor and students are in the same time, but not the same place; for example, two-way interactive video, where the instructor is in one location, often on the campus with students in a classroom, and delivers the course at the same time by video to other students at a “receiving” site or sites.
- Asynchronous delivery—instructor and students are in a different time and place; for example, an online course where students work on their own and there is no specified time for the class as a whole to have contact with the instructor.
- Dual or concurrent enrollment—The courses counted in this report are frequently offered for both high school and college credit and are usually called “dual enrollment” or “dual credit” courses in Nebraska. Also included in this report are college courses offered in high schools for which students receive only college credit although they are still enrolled in high school. These are sometimes called “concurrent enrollment” courses. Students who live near a college campus or who elect to take an online course can also earn college credit. These students are not generally counted separately and, therefore, most are not reflected in the high school data presented here.

Numbers of Courses and Students

- All six community colleges, the three state colleges, and the University of Nebraska campuses (except for UNMC) offered courses to high school students in 2017-18 and for the two years prior (Table I).
- In 2015-16 there were 2,699 college courses enrolling 27,164 high school students (duplicated headcount). The number of courses and students took a big jump in 2016-17 with 3,849 courses enrolling 35,355 students. In 2017-18 the numbers were lower, but higher than in 2015-16, suggesting there may have been a reporting error in 2015-16, quite possibly at MCC where the number of courses increased by 351% and number of students by 300% (Table I).
- The number of courses offered in the university sector dropped from 2016-17 to 2017-18, but the number of students served increased by more than 1,200. This was also the case for 2015-16 to 2016-17. At the state colleges both the number of courses offered and the number of students served over the three years represented in Table I declined.
- In 2017-18 the community college sector offered just over 79% of the courses available for high school students while the state colleges offered 6% and the university provided 15% (Table I). This is a similar distribution to 2016-17 but a significant change from 2015-16 when the percentages were 71, 8, and 21, respectively.

Distribution by Sector

- At the university and state colleges the percentage of students served (20% and 8%, respectively, of all students) exceeded the percentage of courses (15% and 6%). The community colleges served 72% of students with 79% of the courses. While these represent a decline over the previous year, that year may have a reporting error. The 2017-18 figures are significantly higher than those for 2015-16.
- In past years, the largest number of courses and students was reported by UNO. Much of UNO's success can be attributed to a partnership between UNO and the Omaha area high schools by which UNO faculty work with high school faculty so that Advanced Placement courses taught in high schools meet UNO requirements and are accepted for college credit.

- However, in 2015-16 the pattern began to change, with some of the community colleges exceeding UNO's numbers. In 2017-18 CCC, MCC, and SCC all offered more courses than UNO; MCC exceeded the number of students reported by UNO.

Delivery Methods

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

- For distance education delivered to all students (not just high school students), asynchronous delivery is by far the most popular in all three sectors, while synchronous is the least-used. For offerings to high school students, however, traditional delivery is most common. Since the Commission began collecting this data, synchronous delivery has been the second most common and asynchronous the least. In 2017-18, however, asynchronous delivery surpassed synchronous (Table II).
- Synchronous delivery was previously used heavily by the community colleges due, in part, to dual enrollment courses offered to high school students at their high school building (Table II). Improving the ability of colleges to offer synchronous courses to K-12 schools was the goal of LB 1208, passed in 2006. The bill provided for improvement in connectivity state-wide and offered incentives for K-12 schools to participate in distance delivery.
- LB 1208 did greatly improve connectivity in the state but did not result in a significant increase in the number of synchronous courses offered by the community colleges. In 2017-2018 the community college sector was the only sector reporting synchronous delivery for high school students.
- The state colleges previously offered dual credit courses relying heavily on traditional delivery, with a few courses offered asynchronously. In 2017-18 all three institutions reported courses utilizing solely traditional delivery with the exception of eight asynchronous courses at PSC (Table II).
- Similarly, UNO and UNK offer all of their dual credit courses traditionally, but UNL and NCTA offer their dual credit entirely as asynchronous courses (Table II).

Subject areas

Almost every type of course is offered at distance to high school students. Table III identifies the disciplines in which the courses were offered.

- Of special note is the tradition of the community colleges to report the vast majority of their academic transfer courses (e.g., English, science, math, and social science) under Liberal Arts and Sciences (CIP 24), which therefore represents a wide range of courses. This tradition results in Liberal Arts and Sciences being the discipline with the most offered courses.
- Liberal arts and sciences courses are also the kinds typically offered by the four-year institutions. The most offered courses in the state college sector were in math and English language and literature. At the university they were foreign language and social science. It is logical that these courses would be popular for dual credit offerings. They are often courses that would fulfill general education requirements at both two-year and four-year institutions. They are also the courses most likely to be accepted in transfer from one institution to another.
- Beyond the liberal arts and sciences courses, the community colleges focused on the technical and career training that is primary in their role and mission.
- Table IV shows the course offerings by institution within the community college sector—the sector providing the largest number of courses. MCC offered the widest variety of courses. After liberal arts and sciences the largest number of courses was in precision production offered at all six institutions. Health professions courses were offered at all the colleges except MPCC. Business courses were also available from all six colleges.

Accessibility

Accessibility is often thought of in terms of location. Students in rural areas, for example, may not have courses provided at their high school due to the remote location. However, students should have access to a *variety* of courses as well. For example, if English Comp I is offered every semester but English Comp II is rarely or never offered the student is not able to take full advantage of dual enrollment.

Accessibility: Course Variety

- Table V is a summary of all courses offered by all institutions more than 10 times in 2017-18. There are seven courses that were offered at least *twenty* times at one institution and also offered by at least one additional institution. College Algebra was offered most often followed closely by English Comp I.
- In addition to the seven courses offered at least 20 times, Calculus with Analytic Geometry and Biology were also popular.
- Within the list of courses offered more than 10 times is a wide variety of topics, ranging from history and government to welding and shop practices (right-hand columns of Table V).

Accessibility: Course Location

- Asynchronous courses can be accessed from almost any location across the state. Therefore, the institutions do not usually report locations for students taking courses asynchronously.
- The state is well-covered, especially when low population areas are taken into consideration. Table VI lists the locations reported by the institutions. Simply as a means to organize the data, the locations are grouped by community college area. Courses offered at a location within the community college area are enumerated by the sector offering the course. Because institutions may offer courses outside their geographic service area (with permission from the Coordinating Commission), a number in any of the columns does not necessarily mean that all of the courses were provided by the closest institution.
- Students in the state's larger cities naturally have more opportunity for dual enrollment courses.
 - 129 courses were offered at Grand Island High School and 124 at North Platte High School.
 - In addition to the courses at the various high schools in Lincoln, Southeast Community College offered 135 courses at its Career Academy in partnership with Lincoln Public Schools.
 - The large number of courses available in Omaha don't appear as a single figure because the institutions report for all the individual public and private high schools in the Omaha metro area. If totaled, there would be well over 400 courses in the immediate metro area.

- Small communities of course have fewer opportunities, but the institutions do reach them. Towns such as Homer (population 541), Dalton (population 314), and unincorporated Harrisburg each had at least two courses offered in 2017-18.
- What Tables V and VI do not show is which courses were offered in the locations. For example, a location may show four courses. That could represent four different courses, one course offered four times, or some combination of offerings.

TABLE I
Summary of College Courses Offered to High School Students in Nebraska by Public Institution
(duplicated course and headcount)
2015-2018

Institution	2015-16		2016-17		2017-18	
	# Courses	# Students	# Courses	# Students	# Courses	# Students
UNK	1	5	1	3	46	671
UNL	40	158	48	361	50	405
UNO	480	4,535	456	4,924	354	5,503
NCTA	34	589	22	167	11	102
University Total	555	5,287	527	5,455	461	6,681
CSC	20	210	21	213	13	181
PSC	164	2,227	168	2,258	133	1,917
WSC	33	391	39	579	40	476
State College Total	217	2,828	228	3,050	186	2,574
CCC	544	3,994	604	4,481	584	4,503
MCC	434	4,812	1,525*	14,428*	673	8,747
MPCC	290	1,837	343	2,329	280	2,851
NECC	301	1,847	254	1,794	305	2,336
SCC	300	2,839	275	2,625	483	4,848
WNCC	58	720	93	1,193	147	1,038
Community College Total	1,927	16,049	3,094	26,850	2,472	24,323
Grand Total	2,699	27,164	3,849	35,355	3,119	33,578

*Possible reporting error

TABLE II
Number of Courses Offered to High School Students by Delivery Method
2016-18

Institution	2016-17				2017-18			
	Synch	Asynch	Tradition	Total	Synch	Asynch	Tradition	Total
UNK	1	0	0	1	0	0	46	46
UNL	0	48	0	48	0	50	0	50
UNO	0	0	456	456	0	0	354	354
NCTA	0	22	0	22	0	11	0	11
University Total	1	70	456	527	0	61	400	461
CSC	0	0	21	21	0	0	13	13
PSC	0	18	150	168	0	8	125	133
WSC	0	23	16	39	0	0	40	40
State College Total	0	41	187	228	0	8	178	186
CCC	140	185	279	604	63	191	330	584
MCC	0	0	1,525*	1,525*	0	23	650	673
MPCC	113	0	230	343	59	9	212	280
NECC	48	0	206	254	37	40	228	305
SCC	18	10	247	275	19	85	379	483
WNCC	0	0	93	93	15	20	112	147
Community College Total	319	195	2,580	3,094	193	368	1,911	2,472
Grand Total	320	306	3,223	3,849	193	437	2,489	3,119

*Possible reporting error

TABLE III
Number of High School Course Offerings by Discipline (CIP Code) and Sector 2017-18
 (Shaded areas indicate largest number of courses in the sector)

CIP Code	Description	University of Nebr	State Colleges	Community Colleges	Total
1	Agriculture	18		41	59
3	Natural Resources & Conserv	1			1
4	Architecture & Related Svcs	2			2
5	Ethnic/Cultural Studies	3			3
9	Communication		1		1
10	Communications Technology			15	15
11	Information Sciences	37	3	80	120
12	Culinary			21	21
13	Education	15	10		25
15	Engineering Technology		1	44	45
16	Foreign Language	54	2		56
19	Family/Consumer Science	13		40	53
22	Legal Professions & Studies			1	1
23	English Language/Lit	51	37	49	137
24	Liberal Arts & Sciences	1		1327	1328
26	Biology	40	12		52
27	Math	38	59	96	193
31	Parks/Leisure Studies	9			9
32	Basic Skills (non-credit)			14	14
38	Philosophy/Religion	4			4
40	Physical Science	44	11		55
42	Psychology	16	10		26
43	Security/Protective Svcs			11	11
45	Social Science	52	11	2	65
46	Construction			47	47
47	Mechanic & Repair			53	53
48	Precision Production			292	292
49	Transportation	3			3
50	Arts	17	2	15	34
51	Health Professions	3		193	196
52	Business	9	13	131	153
54	History	31	14		45
	Total	461	186	2472	3119

TABLE IV
Number of High School Course Offerings by Discipline (CIP Code)
and Institution within the Community College Sector
2017-18

CIP Code	CCC	MCC	MPCC	NECC	SCC	WNCC	Total
1 - Agriculture		2	6	2	27	4	41
10 – Communications Tech	13	2					15
11 - Information Sciences	24	23		1	29	3	80
12 - Culinary		3			18		21
15 - Engineering Technology	22	10	2	2	6	2	44
19 - Family/Consumer Science	7	13		2	16	2	40
22 – Legal Prof. & Studies		1					1
23 - English Language/Lit				49			49
24 - Liberal Arts & Sciences	340	377	237	95*	203	75	1327
27 - Math				96			96
32 - Basic Skills (non-credit)	1	1	2			10	14
43 - Security/Protective Svc	2	2			5	2	11
45 – Social Science				2			2
46 - Construction	26	2	2		12	5	47
47 - Mechanic & Repair	36	6	2	1	2	6	53
48 - Precision Production	59	123	17	6	80	7	292
50 - Arts	3	9	1			2	15
51 - Health Professions	31	50		37	54	21	193
52 - Business	20	49	11	12	31	8	131
Total	584	673	280	305	483	147	2472

Shaded areas indicate the largest number of courses excluding CIP 24

*Other institutions reported English and Math in CIP 24. If those two are folded into CIP 24 for NECC, the total is 240.

TABLE V
Courses Offered More than 10 Times in 2017-18 and Number of Times Offered
 (Courses offered less than 10 times at one campus but more than 10 at another may be listed for comparison)

Courses Offered at Least <u>20</u> Times at One Institution <u>and</u> Offered by Multiple Institutions									
Institution	College Algebra	Trigonometry	English Comp I	English Comp II	Intro to Psych	Public Speaking	Nurse Asst	Other (fewer than 20 but not offered elsewhere or offered between 10 and 20)	
CCC	32	1	47			40	15	Writing and Research Intro to Sociology Intro to Literature Analytic Geometry/Calculus I American Government American History II Applied Statistics Basic Shop Practices Basic Shop Practices—Fastener General Biology	28 13 13 13 12 12 12 11 11 10
MCC	34	15	35	25	7	21	9	Financial Literacy Human Relations Skills Information Systems & Literacy Introduction to Literature General Biology Analytic Geometry & Calculus World Civilization. from 1500 to Present World Civilization Prehistory to 1500 Oxy-Acetylene Welding SMAW (Sheet Metal Arc Welding) – Flat GMAW (Gas Metal Arc Welding) - Steel I U.S. History from 1865 U.S. History to 1877 American National Government GMAW - Steel II	25 17 17 17 15 14 13 13 13 12 12 12 11 11 11
MPCC	29	6	24	22	5	8		Elementary Statistics	13
NECC	28	27	27	7	21	13	16	Analytic Geometry and Calculus I Applied Statistics Introduction to Literature General Biology American History II	19 18 12 11 10
SCC	22	9	24	7	23	11	21	Applied Statistics Calculus & Analytic Geometry I GMAW Theory GMAW Lab I Introduction to Literature Introduction to Sociology	19 15 12 12 11 10
WNCC	19		10		2	2	6		

TABLE V

Institution	College Algebra	Trigonometry	English Comp I	English Comp II	Intro to Psych	Public Speaking	Nurse Asst	Other (less than 20 but not offered elsewhere or offered between 11 and 20)	
CSC	1								
PSC	12		14	2	8			Appreciation of Literature Calculus with Analytic Geometry	14 12
WSC	6				1				
UNL					2				
UNO					14			Intro to Applied Stats for IST Genre Studies Poetry/Drama Genre Studies Prose Biology I Biology II Calculus I Intro to American Government Calculus II Intro to Education General Physics I with Algebra Intermediate Spanish II	20 19 19 18 18 17 17 12 12 11 11
Totals	183	58	181	63	83	95	67		

TABLE VI
High School Course Locations and Number of Courses by Sector
2018-2019

	<u>CC</u>	<u>NSCS</u>	<u>NU</u>		<u>CC</u>	<u>NSCS</u>	<u>NU</u>
<u>Central Community College Area</u>				Grand Island Central Catholic High School	5		
Albion/Boone High School	8			Grand Island Northwest High School	7		
Alma High School	2			Greeley High School	1		
Amherst High School	5			Gothenburg High School	1		
Arapahoe High School	4			Hampton High School	1		
Arcadia High School	3			Harvard High School	5	2	
Aurora High School	3	3		Hastings High School	80		2
Bertrand High School	2			Hastings-Adams Central High School	4		
Blue Hill High School	3			Holdrege High School	36		
Brainard/East Butler High School	3			Holdrege/LC High School	2		
Cambridge High School	3			Howells-Dodge High School	4		
Central City High School	3		1	Humphrey Public Schools	1		
Centura High School	4			Humphrey Saint Francis High School	1		
Columbus High School	66			Kearney Catholic High School			5
Columbus Lakeview High School	4			Kearney High School	75		26
Columbus Scotus High School	3			Leigh High School	3		
Cozad High School	6			Lexington High School	57		3
Cross County High School (Stromsburg)		1		Lindsay/Holy Family High School	1		
David City High School	1			Litchfield High School	2		
David City Aquinas High School	1	3		Loomis High School	6		
Deshler High School	2			Nelson High School	3		
Doniphan-Trumbull High School	4			Ord High School	15		
Elgin/Pope John High School	3			Osceola High School	3		
Elm Creek High School	1			Overton High School	2		
Elwood High School			2	Oxford/Southern Valley School	2		
Fairfield/Sandy Creek High School	18			Pleasanton High School	6		
Fullerton High School	3	4		Polk High School	2		
Genoa/Twin River High School	2			Ravenna High School	4		
Gibbon High School			2	Riverside High School (Cedar Rapids)		2	
Giltner High School	2			Roseland/Silver Lake High School	2		
Grand Island High School	128		1	Schuyler High School	2	2	

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2018-2019

	<u>CC</u>	<u>NSCS</u>	<u>NU</u>		<u>CC</u>	<u>NSCS</u>	<u>NU</u>
<u>Central Community College Area, Cont</u>				Marian High School (Omaha)	1		7
Shelby-Rising High School	6			Mercy High School (Omaha)			2
Shelby Public Schools	1			Millard Academy			6
Shelton High School	1		1	Millard Horizon High School (Omaha)	21		
St Edward High School	3			Millard North High School			17
St Paul High School	5			Millard South High School	41		19
Sumner/Eddyville High School	4			Millard West High School	8		23
Sutton High School	2			Mt Michael High School (Elkhorn)			3
Wood River High School	4			North Bend High School		5	
				North High School (OPS)	13		16
<u>Metro Community College Area</u>				Northwest High School (OPS)	10		9
Archbishop Bergan Catholic (Fremont)	1			OPS Career Center Kitchen	5		
Arlington High School	12			Papillion LaVista High School	3		12
Bellevue East High School	5		13	Papillion-LaVista South High School			14
Bellevue West High School	4		21	Pipal Park Community Center	1		
Bennington Public School	4	2	2	Platteview High School	6		5
Benson High School (OPS)	2		8	Ralston High School	4	1	11
Blair High School			3	Roncalli Catholic High School (Omaha)	1		4
Bryan High School (OPS)	6		8	Scribner High School	4		
Brownell-Talbot High School (Omaha)			5	Skutt Catholic High School (Omaha)			15
Burke High School (OPS)	7		24	South High School (OPS)	6		10
Central High School (OPS)	6		23	Westside High School (Omaha)	6		22
Creighton Prep High School (Omaha)			22				
Douglas County West High School	16		2	<u>Mid-Plains Community College Area</u>			
Elkhorn High School			6	Arcadia High School	1		
Elkhorn South High School			3	Arnold High School	4		
Fremont High School	18			Arthur High School	6		
Fremont Area Center	7			Bartlett High School	4		
Fort Calhoun High School	10	1		Broken Bow High School	17		
Gretna High School	25			Benkelman High School	6		
Logan View Jr/Sr High School (Hooper)	5			Bradshaw High School	3		

TABLE VI
High School Course Locations and Number of Courses by Sector
2018-2019

	<u>CC</u>	<u>NSCS</u>	<u>NU</u>		<u>CC</u>	<u>NSCS</u>	<u>NU</u>
<u>Mid-Plains Community College Area (Cont)</u>				<u>Northeast Community College Area</u>			
Burwell High School	1			Ainsworth High School	6		
Callaway High School	7			Bancroft Rosalie High School	14		
Clarkson High School	2			Battle Creek High School	6		
Dunning High School	7			Beemer Elementary	7	4	
Exeter High School	1			Bloomfield Jr Sr High School	2		
Grant High School	2			Boyd County School (Spencer)	8		
Hayes Center High School	1			Burwell Jr Sr High School	4		
Hershey High School	6			Chambers High School	4		
Hyannis High School	1			Clearwater High School	1		
Imperial High School	24			College Center, South Sioux City	3		
Maxwell High School	2			Creighton Community Schools	9		
McCook High School	34		2	Elgin High School	4		
Merna High School	2			Elkhorn Valley High School (Tilden)	8		
Mullen High School	1			Emerson Hubbard High School	4		
North Platte High School	124			Ewing High School	1		
Ogallala High School	35			Guardian Angels CC High School (West Pt)	8		
Oshkosh High School	7			Hartington Newcastle School	6		
Paxton High School	2			Hartington Cedar Catholic High School	1		
Sargent High School	5			Homer High School	2		
Stapleton High School	7			Humphrey Jr Sr High School	1		
Sumner High School	4			Industrial Training Bldg (South Sioux City)	3		
Sutherland High School	2			Keya Paha County High School	1		
Taylor High School	6			Laurel Concord Coleridge	6		
Thedford High School	1			Lindsay Holy Family School	1		
Trenton High School	7			Luther High Northeast (Norfolk)	2		
Tryon High School	1			Lyons Decatur High School	2		
Valentine High School	4			Madison Senior High School	4		
Wallace High School	21			Neligh Oakdale High School	1		
Wauneta High School	6			Newman Grove High School	9		
				Norfolk Catholic High School	1		

TABLE VI
High School Course Locations and Number of Courses by Sector
2018-2019

	<u>CC</u>	<u>NSCS</u>	<u>NU</u>		<u>CC</u>	<u>NSCS</u>	<u>NU</u>
<u>Northeast Community College Area, (Cont)</u>				<u>Southeast Community College Area, (Cont)</u>			
Norfolk Senior High School	28			Centennial Public School (Utica)	1	8	3
North Bend Central High School	1			Crete High School	7		
Oakland Craig Senior High	4	1		Deshler Public School	2		
O'Neill Extended Campus	12			Diller-Odell High School		1	
O'Neill High School	4			Elmwood-Murdock High School	8		
Osmond High School	2	2		Exeter-Milligan High School	1	2	
Pender High School	7			Fairbury High School	3	3	
Pierce Jr Sr High School	9	1		Falls City High School	7	3	1
Plainview High School	4			Fillmore Central High School	6		
Pope John XXIII High School (Elgin)	5			Friend High School	2		
Rock County High School (Bassett)	4			Home School	1		
Saint Mary's High School (O'Neill)	4			Humbolt High School		5	
South Sioux City High School	2	9		Johnson-Brock High School	6	5	
Stanton High School	1			Lewiston Consolidated	2		
Tekamah Herman High School	3			Lincoln Campus	1		
Wakefield High School	5			Lincoln Christian High School	1		
Wausa High School	1	1		Lincoln East High School	2		3
Wayne High School	4			Lincoln High School	1		
West Holt High School (Atkinson)	4	1		Lincoln North Star High School	10		
West Point Beemer High School	19			Lincoln Northeast High School	9		
Wisner Pilger High School	8			Lincoln Southeast High School	5		
				Lincoln Southwest High School	8		
<u>Southeast Community College Area</u>							
Ashland-Greenwood High School	18			Louisville High School			5
Auburn High School		1		McCool Junction Public School		1	
Auburn ESU #4		5		Mead Public School	5		
Beatrice ESU #5		10		Milford High School	9		
Beatrice High School	17			Nebraska City High School	19	4	
Bryan Community High School (LPS)	1			Nebr City Lourdes Central High School		3	
Cedar Bluffs High School	1	2		Nebr Evangelical Lutheran (Waco)		1	
				Norris High School	18	3	

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High School Course Locations and Number of Courses by Sector
2018-2019

	<u>CC</u>	<u>NSCS</u>	<u>NU</u>		<u>CC</u>	<u>NSCS</u>	<u>NU</u>
<u>Southeast Community College Area, (Cont)</u>				<u>Western NE Comm College Area, (Cont)</u>			
Palmyra-Bennett High School	1			Gordon High School	3		
Pawnee City Public School	7	1		Harrisburg High School	2		
Plattsmouth High School	3		5	Hendersen High School	1		
Raymond Central High School	12		1	Hyannis High School	2		
Schickley High School	3	4		Kimball High School	1		
Seward High School	14			Minatare High School	1		
Syracuse-Avoca-Dunbar High School	2	8		Mitchell High School	3		
Tecumseh High School			7	Morrill High School	3		
The Career Academy (LPS)	135			Oshkosh High School	2		
Thayer Central High School	7			Potter High School	1		
Tri-County Public School (DeWitt)			5	Scottsbluff High School	71	1	
University of Nebraska High School			8	Sidney High School	7	5	
Wahoo High School	18						
Waverly High School	16						
Weeping Water High School	3						
Wilber-Clatonia High School	6						
York High School	10		13				
Yutan High School	11						
<u>Western NE Comm College Area</u>				CC=Community Colleges			
Alliance High School	7			NSCS=Nebraska State College System			
Bayard High School	3			NU=University of Nebraska			
Big Springs High School	1						
Bridgeport High School	4						
Chadron High School	1						
Chappell High School	1						
Cody High School	1						
Crawford High School	3						
Dalton High School	4						
Gering High School	9		2				

INFORMATION ITEMS

A. Discontinued Programs

1. UNMC – Community Oriented Primary Care, Grad Certificate

B. Reasonable and Moderate Extensions

1. UNL – Forensic Anthropology, Graduate Certificate
2. UNL – World Language Teaching: Spanish, Graduate Certificate

Institution/Campus: Southeast Community College / Lincoln Campus
Project Name: Main Building Master Plan Phases 2 & 3 - Student and Academic Support renovation/addition
Date of Governing Board Approval: November 19, 2019
Date Complete Proposal Received: November 21, 2019
Date of Commission Evaluation: January 23, 2020

Southeast Community College – Lincoln Campus
Fall Quarter Enrollment by Campus*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
On-campus HC	5,743.0	5,063.0	5,134.0	4,985.0	5,247.0	5,194.0
Off-campus HC	49.0	21.0	134.0	539.0	751.0	452.0
Online HC	2,826.0	3,305.0	3,151.0	3,121.0	3,144.0	3,184.0
Campus FTE	4,678.2	4,564.6	4,380.5	4,655.1	4,435.5	4,404.8

* Source: Supplemental enrollment by campus forms. Includes full-time, part-time, and non-credit headcount (HC) enrollment. Full-time equivalent (FTE) enrollment based on 15 quarter credit hours and 300 quarter contact hours for non-credit courses.

Project Description: Southeast Community College is proposing to construct a 30,727 gross square foot (gsf) two-story addition, renovate and address fire and life safety codes in 80,038 gsf, and install fire sprinklers in the gymnasium in the Lincoln Campus’ Main Building at 88th and ‘O’ Street. The proposed addition and partial renovation would comprise Phases 2 and 3 of a multi-year plan to renovate and address fire and life safety codes throughout the building. A floor plan of the SCC Lincoln Campus Main Building is provided on the following page that highlights the affected areas.

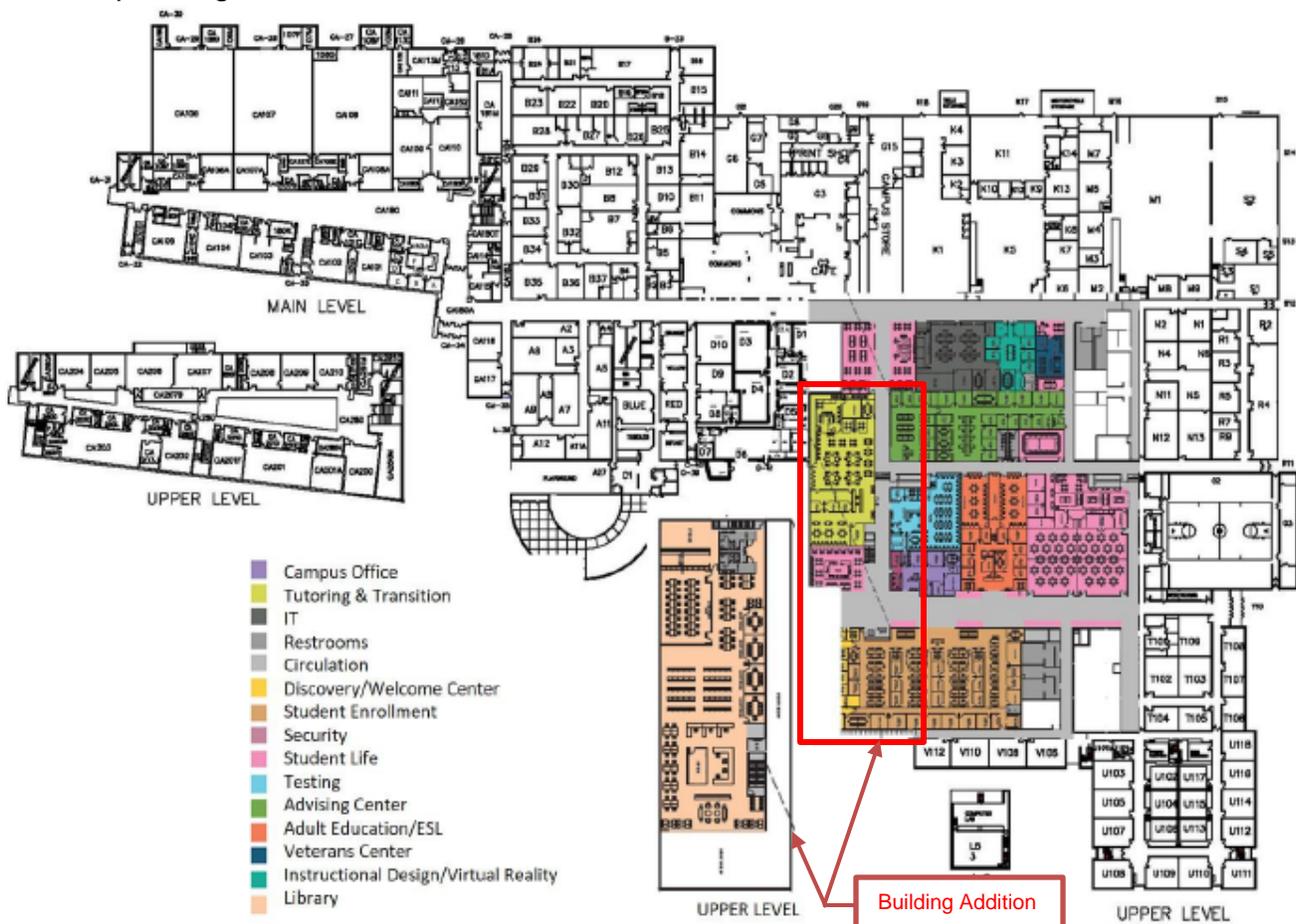
SCC’s Main Building on the Lincoln Campus is a 371,322-gsf facility originally constructed in 1979 with multiple additions completed over the past four decades. The proposed project would affect all academic and student support spaces at the college. Areas involved include Academic Advising, Accommodations Resource Office, Adult Education/English as a Second Language (ESL) Center, Career Services, Counseling Assistance Program for Students (CAPS), Instructional Design Center, Information Technology, Library, Student Accounts, Student Life Spaces, Student Enrollment, Student Success Center, Safety/Security/Campus Office, Testing Center, Tutoring and Transitions Lab (aka Tutoring and Learning Commons), and the Veteran’s Connect Center. The renovation would also remove four existing classrooms and repurpose this space to improve academic and student support services.

The proposed new building addition would provide additional space to allow for individual advising and counseling offices (in lieu of existing cubicles), additional IT and Instructional Design Center lab and storage space, increased Student Enrollment/Student Accounts/Career

(SCC-Lincoln / Main Building Master Plan Phases 2 & 3 - Student and Academic Support renovation/addition evaluation continued)

Exploration space, separate Tutoring and Learning Commons space for students, and additional Student Life space.

The college is estimating a total project cost of \$30.7 million (\$242/gsf). The source of funding would be capital improvement property tax levy funds from the Capital Improvement Fund and \$2.46 million in private donations or other funding sources for new and replacement equipment. The college estimates an incremental increase in facility operating and maintenance (O&M) costs of \$52,000 (\$1.69/gsf/year) associated with the building addition funded from the college's General Operating Fund.



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

Yes

No

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and

facilities as well as for avoiding unnecessary duplication.” This project would provide facilities that would renovate existing space in an efficient manner that adequately meets SCC’s academic and student support needs.

Page 2-5 of the *Plan* states: “Support special activities, such as mentoring programs and peer counseling that help first-generation college students, non-traditional age students, and students from underrepresented populations succeed in the campus environment.”

Page 2-8 of the *Plan* states: “Needed support services are available to all students to increase the likelihood of timely graduation.”

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 fire and life safety, accessibility, and maintenance issues.

Page 2-13 of the *Plan* lists the following as one of its major statewide goals: “Postsecondary education institutions will provide appropriate support services to help all students reach their educational goals, regardless of where and how the instruction is delivered.” The proposed project would improve student assessment, advising, counseling, tutoring, career planning, and other academic and student support services.

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

program.” Space associated with this project is intended to improve academic and student support programs that assist students in meeting these academic goals.

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: This proposed project does not directly affect academic programs space. The proposed project accommodates both academic and student support functions for the college that indirectly affect all academic programs and students.

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

High Low

Comments: The SCC Board of Governors approved the Southeast Community College *2015-2019 Strategic Plan* on April 21, 2015. Goal 7 of the *Strategic Plan* discusses the educational environment. The *Strategic Plan* seeks to “Enhance and maintain educational environments that promote learning, engagement, innovation, creativity, and safety.” Specifically Goal 7.1 states: “Improve College facilities, learning environments, student housing, and landscapes through the development and implementation of a comprehensive and renewable facilities master plan and proactive maintenance plan.” Goal 7.5 states: “Improve space utilization through continual analysis and assessment of current and future facility needs.” The proposed renovation and addition would improve the quality and safety of existing academic and student

support space on the Lincoln Campus.

The SCC Board of Governors adopted a resolution on March 24, 2016, acknowledging the preparation of the SCC *Facilities Master Plan 2015-2025* and (subject to possible future refinements) concluded that the improvements recommended in the *Facilities Master Plan* are necessary. Page 105 of the *Facilities Master Plan* proposes that the Main Building be renovated.

As part of this proposal, the SCC Board of Governors approved a *Preliminary Building Master Plan* that outlined a phased approach to meeting the needs of the SCC Lincoln Campus' Main Building. Phase 1, approved by the Commission in April 2018, relocates nursing and allied health programs into a new facility on campus. Space vacated by these programs will allow for swing space as subsequent phases 2 – 7 address fire and life safety, along with programmatic needs.

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 SCC Lincoln Campus' Main Building, originally constructed in 1979, has undergone many additions and reconfigurations over the years. Building assessment surveys completed as part of the SCC *Facilities Master Plan* listed the Main Building as being in 'Moderate' to 'Good' condition with parts of the facility in need of major maintenance and upgrades while newer constructed and remodeled parts of the facility require less work.

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 program statement outlines many functional deficiencies with the existing program spaces

in the Lincoln Campus' Main Building. However, a primary deficiency that would be addressed by this proposed project and subsequent renovation phases is to bring the building up to current fire and life safety codes to include:

1) Address firewalls and fire barriers: The building needs to be subdivided into smaller building sections in order to comply with current applicable code requirements. A firewall must divide each of these subdivisions to separate the allowable areas.

2) Address egress routes and occupant load capacities: Each subdivided area will require safe and easily accessible egress routes.

3) Implement fire suppression: All renovated spaces would be fully protected by wet-pipe automatic sprinkler systems in accordance with appropriate codes. The system must integrate with the building's main fire alarm control panel.

4) Integrate fire and building alarm systems: All renovated spaces would be fully protected by an addressable automatic fire detection and notification system. As updates are made, they should be able to integrate into a system that is capable of serving in a voice evacuation capacity and be capable of producing multiple tonal signals and general alarm notifications for all potential needs, not solely for fires.

Additional programmatic deficiencies include advising and counseling offices, Instructional Design Services, and the Veteran's Center that are located away from other support services. Existing adviser and counselor office space consists of cubicles that do not allow for confidentiality.

The Higher Learning Commission (HLC) noted that improvements were needed to SCC facilities based on interactions with students, faculty, administrators, and personal inspections during the last site visit in 2017. As a result, the HLC is recommending that measures be taken now to address the quality and safety of facilities before the next date of reaffirmation of SCC's regional

accreditation in 2022. SCC has developed an action plan with HLC that would provide evidence of progress toward addressing these needs that includes annual updates.

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

High Low

Comments: Space Guidelines – Proposed office space allocations are within generally accepted space guidelines. The unique nature of many of the remaining spaces associated with this proposal do not readily lend themselves to space guidelines. These proposed room square footage allocations are better determined on an individual basis by taking into account the space functions along with furnishing and equipment needs.

Classroom Utilization – The proposed project would remove 4 existing classrooms from service to provide increased academic and student support services. SCC Lincoln Campus’ Main Building scheduled 63 classrooms during the Fall 2019. These classrooms were scheduled an average of 20.4 hours per week. Nationally recognized utilization standards consider classrooms scheduled 30 hours per week to be fully utilized.

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

High Low

Comments: The college stated that square footage projections are based on input provided by a Planning Committee made up of representatives from each of the departments impacted and through gathering input from campus deans, department staff, and students. The departments reviewed their current needs and the anticipated growth or changes affecting their services, which was reviewed by the Campus Facility Planning Team in conjunction with the design firm. Room types

and square footages were then calculated based on need and economy.

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

High Low

Comments: Southeast Community College Lincoln Campus' on-campus headcount enrollment has stabilized beginning in Fall 2014, rising from 5,063 to 5,194 students in Fall 2018. Beginning in the Fall 2019, SCC switched from a quarter to a semester calendar. Preliminary on-campus headcount enrollment for Fall 2019 shows an increase to 5,615 students.

It should also be noted that Lincoln Public Schools (LPS) and SCC completed a joint project in 2014 to create The Career Academy (TCA) on SCC's Lincoln Campus. This joint project has expanded dual-credit enrollment and can assist in increasing college enrollment.

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

High Low

Comments: Subsequent renovation phases of the Main Building would occur as funding is available. The college estimates these renovation phases would extend into 2027.

An increase for facility operating and maintenance (O&M) costs for the building addition would be drawn from General Operating Funds. The college has additional budget capacity given existing levy limits to cover these costs.

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

High Low

Comments: Relocation of academic and student support space to a new facility was determined to be too costly. The proposed project will require multiple phases due to a current lack of swing space on campus. However, once the previously approved Health Science facility is completed (Phase 1), nursing and allied health programs will move from the Main Building into their new facility. This would allow subsequent Main Building renovation phases to use this vacated space as swing space.

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

High Low

Comments: The proposed project would not provide cost efficiencies. However, an addition and renovation would expand and improve space for academic and student support programs, and enhance the ability of these programs to serve students. Consolidation of student services should support recruitment, retention, and services to students.

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

High Low

Comments: Construction Costs - The college estimate to construct, renovate, and equip academic and student support space is \$30,701,008 (\$242/gsf). Commission staff's estimate of the total project cost is \$30,588,700 (\$241/gsf) for construction of green vocational school space per *R.S. Means Square Foot Costs* modified to account for local conditions. The college's estimate is \$112,300 (0.4%) higher than Commission staff's estimate for the project. The minimal difference between these estimates is in construction and equipment costs.

Operating and Maintenance Costs - The college is estimating an incremental increase in facility operating

and maintenance (O&M) costs for the building addition of \$52,000 per year (\$1.69/gsf/year). Commission staff's estimate to provide facility O&M for the new space is \$197,800 per year (\$6.43/gsf/year). The college's estimate is \$153,800 (74%) less than Commission staff's estimate. The college estimate is for additional utilities costs only. Commission staff's estimate assumes inflation to the first year of operations and includes additional custodial, maintenance and other miscellaneous costs. SCC has demonstrated the capacity to adequately operate and maintain its existing facilities and has the ability to allocate operating funds as needed for the building addition.

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

High Low

Comments: The proposed use of capital improvement property tax levy funds to construct academic and student support space is appropriate. The use of private donations and/or grants for equipment funding would also be appropriate.

SCC had a Capital Improvement Fund balance of \$21,741,855 as of June 30, 2019. SCC presently collects 2.0¢ per \$100 property valuation for the Capital Improvement Fund (CIF), which is the maximum capital improvement levy limit allowed by statute. The college estimates that the capital improvement levy will generate over \$12 million in the current fiscal year.

The college would continue to collect the maximum allowed 2.0¢ per \$100 property valuation for the CIF to assist in funding this proposed project through FY 2023 and provide long-term financing for previously approved projects at SCC's Beatrice, Lincoln, and Milford Campuses. It appears that SCC would maintain a reasonable balance in the CIF to finance these obligations.

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

Yes

No

Comments: The college has demonstrated that this project would not unnecessarily duplicate academic and student support space at Southeast Community College.

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

High Low

Comments: The proposed building addition would address demonstrated shortages of space for office, tutoring, learning commons, and student life/activities space.

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 Southeast Community College's Lincoln Campus proposal to use \$28,244,928 in capital improvement property taxes for the Student and Academic Support renovation and addition as outlined in the program statement approved by the SCC Board of Governors on November 19, 2019.

Comments: Consolidation of academic and student support services into a centralized location would provide a benefit to students and efficiently utilize existing space on campus. Completion of this renovation phase would begin the process of addressing needed fire and life safety issues that would eventually bring the Main Building on the Lincoln Campus up to current codes.



Facility Operating and Maintenance Costs Inflationary Adjustment *January 1, 2020 through December 31, 2021*

Background: The Commission reviews, approves or disapproves, and monitors capital construction projects submitted by public postsecondary education institutions. Included are new capital structures, or any proposed addition, renovation, or acquisition of a capital structure that would be financed with tax funds above a minimum threshold.

Legislation: LB 440, signed by the Governor on May 22, 2009, revised the minimum capital expenditure threshold as follows: 1) a total project cost for construction or acquisition with at least \$2,000,000 in tax funds, or 2) for facility operations and maintenance (O&M) costs, a project that is likely, as determined by the institution, to result in an incremental increase of at least \$85,000 in tax funds in any one fiscal year within a period of ten years from the date of substantial completion or acquisition of the project. The \$2,000,000 threshold for tax funds used for construction or acquisition costs does not include an inflationary adjustment. The facility O&M costs threshold requires the Commission to review and make adjustments for inflation biennially.

Statutory language: Neb. Rev. Stat. § 85-1402 defines the threshold for facility operations and maintenance (O&M) costs as a base amount of eighty-five thousand dollars (\$85,000) for any one fiscal year. The base amount for the facility's operations and maintenance costs shall be subject to any inflationary or market adjustments made by the commission pursuant to this subdivision. The commission shall adjust the base amount on a biennial basis beginning January 1, 2010. The adjustments shall be based on percentage changes in a construction cost index and any other published index relevant to operations and utilities costs, both as selected by the commission in cooperation with the public institutions. The index or indices shall reflect inflationary or market trends for the applicable operations and maintenance or construction costs.

Methodology: LB 440's \$85,000 facility O&M costs threshold took effect in August 2009. The Commission has used the Commonfund Institute's annual *Higher Education Price Index* (HEPI) to measure facility O&M costs inflation. Sub-indices within HEPI that are relevant to facility O&M costs include: personnel compensation, supplies & materials costs, and utilities costs. The 2009 HEPI data has served as the starting point to measure inflationary increases for purposes of LB 440. Over the past ten years the weighted facilities O&M cost index increased 9.99% to \$93,494 (see attached table).

Review Process: Commission staff submitted its methodology and recommendation to representatives of the University of Nebraska, Nebraska State Colleges, and Nebraska Community Colleges on December 20, 2019, requesting comments or recommended modifications. Institutions have not indicated any objections or suggested revisions to the Commission's methodology or recommendation to date.

Committee Recommendation: It is recommended that the facility O&M costs threshold for review be increased by \$5,000/year to an incremental increase in tax funds of \$95,000/year for the biennial period of January 1, 2020 through December 31, 2021.

Biennial Revision to "Minimum Capital Expenditure"
Facility Operating and Maintenance Costs Inflationary Adjustment
January 1, 2020 through December 31, 2021



Reporting Period	Sub-Indices of the Higher Education Price Index								Higher Educ. Price Index ⁵	
	Personnel Cost Index ¹	Supplies & Mtl. Cost Index ²	Utilities Cost Index ³	Facility O&M Cost Index ⁴						
July 2019	362.0	2.37%	195.6	4.15%	172.3	0.94%	270.6	2.24%	345.9	2.52%
July 2018	353.6	2.99%	187.8	4.28%	170.7	1.73%	264.7	2.84%	337.4	2.93%
July 2017	343.3	2.94%	180.1	0.33%	167.8	14.54%	257.4	5.08%	327.8	3.37%
July 2016	333.5	2.97%	179.5	-5.87%	146.5	-20.16%	245.0	-3.85%	317.1	1.34%
July 2015	323.9	2.53%	190.7	-4.75%	183.5	-13.20%	254.8	-2.74%	312.9	2.02%
July 2014	315.9	2.47%	200.2	11.22%	211.4	8.08%	262.0	4.96%	306.7	2.99%
July 2013	308.3	1.92%	180.0	-11.72%	195.6	2.03%	249.6	0.27%	297.8	1.57%
July 2012	302.4	1.73%	203.9	5.16%	191.7	-4.86%	248.9	0.26%	293.2	1.66%
July 2011	297.3	1.83%	193.9	8.14%	201.5	4.08%	248.3	3.17%	288.4	2.34%
July 2010	292.0	1.40%	179.3	-1.27%	193.6	-9.45%	240.6	-2.20%	281.8	0.90%
July 2009	287.9	3.32%	181.6	0.89%	213.8	-15.16%	246.0	-3.34%	279.3	2.23%
<i>Total Change Since 2009</i>		<i>25.71%</i>		<i>7.71%</i>		<i>-19.41%</i>		<i>9.99%</i>		<i>23.85%</i>
<i>Avg. Annual Change</i>		<i>2.32%</i>		<i>0.97%</i>		<i>-1.63%</i>		<i>1.00%</i>		<i>2.16%</i>

**2009 Facility O&M Base Amount per
 LB 440, 101st Legislature**

Incremental increase of \$85,000/year in facility O&M

**2020 Facility O&M Base Amount
 Inflated by HEPI Sub-Indices**

\$93,494

**Proposed Facility O&M Base for
 January 1, 2020 thru Dec. 31, 2021**

Incremental increase of \$95,000/year in facility O&M

¹ Weighted Total Personnel Compensation Index per Commonfund Institute - *Higher Education Price Index: 2019 Update*, page 4.
² Supplies & Materials Cost Index per *Commonfund Institute - Higher Education Price Index: 2019 Update*, page 4.
³ Utilities Cost Index per *Commonfund Institute - Higher Education Price Index: 2019 Update*, page 4.
⁴ Weighting for Combined Facility O&M Cost Index = 50% of Personnel Index + 15% of Supplies & Materials Index + 35% of Utilities Index.
⁵ Most recent *Commonfund Institute - Higher Education Price Index: 2019 Update*, page 3.



ACCESS COLLEGE EARLY SCHOLARSHIP 2018-19 YEAR-END REPORT

Statutory Authority Neb. Rev. Stat. § 85-2106

Committee Draft January 15, 2020

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The Commission's reports are available online at ccpe.nebraska.gov/reports

Access College Early (ACE) Scholarship Program

Authorized by the Nebraska Legislature in 2007, the Access College Early (ACE) Scholarship Program pays tuition and mandatory fees for qualified, low-income high school students to enroll in college courses from Nebraska colleges or universities, either through dual enrollment or early enrollment agreements with these institutions. High school students may apply for funding under this program by completing the ACE Student Application, which is reviewed by the Coordinating Commission for award consideration.

To qualify for the scholarship, the student or student's family must be approved to participate in one of the federal need-based government programs listed below, have experienced an extreme hardship that affects family income, or be participating in a designated Career Education program as established by the Nebraska Department of Education.

- Free or Reduced Price Lunch Program
- Supplemental Security Income
- Temporary Assistance to Needy Families (TANF)
- Supplemental Nutrition Assistance Program (SNAP)
- Special Supplemental Assistance Program (WIC)

The objective of the ACE program is to encourage well-prepared high school students from low-income families to enroll in college courses. High school students who are awarded an ACE scholarship to complete college courses while in high school can decrease their time to graduation and consequently the cost of a degree. However, students must pay to take advantage of these college course opportunities to receive college credit that can jumpstart their college careers. For students who are economically disadvantaged, the financial constraints are great.

Research shows that high school students who take college courses while in high school remain in school and graduate at higher rates, enroll in college at increased rates, and return for their college sophomore years at higher rates. In Nebraska, public high school ACE recipients are 32 percentage points more likely to go on to college than other public high school students from low-income families.

As can be seen from the charts starting on page 7, public high school students who are ACE scholarship recipients continue on to college at a much greater rate than public high school students from low-income families that do not receive ACE scholarships. In fact, public high school ACE scholarship recipients continue on to college at a slightly higher rate than public high school students from non-low-income families.

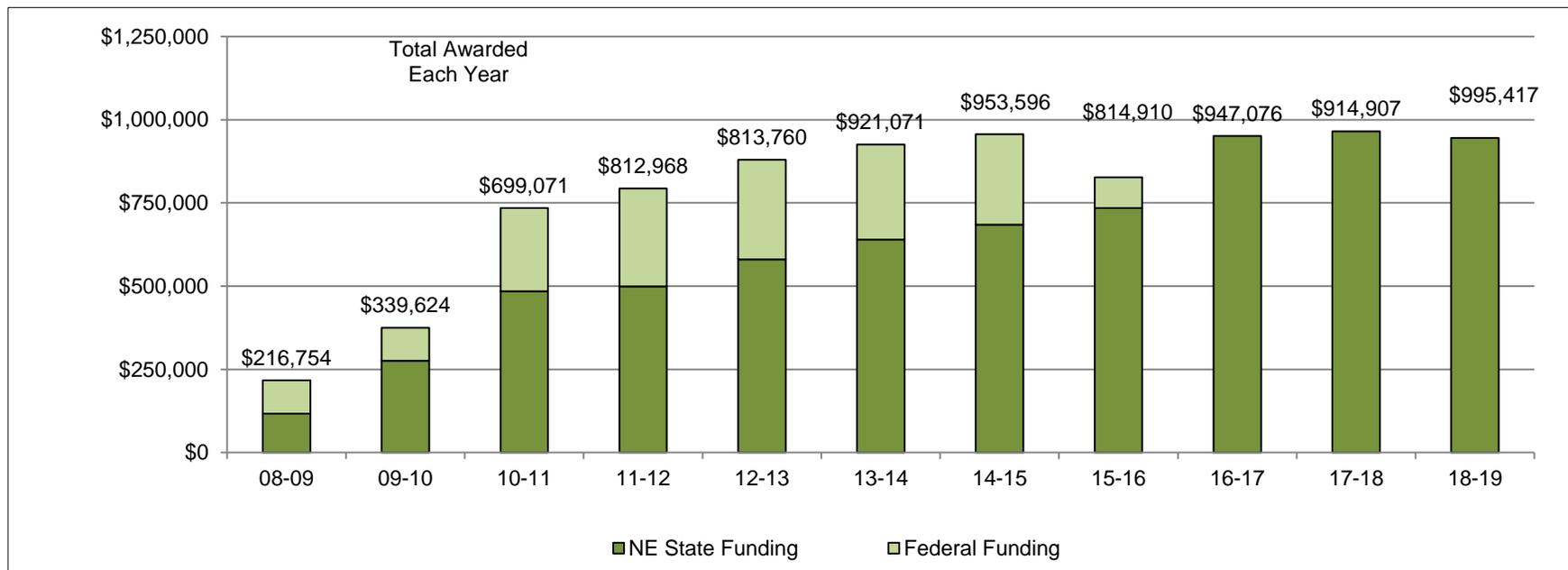
Distribution of the 2018-19 Access College Early Scholarship

The Access College Early (ACE) Scholarship pays the tuition and mandatory fees of eligible Nebraska high school students taking dual-enrollment and early-admit college courses at participating Nebraska colleges and universities. For 2018-19 the ACE Scholarship program was funded with \$965,300 General funds appropriated by the Legislature.

Nebraska colleges and universities enrolled 2,309 low-income, Nebraska high school students from 223 high schools who received 4,057 ACE Scholarships in 2018-19. The total amount awarded was \$995,417.66¹, with the average award per scholarship equaling \$245.35.

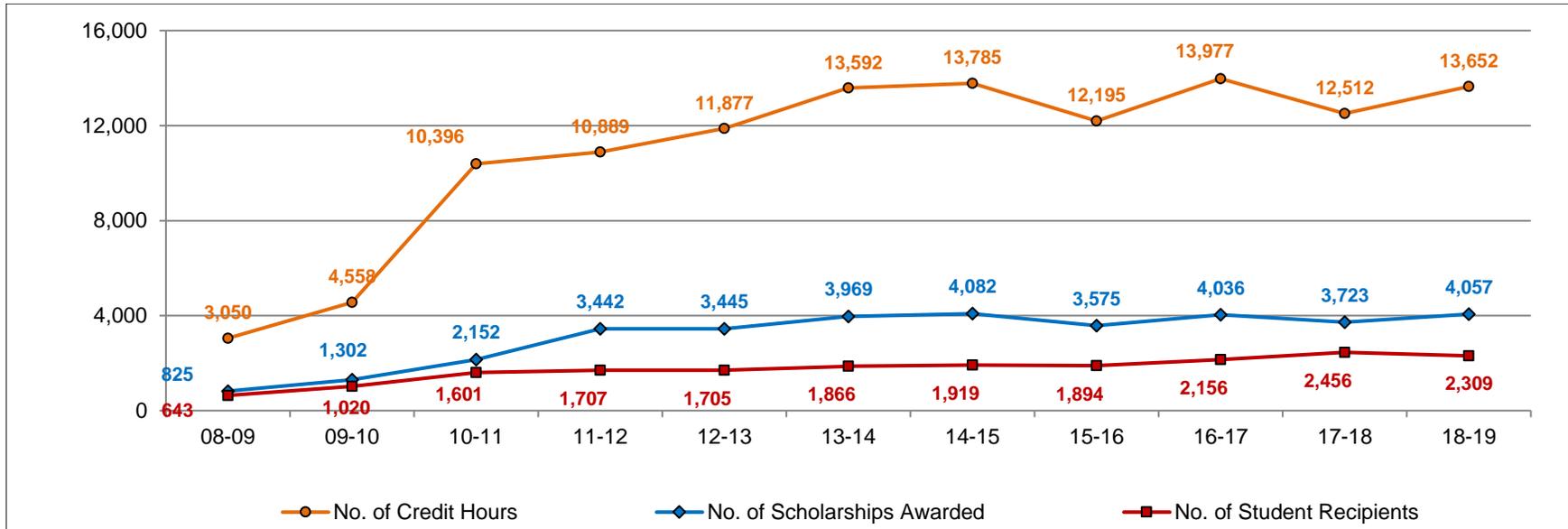
The ACE Scholarship allowed these high school students from low-income families to enroll in 13,652.5 credit hours of college course work. Seventy-six percent of the grades received by these students were a B or better. (See page 10)

Total ACE Scholarship Amount Awarded

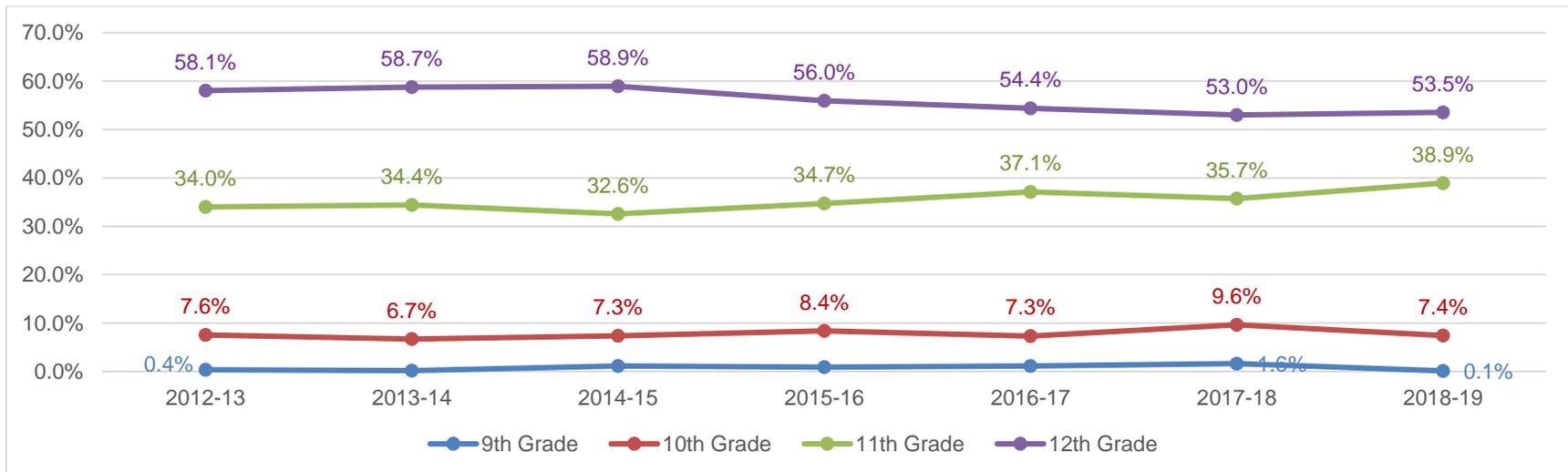


¹ The number of scholarships awarded to a student is limited each year based on available funding and an estimated number of students who will be applying. For 2018-19 students were limited to three scholarships for the year. The amount awarded exceeded the amount appropriated for the year due to the carryover of un-awarded funds from the previous year.

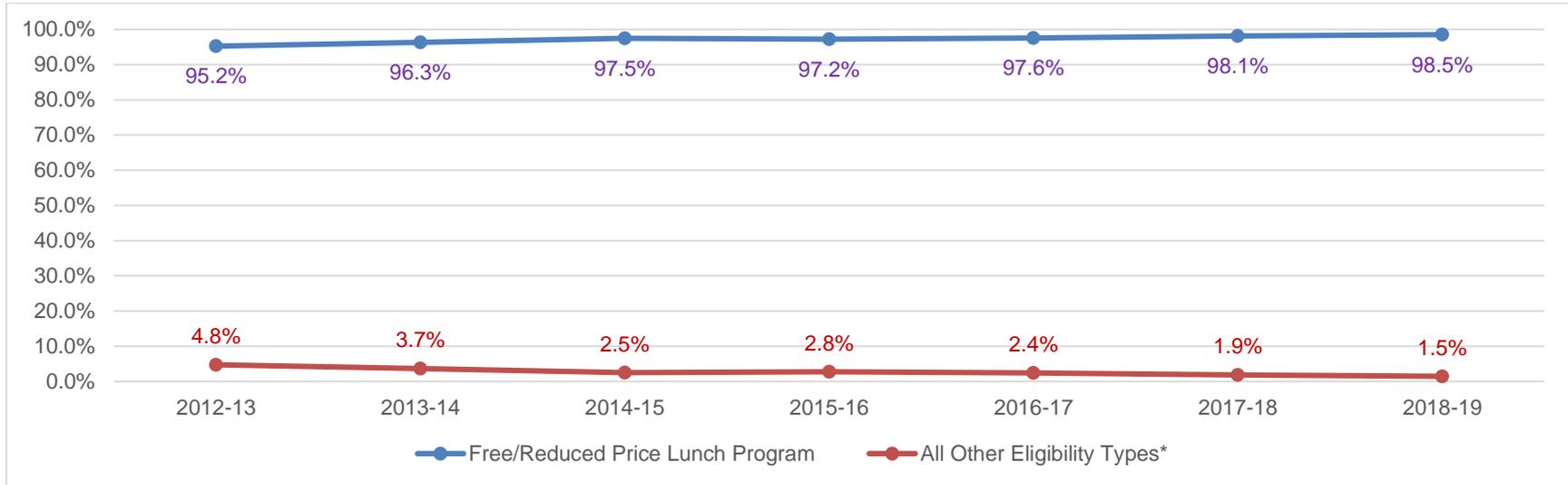
ACE Scholarship Recipients, Scholarships Awarded, and Credit Hours Taken



High School Grade Level of ACE Scholarship Recipients

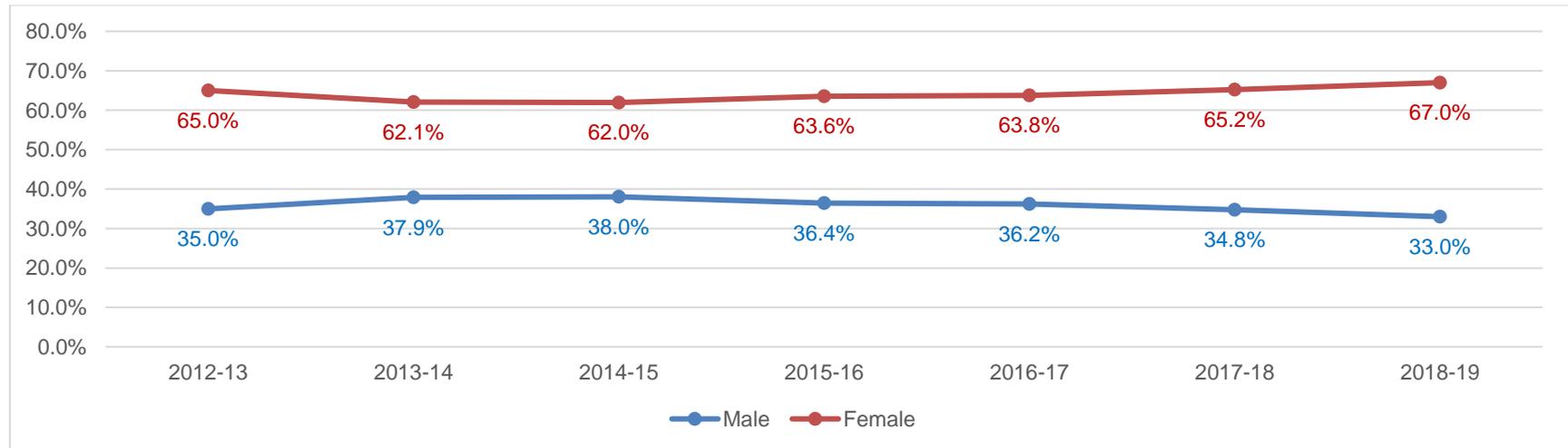


Eligibility of ACE Recipients

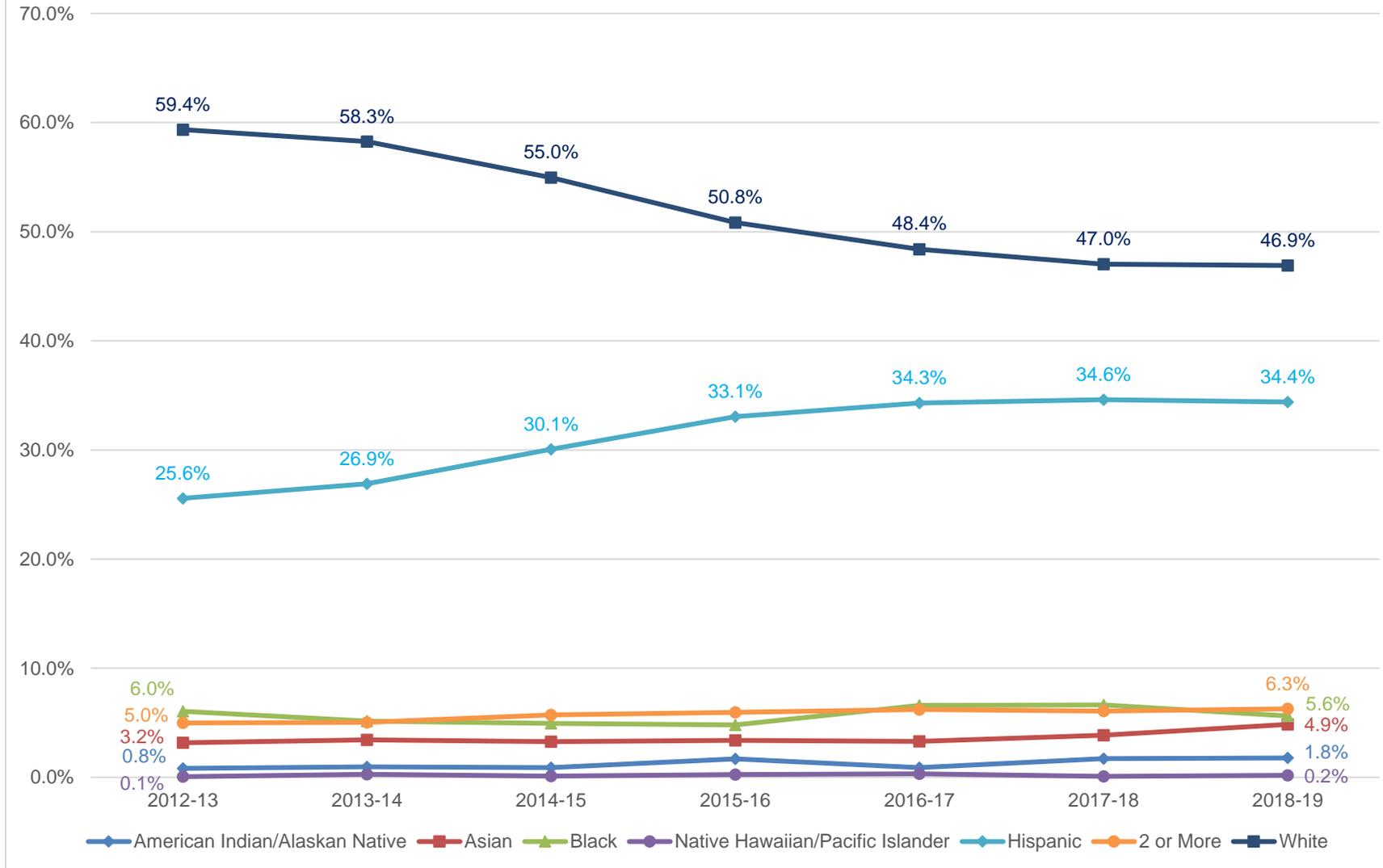


*All Other Eligibility Types Include: CPSE – Career Program of Study; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program; Other Hardship

Gender of ACE Scholarship Recipients



Race of ACE Scholarship Recipients



College Continuation Rates of ACE Scholarship Recipients

Since 2009, the Coordinating Commission has conducted research to determine how many of the high school seniors who receive ACE scholarships continue on to college compared to other low-income and non-low-income graduates of Nebraska's public high schools.

For this research, a college continuation rate is defined as the percentage of public high school graduates who were enrolled in college within one year of their high school graduation. For example, for the public high school seniors who received ACE scholarships during 2015–16, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2017, and May 31, 2018.

Using student records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse (NSC), the Commission calculates the college continuation rates by gender for the public high school seniors who were ACE scholarship recipients.

The Commission then compares the college continuation rates for the seniors who received ACE scholarships while attending public high schools to the college continuation rates for other low-income and non-low-income graduates of Nebraska's public high schools.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches.

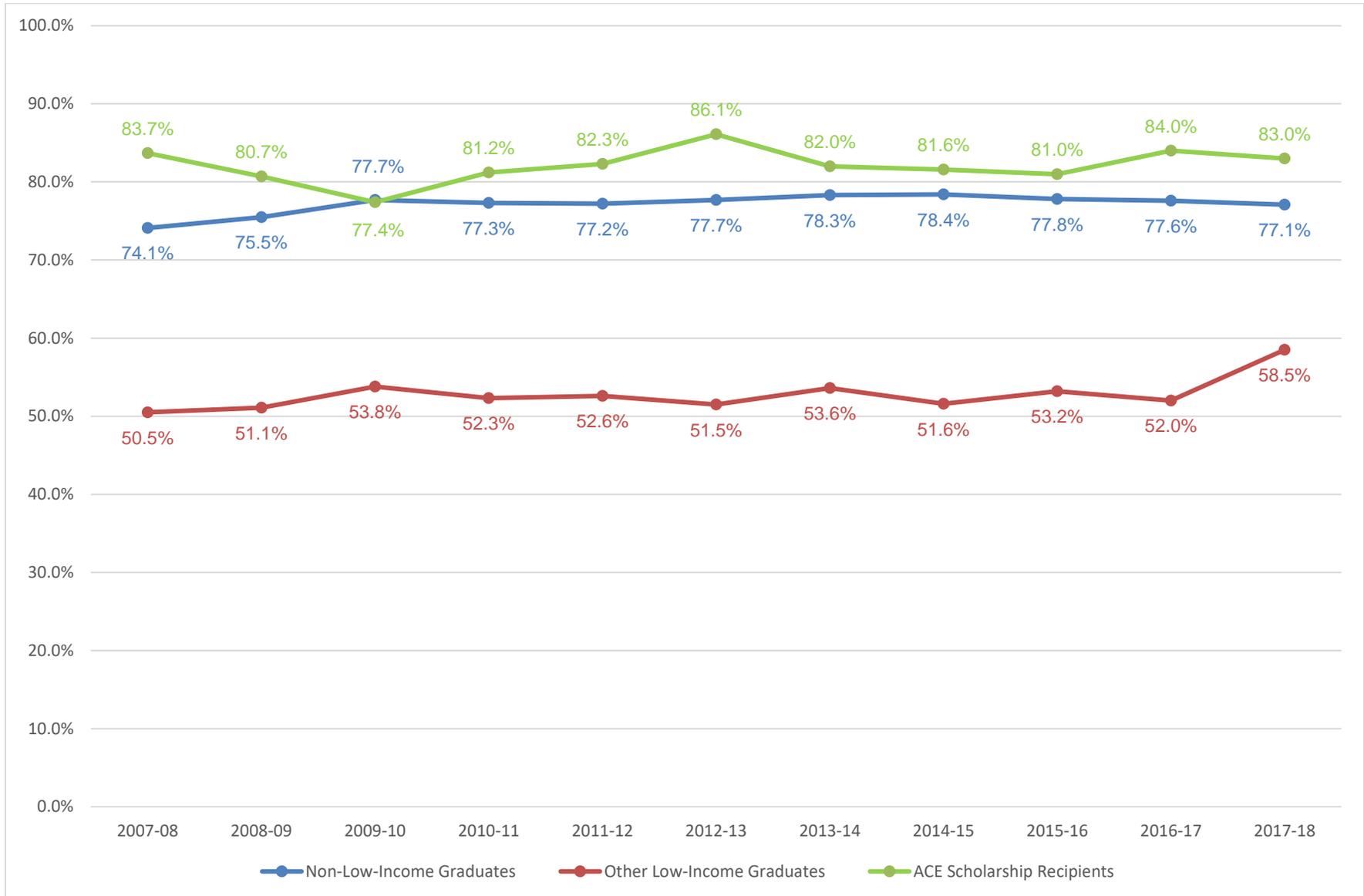
Non-low-income students are students who are not approved for free or reduced-price school lunches.¹

Since the Commission relies on college enrollment records from the NSC, students who continue on to college at non-NSC-reporting institutions are classified as not continuing on to college. As a result, college continuation rates reported here are underreported to some degree.

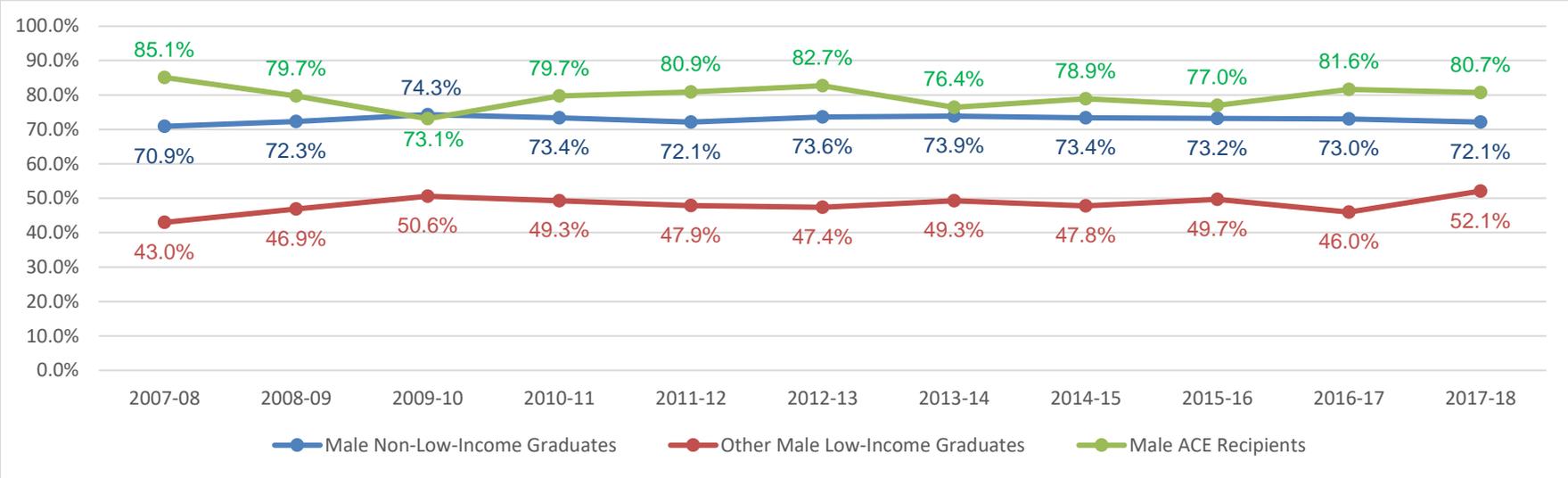
Students who were homeschooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students.

¹ Non-low-income students for this study include at least some students who live in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

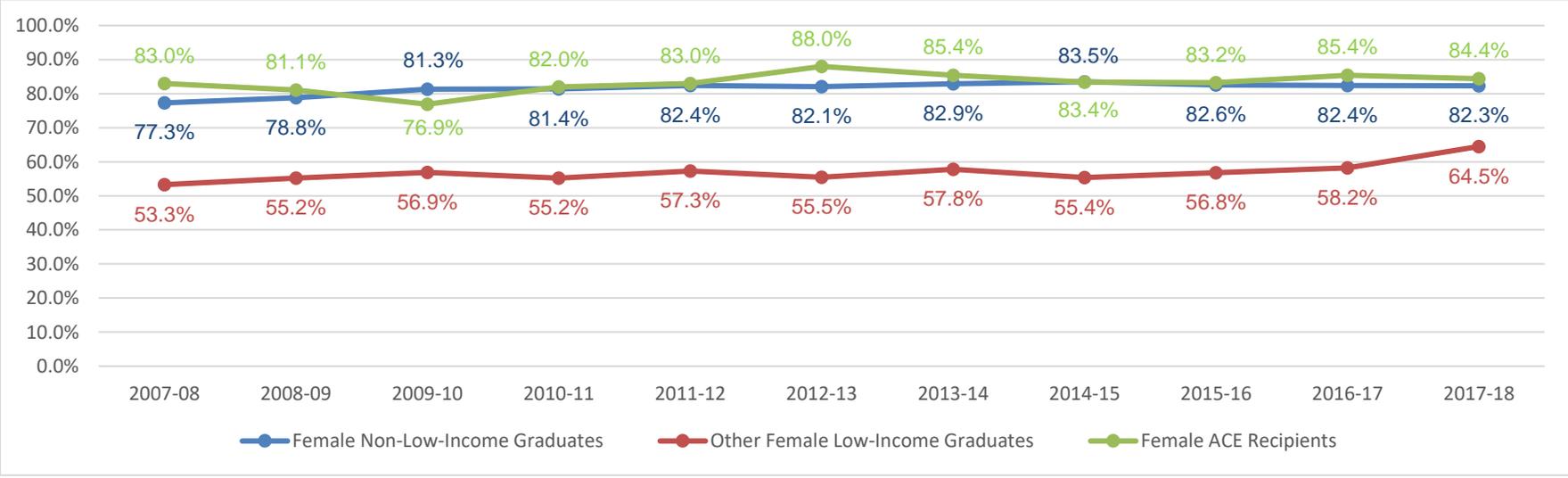
Public High School College Continuation Rate



Male Public High School College Continuation Rate



Female Public High School College Continuation Rate



2018-19 Access College Early Scholarship

College	Amount Awarded	Number of Students	Number of Scholarships	Average per Scholarship
Bryan College of Health (BCH)	\$800.00	4	4	\$200.00
Central Community College (CCC)	\$282,500.00	567	942	\$301.94
Chadron State College (CSC)	\$7,760.74	15	16	\$485.05
College of St Mary (CSM)	\$198.00	2	2	\$99.00
Concordia University (CU)	\$1,080.00	4	4	\$270.00
Hastings College (HC)	\$1,440.00	5	11	\$130.90
Little Priest Tribal College (LPTC)	\$28,466.00	17	43	\$662.00
Metropolitan Community College (MCC)	\$27,432.00	212	306	\$89.65
Midland University (MU)	\$70,250.00	209	281	\$250.00
Mid-Plains Community College (MPCC)	\$71,422.00	104	210	\$340.10
NE College of Technical Agriculture (NCTA)	\$3,353.25	17	19	\$176.49
Northeast Community College (NECC)	\$81,361.50	265	487	\$167.07
Nebraska Wesleyan University (NWU)	\$122,360.00	256	377	\$324.56
Peru State College (PSC)	\$25,407.00	84	131	\$193.95
Southeast Community College (SCC)	\$41,560.00	155	260	\$159.85
University of Nebraska at Kearney (UNK)	\$6,300.00	23	27	\$233.33
University of Nebraska-Lincoln (UNL)	\$1,500.00	6	6	\$250.00
University of Nebraska at Omaha (UNO)	\$158,034.20	426	595	\$265.60
Western Nebraska Community College (WNCC)	\$42,681.97	138	221	\$193.13
Wayne State College (WSC)	\$21,511.00	107	115	\$187.05

NOTE: Tuition and fee charges are set by each institution, so Average per Scholarship varies by institution.

NOTE 2: Student numbers on the above and following charts do not total 2,309 due to students taking classes at multiple institutions.

NOTE 3: Data related to colleges where the number of students in the above chart equaled five or less were masked in the Grades Earned per Course chart, the Gender Race/Ethnicity chart, and the Grade & Eligibility chart on the following pages.

**2018-19 Access College Early Scholarship
Grades Earned per Course**

College	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	IP**	Hours^
BCH@																
CCC	33	404		117	193		37	82		11	15		28	22		2,828
CSC		4			5			5			2					52
CSM@																
CU@																
HC@																
LPTC		16			9			11			7					129
MCC		137			80			50			7		17	15		1,380.5
MU		74			108			81			9		2	7		146
MPCC	24	91		24	35	2	9	16		3	2		2	2		667.5
NCTA		3		2	5	1		4		1	1				2	51
NECC	98	156		69	73		27	28		3	12		8	13		1,511
NWU	53	141	26	40	50	13	14	22	4	1	3		5	5		1,288
PSC		75		14	22		9	9		2						412
SCC	25	72		49	42		24	19		9	3		8	9		1,246
UNK	7	10	4	1	4		1									84
UNL		2	2		1			1								19
UNO	30	206	44	36	159	10	23	57	2	5	13		2	8		1,920
WNCC	7	40	19	14	25	17	8	26	15	3	11	4	26	6		727.5
WSC		54	12	7	17	8	6	5	2		1		2	1		439

** Course work in progress

^ Total number of credit hours paid for by the scholarship

@ Data masked due to low numbers

**2018-19 Access College Early Scholarship
Gender & Race**

College	Female	Male	American Indian/Alaskan Native	Asian	Black	Native Hawaiian/Pacific Islander	Hispanic	2 or More	White
BCH@									
CCC	349	218	5	8	12	1	220	30	291
CSC	11	4	1				1		13
CSM@									
CU@									
HC@									
LPTC	11	6	15					2	
MCC	139	73	5	15	33	1	62	20	76
MU	148	61	1	21	37		126	8	16
MPCC	82	22	1		1		8	7	87
NCTA	10	7		1			3	1	12
NECC	176	89	6	1	3	1	51	14	189
NWU	176	80	3	19	15		78	17	124
PSC	62	22	1	1			9	7	66
SCC	91	64	1	4	1		14	8	127
UNK	15	8					13		10
UNL	3	3		1			1		4
UNO	328	98	1	49	34		238	30	74
WNCC	88	50	4	1	3	1	52	9	68
WSC	85	22	2	2	3		52	4	44

@ Data masked due to low numbers

2018-19 Access College Early Scholarship Grade & Eligibility* Criteria											
College	9 th	10 th	11 th	12 th	CPSE	F/R	Other Hardship	SNAP	SSI	TANF	WIC
BCH@											
CCC		26	184	357		561	2	4			
CSC			4	11		15					
CSM@											
CU@											
HC@											
LPTC			9	8		17					
MCC		14	58	140		206	2	4			
MU		3	198	8		208		1			
MPCC		2	44	58		102			1		1
NCTA		1	9	7		17					
NECC		7	84	174		261		4			
NWU		3	103	150		252	1	1	2		
PSC			33	51		81	1	1	1		
SCC			52	103		152	2	1			
UNK			7	16		23					
UNL			3	3		6					
UNO	2	111	116	197		422	3		1		
WNCC	1	2	63	72		136		2			
WSC		5	51	51		105		1	1		

*CPSE – Career Program of Study; F/R – Free or Reduced Price Lunch Program; SNAP – Supplemental Nutrition Assistance Program; SSI – Supplemental Security Income; TANF – Temporary Assistance for Needy Families; WIC – Special Supplemental Nutrition Program

@ Data masked due to low numbers

Access College Early 2018-19 Number of Scholarships Awarded by High School

College (number of high schools)
High School (number of students, number of scholarships)

Bryan College of Health (4):

Lincoln Northeast (1, 1)
Omaha South (1, 1)
Pawnee City (1, 1)
Skutt Catholic (1, 1)

Central Community College (62):

Adams Central (Hastings) (4, 4)
Ainsworth (2, 3)
Alma (1, 1)
Amherst (1, 3)
Aquinas (1, 1)
Arapahoe (3, 6)
Arcadia (1, 2)
Aurora (17, 19)
Blue Hill (10, 18)
Boone Central (Albion) (9, 15)
Burwell (1, 1)
Cambridge (3, 6)
Central Catholic (Grand Island) (3, 5)
Central City (19, 43)
Central Valley (Greeley) (3, 3)
Clarkson (2, 4)
Columbus (16, 25)
Cozad (10, 15)
Creighton (1, 1)
Cross Co (Stromsburg) (2, 2)
David City (3, 5)

Doniphan-Trumbull (3, 9)
Elwood (1, 1)
Franklin (1, 1)
Fullerton (9, 19)
Gibbon (4, 5)
Gothenburg (1, 2)
Grand Island (184, 333)
Hampton (2, 3)
Harvard (10, 13)
Hastings, (14, 19)
Holdrege (6, 7)
Humphrey (1, 1)
Kearney (6, 9)
Lakeview (Columbus) (7, 15)
Lawrence-Nelson (11, 27)
Leigh (5, 8)
Lexington (66, 87)
Litchfield (1, 1)
Madison (7, 9)
Northwest (Grand Island) (12, 25)
Ord (16, 19)
Osceola (5, 10)
Palmer (10, 20)
Pope John XXIII (Elgin) (1, 1)
Ravenna (3, 6)
Red Cloud (2, 3)
Sandy Creek (Fairfield) (11, 19)
Scotus Central (Columbus) (3, 3)

Central Community College (cont.)

S-E-M (Sumner) (3, 6)
Shelby-Rising City (5, 7)
Shelton (3, 7)
Silver Lake (Roseland) (5, 7)
Southern Valley (Oxford) (6, 6)
Spalding Academy (2, 4)
St Cecilia (Hastings) (1, 1)
St Edward (3, 7)
St Paul (2, 4)
Sutton (7, 10)
Twin River (Genoa) (1, 3)
Wood River (15, 23)

Chadron State College (4):

Chadron (11, 11)
Hemingford (1, 2)
Scottsbluff (2, 2)
Sidney (1, 1)

College of St Mary (1)

Omaha Northwest (2, 2)

Concordia (1):

Home School (4, 4)

Hastings (3):

Hastings (1, 1)
Superior (2, 4)
Sutton (2, 6)

Little Priest Tribal College (1)

Winnebago (17, 43)

Metropolitan Comm College (24):

Arlington (1, 1)
Bellevue West (6, 8)
DC West (Valley) (6, 14)
Fort Calhoun (5, 12)
Fremont (35, 59)
Gretna (4, 9)
Home School (2, 4)
Logan View (Hooper) (4, 4)
Millard North (Omaha) (4, 8)
Millard South (Omaha) (3, 7)
Millard West (Omaha) (3, 9)
Omaha Benson (13, 13)
Omaha Bryan (35, 35)
Omaha Burke (18, 21)
Omaha Central (10, 11)
Omaha North (6, 7)
Omaha Northwest (12, 15)
Omaha South (19, 19)
Papillion-LaVista (13, 25)
Papillion-LaVista South (8, 16)
Platteview (1, 2)
Ralston (2, 5)
Scribner-Snyder (1, 1)
Westside (Omaha) (1, 1)

Midland University (7):

Fremont (1, 1)
Omaha Benson (26, 26)
Omaha Bryan (41, 44)
Omaha Burke (17, 30)
Omaha Central (6, 6)
Omaha North (11, 11)
Omaha South (107, 163)

Mid-Plains Community College (27):

Anselmo-Merna (1, 3)
Arcadia (3, 3)
Brady (1, 1)
Broken Bow (3, 8)
Callaway (6, 7)
Chase Co (Imperial) (5, 11)
Dundy Co (Benkelman) (2, 2)
Hemingford (1, 1)
Hitchcock Co (Trenton) (3, 5)
Keya Paha Co (Springview) (3, 6)
Loup Co (Taylor) (1, 1)
Maxwell (1, 3)
McCook (1, 3)
McPherson Co (Tryon) (1, 2)
Medicine Valley (Curtis) (1, 1)
Mullen (2, 4)
North Platte (44, 99)
Ogallala (4, 8)
Paxton (3, 4)
Sargent (5, 11)
SEM (Sumner) (1, 2)
Southwest (Bartley) (2, 5)
St Patrick's (North Platte) (2, 4)
Stapleton (1, 3)
Sutherland (1, 2)
Thedford (4, 6)
Wallace (2, 5)

NCTA (9):

Aurora (1, 2)
Bridgeport (1, 1)
Burwell (1, 1)

Gering (1, 1)
North Platte (1, 2)
Omaha Bryan (8, 8)
Stuart (1, 1)
York (2, 2)

Nebraska Wesleyan (44):

Adams Central (2, 3)
Alma (8, 17)
Aurora (8, 8)
Bancroft-Rosalie (2, 2)
Bishop Neumann (Wahoo) (1, 2)
Boone Central (Albion) (2, 2)
Bridgeport (2, 2)
Central Valley (Greeley) (4, 7)
Columbus (8, 10)
Cozad (2, 2)
Creighton Prep (1, 2)
Elkhorn (Omaha) (1, 1)
Franklin (7, 14)
Gordon-Rushville (2, 2)
Hampton (1, 1)
Hastings (8, 15)
Lexington (26, 53)
Lincoln Christian (1, 1)
Lincoln East (1, 3)
Lincoln High (5, 7)
Lincoln North Star (36, 56)
Lincoln Northeast (7, 11)
Norfolk (3, 5)
Norris (4, 5)
Northeast (Lyons) (2, 2)
Oakland-Craig (2, 4)
Ord (7, 7)

Nebraska Wesleyan University (cont.)

Papillion-LaVista South (5, 5)
Platteview (1, 2)
Red Cloud (3, 3)
Riverside (Cedar Rapids) (2, 4)
Roncalli (Omaha) (2, 3)
Seward (4, 5)
Sidney (7, 9)
South Sioux (42, 42)
St Cecilia (Hastings) (2, 2)
Stuart (11, 19)
Sutton (3, 3)
Thayer Central (Hebron) (1, 2)
Waverly (4, 7)
Wayne (7, 14)
West Point-Beemer (7, 11)
Westside (Omaha) (1, 1)
Wisner-Pilger (1, 1)

Northeast Community College (51):

Ainsworth (3, 3)
Bancroft-Rosalie (7, 15)
Battle Creek (1, 1)
Boone Central (Albion) (1, 1)
Boyd Co (Spencer) (18, 35)
Burwell (10, 12)
Cedar Cath (Hartington) (5, 10)
Chambers (2, 5)
Clearwater (2, 3)
Creighton (12, 31)
Elgin (3, 4)
Elkhorn Valley (Tilden) (4, 6)
Ewing (2, 4)
Hartington-Newcastle (3, 6)

Homer (4, 5)
Howells-Dodge (2, 6)
Keya Paha Co (Springview) (2, 2)
Laurel-Concord-Coleridge (1, 2)
Leigh (1, 2)
Madison (4, 5)
Neligh-Oakdale (2, 3)
Newman Grove (5, 6)
Niobrara (1, 1)
Norfolk (42, 78)
Norfolk Catholic (1, 1)
Northeast (Lyons) (2, 3)
Northwest (Grand Island) (1, 1)
O'Neill (7, 16)
Orchard (2, 3)
Osmond (3, 6)
Pender (7, 14)
Pierce (7, 11)
Plainview (2, 5)
Ponca (2, 4)
Pope John XXIII (Elgin) (1, 2)
Rock Co (Bassett) (5, 12)
South Sioux (12, 13)
St Mary's (O'Neill) (1, 2)
Stanton (5, 11)
Stuart (7, 10)
Tekamah-Herman (2, 4)
Verdigre (1, 1)
Wakefield (8, 20)
Wausa (2, 3)
Wayne (2, 2)
West Holt (6, 9)
West Point-Beemer (21, 34)
Winside (1, 2)

Northeast Community College (cont.)

Wisner-Pilger (11, 28)
Wynot (10, 24)

Peru State College (24):

Arcadia (5, 9)
Axtell (1, 1)
Beatrice (6, 11)
Bruning-Davenport (1, 1)
Centennial (Utica) (2, 3)
Crete (1, 1)
Cross Co (Stromsburg) (1, 2)
Deshler (2, 2)
HTRS (Humboldt) (8, 12)
Johnson Co (Tecumseh) (3, 5)
Lourdes Central (NE City) (1, 1)
McCool Junction (2, 4)
Nebraska City (7, 7)
North Bend (4, 11)
Orchard (2, 2)
Riverside (Cedar Rapids) (2, 2)
Scribner-Snyder (1, 2)
Southern (Wymore) (2, 5)
Superior (2, 2)
Syracuse-Dunbar-Avoca (1, 1)
Tri County (Dewitt) (8, 12)
Wausa (2, 2)
Wheeler (1, 1)
York (19, 32)

Southeast Community College (33):

Beatrice (13, 19)
Centennial () (1, 2)
Crete (1, 1)

Deshler (3, 5)
Elmwood-Murdock (2, 3)
Fairbury (3, 5)
Falls City (14, 28)
Grand Island (1, 1)
High Plains (Polk) (1, 1)
Home School (3, 5)
HTRS (Humboldt) (4, 6)
Johnson Co (Tecumseh) (1, 1)
Lewiston (2, 6)
Lincoln High (2, 4)
Lincoln North Star (5, 6)
Lincoln Northeast (4, 8)
Lincoln Southeast (7, 12)
Lincoln Southwest (1, 2)
Malcolm (2, 4)
Mead (2, 4)
Milford (2, 3)
Norris (Firth) (6, 6)
Pawnee City (7, 16)
Pius X (Lincoln) (1, 2)
Raymond Central (1, 3)
Seward (3, 4)
Southern (Wymore) (4, 7)
Thayer Central (Hebron) (3, 3)
Wahoo (5, 11)
Waverly (3, 5)
Wynot (2, 2)
York (41, 64)
Yutan (5, 11)

Univ. of Nebraska at Kearney (7):

Elwood (1, 2)
Fillmore Central (Geneva) (1, 1)

Univ. of Nebraska at Kearney (cont.)

Gibbon (3, 5)
Grand Island (2, 2)
Hastings (1, 1)
Kearney (4, 5)
Lexington (11, 11)

Univ. of Nebraska – Lincoln (6):

Burwell (1, 1)
Gordon-Rushville (1, 1)
Lincoln North Star (1, 1)
Madison (1, 1)
Northwest (Grand Island) (1, 1)
Osceola (1, 1)

Univ. of Nebraska at Omaha (22):

Bellevue East (7, 9)
Bellevue West (9, 17)
Creighton Prep (Omaha) (1, 2)
Crete (9, 9)
Elkhorn (Omaha) (1, 2)
Elkhorn South (Omaha) (1, 1)
Lincoln East (1, 1)
Millard South (Omaha) (1, 1)
Millard West (Omaha) (2, 2)
Omaha Benson (27, 33)
Omaha Bryan (70, 79)
Omaha Burke (39, 59)
Omaha Central (32, 52)
Omaha North (13, 16)
Omaha Northwest (23, 37)
Omaha South (157, 224)
Papillion-La Vista (3, 4)
Papillion-La Vista South (5, 6)

Platteview (2, 2)
Plattsmouth (1, 1)
Ralston (9, 19)
Westside (Omaha) (13, 19)

Wayne State College (18):

Aquinas (David City) (1, 2)
Aurora (7, 7)
Cross Co (Stromsburg) (2, 2)
Elgin (1, 1)
Fullerton (5, 5)
Harvard (3, 3)
Niobrara (4, 4)
Norfolk Catholic (2, 3)
Oakland-Craig (2, 2)
Osceola (1, 1)
Osmond (2, 3)
South Sioux (59, 59)
St Edward (1, 1)
Twin River (Genoa) (3, 5)
Wausa (5, 6)
Wayne (4, 4)
West Point-Beemer (4, 6)
Wisner-Pilger (1, 1)

Western NE Community College (16):

Alliance (3, 4)
Bayard (1, 1)
Bridgeport (16, 29)
Chadron (7, 9)
Cody-Kilgore (1, 1)
Crawford (3, 6)
Garden County (Oshkosh) (1, 1)
Gering (1, 1)

Western NE Community College (cont.)

Gordon-Rushville (4, 7)

Home School (2, 3)

Hyannis (3, 4)

Minatare (10, 12)

Mitchell (5, 5)

Morrill (3, 7)

Scottsbluff (77, 129)

Sidney (1, 2)

Access College Early 2018-19 Courses Taken by Scholarship Recipients

College (number of different subject areas)
Subject Area (number of scholarships)

Bryan College of Health (1):

Health (4)

Central Community College (29):

Agriculture Sciences (3)
Adv Mfg Design Tech (35)
Art (3)
Auto Body (48)
Biological Sciences (34)
Business Admin (4)
Business Tech (6)
Chemistry (10)
Construction Tech (29)
Criminal Justice (1)
Drafting & Design Tech (21)
Economics (5)
Foundation (1)
English (199)
History (60)
Health Occupations (102)
Information Tech (22)
Mathematics (106)
Mechatronics (3)
Media Arts (8)
Music (23)
Nutrition (4)
Physical Education (2)
Physical Science (3)

Political Science (20)

Psychology (45)

Sociology (26)

Speech (116)

Welding Tech (3)

Chadron State College (8):

Communication (1)

English (4)

Finance (3)

History (1)

Mathematics (3)

Management (1)

Marketing (2)

Psychology (1)

College of St Mary (1)

Law (2)

Concordia (1)

Spanish (4)

Hastings (2)

Chemistry (10)

Math (1)

Little Priest Tribal College (8)

Education (9)
English (13)
Foundation (3)
History (4)
Math (1)
Native Am Studies (4)
Political Science (8)
Sociology (1)

Metropolitan Comm College (32):

Accounting (2)
Art (1)
Auto Collision Tech (5)
Biology (12)
Business Admin (4)
Criminal Justice (21)
Diesel Technology (3)
Design/Media Arts (1)
Early Childhood (45)
Economics (2)
Emergency Medical Services (2)
English (27)
Entrepreneurship (3)
Finance (46)
French (1)
Geography (7)
Health Info Mngt Systems (21)
History (8)
Health (9)
Human Resources (2)
Industrial/Commercial Trade (2)
Information Tech (5)
Law (2)

Mathematics (14)
Photography (1)
Political Science (1)
Psychology (2)
Sociology (13)
Spanish (3)
Speech (9)
Video/Audio Communication (12)
Welding (20)

Midland University (5):

Chemistry (3)
English (113)
Earth Science (3)
History (156)
Mathematics (6)

Mid-Plains Community College (19):

Accounting (4)
Art (3)
Auto Body (1)
Biology (26)
Business Admin (7)
Chemistry (7)
Economics (1)
English (54)
History (26)
Mathematics (30)
Nursing Asst (6)
Office Tech (5)
Physical Education (4)
Philosophy (1)
Political Science (10)
Psychology (7)

Mid-Plains Community College (cont.)

Spanish (9)
Speech (6)
Welding (3)

NCTA (5):

Ag Equipment Mngt (2)
Agronomy (5)
Animal Science (5)
Economics (6)
Veterinary Technology (1)

Nebraska Wesleyan (13):

Accounting (1)
Biology (10)
Chemistry (5)
Communication Studies (3)
Economics (6)
English (237)
French (2)
History (55)
Mathematics (33)
Physics (7)
Political Science (5)
Religion (2)
Spanish (11)

Northeast Community College (29):

Accounting (5)
Agriculture (15)
Automotive Tech (6)
Biology (20)
Business (6)
Criminal Justice (2)

Drafting (1)
Early Childhood (3)
Economics (7)
English (89)
Geography (1)
Graphic Design (2)
History (28)
Health Education (15)
Health/Phys Ed/Rec (5)
Home Ec (2)
Horticulture/Golf Course Mngt (2)
Information Tech (9)
Mathematics (85)
Music (2)
Nurse Aide (30)
Paramedic (2)
Physics (6)
Political Science (12)
Psychology (53)
Sociology (10)
Spanish (5)
Speech (48)
Welding (16)

Peru State College (10):

Biological Science (12)
Chemistry (1)
English (44)
History (5)
Mathematics (12)
Political Science (15)
Psychology (27)
Sociology (11)
Speech (3)

Peru State College (cont.)

Statistics (1)

Southeast Community College (23):

Agriculture (6)
Bioscience (1)
Biotechnology (1)
Business Admin (5)
Criminal Justice (3)
Early Childhood Ed (4)
Education (9)
English (51)
Entrepreneurship (6)
Food Service/Hospitality (10)
History (3)
Health (10)
Information Tech (18)
Mathematics (38)
Medical Assisting (8)
Medical Lab (2)
Nursing Assistant (19)
Philosophy (1)
Psychology (6)
Sociology (5)
Spanish (2)
Speech (31)
Welding (20)

Univ. of Nebraska at Kearney (8):

Art (1)
Chemistry (2)
Comp Sci & Info Tech (1)
English (7)
Sociology (1)

Spanish (13)
Statistics (1)
Teachers Education (1)

Univ. of Nebraska – Lincoln (6):

Anthropology (1)
Animal Science (1)
Criminal Justice (1)
Design (1)
Math (1)
Psychology (1)

Univ. of Nebraska at Omaha (22):

Art/Art History (4)
Biology (37)
Computer Sci/IST (17)
Content Mngt (1)
Criminal Justice (1)
Cybersecurity (1)
English (108)
French (1)
Geography (116)
German (1)
History (23)
Mathematics (23)
Marketing (2)
Music (1)
Native Am Studies (1)
Physics (12)
Political Science (96)
Psychology (23)
Religion (6)
Sociology (6)
Spanish (89)

Univ. of Nebraska at Omaha (cont.)

Teacher Ed (26)

Wayne State College (13):

Biology (1)
Computer Info Systems (2)
Communication Arts (4)
Education (3)
English (6)
History (7)
Mathematics (77)
Music (2)
Physical Ed (1)
Political Science (2)
Psychology (4)
Sociology (3)
Spanish (3)

Western NE Community College (23):

Agriculture (1)
Advanced Mfg Design Tech (13)

Art (1)
Auto Body Tech (2)
Automotive Tech (11)
Biological Sciences (12)
Construction (16)
Criminal Justice (4)
Early Childhood Ed (5)
Education (5)
English (36)
History (7)
Health (35)
Human Services (2)
Information tech (3)
Mathematics (20)
Medical Technology (3)
Nursing (2)
Nursing Assistant (18)
Personal Development (1)
Psychology (17)
Spanish (7)
Speech (2)



NEBRASKA OPPORTUNITY GRANT 2018-19 YEAR-END REPORT

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The Commission's reports are available online at ccpe.nebraska.gov/reports

NEBRASKA OPPORTUNITY GRANT PROGRAM

The Nebraska Opportunity Grant (NOG) program provides financial aid to students who are residents of Nebraska; have not earned a bachelor's, graduate, or professional degree; have high financial need (defined as having an expected family contribution equal to or less than 110% of the maximum family contribution that qualifies students for a federal Pell Grant); and who are attending eligible Nebraska colleges and universities to earn a degree or credential. The NOG program uses information from the federal Free Application for Federal Student Aid (FAFSA) as the basis for determining eligibility; there is no separate application.

NOG is the State of Nebraska's only need-based financial aid program for postsecondary students and is funded through General fund appropriations and lottery funds. As of the 2017-18 academic year, when analyzing national need-based undergraduate grant dollars per undergraduate enrollment, Nebraska ranked 35th in the country, the same ranking as in 2016-17.

The NOG program is a decentralized financial aid program. The commission allocates state funding to participating institutions based on a statutory formula that takes into account the proportion of all eligible students attending each institution and their tuition and fees (capped at tuition and fees at the University of Nebraska Lincoln) and verifies student eligibility but does not determine individual student award amounts or dictate how many eligible students receive NOG grants. Participating institutions award NOG grants to eligible students subject to eligibility criteria, maximum award limits, and available allocations.

For the 2018-19 NOG program award year:

- \$17,978,264 was awarded
- 12,753 students received a Nebraska Opportunity Grant
- \$1,409.73 was the average grant award

Pages 3-6 include charts showing the number of Nebraska students who received a federal Pell grant and the unmet financial need of these students as reported by the institutions. The US Department of Education defines financial need as the difference between how much college costs and how much a student and the student's family can pay towards those costs. The difference between financial need and the amount of financial aid offered by the college to the student to cover the financial need is considered unmet financial need. Students must cover their unmet need from either private loans or out-of-pocket funds.

The remainder of the report reflects various details specifically related to the NOG program, broken out by sector. Of particular interest is the table on page 13 showing the percentage of eligible students that received a NOG award by sector. The table demonstrates both that the NOG program is an important part of the overall financial aid strategy of postsecondary institutions and that many eligible students are not served by the NOG program due to lack of funding.

NOG Program Participating Institutions

University of Nebraska

- University of Nebraska at Kearney
- University of Nebraska –Lincoln
- University of Nebraska Medical Center
- University of Nebraska at Omaha
- Nebraska College of Technical Agriculture

State Colleges

- Chadron State College
- Peru State College
- Wayne State College

Community Colleges

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

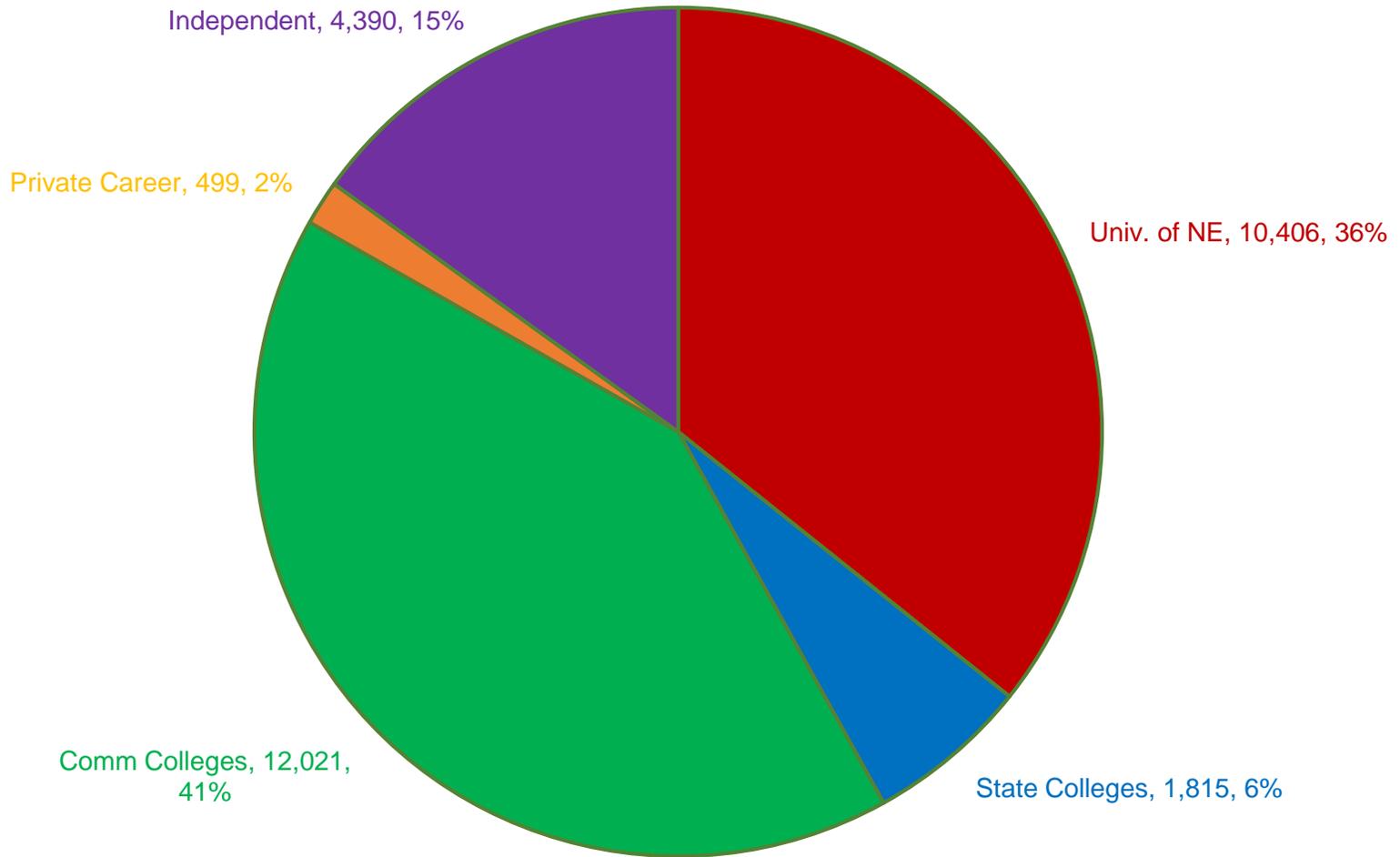
Private Career Colleges

- Capitol School of Hairstyling
- College of Hair Design
- Creative Center
- Joseph's College of Beauty
- La'James College
- National American University
- Xenon International School of Hair

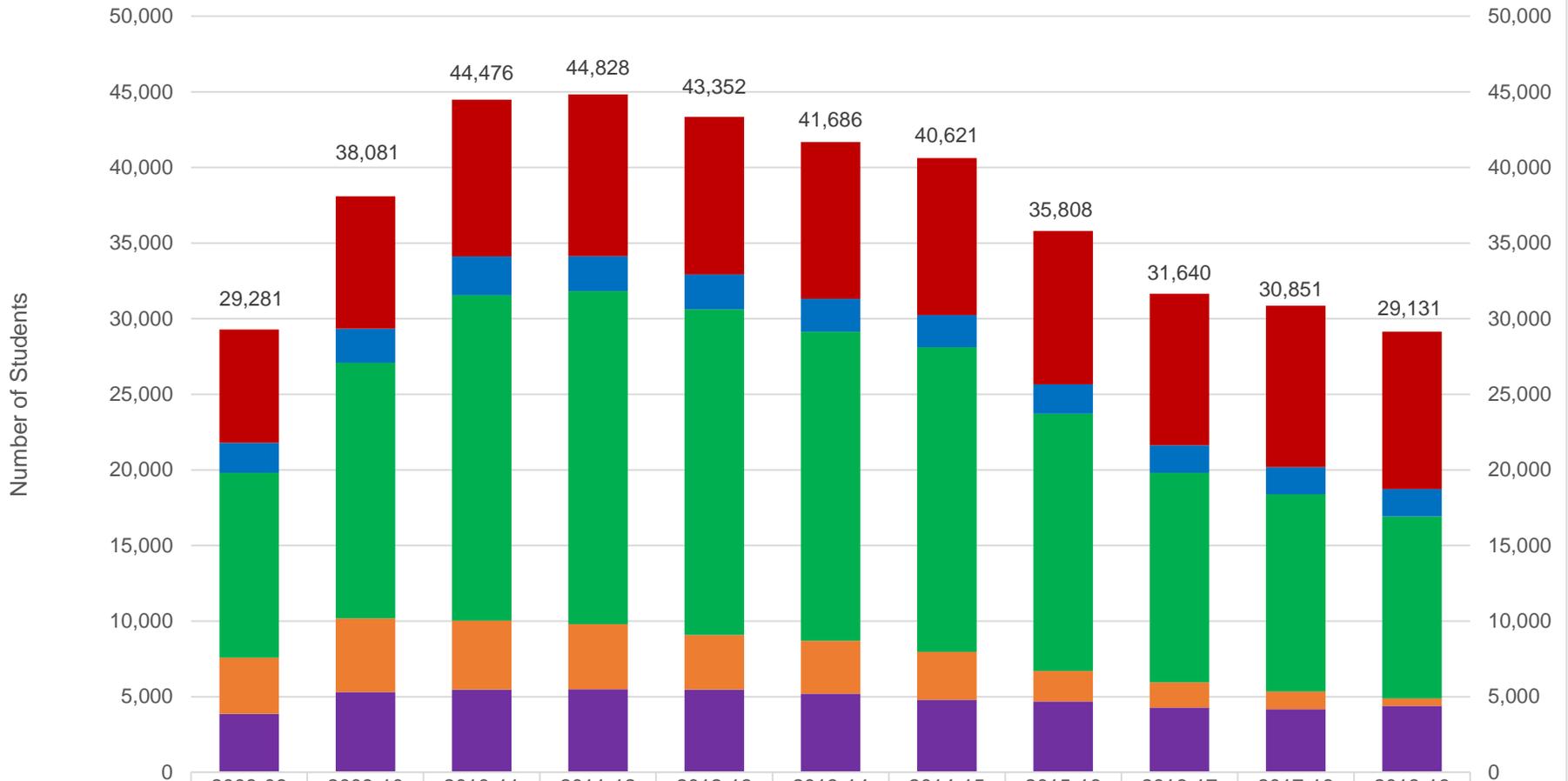
Independent Colleges & Universities

- Bellevue University
- Bryan College of Health Science
- Clarkson College
- College of Saint Mary
- Concordia University
- Creighton University
- Doane University
- Hastings College
- Little Priest Tribal College
- Midland University
- Nebraska Christian College
- Nebraska Methodist College
- Nebraska Wesleyan University
- Purdue University Global (Lincoln & Omaha)
- Union College
- York College

**2018-19 Nebraska Resident Pell Grant-Eligible Students by Sector
(percentage is of total enrollment)**

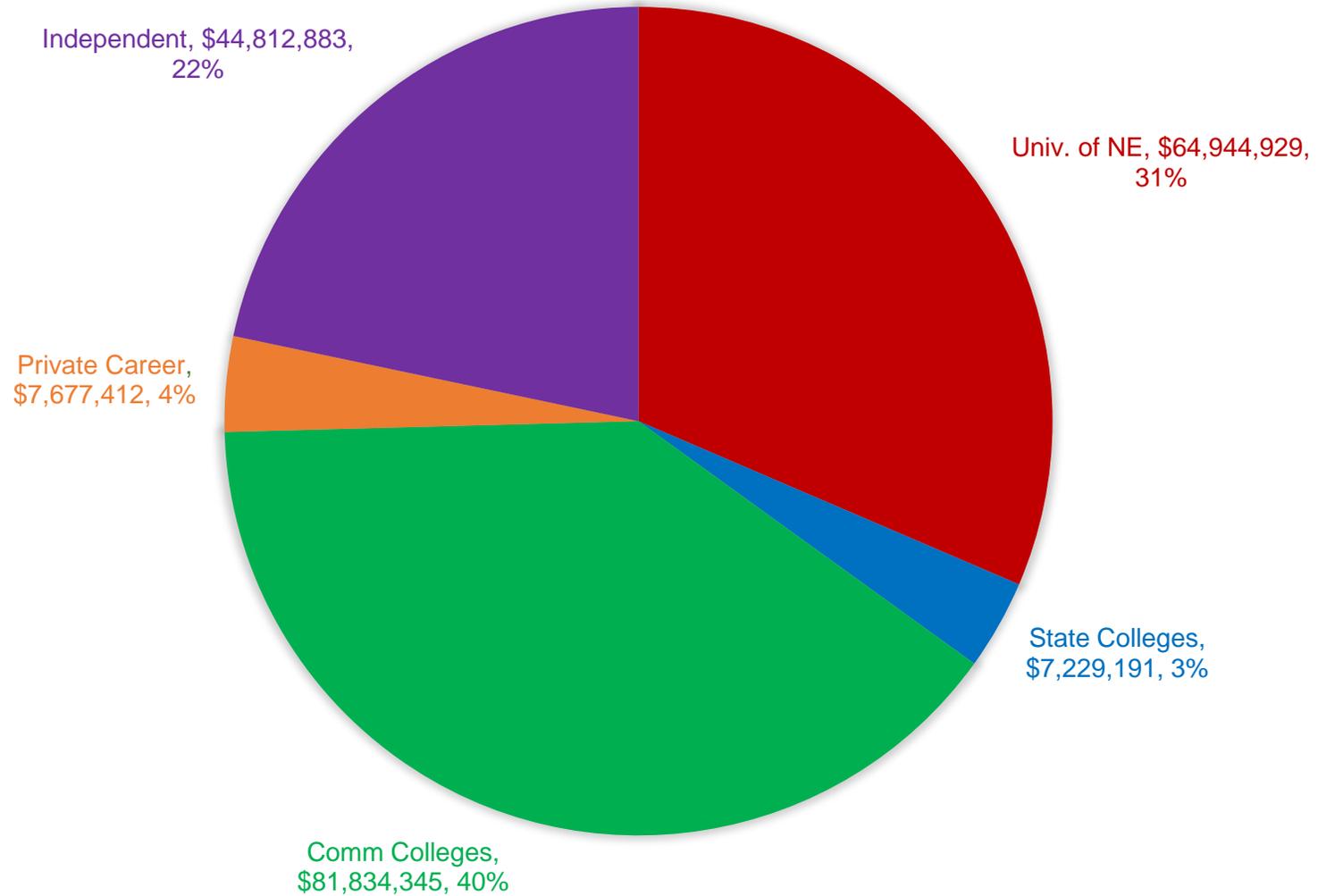


Nebraska Resident Pell Grant-Eligible Students by Sector

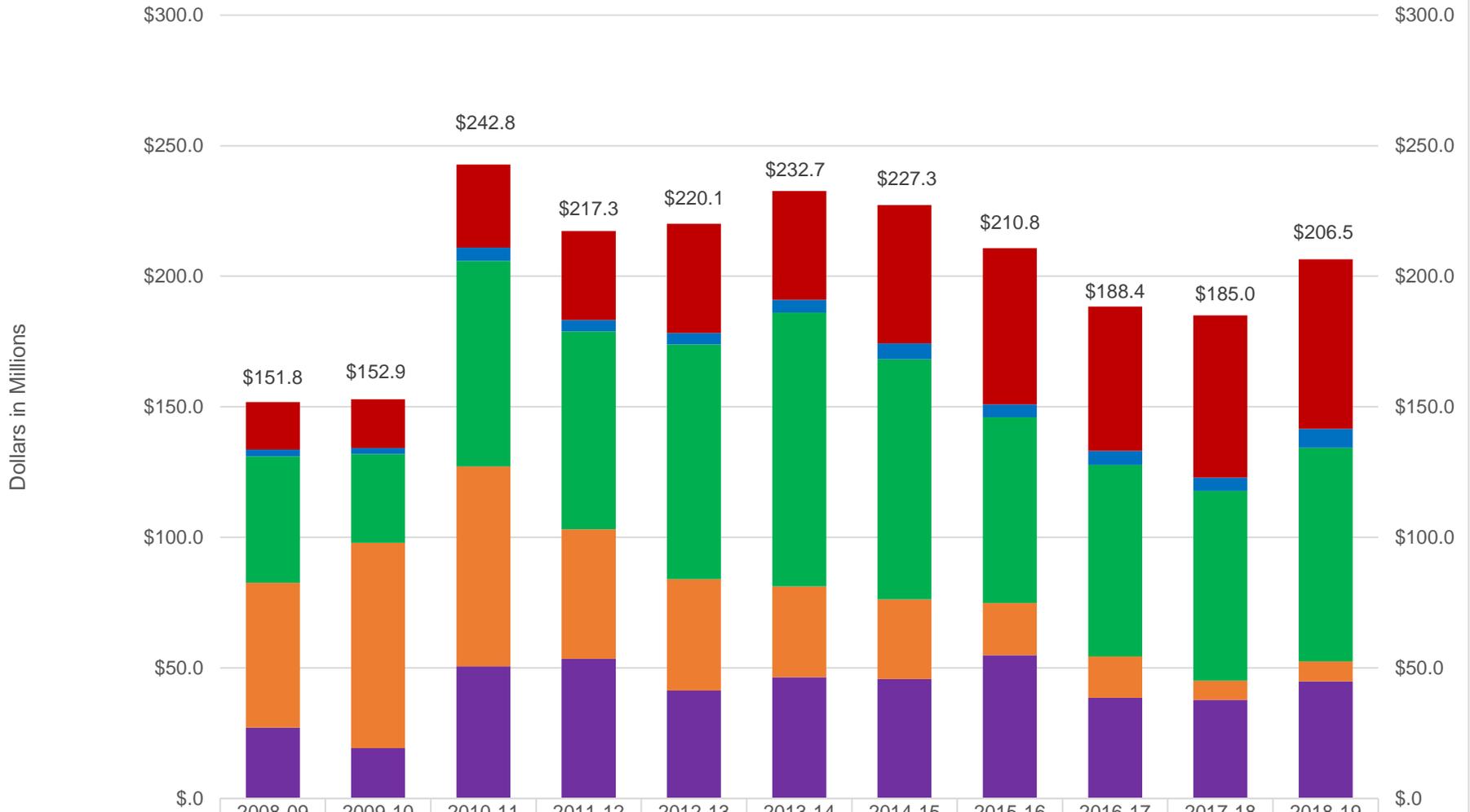


	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
■ Univ. of NE	7,499	8,750	10,353	10,694	10,437	10,378	10,387	10,155	10,011	10,670	10,406
■ State Colleges	1,966	2,246	2,580	2,304	2,296	2,177	2,135	1,944	1,824	1,805	1,815
■ Comm Colleges	12,240	16,911	21,521	22,043	21,548	20,433	20,132	17,019	13,861	13,032	12,021
■ Private Career	3,717	4,877	4,555	4,298	3,607	3,504	3,168	2,009	1,674	1,174	499
■ Independent	3,859	5,297	5,467	5,489	5,464	5,194	4,799	4,681	4,270	4,170	4,390
Total	29,281	38,081	44,476	44,828	43,352	41,686	40,621	35,808	31,640	30,851	29,131

**2018-19 UNMET NEED OF PELL GRANT-ELIGIBLE STUDENTS
(PERCENTAGE IS OF TOTAL AMOUNT)**



Nebraska Resident Pell Grant-Eligible Unmet Need by Sector



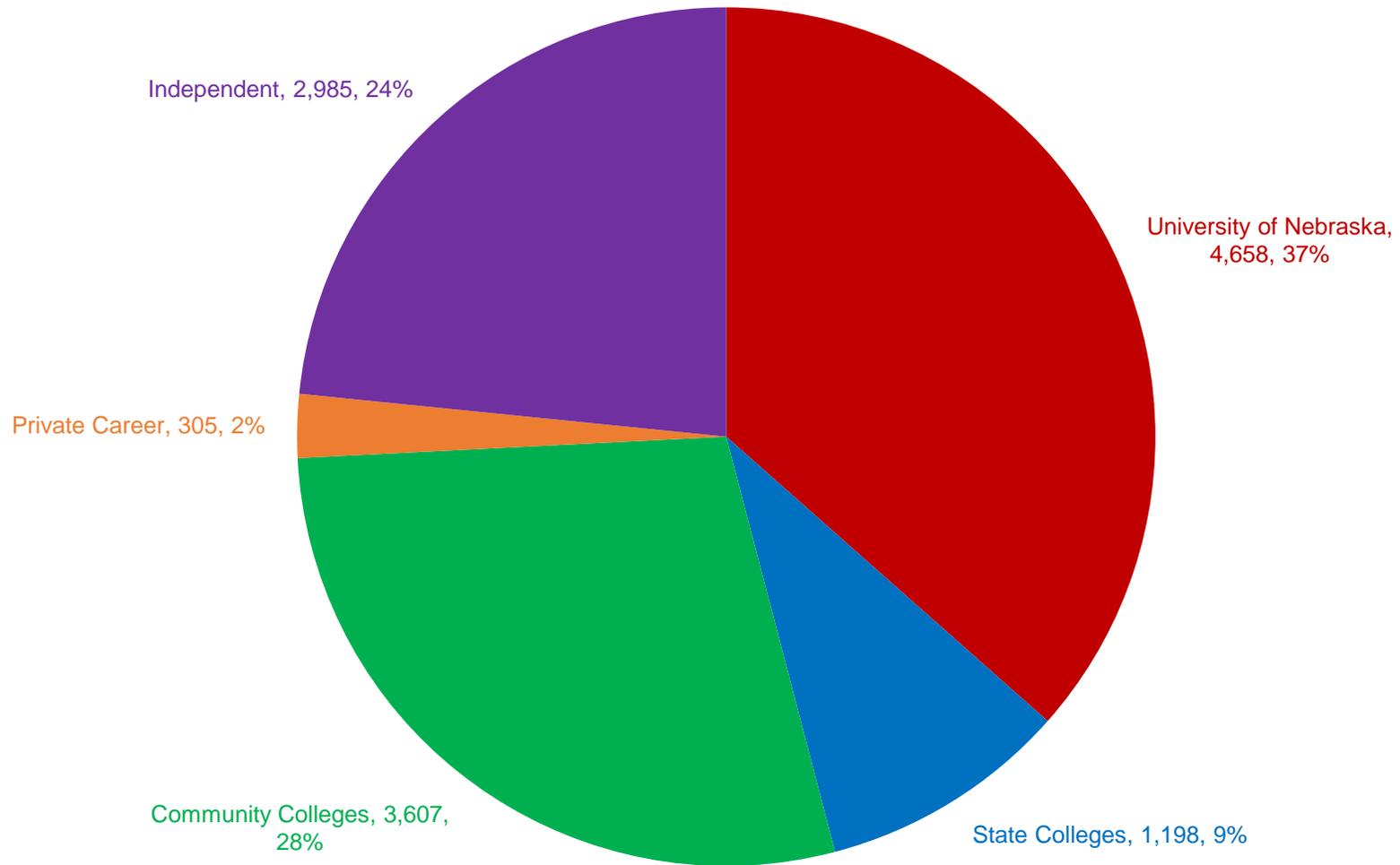
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
■ Univ. of NE	\$18.2	\$18.7	\$31.8	\$34.1	\$41.8	\$41.7	\$53.0	\$59.8	\$55.3	\$62.1	\$64.9
■ State Colleges	\$2.6	\$2.3	\$5.1	\$4.3	\$4.4	\$4.9	\$6.1	\$4.9	\$5.3	\$5.1	\$7.2
■ Community Colleges	\$48.4	\$34.0	\$78.7	\$75.8	\$89.9	\$104.9	\$92.0	\$71.2	\$73.3	\$72.6	\$81.8
■ Private Career	\$55.5	\$78.6	\$76.6	\$49.6	\$42.6	\$34.8	\$30.5	\$20.0	\$15.8	\$7.4	\$7.7
■ Independent	\$27.1	\$19.3	\$50.6	\$53.5	\$41.4	\$46.4	\$45.8	\$54.9	\$38.6	\$37.8	\$44.8
Total	\$151.8	\$152.9	\$242.8	\$217.3	\$220.1	\$232.7	\$227.3	\$210.8	\$188.4	\$185.0	\$206.5

NOG Yearly Process

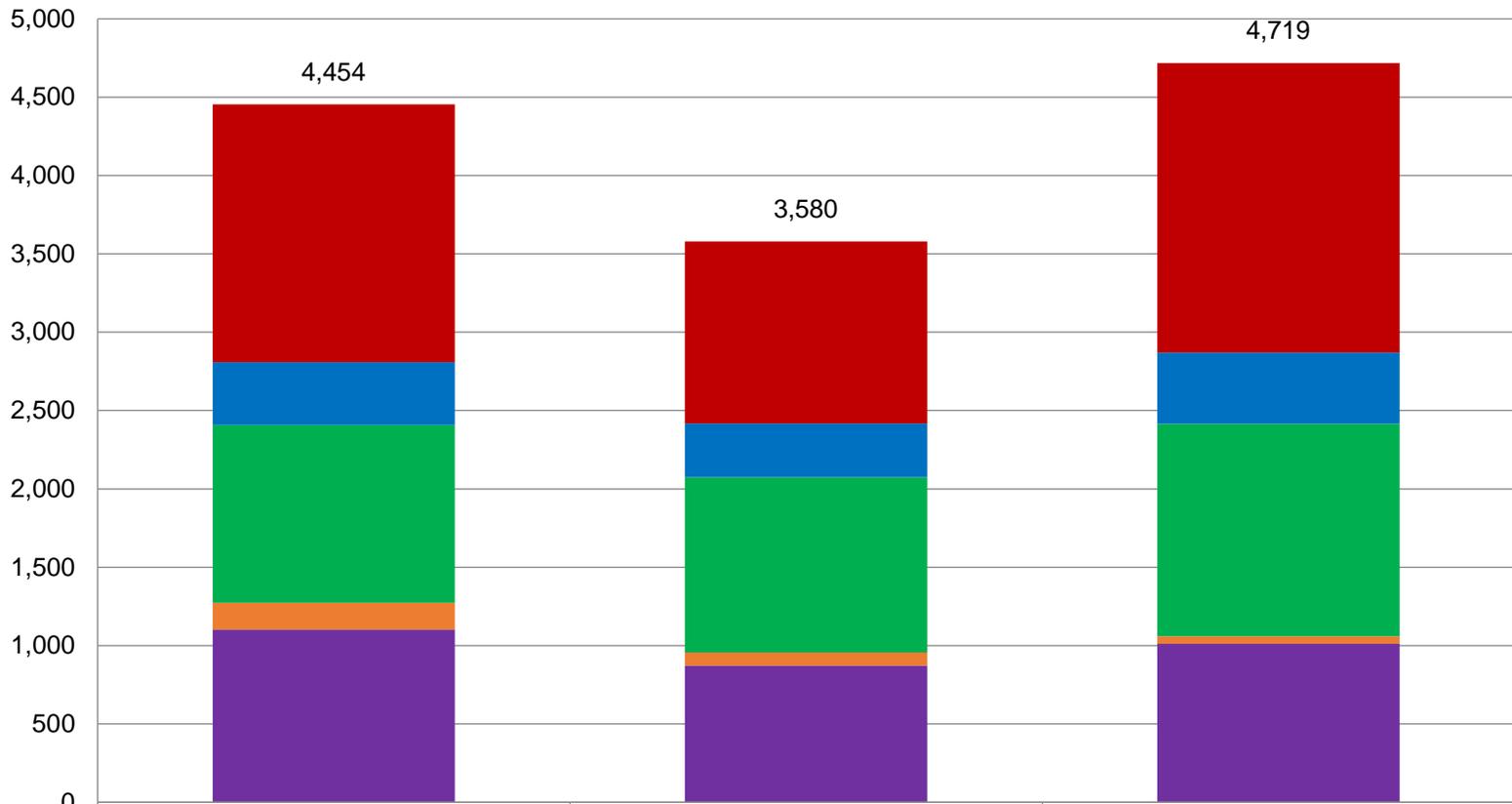
Each year the Commission allocates NOG funding that has been appropriated by the Legislature to participating institutions. In order to provide these institutions timely information, funding estimates are used until a final appropriation bill is approved in late spring. Allocations are calculated using the formula found in Neb. Rev. Stat. § 85-1912. Below are key events of the NOG process:

- Tentative allocation using estimated state General and lottery funds is sent out to institutions in January for the next academic year
- NOG applications to participate are sent to institutions and returned to the Commission in June
- Data from the applications, including the calculation of full-time-equivalent eligible students and tuition and fees charged, are used in the allocation formula
- Final lottery distribution received by the Commission in June
- Final allocation notice sent to institutions in July
- Institutions submit a list of recommended students for Commission approval
 - Must be done prior to disbursement to student
 - Send in multiple lists throughout the year
 - Funds sent at least twice a year based on approved list of students
 - Final submission must be submitted by May 31st of the academic year
- Commission performs audits of student eligibility at each participating institution every fall

2018-19 NOG Recipients by Sector

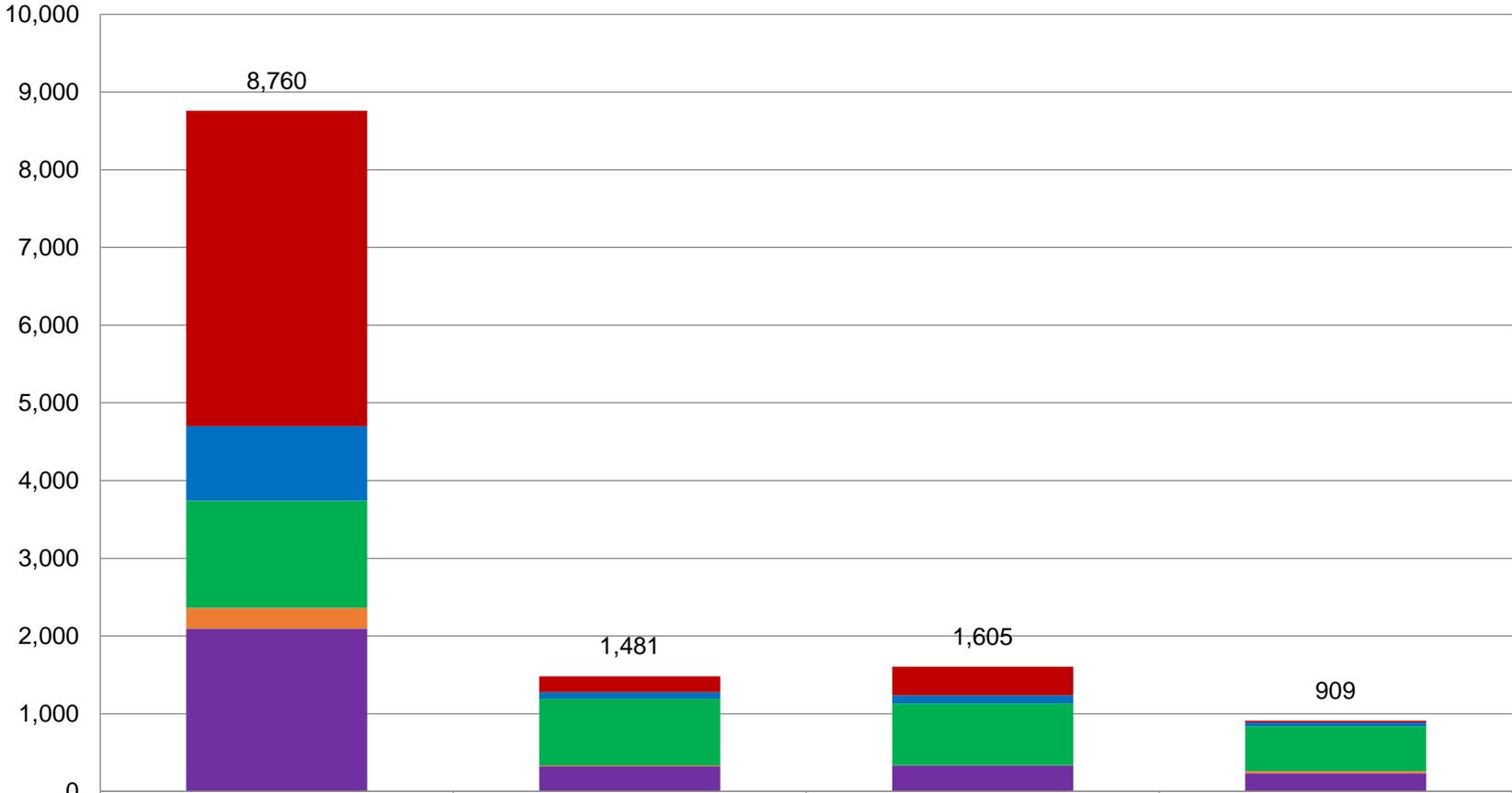


2018-19 NOG Recipients by Sector by Family Income



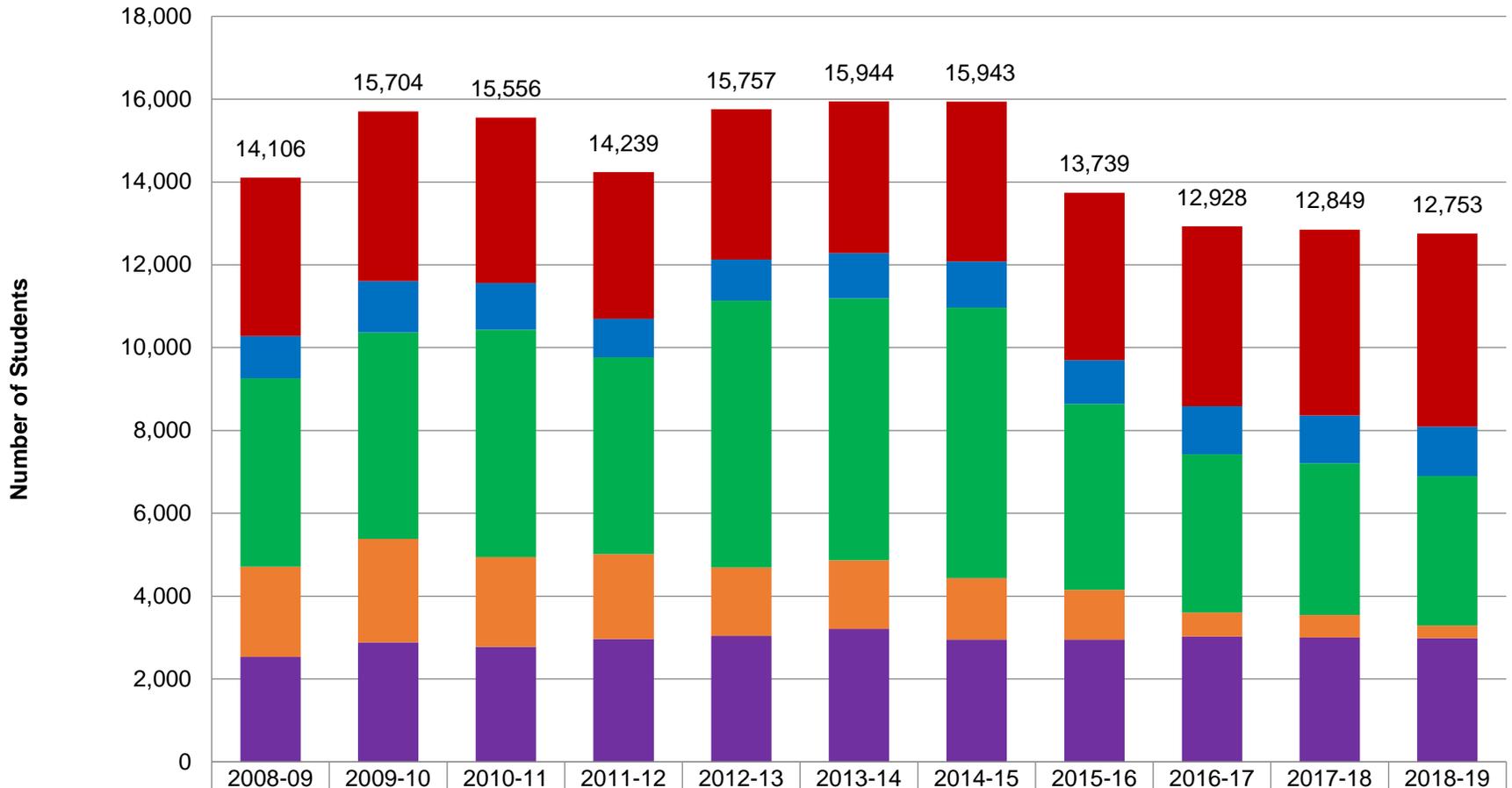
	0-\$19,999	\$20,000-\$39,999	\$40,000+
■ Univ. of NE	1,645	1,163	1,850
■ State Colleges	402	343	453
■ Comm Colleges	1,134	1,117	1,356
■ Private Career	171	85	49
■ Independent	1,102	872	1,011
Total	4,454	3,580	4,719

2018-19 Recipients by Sector by Enrollment



	Full-Time	3/4 Time	1/2 Time	Less Than 1/2 Time
■ Univ. of NE	4,060	205	371	22
■ State Colleges	959	84	105	50
■ Comm Colleges	1,379	859	793	576
■ Private Career	266	12	3	26
■ Independent	2,096	321	333	235
Total	8,760	1,481	1,605	909

NOG Recipients by Sector



	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
■ Univ. of NE	3,825	4,092	3,994	3,540	3,627	3,662	3,865	4,043	4,344	4,485	4,658
■ State Colleges	1,017	1,247	1,124	934	996	1,090	1,109	1,053	1,160	1,156	1,198
■ Comm Colleges	4,550	4,983	5,496	4,746	6,439	6,320	6,530	4,492	3,814	3,663	3,607
■ Private Career	2,180	2,498	2,163	2,051	1,658	1,664	1,489	1,195	581	542	305
■ Independent	2,534	2,884	2,779	2,968	3,037	3,208	2,950	2,956	3,029	3,003	2,985
Total	14,106	15,704	15,556	14,239	15,757	15,944	15,943	13,739	12,928	12,849	12,753

Sector	# and % of NOG Eligible Students	# and % of NOG Recipients	% of Elig who Received NOG	\$ and % of NOG Awarded	Average NOG Award
University of Nebraska (5)	11,660 33.5%	4,658 36.5%	39.9%	\$9,467,798 52.7%	\$2,032.59
State Colleges (3)	2,046 5.9%	1,198 9.4%	58.6%	\$1,383,314 7.7%	\$1,154.69
Community Colleges (6)	15,777 45.3%	3,607 28.3%	22.9%	\$3,063,829 17.0%	\$849.41
Private Career Schools (9)	623 1.8%	305 2.4%	49.0%	\$544,379 3.0%	\$1,784.85
Independent Colleges & Universities (15)	4,737 13.6%	2,985 23.4%	63.0%	\$3,518,944 19.6%	\$1,178.88
Total	34,843 100.0%	12,753 100.0%	36.6%	\$17,978,264 100.0%	\$1,409.73

The National Student Clearinghouse (NSC) is a not-for-profit organization that serves as a central repository of postsecondary student enrollment, degree, and diploma data voluntarily submitted by more than 3,700 colleges and universities. These institutions enroll an estimated 97.0% of the college students in the United States that attend Title IV, degree-granting institutions. In Nebraska, all institutions except three private career schools report to NSC.

The cumulative graduation rates tables include only first-time students that also received a NOG scholarship beginning in their first year. Graduation rates were calculated for the student's initial enrollment institution regardless of the type of institution of the subsequent graduation.

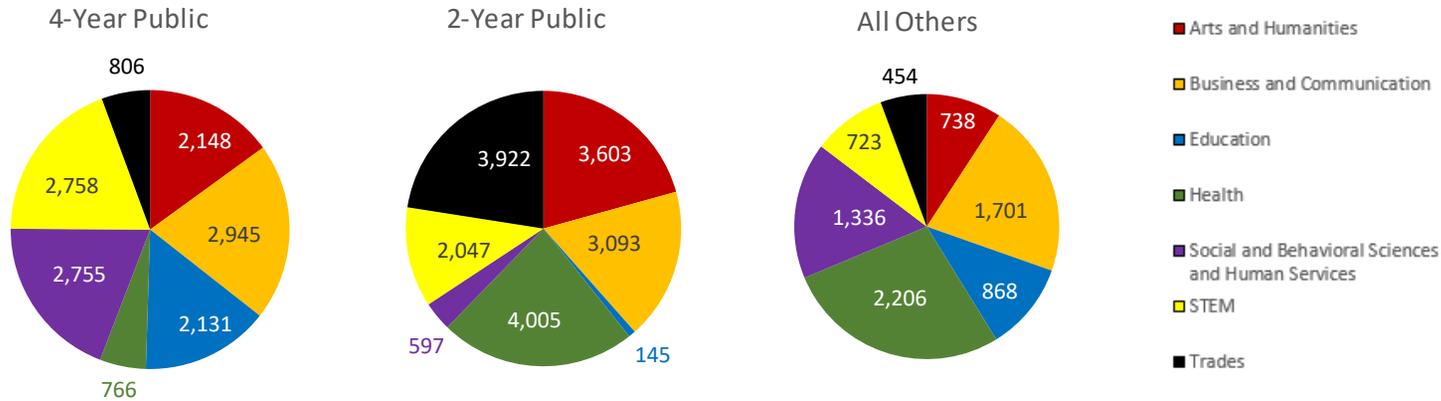
Cumulative Graduation Rates by Year: First-time Students Initially Enrolled in a 2-Year Institution and Received NOG Beginning with Their First Academic Year									
Academic Year First Received NOG	n	Years to Graduate							
		1 or less	2	3	4	5	6	7	8
2010-11	803	1.5%	21.4%	34.2%	40.6%	45.2%	48.3%	50.2%	51.9%
2011-12	713	1.1%	22.9%	34.2%	41.5%	46.6%	49.5%	52.2%	53.6%
2012-13	1,055	0.6%	15.4%	25.5%	30.4%	35.2%	37.9%	39.1%	
2013-14	1,098	3.8%	19.0%	29.5%	36.2%	41.1%	44.4%		
2014-15	903	4.4%	22.7%	33.1%	37.5%	41.6%			
2015-16	796	7.5%	27.3%	37.4%	44.2%				

Cumulative Graduation Rates by Year: First-time Students Initially Enrolled in a 4-Year Institution and Received NOG Beginning with Their First Academic Year									
Academic Year First Received NOG Scholarship	n	Years to Graduate							
		1 or less	2	3	4	5	6	7	8
2010-11	929	0.3%	3.4%	6.6%	29.0%	49.1%	58.4%	61.9%	63.4%
2011-12	702	2.6%	5.4%	9.3%	29.5%	49.7%	56.3%	59.3%	61.1%
2012-13	722	0.6%	3.2%	5.0%	23.3%	45.4%	54.0%	58.2%	
2013-14	846	0.6%	1.7%	4.4%	24.6%	44.9%	52.6%		
2014-15	952	1.4%	4.8%	7.6%	27.4%	47.4%			
2015-16	946	1.1%	3.8%	6.4%	22.5%				

By the Numbers: 2010-11 through 2018-19

Unique students awarded a NOG scholarship	73,445	Majors conferred to NOG recipients after receiving a NOG scholarship	39,747
Unique NOG recipients that earned a degree, diploma, or certificate after receiving a NOG (Does not include students currently attending an institution that have not earned a first award.)	37,489	Number of first-time freshman awarded a NOG scholarship in their freshman year	13,671

Majors Conferred to NOG Recipients after Receiving a NOG Scholarship, by Discipline Cluster



All degree majors earned after a student received a NOG scholarship are included in the above charts. NSC data provides discipline information at the degree major level only. Not all institutions report the degree earned or degree major.

NDE/CCPE Joint Dual Credit Initiative: FINAL REPORT – December 4, 2019

Introduction

Dual enrollment refers to courses that high school students take for both high school and college credit. Such courses allow students to access advanced academic material and, potentially, build up college credit prior to high school graduation. If the credits transfer into the postsecondary institution a student attends after high school, they can help to make that student's college degree more affordable. In Nebraska, "dual enrollment" refers to a student enrolling in course eligible for dual credit, while "dual credit" refers to a student both enrolling in and receiving credit for a course eligible for dual credit. According to a 2017 study from the Nebraska Department of Education, both "dual enrollment" and "dual credit" students significantly increased their odds of attending college after high school, though the effect was greater for students who earned dual credit for their dual enrollment courses.¹

Nebraska has a long history of supporting dual enrollment in its high schools. The Nebraska Transfer Initiative, established in 1995, provides an [online portal](#) for students, parents, teachers, and counselors to determine the transferability of community college course credits, including dual enrollment course credits, across Nebraska's public postsecondary institutions.² Dual enrollment standards were written into Nebraska's Comprehensive Statewide Plan for Postsecondary Education in 2005, supporting statewide consistency in how dual enrollment courses are offered, taught and credited.³ And Nebraska's [Access College Early \(ACE\) Scholarship Program](#) was established in 2007 to support dual enrollment opportunities for Nebraska's low-income high school students.

Yet barriers to dual credit have persisted in Nebraska. The Nebraska Dual Enrollment Standards serve as guidelines, but do not have force of law. Funds for the ACE Scholarship program are limited; the cost of attendance is still a barrier for some students and families. It can be difficult for educators to access and finance the coursework they need to become qualified to teach dual credit courses, particularly for those teaching in high-need schools. And too often, students, parents, teachers, and counselors are not fully aware of all the dual credit opportunities available to them in the state.

Recognizing this, the Nebraska State Board of Education (NDE) and the Nebraska Coordinating Commission for Postsecondary Education (CCPE) assembled a joint committee of their respective board members to identify ways to expand dual credit opportunities in Nebraska for all students. The committee participated in four meetings over a five-month period, from July to November 2019. After considering the existing Nebraska dual credit landscape, hearing from a panel of K-12 and postsecondary dual credit practitioners from across the state, and evaluating policies and practices from the dual credit programs in Ohio and Iowa, the committee put forth a set of recommendations to NDE and CCPE for policy action that would support the expansion of dual credit across the state.

Framework

In the process of developing policy recommendations, the NDE-CCPE joint dual credit committee first identified five priority areas – access, qualified instructors, credit transfer, affordability, and data collection and reporting – which, if addressed, would allow the state to make the most headway on its

overarching goal to expand dual credit for all students. The committee then defined desired outcomes for each of these five priority areas, as follows:

Priority 1: ACCESS:

- Every high school provides access to dual credit courses
- Students and parents are aware of dual credit opportunities

Priority 2: QUALIFIED INSTRUCTORS:

- Educators are aware of the requirements to become a qualified dual credit instructor
- Educators have access to multiple pathways to become a qualified dual credit instructor
- Dual credit instructor training is integrated into educator preparation programs

Priority 3: CREDIT TRANSFER:

- There is consistent, easy-to-access information about the number, type, and transferability of postsecondary credits associated with a core set of dual credit courses
- Educators, counselors, students and parents use this information to guide decision-making around dual credit opportunities

Priority 4: AFFORDABILITY:

- Student populations are equitably represented in dual credit
- There is enough funding available for dual credit statewide to ensure that no student is prevented from accessing dual credit courses because of financial barriers
- Students, parents, teachers and counselors are aware of how to access funding for dual credit courses

Priority 5: DATA COLLECTION AND REPORTING:

- There is an adequate dual credit data collection and reporting system that is used to consistently evaluate progress across all action steps

These five priority areas and associated outcomes were used throughout the committee's five-month process: to guide discussions and deliberations; to select states for comparisons and guest presentations; and, finally, to develop recommendations. The committee concluded its work by providing sixteen specific recommendations for future policy action to NDE and CCPE, all of which support the achievement of the priority area outcomes listed above.

In this report, for simplicity of presentation, the committee's recommendations have been grouped into five thematic areas:

- **Improve communications** with students, parents, teachers, counselors, and administrators;
- **Make existing connections explicit** between high schools and dual credit service providers;
- **Increase the supply of qualified instructors** by clarifying requirements and creating new pathways;
- **Increase affordability of dual credit**, particularly for low-income students;
- **Address data and reporting** by highlighting existing assets and identifying unmet needs.

Specific recommendations in each of these areas, along with timeline, priority, and lead organization responsibility are provided below.

Recommendations

Area 1: Improve Communications

Existing dual credit programs in the state, while often robust, are not uniformly understood or accessed. By increasing the knowledge of these programs across educators, students, and families, Nebraska can leverage an existing resource to help meet its dual credit goals. The committee recommended that the state agencies take action to improve communications with students, parents, teachers, counselors, and administrators on dual credit standards, course options, and the latest program developments.

Specifically, the committee recommended that the agencies:

- **Update state dual credit standards.** Nebraska’s dual credit standards were set in 2005 and revised in 2016. Since then, the state has moved forward in its thinking about dual credit, as well as created a Statement of Principles and Standards that could enhance the dual credit standards if incorporated within. Having a single, clear set of state standards on dual credit would support consistent communications statewide about dual credit programs. Within the next 6 months, state agency staff will examine dual credit standards for necessary revisions, update the standards to include the Statement of Principles and Standards, and enhance the standards with information about goals, faculty development, affordability and data collection. By statute, the revised standards will need to be presented to the legislature by March 15, 2021. **Lead Agency: CCPE**
- **Inform students and parents of course options and associated credit transferability.** Students and parents are not always aware of the dual credit course options available at their high school, or what that credit will look like when transferred to a postsecondary institution. Students who are clear about their options are more likely to take dual credit courses that transfer to postsecondary institutions and apply to college degrees. Within the next 6 months, state agency staff will create a common template to provide dual credit course information to all high schools. Using the template and information from the Transfer Nebraska Initiative, a matrix will be created for every high school listing every dual credit course offered in the school, the postsecondary institutions that accept that course, and the type of college credit that will be offered. **Lead Agencies: NDE and CCPE**
- **Inform teachers, counselors, and administrators about dual credit:** High school teachers, counselors, and support staff are not always well-informed about the latest developments in Nebraska’s dual credit programs and policies. When educators and administrators are better informed, they are better positioned to advise students on their dual credit choices. Over the next 12-18 months, state agency staff will connect with organizers of existing annual conferences for counselors, school leaders and principals ([Administrators’ Days](#)), and teachers by subject area (math, literacy) to identify opportunities to get on the agenda to present information on dual credit. In addition, state agency staff will put dual credit on the agenda of the annual State Board of Education conference, as well as connect with partner organizations to push out information on current dual credit programs and policies. **Lead Agency: NDE**

Area 2: Make Existing Connections Explicit

Nebraska has a vast network of high schools and postsecondary institutions engaged in dual credit. Yet the state lacks a clear picture of which courses are being offered by which postsecondary institutions for

dual credit, or which high schools have access to those courses. The committee recommended that the state agencies take action to make existing connections between high schools and postsecondary dual credit service providers explicit in order to reduce confusion and increase access for all students.

Specifically, the committee recommended that the agencies:

- **Collect and distribute course distribution information from postsecondary institutions.** Developing a statewide directory of dual credit courses by provider institution, including information about which high schools have access to those courses, will create clarity in the dual credit marketplace. Most institutions offering dual credit courses use CCPE's [Access College Early \(ACE\) Scholarship Program](#) funds; since data reporting is already required for the ACE Scholarship Program, course offering data can be added to existing reporting requirements. Starting in fall 2020, as a condition of ACE Scholarship Program participation, each postsecondary institution will be required to report which dual credit courses they are offering in each high school where they are offering courses. CCPE will collate and distribute this information statewide. **Lead Agency: CCPE**
- **Collect and distribute service provider information from high schools.** Developing a statewide directory of preferred service providers associated with each high school in the state will help schools and districts to more effectively find available dual credit options for their students. Within the next 6-8 months, secondary schools will be required to provide information to the [Education Service Unit Coordinating Council \(ESUCC\)](#) about their existing agreements with dual credit service providers. The ESUCC will collate and distribute this information statewide. **Lead Agency: NDE**
- **Collect and distribute distance education provider information from ESUs.** Historically, [Education Service Units \(ESUs\)](#) have maintained a directory of distance education courses offered in the state. A subset of these courses are dual credit courses; such courses offer options to high schools when their preferred service provider is unable to offer a specific dual credit course to their students. Within the next 6-8 months, state agency staff will work with the state's ESUs and the ESUCC to create an inventory of distance education dual credit courses. Once compiled, this information will be shared with all secondary schools in the state. **Lead Agency: NDE**

Area 3: Increase Supply of Qualified Instructors

Nebraska is one of 19 states whose postsecondary institutions are accredited by the Higher Learning Commission (HLC). In 2016, HLC set [more stringent minimum qualifications](#) for dual credit instructors.⁴ By 2022, all dual credit instructors in institutions accredited by HLC must have both a master's degree and 18 graduate credit hours in the discipline they wish to teach. As a result, some of Nebraska's high school teachers who were previously qualified to teach dual credit will become disqualified unless they can gain the necessary additional credentials. This is particularly an issue for rural schools, who may only have one dual credit instructor on staff. To avoid an impending crisis in access, the committee recommended that the state agencies take action to increase the supply of qualified instructors by clarifying minimum requirements and creating new pathways to gain those credentials.

Specifically, the committee recommended that the agencies:

- **Make teacher eligibility consistent across state.** Currently, a Nebraska high school teacher's eligibility to teach a dual credit course is determined by the postsecondary institution offering the

course. Since all dual credit instructors must meet HLC requirements, it makes sense to create a consistent, state-level endorsement that would allow a qualified instructor to teach dual credit courses in the specified discipline at any postsecondary provider institution in the state. Within the next three months, state agency staff will discuss the possibility of developing dual credit endorsements by subject area with the [Nebraska Council on Teacher Education \(NCTE\)](#). Over the next two years, in partnership with NCTE and the deans of the state's colleges of education, state agency staff will institute a formal rule change to [Rule 24 \(Endorsement\)](#) to create Dual Credit Endorsements aligned with HLC requirements.⁵ **Lead Agency: NDE**

- **Formally document teacher eligibility.** If high school teachers eligible to teach dual credit courses in a specific discipline had a notation to that effect on their teaching license and/or postsecondary transcript, it would simplify proof of eligibility and increase consistency in hiring. Postsecondary faculty already need a dual credit permit to teach dual credit courses; the proposed action would provide the same consistency to dual credit instructors who are high school teachers. Within the next three months, state agency staff will work with NCTE and the deans of the state's colleges of education to determine whether a note could be added to the teacher license or transcript that indicates dual credit teaching eligibility. In the next 8-12 months, state agency staff will institute a formal rule change to [Rule 21 \(Certificates and Permits\)](#) to create a common certification for high school teachers qualified to teach dual credit courses.⁶ **Lead Agency: NDE**
- **Create more stand-alone dual credit certification programs.** Many secondary teachers who have master's degrees are missing the 18 graduate credit hours in the discipline necessary to teach a dual credit course. To help such individuals become qualified dual credit instructors, the University of Nebraska-Omaha currently offers 18-credit-hour dual credit certification programs in three subject areas ([economics](#), [government](#) and [computer science](#)) and are developing a fourth (English). Within 6 months, state agency staff will examine these existing dual credit certification programs to see if they can be replicated for other subject areas and/or at other institutions. Over the next year, state agency staff will connect with state colleges about creating certification programs for dual credit, aimed at high school teachers who already have a master's degree. **Lead Agencies: NDE and CCPE**
- **Integrate dual credit certification in common college of education master's degree programs.** Master of Education degrees often do not include the 18 discipline-specific graduate credit hours required to become a dual credit instructor. To increase the pool of dual credit instructors, it makes sense to explicitly allow teachers pursuing a master's degree to incorporate a disciplinary focus that will allow them to become dual credit eligible. Within 6-8 months, state agency staff will show proof of concept from institutions that are already incorporating dual credit eligibility requirements in existing Master of Education programs. Over the next year, state agency staff will connect with NCTE and the deans of the state's colleges of education to get input on how this might be most effectively implemented across multiple institutions. **Lead Agencies: NDE and CCPE**

Area 4: Increase Affordability

A significant factor in expanding access to dual credit is ensuring that students and families can afford the courses. In Nebraska, the postsecondary provider institution determines the student cost of dual credit courses; those costs, and the level of subsidy, vary by institution. Nebraska's [Access College Early \(ACE\) Scholarship Program](#), administered by CCPE, utilizes state funds to fully subsidize the cost of dual credit courses for high school students who qualify for low-income federal benefit programs. While the

ACE scholarship program is laudable, the current level of funding meets less than half of the eligible student need. In addition, many students who do not qualify for low-income federal benefit programs also have unmet financial need. The committee recommended that the state agencies take action to expand access by increasing the affordability of dual credit, particularly for low-income students.

Specifically, the committee recommended that the agencies:

- **Increase ACE Scholarship funding to cover all low-income students.** Without the financial support provided through the receipt of an ACE scholarship, many low-income students are shut out of dual credit opportunities. At current funding levels, less than half the students who could benefit from this program are able to be supported. In order to fully meet eligible student need, the ACE scholarship will need to be funded at 3 million dollars annually, nearly three times the current level. State agency staff will make a budget request to the Nebraska Legislature for the 2021-2023 biennium that includes an increased level of funding for the ACE scholarship. **Lead Agency: CCPE**
- **Investigate business partnerships to support dual credit costs.** Funds garnered via partnerships with local businesses looking to support future workforce development in the state can supplement budget allocations in subsidizing dual credit. Within 6-12 months, state agency staff will connect with the Nebraska Community Foundation and the Nebraska Community College Association to investigate whether local business support for the ACE scholarship could be turned into a cash fund to support dual credit across the state. **Lead Agencies: NDE and CCPE**
- **Research dual credit financing in other states.** States such as Iowa and Ohio have developed statewide funding models to offer fully subsidized dual credit courses to all students. Within 6-12 months, state agency staff will establish a research group to investigate how other states are subsidizing dual credit, particularly as a way to enhance college affordability, and whether such models would work for Nebraska. **Lead Agencies: NDE and CCPE**

Area 5: Address Data and Reporting

There is little information currently available at the state level about Nebraska's dual credit programs, which makes it difficult to know how these programs are serving participating students. Without this information, it becomes difficult to justify subsidizing the cost of the programs or to communicate the value of the programs to students, parents, teachers, and counselors. The committee recommended that the state agencies take action to address data collection and reporting related to the state's dual credit programs by highlighting existing data assets and identifying unmet data needs.

Specifically, the committee recommended that the agencies:

- **Identify a short list of highly valuable dual credit courses.** Not all dual credit courses are of equal value. Courses that transfer across institutions, provide credit towards a degree, and help students tackle general education requirements early have greater value to students for the time and money invested. Creating a short list of the most valuable courses in the dual credit space will help students and families make better choices for their investment. Nebraska produces an annual report on dual credit that tracks courses by frequency of enrollment. Using this report, within 6-8 months, state agency staff will identify which general education and associate degree courses are most frequently transferred in to postsecondary institutions as dual credit. Over the following year, state agency

staff will use this information to mount a public awareness campaign about these core courses, aligned with existing Nebraska college attendance and completion campaign efforts such as [Commit to Complete](#) and the [FAFSA Completion Initiative](#). **Lead Agencies: NDE and CCPE**

- **Assess dual credit data assets and data needs.** Nebraska would benefit from a dual credit “data audit” to determine what data already exists in the state, where that data can be supplemented, and where entirely new data requests may be necessary to answer pending questions about dual credit outcomes. Within 6 months, state agency staff will establish a research group to investigate Nebraska’s existing dual credit data and unmet data needs. In the short term, the group will pose a set of questions about dual credit to the existing [Nebraska P-20 data system](#) to determine what can and cannot be answered with current data assets. (For instance, is it possible to determine the average number of dual credit hours students are bringing with them to postsecondary, and whether it’s expediting their time to degree?) The group will also examine the existing [Tuition, Fees, and College Affordability Report](#) to determine if a short section on dual credit can be added to the report before the next publication (September 2020). **Lead Agencies: NE and CCPE**
- **Research dual credit data collection efforts in other states.** In addition to assessing the state’s own data capacity, it will be helpful to understand what is already known about the impact of dual credit on student outcomes, as well as what data other states are gathering. Within 6 months, state agency staff will establish a research group to investigate the literature on the positive outcomes of dual enrollment for students generally, as well as the types of dual credit outcome data other states are currently collecting and reporting. **Lead Agencies: NDE and CCPE**

Conclusion

Dual credit can help students access advanced academic material, build up college credit prior to high school graduation, and make their college degrees more affordable. Nebraska has a long history of supporting dual enrollment in its high schools, yet some barriers to dual credit have persisted. A joint committee of board members from the Nebraska State Board of Education (NDE) and the Nebraska Coordinating Commission for Postsecondary Education (CCPE) assembled this fall to identify ways to overcome these barriers to dual credit programs. As detailed above, the committee put forth sixteen recommendations for policy action to NDE and CCPE. Over the next two years, NDE and CCPE have committed to making those recommendations a reality, supporting the expansion of dual credit opportunities for all students across the state.

ENDNOTES

¹ Nebraska Department of Education, 2017. *An Evaluation of the Impact of dual Credit and Dual Enrollment on College-Going in Nebraska*. NDE, Lincoln, NE. Retrieved from: https://www.education.ne.gov/wp-content/uploads/2017/07/Dual_Enrollment_and-Credit_Study.pdf

² *Nebraska Transfer Initiative*. Retrieved from: <http://www.thenicc.edu/images/pdfs/NebraskaTransferInitiativeDocument.pdf>

³ Nebraska Coordinating Commission for Postsecondary Education, 2016. *Nebraska's Comprehensive Statewide Plan for Postsecondary Education*. CCPE, Lincoln, NE. Retrieved from: <https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/COMP%20PLAN-updated%20October%202018.pdf>

⁴ Higher Learning Commission, 2016. *Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Peer Reviewers*. Retrieved from: http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

⁵ Nebraska Department of Education, 2018. *Rule 24: Regulations for Certificate Endorsements*. Title 92, Nebraska Administrative Code, Chapter 24. Retrieved from: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Clean_Rule24_2018wlinks.pdf

⁶ Nebraska Department of Education, 2018. *Rule 21: Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*. Title 92, Nebraska Administrative Code, Chapter 21. Retrieved from: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Clean_Rule21_20182.pdf

Dual Enrollment Access

Sarah Pompelia

What Is the Issue, and Why Does It Matter?

Dual enrollment programs allow students to earn high school and college credit simultaneously. Such programs support students in their transition from high school to college in two ways: First, students access advanced learning experiences that can help them prepare academically for college; second, through early credit accumulation, students have the potential to reduce the total cost of their college degree. In addition, [research](#) indicates that participating in dual enrollment increases the chance that a student will attend and graduate from college.

Unfortunately, some groups of students face significant barriers to accessing dual enrollment courses — making it less likely that they are able to reap the benefits that these programs offer. A [recent study](#) from the U.S. Department of Education found that students whose parents have never attended college were less likely to take dual enrollment courses than their peers with parents who have college degrees. In addition, the study showed that Hispanic and black students were less likely to take these courses than their white or Asian peers.

As dual enrollment programs have grown, policymakers across the country have been increasingly attentive to the issue of who has access to these courses. While states have consistently sought to ensure broad access to dual enrollment courses, both dual enrollment generally and the specific issue of dual enrollment access received a significant amount of legislative focus in the past year. In 2019, states considered at least 219 bills related to dual enrollment; nearly half of those involved provisions about access to the courses.

In an Education Commission of the States analysis of enacted 2019 legislation focused specifically on access, four themes arose across the states:

- **REDUCING COST FOR STUDENTS.**
- **EXPANDING STUDENT ELIGIBILITY.**
- **REMOVING BARRIERS TO PARTICIPATION.**
- **INCREASING QUALIFIED EDUCATORS.**



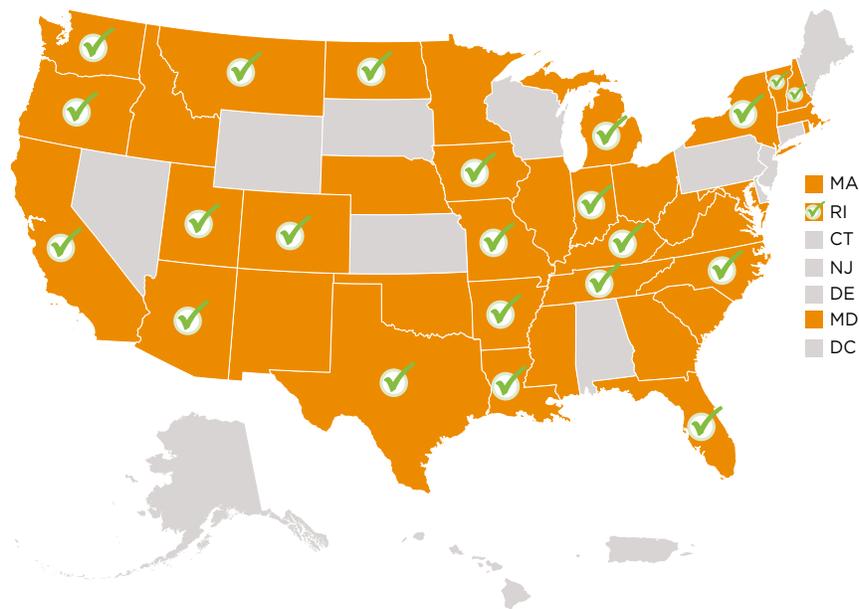
States use a variety of terms to refer to dual enrollment.
Find a list of what each state calls its program [here](#).

Because this Policy Snapshot covers 2019 legislation only, it excludes certain well-known state policy themes related to dual enrollment — including disaggregating reporting to better understand issues of access, allowing students multiple options for determining academic eligibility for courses and providing outreach to families in their preferred language.

How Many States Considered Legislation in 2019?

Based on a review of 2019 legislative activity concerning dual enrollment access:

At least **108 BILLS** were **INTRODUCED** in 37 states.



At least **36 BILLS** were **ENACTED** ✓ in 23 states.

STATE	LEGISLATION
Arizona	H.B. 2036 , S.B. 1346 , H.B. 2176
Arkansas	S.B. 343 , H.B. 1413
California	A.B. 30
Colorado	S.B. 19-176
Florida	H.B. 7071
Indiana	S.B. 438
Iowa	S.F. 603
Kentucky	S.B. 98
Louisiana	S.B. 243
Michigan	H.B. 4242
Missouri	H.B. 604
Montana	H.B. 387

STATE	LEGISLATION
North Carolina	S.B. 366
North Dakota	S.B. 2013
New Hampshire	S.B. 276
New York	S. 1506 , A. 2006
Oregon	H.B. 2263
Rhode Island	H.B. 6240 , S.B. 755
Tennessee	H.B. 1425 , S.B. 764 , S.B. 805 , H.B. 949
Texas	H.B. 1 , H.B. 3 , H.B. 3650
Utah	H.B. 291 , H.B. 146
Vermont	H. 533 , H. 542
Washington	H.B. 2158 , H.B. 1973

Reducing Cost for Students

The cost of taking postsecondary courses while in high school can be prohibitive for students and their families. Though [some states](#) cover the tuition and fees associated with dual enrollment courses, others leave funding up to the district, parents and students. Similar to past years, in 2019 states looked for ways to eliminate or reduce the cost burden for students and families so that students from low- and moderate-income households are not prevented from participating. Cost-reduction strategies include fully funding the state dual enrollment program so that it is free for all students, creating scholarship or grant programs to support students from low-income households, limiting what colleges may charge for dual enrollment courses, and covering the tuition and fees for a limited number of courses.

Examples of Enacted Legislation



[S.B. 343](#) creates the Arkansas Concurrent Challenge Scholarship Program for students participating in concurrent enrollment courses. The bill stipulates that the maximum scholarship award a student may receive in an academic year be the lesser of \$500 or the tuition and mandatory fees of the concurrent credit course or certificate program.



[S.B. 19-176](#) requires that concurrent enrollment be offered at no tuition cost to qualified students, and appropriates funds for this purpose for fiscal years 2019-20 and 2020-21.



[H. 542](#) directs the transfer of \$85,000 from the Vermont Student Assistance Corporation to fund a flat-rate, need-based stipend or voucher program that covers books, transportation and fees for students with financial need who are enrolled in a dual enrollment course or early college.



[H.B. 1973](#) creates the Washington Dual Enrollment Scholarship Pilot Program, to be administered by the Office of Student Financial Assistance. To be eligible, students must (1) qualify for the free or reduced-price lunch program, (2) be enrolled in one or more dual credit programs and (3) have at least a 2.0 GPA. Use of the scholarship award is limited to mandatory fees, prorated based on credit load; course fees or laboratory fees determined by the college or university policies; and a textbook limited voucher to be used at the institution of higher education's bookstore.

Removing Barriers to Participation

The cost of dual enrollment is not the only barrier for students to participate. States passed a number of policies this year that attempt to make it easier for students to take dual enrollment courses by offering transportation to course locations, eliminating course limits or increasing the number of allowable courses, requiring that information about dual enrollment courses be readily available to parents and students, and amending other course requirements to accommodate students who take dual enrollment courses.

Examples of Enacted Legislation



[A.B. 30](#) allows a high school student participating under a Community Colleges College and Career Access Pathways partnership to submit a single parental consent form, principal recommendation and application, which remain valid for the duration of the student's participation in the program.



[H.B. 7071](#) requires that each career center must enter into an agreement with each high school in the school district served by the career center. The agreement must, among other things, describe how students and parents will be informed about career dual enrollment opportunities and how students can apply to participate in these programs.



[H.B. 6240/S.B. 755](#) exempts 12th grade students enrolled full-time in dual enrollment courses on higher education campuses from the health and physical education course requirement.



[H.B. 3](#) provides funds to reimburse school districts for transportation they may provide for dual enrollment students to travel from their schools to college campuses.

Expanding Student Eligibility

Eligibility requirements for participating in dual enrollment courses include academic measures and grade level, among others. This year, some states took action to allow students in earlier grade levels to be eligible for dual enrollment. Additionally, because dual enrollment courses often take place on high school campuses, the eligibility of private school students or students who are homeschooled might not be guaranteed. Some states acted to explicitly allow these students to participate or included them in cost considerations.

Examples of Enacted Legislation



[S.F. 603](#) allows students from accredited private schools to access dual enrollment if the schools meet certain requirements.



[S.B. 276](#) widens eligibility for dual enrollment courses to 10th grade students, in addition to 11th grade and 12th grade students.



[S.B. 366](#) expands participation in academic transition pathways to include qualified high school freshman and sophomore students. The bill requires that sophomore students have a 3.0 GPA or higher to qualify, and freshman students must have an equivalent measure to demonstrate readiness for the course material.



[H.B. 146](#) establishes that students in grades nine through 12 are eligible to enroll in dual enrollment courses and removes previous grade-level exceptions.

Increasing Qualified Educators

Expanding access to dual enrollment courses requires an increase in teachers who meet state qualifications to teach the courses. Though students may take dual enrollment courses on college campuses with postsecondary instructors, [most students](#) take dual enrollment courses at their own high schools — creating a need for teachers at the high school level who are qualified to teach dual enrollment courses. States also want to ensure that students who are taught by high school teachers receive the same quality of instruction as those who are taught by postsecondary faculty.

Examples of Enacted Legislation

 [S.B. 438](#) directs the commissioner for higher education to establish a dual credit advisory council, which will review and update the current requirements that ensure that a teacher who currently teaches a high school dual credit course can meet accreditation requirements by July 1, 2022.

 [H.B. 2263](#) authorizes the department of education, in collaboration with the higher education coordinating commission, to administer the Accelerated College Credit Instructor Grant Program to provide education or training to teachers of accelerated college credit programs. The department must provide grants to (1) school districts and education service districts for tuition costs of up to 65 high school instructors and (2) postsecondary institutions for graduate course offerings in at least six content areas that the commission recommends would meet dual enrollment program qualifications.

 [H.B. 291](#) amends the state board of regents' duty to establish a policy that describes the qualifications for a local education agency employee to be an eligible dual enrollment instructor. The policy aims to ensure such qualifications are uniform statewide and that they build upon dual enrollment partnerships, in an effort to increase offerings in all college service areas.



About the Author

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Sarah, formerly a policy analyst at Education Commission of the States, earned a bachelor's degree at Northwestern University's School of Education and Social Policy and has two master's degrees in social work and public policy from the University of Denver.

Related Resources

[50-State Comparison: Dual/Concurrent Enrollment Policies](#)

[STEM Dual Enrollment: Model Policy Components](#)

[Increasing the Supply of Qualified High School Teachers for Dual Enrollment Programs:
An Overview of State and Regional Accreditor Policies](#)