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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

February 5, 2020  
The Apothecary Building  
140 North 8<sup>th</sup> Street  
Lincoln, Nebraska

*Public notice of meeting*

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

### NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON FEBRUARY 5, 2020. 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. 8<sup>TH</sup> STREET, SUITE 300, LINCOLN, NEBRASKA.

DR. DEBORAH FRISON, CHAIR

*Meeting called to order at 8:35 a.m.*

### CALL TO ORDER AND INTRODUCTIONS

Chair Deborah Frison called the meeting to order at 8:35 a.m. and asked for introductions.

#### Commissioners Present

Colleen Adam  
Dr. John Bernthal  
Tim Daniels

Dr. Deborah Frison  
Dr. Paul Von Behren  
W. Scott Wilson

#### Commissioners Absent

Gwenn Aspen  
Charles Garman

Dr. Ron Hunter  
Mary Lauritzen

#### Commission Staff Present

Dr. Michael Baumgartner  
Dr. Kathleen Fimple  
Kadi Lukesh

Helen Pope  
Gary Timm  
Mike Wemhoff

*Jim Smith, Blueprint Nebraska*

### PRESENTATION

Dr. Baumgartner welcomed former State Senator Jim Smith, Executive Director of Blueprint Nebraska. Mr. Smith provided a PowerPoint presentation. Mr. Smith gave background on Blueprint Nebraska noting that to continue growth and address challenges, a group of industry, civic

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*Mr. Smith's presentation continued*

leaders, and businesses worked together to develop Blueprint Nebraska, a strategic plan for the state aimed at creating a new standard of prosperity for all Nebraskans. Based on feedback from participants across the state, high priority and supporting initiatives were formed. This effort will focus on key state needs, including creating a stronger economy; increasing the ability to retain young people and welcome newcomers; meeting affordable housing needs; and focusing on K-12 and higher education for state progress connecting to real-world business needs. Mr. Smith stated that education must be at the center of the set of solutions for Nebraska's future success. The full report is available online at [blueprint-nebraska.org](http://blueprint-nebraska.org).

*Minutes of December 12, 2019  
Commission meeting approved*

**MINUTES OF DECEMBER 12, 2019, COMMISSION MEETING**  
**Commissioner Bernthal made a motion to approve the December 12, 2019, minutes as written. Commissioner Adam seconded the motion. A roll call vote was taken. Commissioner Daniels abstained. The remaining five Commissioners present voted yes. The motion carried.**

*Chair Frison's Report  
Former Commissioner Probyn  
resolution read*

**CHAIR'S REPORT**

Chair Frison reported that Commission Dwayne Probyn has served his term and chosen not to apply for reappointment. Chair Frison read a resolution thanking Mr. Probyn for his commitment and years of service to the Commission. Commissioner Wilson stated there is a vacancy on the Commission to be filled by someone in the Papillion area.

*New appointments to committees*

With Commissioner Probyn's departure, Chair Frison has appointed Commissioner Garman to the Planning and Consumer Information Committee and Commissioner Daniels to the Budget, Construction and Financial Aid Committee. The Planning Committee will elect a new chair at their next Committee meeting.

*Executive Director's Report  
Out-of-service area applications  
authorized*

**EXECUTIVE DIRECTOR'S REPORT**

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

1. Offered by Mid-Plains Community College  
Distance Learning from North Platte to Clarkson High School, Clarkson, NE
  - Math 1250 Trigonometry (3 cr.)  
Spring 2020
2. Offered by Mid-Plains Community College  
Distance Learning from Mid-Plains Community College to Pope John XXIII High School, Elgin, NE
  - Soci 1010 Introduction to Sociology (3 cr.)  
Spring 2020

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3. Offered by Central Community College  
Telecommunications originated from Central Community College to Deshler High School, Deshler, NE
    - Math 2070 Calculus II (5 cr.)  
Spring 2020

*Kadi Lukesh presented second quarter budget report*

Dr. Baumgartner introduced Ms. Kadi Lukesh, Budget Coordinator/Office Manager, who presented the Second Quarter Budget Report. Ms. Lukesh stated the second quarter ended December 31, 2019. We are beginning to plan for the next fiscal year. Staff attends national meetings such as SHEEO, so surplus from other categories will help pay for early conference registration fees and staff travel. One of the reasons staff travel is high in the second quarter is J. Ritchie Morrow, Financial Aid Officer, conducts institutional audits around the state. There is a surplus of Commissioner travel funds. Therefore unspent funds will be carried over this year into the next fiscal year. Ms. Lukesh gave an overview of the funds in the Nebraska Opportunity Grant Program (NOG), the Community College Gap Assistance Program, and the Access College Early Scholarship (ACE).

*Dr. Baumgartner gave a legislative update*

Dr. Baumgartner provided a handout and gave a legislative update on bills of interest to the Coordinating Commission. He stated that he has testified at hearings on several bills. LB 920 changes the distribution of lottery funds, and even with some reductions, the Commission supports those changes. Other bills that Dr. Baumgartner testified on are LB 950, which changes eligibility for the ACE program, and LB 1131, which would add CCPE's Executive Director and chair of the Education Committee to the Education Commission of the States. Sen. Bolz introduced LB 1076 that would allow the Gap Assistance Program to be expanded to other two-year colleges, such as tribal colleges. Other bills of interest include LB 1008, the budget bill including the Governor's Nebraska career scholarship program that would provide funding for community and state colleges and the University.

*Dr. Baumgartner reminded Commissioner to return Statement of Financial Interest forms*

Dr. Baumgartner reminded Commissioners to complete their Statement of Financial Interests and return them to the Accountability and Disclosure Committee on or before March 1, 2020.

*Dr. Baumgartner reported on Washington DC "Reconnecting the Triad" meeting*

Dr. Baumgartner reported that he was in Washington, DC, on Wednesday, January 29, for a meeting convened by the U.S. Department of Education for SHEEO agencies and accreditors. They called the meeting "Reconnecting the Triad" – the triad being the states, accreditors, and federal Department of Education. The department plans to make it an ongoing, annual process. The morning was busy meeting with the assistant secretary and staff from the Office of Career, Technical and Adult Education to discuss CTE, Perkins V Plans, and FIPSE programs, and a discussion with the COO of Federal Student Aid. In the afternoon, they heard from Secretary DeVos and spent time with Undersecretary Diane Jones discussing recent changes in accreditation, state authorization, borrower defense to loan repayment, and faith-based entities.

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*MHEC staff to meet with legislators and MHEC commissioners from Nebraska in February*

Dr. Baumgartner stated that February 10 and 11 Midwestern Higher Education Compact (MHEC) staff will be meeting with legislators and MHEC commissioners from Nebraska. They visit every state annually during legislative sessions.

*Public Hearing on Matters of General Concern*

**PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**

*Dr. David Jackson, University of Nebraska*

Dr. David Jackson, University of Nebraska Vice Provost, came forward to mention an item of interest to the Commission that is not on the agenda. It is a proposal that will likely pass the Board of Regents this week relative to the University of Nebraska's undergraduate admission standards. For automatic admission, they're proposing three standards: a 3.0 high school GPA, ACT score, and class rank.

**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*

Dr. Jackson stated there are several representatives from the University of Nebraska present to speak about and answer questions on the program proposals.

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

Chair Frison called for a break at 10:06 a.m. The meeting resumed at 10:17 a.m.

*Academic Programs Committee*

**ACADEMIC PROGRAMS COMMITTEE**

Commissioner Bernthal chaired the Committee in Commissioner Hunter's absence.

*University of Nebraska-Lincoln*

**University of Nebraska-Lincoln – Proposal for a New Instructional Program – Regional & Community Forestry, BS**

*Dr. Fimple presented the proposal*

Dr. Kathleen Fimple, Academic Programs Officer, presented the proposal noting the purpose of the proposed degree is to provide academic training for students interested in urban forest management and related fields. She noted 70% of Nebraska's population is living in urban and suburban areas and discussed the need and demand for the program. The two major options are urban forestry management and tree care industry. Dr. Eric North, Assistant Professor of Practice, School of Natural Resources, and Dr. John Carroll, Director-School of Natural Resources, along with Dean Tiffany Heng-Moss spoke briefly on the program proposal and answered Commissioners' questions.

*Dr. Eric North, Dr. John Carroll, and Dean Tiffany Heng-Moss, University of Nebraska-Lincoln*

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*APC recommendation*

Commissioner Bernthal stated the Committee recommendation is to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program – Regional & Community Forestry, BS.

*University of Nebraska-Lincoln  
Proposal for a New Instructional  
Program – Regional & Community  
Forestry, BS approved*

**Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program – Regional & Community Forestry, BS. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

*University of Nebraska-Lincoln*

*Dr. Fimple presented the proposal*

**University of Nebraska-Lincoln – Proposal for a New Instructional Program – Plant Pathology, MS, PhD**

Dr. Fimple presented the program proposal, stating plant pathology has been around since the late 1800s, being part of the College of Agriculture for research and experimentation while the Department of Botany in the College of Arts and Sciences provided instruction. In 2006 the two colleges agreed to provide a specialization within their degree programs in plant pathology. This proposal is to take what is currently a specialization and consolidate it into a single graduate program. All courses are in place, the need is evident, and no new faculty would be needed. Dr. Heng-Moss stated this program is important to the future success of the department as they will be more competitive in attracting graduate students if they have a credential in plant pathology. Dr. Loren Giesler, Department Head of Plant Pathology at UNL, answered questions from the Commissioners.

*Dean Tiffany Heng-Moss*

*Dr. Loren Giesler, University of  
Nebraska-Lincoln*

*APC recommendation*

Commissioner Bernthal stated the Committee recommendation is to approve the Master of Science and PhD in Plant Pathology Proposal for a New Instructional Program.

*University of Nebraska-Lincoln  
Proposal for a New Instructional  
Program – Plant Pathology, MS, PhD  
approved*

**Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Instructional Program – Plant Pathology, MS, PhD. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

*University of Nebraska-Lincoln*

*Dr. Fimple presented the proposal*

**University of Nebraska-Lincoln – Proposal for a New Organizational Unit – School of Global Integrative Studies**

Dr. Fimple presented the proposal, noting the University of Nebraska proposes to create the School of Global Integrative Studies by merging anthropology, geography, and global studies within the College of Arts and Sciences. All the fields of study focus on human populations each with a different focus. Courses for the degrees are in place and new transdisciplinary courses would be added, including a capstone course. Dr. Sophia Perdikaris, Department Chair of Anthropology, and Dr. John Osterman, Associate Dean for Academic Programs, College of Arts and Sciences spoke on the proposal, and Dr. Jackson added that the Department of Anthropology will disappear, as this would combine three programs under one school.

*Dr. Sophia Perdikaris, Dr. John  
Osterman, and Dr. David Jackson,  
University of Nebraska-Lincoln*

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*APC recommendation*

Commissioner Bernthal stated the Committee recommendation is to approve the University of Nebraska-Lincoln's Proposal for a New Organizational Unit – School of Global Integrative Studies.

*University of Nebraska-Lincoln  
Proposal for a New Organization Unit  
– School of Global Integrative Studies  
approved*

**Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska-Lincoln's Proposal for a New Organizational Unit – School of Global Integrative Studies. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

*2018-2019 Existing Program Review*

**2018-2019 Existing Program Review**

*Dr. Fimple and Commissioner Bernthal  
discussed the program review*

Dr. Fimple and Commissioner Bernthal presented the University and state college programs that were approved by the Executive Director for continuation.

*University of Nebraska at Omaha*

**University of Nebraska at Omaha – Program Requiring Additional Review – Women's and Gender Studies, BA, Undergraduate Certificate**

*Dr. Fimple and Commissioner Bernthal  
presented the Review*

Dr. Fimple stated the University of Nebraska at Omaha is conducting an in-depth review and will report the results to the Commission by July 15, 2020.

*APC recommendation*

Commissioner Bernthal stated the Committee recommendation is to continue the BA and Undergraduate Certificate in Women's and Gender Studies at the University of Nebraska at Omaha with an in-depth review due in July.

*University of Nebraska at Omaha  
Program Requiring Additional Review  
– Women's and Gender Studies, BA,  
Undergraduate Certificate approved*

**Commissioner Bernthal, on behalf of the Academic Programs Committee, moved to continue the University of Nebraska at Omaha Program Requiring Additional Review – Women's and Gender Studies BA, Undergraduate Certificate, with an in-depth review due July 15, 2020. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

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

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

*Dr. Fimple presented the report*

Dr. Fimple stated that since the 1990s the Commission has reported on all courses offered at distance by public institutions in Nebraska. With many options for online delivery today, the Commission no longer asks the institutions to report everything, just courses that are offered for college credit primarily for high school students. Collecting information on dual credit courses creates a single depository of information for the state. Dr. Fimple noted this report includes tables of courses offered by institution, delivery method, and course offering. Dr. Baumgartner added this is terrific information, and thanked Dr. Fimple for putting it into this type of format. Distance education enrollment information for 2012 through 2018 for all Nebraska institutions by student level, distance education status, and location can be accessed on the Commission's website at [ccpe.nebraska.gov/enrollment-dashboard](http://ccpe.nebraska.gov/enrollment-dashboard).

*Dr. Baumgartner comments*

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**Report on Discontinued Programs and Reasonable and Moderate Extensions**

*Discontinued Program*

**Discontinued Program**

UNMC – Community Oriented Primary Care, Graduate Certificate

*Reasonable and Moderate Extensions*

**Reasonable and Moderate Extensions**

UNL – Forensic Anthropology, Graduate Certificate

UNL – World Language Teaching: Spanish, Graduate Certificate

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

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

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

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

*Commissioner Von Behren chaired the BCF Committee report*

**BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE**

Commissioner Von Behren chaired the Committee since Commissioner Adam was unable to attend the Committee conference call.

Commissioner Von Behren acknowledged those Committee members that met via conference call on January 15, 2020.

*Southeast Community College – Lincoln Campus*

**Capital Construction Project – Southeast Community College / Lincoln Campus – Main Building Master Plan, Phases 2 & 3: Student and Academic Support Project**

*Mike Wemhoff presented the project proposal*

Mike Wemhoff, Facilities Officer, presented the project proposal, stating that Southeast Community College is proposing to construct a two-story 30,727 square foot addition, renovate, and address fire and life safety code issues for an additional 80,000 square feet, along with installing fire sprinklers in the gymnasium in the Lincoln Campus' Main Building at 88<sup>th</sup> & O Street. This would involve phases two and three of a multi-year plan to renovate and address fire and safety codes throughout the building that was built in 1979. The proposed project would affect all academic and student support spaces at the college. Having a centralized location would be a benefit for students and utilize existing space on campus. The cost of the project is \$30.7 million dollars which would be funded by capital improvement property tax dollars. Private donations or grants will help out with new equipment purchases.

*Dr. Paul Illich, Southeast Community College*

Dr. Paul Illich, Southeast Community President, commented that he appreciates the partnership with Mr. Wemhoff and the Commission and they have a good relationship with all the SCC campuses. Currently they are working on rebuilding and transforming the college by forming useful spaces. This project will create an incredible facility.

*BCF Committee recommendation*

Commissioner Von Behren stated the Committee recommendation is to approve the Southeast Community College / Lincoln Campus Capital

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Construction Project - Main Building Master Plan, Phases 2 & 3: Student and Academic Support Project.

*Southeast Community College / Lincoln Campus Capital Construction Project – Main Building Master Plan, Phases 2 & 3: Student and Academic Support Project approved*

**Commissioner Von Behren, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Southeast Community College / Lincoln Campus Capital Construction Project - Main Building Master Plan, Phases 2 & 3: Student and Academic Support Project. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

*Biennial Inflationary Adjustment to the Statutory Threshold for an Incremental Increase in Facility Operating and Maintenance Costs*

**Biennial Inflationary Adjustment to the Statutory Threshold for an Incremental Increase in Facility Operating and Maintenance Costs**

*Mr. Wemhoff Presented the report*

Mr. Wemhoff presented the Facility Operating and Maintenance Costs Inflationary Adjustment report for January 1, 2020, through December 31, 2021. He noted that statutes require the Commission to review this every two years. There are two thresholds for the Commission when reviewing capital construction projects, a total project cost with at least \$2 million in tax funds, and for operations and maintenance (O&M) cost, a project that would result in an increase of \$85,000 of tax dollars over any fiscal year, within a ten year period from the completion of the project. Mr. Wemhoff noted that the recommendation, due to the amount inflated by the Higher Education Price Index, is to increase the facilities O&M component to \$95,000/year for the biennial period of January 1, 2020 to December 31, 2021.

*BCF Committee recommendation*

Commissioner Von Behren stated the Committee recommendation is to approve the Biennial Inflationary Adjustment to the Statutory Threshold for an Incremental Increase in Facility Operating and Maintenance Costs.

*Biennial Inflationary Adjustment to the Statutory Threshold for an Incremental Increase in Facility Operating and Maintenance Costs approved*

**Commissioner Von Behren, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Biennial Inflationary Adjustment to the Statutory Threshold for an Incremental Increase in Facility Operating and Maintenance Costs. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

*2018-2019 ACE Scholarship Year-end Report*

**Access College Early (ACE) Scholarship AY 2018-2019 Year-end Report**

*Gary Timm, Chief Finance & Administrative Officer, presented the report*

Gary Timm, Chief Finance & Administrative Officer, presented the report in J. Ritchie Morrow's absence. ACE is the financial aid program for high school students that are taking dual enrollment courses. The current year distribution is \$1.1 million, and if the lottery funding bill goes through it would add another \$460,000 of scholarship funds. For 2018-2019, ACE scholarships were awarded to 2,309 low-income Nebraska students from 223 high schools, who received 4,057 scholarships for a total amount awarded of \$995,417.66 with the average award per scholarship equaling \$245.35. The total number of credit hours that were paid for by the scholarship was 13,652.5 credit hours. Seventy-six percent of the grades from these students were a B or better.

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*ACE Scholarship year-end report  
continued*

Mr. Timm reviewed graphs that indicated the amount of scholarships awarded, credit hours taken, and grade level of recipients since the beginning of the ACE scholarship program in 2008-09. The report provided graphs of eligibility, gender, and race of recipients. The majority of the students that qualify for the scholarship are eligible for free and reduced fee lunches from their high school, and females are taking advantage of the program more than males are. There has been an increase in scholarships awarded to Hispanic students and a decrease in white students. Mr. Timm discussed the college continuation rate, participating colleges, and grades earned per course. The end of the report lists the number of scholarships awarded by high school, and the breakdown of courses taken by scholarship recipients at each college.

*BCF Committee recommendation*

Commissioner Von Behren stated the Committee recommendation is to approve the Access College Early (ACE) Scholarship AY 2018-2019 Year-end Report.

*Access College Early AY 2018-2019  
Year-end Report approved*

**Commissioner Von Behren, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve Access College Early (ACE) Scholarship AY 2018-2019 Year-end Report. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

*2018-2019 NOG Year-end Report  
Mr. Timm presented the report*

**Nebraska Opportunity Grant (NOG) AY 2018-2019 Year-end Report**

Mr. Timm presented the 2018-2019 year-end Nebraska Opportunity Grant report, commenting that it is a decentralized financial aid program. The Commission allocates state funding to participating institutions based on a formula. Participating institutions award NOG grants to eligible students subject to eligibility criteria, award limits, and available allocations. NOG is Nebraska's only need-based financial aid program for postsecondary students and is funded through General Fund appropriations and lottery funds. When compared to other states and analyzing national need-based amount of grant dollars per undergraduate enrollment Nebraska ranked 35<sup>th</sup> in the country in 2017-18, the same as in 2016-17. For the 2018-19 year, \$17,978,264 was awarded to 12,753 students, with an average grant award of \$1,409.73 per student.

*Dr. Baumgartner comments*

Mr. Timm discussed Nebraska Pell Grant-eligible students by sector and unmet need by sector. The report includes key events and the yearly process of NOG funding and distribution. Mr. Timm discussed graphs in the report showing NOG recipients by sector, family income, enrollment status, amount awarded, and funding by source. He noted that new for this year, first-time freshman students that received a NOG their freshman year, were tracked through the National Student Clearinghouse data to determine their cumulative graduation rates. Dr. Baumgartner added that the results of this table indicate that students graduated at about the same rate as non-recipients. Mr. Timm and Dr. Baumgartner answered questions from the Commissioners.

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Chair Frison called for a break at 12:26 p.m. The meeting resumed at 12:33 p.m.

*Executive Committee*

*Discussion of NDE/CCPE Joint Dual Credit Initiative Final Report*

*Dr. Baumgartner presented the report*

**EXECUTIVE COMMITTEE**

**Discussion of NDE/CCPE Joint Dual Credit Initiative Final Report**

Dr. Baumgartner presented the report, noting that the Joint Dual Credit Committee included Commissioners Lauritzen and Bernthal from the CCPE and Lisa Fricke and Patty Koch-Johns from the State Board of Education. The committee met four times over a period of five months, working with Education Commission of the States personnel. Dual enrollment allows students to access advanced (college) academic material and build up college credit prior to high school graduation. Identified barriers to dual credit include dual credit guidelines that do not have force of law, limited ACE scholarship funding, and educators having difficulty accessing and financing the coursework they need to become qualified to teach dual credit courses. Lastly, teachers, parents, students, and guidance counselors are not aware of dual credit opportunities available to them. The NDE/CCPE committee identified five priority areas – access, qualified instructors, credit transfer, affordability, and data collection and reporting. With other states for comparison and guest presentations, along with discussions and deliberations, sixteen specific recommendations for future policy action were developed.

In summary, the committee came up with an action plan for policy action. The CCPE and NDE are committed to work on making the recommendations a reality within the next two years, supporting the expansion of dual credit opportunities for all students across the state.

*Education Commission of the States – Dual Enrollment Access Policy Snapshot*

*Dr. Baumgartner presented the report*

**Education Commission of the States – Dual Enrollment Access Policy Snapshot**

Dr. Baumgartner presented the report, stating this informative report from the Education Commission of the States (ECS) is based on 2019 legislative activity regarding dual enrollment access. 108 Bills were introduced in 37 states in 2019. The report gives examples of enacted legislation at several of those states for reducing cost for students, removing barriers to participation, expanding student eligibility, and increasing qualified educators. Dr. Baumgartner noted other states are dealing with the same issues as Nebraska.

*Next Commission meeting is Thursday, March 12, 2020*

**FUTURE MEETINGS**

The next Commission meeting will be Thursday, March 12, 2020, at Central Community College, Kearney Campus, Kearney, Nebraska. Dr. Baumgartner stated we will tour the campus before the Commission meeting.

*Meeting adjourned at 1:14 p.m.*

**ADJOURNMENT**

Chair Frison adjourned the meeting at 1:14 p.m.

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# MINUTES

## COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION March 12, 2020 Central Community College, Kearney Center, Room 210 1215 30<sup>th</sup> Avenue, Kearney, Nebraska

*Public notice of meeting*

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

### NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON MARCH 12, 2020. THE MEETING WILL BEGIN AT 9:15 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

DR. DEBORAH FRISON, CHAIR

*Meeting called to order at 9:15 a.m.*

### CALL TO ORDER AND INTRODUCTIONS

Acting Chair Scott Wilson called the meeting to order at 9:15 a.m. He requested a roll call to determine a quorum and asked for introductions.

#### Commissioners Present

|                               |                     |
|-------------------------------|---------------------|
| Colleen Adam                  | Dr. Ron Hunter      |
| Tim Daniels                   | Dr. Paul Von Behren |
| Dr. Deborah Frison (via Zoom) | W. Scott Wilson     |

#### Commissioners Absent

|                   |                |
|-------------------|----------------|
| Gwenn Aspen       | Charles Garman |
| Dr. John Bernthal | Mary Lauritzen |

#### Commission Staff Present

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

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*Dr. Kelly Christensen, Central  
Community College – Kearney*

**WELCOME**

Dr. Kelly Christensen, Dean of Training and Kearney Center Administrator, welcomed the Commissioners and provided handouts featuring facts on the college's state-of-the-art teaching and training facility. He noted that the Kearney Center is designed to be environmentally conscious, energy efficient and includes many sustainability features. Currently CCC-Kearney has around 900 students studying various health, business, skilled and technical sciences, along with general education and video conferencing classes.

*Minutes of February 5, 2020 to be  
approved at April Commission meeting*

**MINUTES OF FEBRUARY 5, 2020, COMMISSION MEETING**

Acting Chair Wilson recommended that with several Commissioners absent from the meeting, the February 5, 2020, minutes be brought up for approval at the April 30 Commission meeting.

*Chair's report*

**CHAIR'S REPORT**

Acting Chair Wilson thanked Dr. Christensen and Dr. Matt Gotschall, Central Community College President, for leading an informative tour of the CCC Kearney Center before the Commission meeting.

*Executive Director's report*

*Dr. Baumgartner gave a legislative  
update*

**EXECUTIVE DIRECTOR'S REPORT**

Dr. Baumgartner provided a handout and gave an update on legislative bills of interest to the Coordinating Commission. He noted many bills were combined into other bills that are moving. Committee hearings are over and bills coming out of committee are going to be few or none. Dr. Baumgartner stated that LB 1168 was incorporated into LB 920, the lottery funding bill. LB 1168 is Sen. Kolowski's bill that would transfer the Attracting Excellence to Teaching Program and the Enhancing Excellence in Teaching Programs from the Department of Education to the CCPE. LB 1131 was moved into LB 950. This bill would change eligibility requirements for the Access College Early Scholarship Program. If the amended bill passes, it would allow the CCPE to inquire of Nebraska Department of Education on the status of certain students eligible for free or reduced lunches.

Other bills LBs 894, 1026, and 1050 have been incorporated into LB 1008, which would provide funding for the Nebraska Career Scholarship to the University and community and state colleges. Dr. Baumgartner discussed several other bills including LB 1008, LB 1131, LB 1160, and answered Commissioners' questions.

*Dr. Baumgartner noted updates on  
Commission meeting calendar*

Dr. Baumgartner called attention to the 2020 Commission meeting calendar, noting that in June the Commission will meet at Union College in Lincoln, and in September at the UNL East Campus Union.

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*Dr. Baumgartner discussed Covid-19 guidance for state agencies and CCPE policies and procedures*

Dr. Baumgartner reported that all state agencies have received guidance on leave procedures from the state in case we have Covid-19 affected staff members. He noted our commission policies and procedures that were raised in the report already are in place. Currently, all staff members' computers are being set up with the capacity to work remotely.

*Dr. Baumgartner reported meeting with MHEC representatives*

Susan Heegard and Rob Trembath from the Midwest Higher Education Compact visited Nebraska last month for a dinner discussion and meetings with legislators and others, including Commission staff. The MHEC Executive Committee meeting will be held in Omaha in June.

*Dr. Baumgartner and Jill Heese met with representatives at Kawasaki*

Recently Jill Heese, Research Coordinator, and Dr. Baumgartner met with Mike Boyle, Jason Hellbusch, and Jim Townsend at Kawasaki. Ms. Heese and Dr. Baumgartner were also given a tour of the plant. The meeting included going over Commission data products, including the Progress Report and the enrollment and degrees dashboards. Mr. Townsend stated they have an extensive training program and would like to have data so they can keep workers at their facility.

*Dr. Baumgartner met with group to discuss setting a state attainment goal*

Dr. Baumgartner noted that he has met several times with Heath Mello, Dr. Paul Turman, Greg Adams, the community college presidents, and Cheryl Wolff from the Governor's office to discuss the next steps in setting a state attainment goal. A general agreement on a goal has come from these meetings, and Dr. Baumgartner stated he would like it to be announced this spring and be added to the Comprehensive Statewide Plan in April or June if possible.

*Jill Heese participated in a meeting on Brain Drain*

Recent staff events included Ms. Heese participating in a Department of Economic Development meeting on Brain Drain, which was timely with this month's approval of the Progress Report.

*J. Ritchie Morrow recently joined the NASSGAP executive board*

Dr. Baumgartner announced that J. Ritchie Morrow, Financial Aid Officer, is back on the executive board of the National Association of State Student Grant and Aid Programs after a brief hiatus.

*Public Hearing on Matters of General Concern*

### **PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

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

*Public Hearing on Academic Programs Committee Items*

### **PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

There was no testimony on Academic Programs Committee Items.

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

**ACADEMIC PROGRAMS COMMITTEE**

*Commissioner Hunter, Academic Programs Committee*

Commissioner Hunter, Committee Chair, acknowledged the APC Committee members on the recent Committee call and introduced Dr. Kathleen Fimple, Academic Programs Officer to present the agenda items

*University of Nebraska-Lincoln*

**University of Nebraska-Lincoln - Proposal for a New Organizational Unit - Nebraska Governance and Technology Center**

*Dr. Fimple presented the proposal*

Dr. Fimple presented the proposal, noting that the proposed center will bring the development of technology, commercialization, and regulation together into one unit. The three partnering entities are the Colleges of Law, Business, and Engineering. The center would be housed in the College of Law, with faculty coming from the College of Business and Engineering. She stated that a \$5.5 million private grant would fund the creation of the center. Dr. David Jackson, UNL Vice Provost, stated the two grants would come from the Koch and Menards Foundations and answered Commissioners' questions.

*Dr. David Jackson, University of Nebraska*

*APC recommendation*

Commissioner Hunter stated the Committee recommendation is to approve the Nebraska Governance and Technology Center at the University of Nebraska-Lincoln.

*University of Nebraska-Lincoln – Proposal for a New Organizational Unit – Nebraska Governance and Technology Center approved*

**Commissioner Hunter moved to approve the New Organizational Unit at the University of Nebraska-Lincoln – Nebraska Governance and Technology Center. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

**Report on Reasonable and Moderate Extensions, Renaming of Programs and Departments and Creation of New Departments Related to Existing Programs**

Dr. Fimple presented the report on changes related to existing programs.

*Reasonable and Moderate Extensions*

Reasonable and Moderate Extensions  
SCC – Early Childhood Education: AA  
NECC – Paramedic: Diploma

*Renaming of Programs*

Renaming of Programs  
UNL – Bachelor of Science in Grazing Livestock Systems to *Bachelor of Science in Grassland Systems*  
WSC – Bachelor of Arts and Bachelor of Science in Speech Communications to *Bachelor of Arts and Bachelor of Science in Communication Studies*

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SCC – Associate of Applied Science and Diploma in Motorcycle, ATV, and Personal Watercraft Technology to *Associate of Applied Science and Diploma in Powersports Technology*

*Renaming of a Department*

Renaming of a Department

UNMC – Department of Medical Imaging and Therapeutic Sciences to *Department of Clinical, Diagnostic, and Therapeutic Sciences*

*Creation of New Departments*

Creation of New Departments

(all in the College of Allied Health Professions)

UNMC – Department of Medical Sciences

UNMC – Department of Health Sciences and Rehabilitation

UNMC – Department of Health Professions Education, Research, and Practice

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

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

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

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

*Commissioner Adam, Budget, Construction, and Financial Aid Committee*

**BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE**

Commissioner Adam, Committee Chair, acknowledged Committee members that attended the recent committee conference call.

*Key Deadlines Concerning Commission Recommendations on Public Postsecondary Education Operating and Capital Construction Budget Requests for the 2021-23 Biennium*

**Key Deadlines Concerning Commission Recommendations on Public Postsecondary Education Operating and Capital Construction Budget Requests for the 2021-23 Biennium**

Commissioner Adam presented the key deadlines and stated that they will be referred to in the coming months as a guideline for the budget requests.

*Statewide Budget Priorities for the 2021-23 Biennial Budget Process*

**Statewide Budget Priorities for the 2021-23 Biennial Budget Process**

*Gary Timm presented the priorities*

Gary Timm, Chief Finance & Administrative Officer, presented the two statewide budget priorities identified for the upcoming biennium: initiatives that make postsecondary education more affordable, and initiatives that respond to identified educational and workforce development needs in Nebraska. Mr. Timm’s report included background information on the budget process and listed the Commission’s Statewide Budget Priorities History from 1995-1997 through 2020-2021. If approved, these issues and initiatives will be communicated to the public institutions through the operating and state aid budget request outline procedures.



*BCF Committee recommendation*

Commissioner Adam stated the Committee recommendation is to approve the Statewide Budget Priorities for the 2021-23 Biennial Budget Process.

*Statewide Budget Priorities for the 2021-23 Biennial Budget Process approved*

**Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the Statewide Budget Priorities for the 2021-23 Biennial Budget Process. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

*Prioritization Process for Capital Construction Budget Requests for the 2021-23 Biennium*

**Prioritization Process for Capital Construction Budget Requests for the 2021-23 Biennium**

*Mike Wemhoff presented the Prioritization Process*

Mr. Wemhoff presented the process for the upcoming biennium for the Commission to make recommendations on the prioritization of capital construction budget requests. Statute requires the Commission to provide a combined prioritization list for the University and State Colleges that have requested state appropriations for their facilities. Each of those governing boards presents its own prioritization list to the Legislature and the Governor for consideration. A process has been created that includes 10 criteria to be used for each of the requests that are brought to the Commission. Mr. Wemhoff noted one proposed revision is to consider governing board priorities as part of the Sector Initiatives criteria to better align the governing boards requests with the Commission’s recommendation for prioritization. The Commission’s document prioritizes the order in which projects should be funded. Mr. Wemhoff’s presentation included documents indicating how the point system worked in the 2019-21 Biennium, and how the current system would have worked for the same period.

*BCF Committee recommendation*

Commissioner Adam read the Committee Recommendation: The Budget, Construction, and Financial Aid Committee recommends approval of the revised *Prioritization Process for Capital Construction Budget Requests 2021-23 Biennium* for use in developing from a statewide perspective a unified prioritization of individual capital construction budget requests for which it has recommended approval and funding.

*Prioritization Process for Capital Construction Budget Requests for the 2021-23 Biennium approved*

**Commissioner Adam, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the revised *Prioritization Process for Capital Construction Budget Requests for the 2021-23 Biennium*. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

Acting Chair Wilson called for a break at 10:55 a.m. The meeting resumed at 11:17 a.m.

*Public Hearing on Planning and Consumer Information Committee Items*

**PUBLIC HEARING ON PLANNING AND CONSUMER INFORMATION COMMITTEE ITEMS**

There was no testimony on Planning and Consumer Information Items.



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

*Commissioner Wilson, Planning and Consumer Information Committee*

*2020 Nebraska Higher Education Progress Report*

*Jill Heese presented the report*

**PLANNING AND CONSUMER INFORMATION COMMITTEE**

Commissioner Wilson chaired the Planning and Consumer Information Committee in Commissioner Lauritzen’s absence. During the recent Committee conference call, Commissioner Lauritzen was appointed chair for the Committee.

**2020 Nebraska Higher Education Progress Report**

Jill Heese, Research Coordinator, presented a PowerPoint presentation on the Progress Report. She stated there are three key priorities the Commission is required to evaluate in the report: increase the number of students who enter postsecondary education in Nebraska; increase the percentage of students who persist and successfully complete a degree; and reduce, eliminate, and reverse the net out-migration of Nebraskans with high levels of educational attainment. Ms. Heese stated that beginning with the 2020 Progress Report, the independent sector and the for-profit/career school sector have been combined into a new sector (“nonpublic colleges and universities”). In addition, Section 1.3 of the report, which covers the in-migration of non-Nebraskan first-time freshmen, now includes more information on the residency of students (U.S. and outlying areas versus foreign countries).

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

*PCI Committee recommendation*

Commissioner Wilson stated the Committee recommendation is to approve the *2020 Nebraska Higher Education Progress Report*.

*2020 Nebraska Higher Education Progress Report approved*

**Commissioner Wilson, on behalf of the Planning and Consumer Information Committee, moved to approve the *2020 Nebraska Higher Education Progress Report*. A roll call vote was taken. All six Commissioners present voted yes. The motion carried.**

*Next Commission meeting is Thursday, April 30, 2020*

**FUTURE MEETINGS**

The next Commission meeting will be Thursday, April 30, 2020, at Peru State College, Peru, Nebraska.

*Meeting adjourned at 11:50 a.m.*

**ADJOURNMENT**

Acting Chair Wilson adjourned the meeting at 11:50 a.m.

# Quarterly Report as of March 31, 2020

## Administrative Funds (Program 640)

|                              | 2019-2020<br>Appropriations | 2019-2020<br>Current<br>Expenditures | Balance<br>Remaining | % of Budget<br>Expended<br>Time Elapsed<br>75.00% |
|------------------------------|-----------------------------|--------------------------------------|----------------------|---------------------------------------------------|
| <b>PERSONAL SERVICES</b>     |                             |                                      |                      |                                                   |
| PSL                          | \$934,633                   |                                      |                      |                                                   |
| Permanent Salaries           | \$838,147                   | \$597,074                            | \$241,073            | 71.2%                                             |
| Benefits                     | \$229,442                   | \$164,186                            | \$65,256             | 71.6%                                             |
| Subtotal                     | \$1,067,589                 | \$761,260                            | \$306,329            | 71.3%                                             |
| <b>OPERATING EXPENSES</b>    |                             |                                      |                      |                                                   |
| Postage                      | \$3,007                     | \$989                                | \$2,018              | 32.9%                                             |
| Communication                | \$14,767                    | \$7,440                              | \$7,327              | 50.4%                                             |
| Freight                      | \$200                       | \$0                                  | \$200                | 0.0%                                              |
| Data Processing              | \$61,000                    | \$46,868                             | \$14,132             | 76.8%                                             |
| Publication & Printing       | \$11,353                    | \$4,674                              | \$6,679              | 41.2%                                             |
| Awards Expense               | \$348                       | \$264                                | \$84                 | 75.9%                                             |
| Dues & Subscriptions         | \$29,414                    | \$7,746                              | \$21,668             | 26.3%                                             |
| MHEC Dues                    | \$115,000                   | \$115,000                            | \$0                  | 100.0%                                            |
| Conference Registration Fees | \$1,488                     | \$1,119                              | \$369.0              | 75.2%                                             |
| Electricity                  | \$2,726                     | \$1,668                              | \$1,058              | 61.2%                                             |
| Rent Expense                 | \$51,264                    | \$36,461                             | \$14,803             | 71.1%                                             |
| Office Supplies              | \$2,000                     | \$1,108                              | \$892                | 55.4%                                             |
| Food Expenses                | \$3,500                     | \$1,585                              | \$1,915              | 45.3%                                             |
| Education Supplies           | \$1,000                     | \$282                                | \$718                | 28.2%                                             |
| 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                       | \$184                                | \$16                 | 92.0%                                             |
| Other                        | \$824                       | \$404                                | \$420                | 49.0%                                             |
| Subtotal                     | \$307,470                   | \$234,428                            | \$73,042             | 76.2%                                             |
| <b>STAFF TRAVEL</b>          |                             |                                      |                      |                                                   |
| Board & Lodging              | \$3,500                     | \$3,224                              | \$276                | 92.1%                                             |
| Commercial Transportation    | \$1,500                     | \$1,028                              | \$472                | 68.5%                                             |
| State-Owned Transportation   | \$2,300                     | \$1,477                              | \$823                | 64.2%                                             |
| Mileage                      | \$1,500                     | \$1,024                              | \$476                | 68.3%                                             |
| Other                        | \$278                       | \$200                                | \$78                 | 71.9%                                             |
| Subtotal                     | \$9,078                     | \$6,953                              | \$2,125              | 76.6%                                             |
| <b>COMMISSIONER TRAVEL</b>   |                             |                                      |                      |                                                   |
| Board & Lodging              | \$3,000                     | \$900                                | \$2,100              | 30.0%                                             |
| Commercial Transportation    | \$0                         | \$0                                  | \$0                  | 0.00%                                             |
| Mileage                      | \$7,500                     | \$3,505                              | \$3,995              | 46.7%                                             |
| Other                        | \$350                       | \$51                                 | \$299                | 14.6%                                             |
| Subtotal                     | \$10,850                    | \$4,456                              | \$6,394              | 41.1%                                             |
| <b>TOTAL EXPENDITURES</b>    |                             |                                      |                      |                                                   |
|                              | \$1,394,987                 | \$1,007,097                          | \$387,890            | 72.2%                                             |
| General Fund                 | \$1,353,964                 | \$1,002,723                          | \$351,241            |                                                   |
| Cash Fund                    | \$35,000                    | \$4,374                              | \$30,626             |                                                   |
| Federal Fund                 | \$6,023                     | \$0                                  | \$6,023              |                                                   |
| <b>Total</b>                 | \$1,394,987                 | \$1,007,097                          | \$387,890            | 72.2%                                             |

**Note: The percentage of budget spent without including the MHEC dues is 69.7%.  
The MHEC dues are paid in full (\$115,000) during the first month of the fiscal year.**

# Quarterly Report as of March 31, 2020

## Nebraska Opportunity Grant Program (NOG)

|                           | <i>2019-2020<br/>Appropriations</i> | <i>2019-2020<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>75.00%</i> |
|---------------------------|-------------------------------------|-----------------------------------------------|------------------------------|-------------------------------------------------------------|
| <b>GOVERNMENT AID</b>     |                                     |                                               |                              |                                                             |
| Other Government Aid      | \$18,992,414                        | \$10,812,300                                  | \$8,180,114                  | 56.9%                                                       |
| <b>TOTAL EXPENDITURES</b> | <b>\$18,992,414</b>                 | <b>\$10,812,300</b>                           | <b>\$8,180,114</b>           | <b>56.9%</b>                                                |
| General Fund              | \$6,637,542                         | \$4,230,706                                   | \$2,406,836                  |                                                             |
| Cash Fund                 | \$12,354,872                        | \$6,581,594                                   | \$5,773,278                  |                                                             |
| <b>Total</b>              | <b>\$18,992,414</b>                 | <b>\$10,812,300</b>                           | <b>\$8,180,114</b>           | <b>56.9%</b>                                                |

## Community College Gap Assistance Program

|                            | <i>2019-2020<br/>Appropriations</i> | <i>2019-2020<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>75.00%</i> |
|----------------------------|-------------------------------------|-----------------------------------------------|------------------------------|-------------------------------------------------------------|
| <b>PERSONAL SERVICES</b>   |                                     |                                               |                              |                                                             |
| PSL                        | \$26,945                            |                                               |                              |                                                             |
| Permanent Salaries         | \$26,945                            | \$7,839                                       | \$19,106                     | 29.1%                                                       |
| Benefits                   | \$4,125                             | \$1,274                                       | \$2,851                      | 30.9%                                                       |
| Subtotal                   | \$31,070                            | \$9,113                                       | \$21,957                     | 29.3%                                                       |
| <b>OPERATING EXPENSES</b>  |                                     |                                               |                              |                                                             |
| 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%                                                        |
| <b>STAFF TRAVEL</b>        |                                     |                                               |                              |                                                             |
| Personal Vehicle Mileage   | \$200                               | \$0                                           | \$200                        | 0.0%                                                        |
| Contractual Service-Travel | \$43,200                            | \$0                                           | \$43,200                     | 0.0%                                                        |
| <b>GOVERNMENT AID</b>      |                                     |                                               |                              |                                                             |
| Other Government Aid       | \$1,685,672                         | \$1,014,500                                   | \$671,172                    | 60.2%                                                       |
| <b>TOTAL EXPENDITURES</b>  | <b>\$1,761,492</b>                  | <b>\$1,023,613</b>                            | <b>\$737,879</b>             | <b>58.1%</b>                                                |
| Cash Fund                  | \$1,761,492                         | \$1,023,613                                   | \$737,879                    |                                                             |
| <b>Total</b>               | <b>\$1,761,492</b>                  | <b>\$1,023,613</b>                            | <b>\$737,879</b>             | <b>58.1%</b>                                                |

## Access College Early Scholarship (ACE)

|                           | <i>2019-2020<br/>Appropriations</i> | <i>2019-2020<br/>Current<br/>Expenditures</i> | <i>Balance<br/>Remaining</i> | <i>% of Budget<br/>Expended<br/>Time Elapsed<br/>75.00%</i> |
|---------------------------|-------------------------------------|-----------------------------------------------|------------------------------|-------------------------------------------------------------|
| <b>GOVERNMENT AID</b>     |                                     |                                               |                              |                                                             |
| Other Government Aid      | \$1,100,000                         | \$937,671                                     | \$162,329                    | 85.2%                                                       |
| <b>TOTAL EXPENDITURES</b> | <b>\$1,100,000</b>                  | <b>\$937,671</b>                              | <b>\$162,329</b>             | <b>85.2%</b>                                                |
| General Fund              | \$1,100,000                         | \$937,671                                     | \$162,329                    |                                                             |
| <b>Total</b>              | <b>\$1,100,000</b>                  | <b>\$937,671</b>                              | <b>\$162,329</b>             | <b>85.2%</b>                                                |



## NEW POSTSECONDARY INSTITUTION APPLICATION For a Recurrent Authorization to Operate in Nebraska

|                                                                     |                                                                                       |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Institution:</b>                                                 | <b>North Park Theological Seminary, Chicago, Illinois</b>                             |
| <b>Legal Status:</b>                                                | <b>Non-profit (501(c) (3))</b>                                                        |
| <b>Site for Courses:</b>                                            | <b>Carol Joy Holling Camp, 27416 Ranch Road, Ashland, Nebraska</b>                    |
| <b>Program:</b>                                                     | <b>Master of Arts in Christian Formation<br/>Master of Arts in Christian Ministry</b> |
| <b>Institution's Existing Degree in Same or Similar Discipline:</b> | <b>Both are offered on the main campus in Chicago</b>                                 |
| <b>Proposed Start Date:</b>                                         | <b>Fall 2020</b>                                                                      |

### Introduction

North Park Theological Seminary is the denominational seminary of the Evangelical Covenant Church. The church was founded in 1885 by Swedish immigrants. Classes to assist the immigrant population began in 1891. Church-sponsored education evolved through the decades with the North Park name attached to an academy, a junior college, and a four-year liberal arts college. In 1997 the institution became North Park University with the theological seminary as part of its organizational structure.

Located on Chicago's north side, the university enrolls about 3,200 undergraduate and graduate students from around the world and from a variety of denominations. Accredited since 1926, the most recent reaffirmation of accreditation by the Higher Learning Commission took place in 2010-11. In fall 2019 enrollment at the seminary was 244. The most recent accreditation by the Association of Theological Schools (ATS) was granted in 2017.

This application is for authorization for North Park Theological Seminary to operate in Nebraska, teaching two weeks each year at Carol Joy Holling Camp near Ashland.

### REVIEW CRITERIA

- A. *The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)***

|              |
|--------------|
| High-----Low |
| √            |

**NOTE:** most financial information is for North Park University.

**Tuition** – The tuition for 2019-20 for North Park Theological Seminary is \$560 per credit hour. There is a \$500 community service fee for students enrolled in five credit hours or more per semester. The rate is within the range of tuition charged by local institutions.

**Financial Aid Policy** – The school participates in the federal Title IV financial aid program. Financial aid procedures, including refund policies, are identified in the student handbook.

**Student loan default rate**                      2016: 5.4%                      2015: 5.1%                      2014: 5.9%

The default rates are for North Park University. The U.S. Department of Education considers a school to be administratively capable if the student loan default rate for most loans is below 25% for the three most recent fiscal years, or if the most recent default rate is less than 40%. North Park University easily meets these standards.

**Composite Financial Score** – The most recent composite financial score from the U.S. Department of Education for North Park University is 3.0 for 2016-17. The scale is based on financial soundness, operating funds, and debt. The range is -1.0 to 3.0; the higher the score, the better the institution’s financial status. To continue to participate in Title IV, an institution’s rating should fall between 1.5 and 3.0. If it falls below 1.5, the Department places restrictions or requirements on the institution. The institution has consistently met this requirement.

|                |                |                |                |
|----------------|----------------|----------------|----------------|
| <u>2013-14</u> | <u>2014-15</u> | <u>2015-16</u> | <u>2016-17</u> |
| 3.0            | 3.0            | 2.5            | 3.0            |

**Financial Soundness** – A review of North Park University’s 2018-19 audited financial statements shows the following:

- For the past two years, the change in net assets has been positive, indicating revenue exceeding expenses.
- Another indicator of an institution’s financial health is the relationship between operating revenue and operating expenses. North Park’s income has exceeded expenses for the last two years.
- Cash and cash equivalents and investments are another measure of an institution’s financial operating health. While North Park’s cash and cash equivalents decreased, investments increased in an amount significantly exceeding the decrease.

North Park’s financial position is strong as is evident from its top composite score, positive changes in net assets, and increases in the overall balance of cash and cash equivalents and investments. A review of the proposed budget to operate the camp over two one-week courses indicates tuition charged will more than cover the cost of instruction.

**B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution’s ability to generate and sustain enrollment**

|              |
|--------------|
| High-----Low |
| √            |

**Curriculum-** The program for the Master of Arts in Christian Formation requires 48 semester credit hours plus seven hours of field education. The

instructional courses include Bible topics, history, theology, spiritual formation, and foundations in Christian ministry. The field experiences are vocational excellence, internship residency, cultural competency module, and theological reflection module. The course content and requirements are the same as those offered on the main campus and at other sites where North Park Theological Seminary offers courses. All courses are available online and onsite on the main campus and at other authorized locations outside Nebraska.

The Master of Arts in Christian Ministry requires 36 semester credit hours plus three, one-credit hour field education modules. The course topics are the same as for the Christian Formation program. Students are expected to be in ministry at the time of application.

There are programs in similar fields in Nebraska. Creighton University offers a Master of Arts in Ministry and a Master of Arts in Christian Spirituality. Nebraska Christian College of Hope International University has recently begun promoting an MA in Ministry offered entirely online (the college is not authorized by the Commission to offer master’s programs on ground in Nebraska). Other out-of-state institutions have been approved to offer programs in Nebraska, but, like North Park Theological Seminary, they are based within specific Christian denominations. And while students from other denominations may be welcome, the philosophy and academic content have a specific orientation.

**Enrollment** – The seminary estimates that between 20 and 25 students would enroll in the program each year. This is based on a survey conducted by the Midwest Regional Conference Office of The Evangelical Covenant Church. The students would follow a cohort model with students entering the program in the fall semester and committing to a prescribed course schedule for four years.

**Clinical Placements** – The program is designed for students already serving in a position that would qualify for field education placement. Should a student need assistance in locating a placement, the North Park Director of Field Education would work with the student to secure a location.

**Credit** – The standard used to calculate credit hours is one hour of classroom instruction and two hours of outside preparation for 15 weeks equals one credit hour.

***C. The quality and adequacy of teaching faculty, library services, and support services***

|           |          |
|-----------|----------|
| High----- | -----Low |
| √         |          |

**Faculty** – The seminary employs 13 full-time faculty as well as adjunct faculty when needed. A sampling of curriculum vitae for eight faculty was provided. Six hold PhDs and two hold Doctor of Ministry degrees. The fields of study include scripture, intercultural studies, biblical studies, and urban ministry.

**Library and Support Services** – The application states that distance students are served by online databases, electronic journals, and electronic books owned or subscribed to by the university library. A Theological and Cataloguing Librarian has developed a research guide for online resources, including links to biblical and theological reference works. Distance students can request books from the circulating library. The library also scans portions of books or journals upon student request.

The seminary offers an online, one-credit course titled “Academic Writing” available to all students. Students are assigned a faculty advisor who is available throughout their program to assist with program-specific questions or to suggest services offered to students.

***D. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered***

North Park Theological Seminary would utilize the Carol Joy Holling Conference and Retreat Center, operated by the Nebraska Lutheran Outdoor Ministries. Classes would be held at this location twice each year, once in the fall semester and once in the spring. Other courses for the degree would be offered online, on the main campus, or at approved sites outside Nebraska.

The facility provides a variety of meeting spaces with audio and visual equipment and support staff as well as lodging and meal service in the Swanson Center. Swanson offers four meeting rooms and sleeping space for 128 people. The facility use agreement was provided.

***E. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the United States Department of Education***

Accredited since 1926, the most recent reaffirmation of accreditation of North Park University by the Higher Learning Commission took place in 2010-2011, with the next reaffirmation expected in 2020-2021. North Park Theological Seminary is also accredited by the Association of Theological Schools (ATS). Initially accredited in 1963, the most recent accreditation was granted in 2017.

***F. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere***

Credits from this program could transfer to any institution that accepts transfer credits according to the institution’s policy. Credits would be eligible to transfer to any seminary accredited by ATS. Acceptance of any transfer credits is always up to the receiving institution.

***G. The institution’s policies and procedures related to students, including, but not limited to, recruiting and admissions practices***

The admission requirements for the program are the same as for other programs offered by the seminary. A bachelor’s degree from an accredited college or university is a pre-requisite. Students must also submit two essays and provide three letters of reference.

Students would be recruited through North Park Theological Seminary’s affiliated denomination’s regional conference office and would specifically target pastors currently serving churches in The Evangelical Covenant Church who do not yet have a seminary education.

Should North Park Theological Seminary discontinue offerings in Nebraska, students would be able to complete all necessary courses or requirements online, by other distance education, or by enrolling for face-to-face instruction on the min campus or another authorized site. Staff would work with students to develop a plan that would allow them to complete their degree.

**Committee Recommendation:** Approve the recurrent authorization to operate for:

**Institution:** North Park Theological Seminary  
**Owner:** North Park University  
**Level of authorization:** Authorized to offer the master's degree in Christian Formation and in Christian Ministry  
**Length of authorization:** Five years (valid through May 1, 2025)

**Reporting requirements:** Annual reporting is required, with the first report due May 1, 2021. Forms are emailed to the institution prior to the due date and are available on the Commission's website.



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Wayne State College (WSC)  
**Program:** Interdisciplinary Studies  
**Award:** Master of Arts (MA) and Master of Science (MS)  
**Institution's Existing Degree(s) in Same or Similar Discipline:** BA and BS in Interdisciplinary Studies  
**Proposal Received by Commission:** February 24, 2020  
**Proposed Start Date:** Fall 2020

### Description

For many years WSC has offered the BA and BS in Interdisciplinary Studies, designed to meet demand for programs in emerging or intersectional markets such as medical management or digital music. The proposed program would meet a similar need at the graduate level. Like the baccalaureate degree program, the master's curriculum would be designed in conjunction with an advisor and would consist of a minimum of 30 semester credit hours. Within the 30 hours there would be at least 15 hours of coursework in a primary area of study; a thesis, internship, comprehensive exam, or project; and courses from one or more additional areas of study. The program would be offered on the Wayne State College campus.

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

\*State statutes place limits on the offering of master's degrees by the state colleges.  
*"Subject to approval by the Board of Trustees of the Nebraska State Colleges, Wayne State College may independently award the master's degree in business administration. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Wayne State College may offer other master's degree programs upon demonstration of a compelling need in disciplines in which it has a demonstrated capacity as authorized and approved by the Coordinating Commission for Postsecondary Education."* (NRS § 85-958)

## REVIEW CRITERIA

### A. Need for the Program

|              |
|--------------|
| High-----Low |
| √            |

The proposal states that the need and demand for self-designed programs of study are strong. Such programs foster skills such as critical thinking, collaboration, professionalism, and communication.

Commission guidelines for proposals for new programs describe need this way: “Need for the program—in the institution, the community, the region, the state, or the nation.” The proposal briefly explains the need for skills fostered by interdisciplinary programs. In this instance, the proposed program would also meet the needs of the institution. With master’s degrees available only in business administration, education, and organizational management at WSC, a master’s in interdisciplinary studies could meet the needs of students who want to pursue a graduate degree in a field other than the three currently authorized. The interdisciplinary nature would allow the college to meet student needs without a proliferation of master’s degrees in specific fields.

### B. Demand for the Program

|              |
|--------------|
| High-----Low |
| √            |

WSC reports that traffic to the website for the undergraduate degree in interdisciplinary studies is among the highest in the college with 1,792 views for July 1, 2018, to July 1, 2019—approximately 150 per month.

WSC estimates that five new students would enroll in the program each year. If each student takes two years to complete the program, there would consistently be 10 students enrolled after the first year. While some students may not complete the program others may transfer into it, keeping the number stable at 10.

CCPE minimum performance standards do not apply to interdisciplinary programs because of the nature of such programs. The Commission recognizes that since the courses are drawn from a variety of disciplines there is no way to calculate student credit hours or full time equivalent faculty. While the number of graduates demonstrates the demand for the interdisciplinary program, there is little benefit in setting a standard for a program where the curriculum for each degree awarded varies substantially from one degree to the next. However, if WSC’s prediction of five graduates per year materializes, the program would meet the Commission productivity standard of five graduates per year (averaged over five years).

### C. Avoidance of Unnecessary Duplication

|              |
|--------------|
| High-----Low |
| √            |

There are baccalaureate programs in interdisciplinary studies at many institutions in the state. However, there are no master’s programs at a public institution. UNL has a doctoral program but no master’s. Bellevue

University offers a Master of Professional Studies, described as “an interdisciplinary degree individualized to meet emerging industry needs.” Since it is available on-ground as well as online, it would be available to students who might be interested in the proposed program. The Bellevue tuition could be prohibitive, however, at more than two and one half that at WSC.

**D. Resources: Faculty/Staff**

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

WSC states that the degree would be comprised entirely of existing courses, all of which have additional seating capacity. Consequently, no additional faculty would be needed. However, if a student would like a course that is not offered regularly, it may be offered as a directed study courses. A contingency cost for faculty compensation for directed study is included in the budget for three courses each year. Administrative staff supporting the undergraduate program is sufficient to support a graduate program as well.

**E. Resources: Physical Facilities/Equipment/Library/Information Access**

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

WSC reports that no additional needs are anticipated for physical facilities, instructional equipment, or informational resources.

**F. Budget**

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

| PROJECTED COSTS                |          | ANTICIPATED REVENUES          |              |
|--------------------------------|----------|-------------------------------|--------------|
| Faculty and Staff <sup>1</sup> | \$6,810  | Reallocated Funds             |              |
| General Operating              | \$5,000  | New State Funds               |              |
|                                |          | New Local Funds               |              |
|                                |          | Tuition and Fees <sup>2</sup> | \$198,956.25 |
| Five-Year TOTAL                | \$11,810 | Five-Year TOTAL               | \$198,956.25 |

<sup>1</sup> Additional faculty time needed to offer three directed study courses at \$454 per course

<sup>2</sup> Based on 5 students taking 15 credit hours each year with tuition of \$227 per credit hour and \$67.75 per credit hour in fees. The number of new students each year would remain at 5, resulting in total enrollments of 10 students following year one.

**Committee Comment:**

In order to approve a new master’s program at WSC, statute specifies that there must be a “compelling need in disciplines in which it has a demonstrated capacity.” With limited graduate programs available, there is a need within the institution and advisors should have experience with the undergraduate interdisciplinary degree program. The program would require very little additional cost.

**Committee Recommendation: Approve the MA and MS degrees in Interdisciplinary Studies at Wayne State College.**

**First Program Review: Due June 30, 2026.**



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

|                                                                          |                                                                                                                                                                                      |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Institution:</b>                                                      | <b>Chadron State College (CSC)<br/>Wayne State College (WSC)</b>                                                                                                                     |
| <b>Program:</b>                                                          | <b>Nutrition and Dietetics</b>                                                                                                                                                       |
| <b>Award:</b>                                                            | <b>Bachelor of Science (BS) offered jointly</b>                                                                                                                                      |
| <b>A Institution's Existing Degree(s) in Same or Similar Discipline:</b> | <b>CSC: BA in Family and Consumer Science with an option in Nutrition and Wellness<br/>WSC: BA and BS in Family and Consumer Science with a concentration in Foods and Nutrition</b> |
| <b>Proposal Received by Commission:</b>                                  | <b>February 24, 2020</b>                                                                                                                                                             |
| <b>Proposed Start Date:</b>                                              | <b>Fall 2020</b>                                                                                                                                                                     |

### Background

Nutrition and dietetics programs in the United States are accredited by ACEND (Accreditation Council for Education in Nutrition and Dietetics). Currently, students wishing to become a registered dietician can receive their training through an accredited bachelor's degree program. Those interested in becoming a dietetics technician can obtain their training by completing an accredited associate degree program. After completion of the training, a student can sit for the credentialing exam.

ACEND recently approved "Future Education Model Accreditation Standards" for degree programs in nutrition and dietetics. After January 1, 2024, the threshold for training for a Registered Dietician Nutritionist (RDN) will be an accredited master's degree program, and an accredited bachelor's degree program will be needed for a Nutrition and Dietetics Technician Registered (NDTR). After completion of one of the programs, students can sit for an exam. Following approval of the Future Education Model, ACEND invited institutions interested in being accredited under the new standards to apply to be an early adopter demonstration program.

### Description

Chadron State College and Wayne State College are seeking ACEND accreditation at the baccalaureate level and on March 9, 2020, the proposed program was accepted as an early adopter demonstration program. The program would be a joint effort between the two institutions and would consist of 55 to 58 semester credit hours composed of 51 hours of required coursework aligned with the outcomes mandated for accreditation and up to seven hours of electives. The required courses include six credit hours of experiential learning. A portion of the elective courses would be designated as "recommended" for students intending to apply to a master's program. Three of the required courses have prerequisite courses that a student would need to take before enrolling in the required courses.

There are 14 courses that comprise the required 51 hours and nine courses listed as elective. Of the required courses, CSC has eight in its catalog while WSC has 10. Each has five of the nine elective courses already in place. (For a complete listing of all the courses see page 6.) Both colleges would offer a majority of the courses annually. Many courses are currently offered for existing programs such as biology and family and consumer science. New courses would be developed jointly and offered in a rotation that would maximize efficiency and use of resources.

Half of the required courses would be offered face-to-face and half online. One of the elective courses would be face-to-face, six would be online, and two would be available in both modalities.

**Consistent with Institutional Role and Mission?**       √   YES     \_\_\_\_\_ NO

**Consistent with Statewide Comprehensive Plan?**       √   YES     \_\_\_\_\_ NO

**REVIEW CRITERIA**

**A. Need for the Program**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

The proposal states that in conversations with CSC and WSC constituents identified a shortage of nutrition/dietetics professionals, especially in rural areas. The proposal also notes, however, that employers in Nebraska have not traditionally required an employee to hold a registered dietician or technician credential. In supplemental information, the state colleges stated:

“In our conversations with potential employers in hospitals, schools, and nursing homes many indicated they had unfilled positions or had a need for more skilled workers in the food and nutrition field and were very happy we were pursuing programming that would fill their need. Employers, especially in the less populated areas of the state, have asked for the credential but have had to resort to hire other dietitians part-time or on contract time to meet their needs.”

The proposal also suggested that for those employers who had required a registered dietician for a specific position it may become harder to find skilled applicants given that the requirements to become a registered dietician have increased. Previously these positions were filled by dietitian technicians. In these cases, the colleges anticipate that employers will find that having the NDTR credential would be adequate for their needs, and easier to find when looking for dietetic professionals to fill open positions since the registered dietician has moved to the master’s level.

The proposal cites the Nebraska Department of Labor statistics for “Dieticians and Nutritionists” where the field is considered an H3 occupation (High Wage, High Demand, High Skill). From 2016 to 2026 employment is expected to increase 14.6%, from 680 to 779, with an average of 54 positions open each year. The average annual salary was \$55,561. These figures would include people holding a variety of positions and with different credentials and levels of education.

The greatest need is due to the change in requirements by the accreditor. The only accredited baccalaureate program in dietetics in Nebraska is at UNL (See Section C.) The state colleges report that they have held conversations with UNL and UNMC. Both institutions confirmed that they will seek ACEND accreditation for programs at the graduate level but will not seek it at the baccalaureate level (NOTE: The UNMC master’s program is now accredited. The UNL program

will close effective May 31, 2022.) Absent the bachelor’s at UNL, there would be no program in the state for a student to prepare for the NDTR exam. Both UNL and UNMC provided letters of support for the proposed program.

ACEND allows graduate programs to set their own admission standards, so some students would not need a baccalaureate degree in nutrition and dietetics to attend a graduate program. However, UNMC admission requirements for the Master of Medical Nutrition program include verification of completion of an ACEND-accredited Future Education Model Bachelor’s Degree program OR completion of a minimum of a bachelor’s degree plus verification of completion of other ACEND academic requirements.

The state of Nebraska does not license dietitians or nutritionists—those who provide general nutrition services. A license is required to provide medical nutrition therapy that involves the assessment of patient nutritional status followed by treatment. This limited licensure may explain, at least in part, the tradition in the state of not requiring a credential.

There currently is no program available in the state for students who wish to prepare for the NDTR. The proposed program would fill this void. The fact that employers have traditionally not required a credential raises a question of need, but current employers have recently asked for the credential.

**B. Demand for the Program**

|              |  |   |  |  |
|--------------|--|---|--|--|
| High-----Low |  |   |  |  |
|              |  | √ |  |  |

The colleges estimate that 10 new students would enroll in the program each year at each institution, with a maximum enrollment of 40 at each institution at year four. This estimate is based upon the colleges’ knowledge of interest in this type of major from students making inquiries. UNL also stated that they believe that the NDTR credential is particularly relevant for rural areas and that the state colleges can serve that niche since many students in the rural areas of Nebraska have an interest in serving their communities in schools, hospitals, and nursing homes.

The evidence of demand is based heavily on perceptions of need. The number of students interested is speculative and estimated enrollments may be optimistic, but with the student pool drawing from the service areas of two institutions that cover much of the state, enough enrollments for a viable program may be possible.

**C. Avoidance of Unnecessary Duplication**

|              |  |  |  |  |
|--------------|--|--|--|--|
| High-----Low |  |  |  |  |
| √            |  |  |  |  |

The only accredited baccalaureate program in dietetics in Nebraska is a Bachelor of Science in Education and Human Sciences (BSEH) degree at UNL. A BSEH is also available in nutritional science at UNL but it is designed for students intending to enter medical fields and is not accredited. UNMC currently offers a graduate certificate and master’s degree in medical nutrition. The master’s program is accredited by ACEND as a Future Education Model Graduate Program. There are no associate degree programs that would prepare students for the technician certification under current ACEND rules.

Several neighboring states have programs currently accredited at the baccalaureate level. The only associate degree program in a neighboring state is in St. Louis. Only two institutions in the United States have candidacy status as a Future Education Model Bachelor’s Program, one in

Arizona and one in Massachusetts. None have full accreditation in the Future Education Model Bachelor’s Program.

**D. Resources: Faculty/Staff**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

The proposal reports that ACEND accreditation requires a full-time program director who is certified as a registered dietician. CSC currently has one faculty member who meets this requirement and would be designated the program director. This person would receive an annual stipend as compensation for serving in this role (included in the budget) and, along with any faculty who are registered dieticians, would be instrumental in designing the new courses.

In addition to the program director, CSC currently employs six full-time faculty and one adjunct (a registered dietician) who would teach courses for the proposed program. WSC has 11 faculty and one adjunct who would support the program. Consequently, no additional faculty would be needed to initiate the program. If additional instruction is eventually needed, adjunct faculty would be hired. To estimate instructional costs for the budget, the proposal calculates six credits of adjunct instruction at \$850 per credit hour and three credits of full-time faculty instruction at \$1,750 per credit for the first year (2.5% of an average \$70,000 salary). The instructional time distribution increases each year through year four where it stabilizes at 24 credits of adjunct instruction and nine credits of full-time faculty instruction.

**E. Resources: Physical Facilities/Equipment**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

The program would be housed in the Department of Family and Consumer Science at CSC and the Department of Health, Human Performance and Sport at WSC. The proposal states that all facilities, equipment, and technology within the involved departments are adequate to initiate the program. However, plans have been developed to renovate and update the food science laboratory and kitchen at WSC for the college’s family and consumer science courses starting in August 2020 with an August 2021 completion date. As a previously planned project, the cost of the renovation is not included in the budget.

The campus-wide Network and Technology Services installs and maintains all computer and computer-related equipment and software. Annual replacement of equipment and technology is typically handled through year-end requests by a department. Once approved, a one-time budget request is made for funding through college reserves. With this process, there is no cost reported for equipment in the budget.

**F. Resources: Library/Information Access**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

This item was not addressed. Since the colleges would seek accreditation, the Commission accepts that these resources would be sufficient.

## G. Budget

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

| PROJECTED COSTS<br>for each institution |                  | ANTICIPATED REVENUES          |                    |             |
|-----------------------------------------|------------------|-------------------------------|--------------------|-------------|
|                                         |                  |                               | CSC                | WSC         |
| Faculty and Staff <sup>1</sup>          | \$182,085        | Reallocated Funds             |                    |             |
| General Operating                       | \$5,000          | New State Funds               |                    |             |
|                                         |                  | New Local Funds               |                    |             |
|                                         |                  | Tuition and Fees <sup>2</sup> | \$1,036,014        | \$1,046,850 |
| Five-Year TOTAL                         | \$187,085        | Five-Year TOTAL               | \$1,036,014        | \$1,046,850 |
| <b>PROGRAM TOTAL</b>                    | <b>\$374,170</b> | <b>PROGRAM TOTAL</b>          | <b>\$2,082,864</b> |             |

<sup>1</sup> Stipend for program director of \$9,537 annually. Adjunct faculty calculated at \$850 per credit hour; full-time faculty calculated at \$1,750 per credit hour. Year one instruction: six credit hours of adjunct instruction and three credit hours of full-time faculty instruction. Number of hours of instruction increase to year four when they are: 24 credit hours of adjunct instruction and nine credit hours of full-time faculty instruction.

<sup>2</sup> Based on 10 individual students taking 30 credit hours each year at each college (up to 20 students total). At CSC the tuition and fees per year for each student would be \$7,400.10; at WSC the tuition and fees per student per year would be \$7,477.50 (both using on-campus resident tuition and fees).

**Committee Comment:** If enrollments can meet expectations, this program will be a good example of institutional collaboration and the use of technology to serve Nebraska students.

**Committee Recommendation:** Approve the joint Bachelor of Science degree in Nutrition and Dietetics at Chadron State College and Wayne State College.

**First Program Review:** Due June 30, 2026.

**Program Requirements for the Nutrition and Dietetics Program**

(courses identified in red are new courses)

| <b>Required coursework for Nutrition and Dietetics Program: 51 credits</b>                        |            |                                                         |                |                                                                                     |                 |
|---------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------|----------------|-------------------------------------------------------------------------------------|-----------------|
| <b>CSC</b>                                                                                        | <b>WSC</b> | <b>Course Title</b>                                     | <b>Credits</b> | <b>Prerequisites</b>                                                                | <b>Modality</b> |
| BIO 240                                                                                           | BIO 220    | Human Anatomy                                           | 4              | Introductory Biology                                                                | Face-to-Face    |
| BIO 242                                                                                           | BIO 340    | Human Physiology                                        | 4              | Human Anatomy                                                                       | Face-to-Face    |
| BIO 341                                                                                           | BIO 385    | Microbiology                                            | 4              | Introductory Biology & Chemistry                                                    | Face-to-Face    |
| CHEM131                                                                                           | CHE106     | Chemistry I                                             | 4              |                                                                                     | Face-to-Face    |
| CHEM132                                                                                           | CHE107     | Chemistry II                                            | 4              | Chemistry I                                                                         | Face-to-Face    |
| CHEM231                                                                                           | CHE208     | Organic Chemistry                                       | 4              | Chemistry I & II                                                                    | Face-to-Face    |
| NUTR                                                                                              | FCS340     | Nutrition through the Lifecycle                         | 3              |                                                                                     | Online          |
| FCS 457                                                                                           | FCS317     | Community Nutrition                                     | 3              |                                                                                     | Online          |
| NUTR                                                                                              | FCS407     | Nutrition Counseling                                    | 3              |                                                                                     | Online          |
| NUTR                                                                                              | NTR        | Nutrition and Metabolism                                | 3              | General Human Nutrition                                                             | Online          |
| NUTR                                                                                              | NTR        | Medical Nutrition Therapy I                             | 3              | Nutrition and Metabolism                                                            | Online          |
| NUTR                                                                                              | NTR        | Food Service & Hospitality                              | 3              | Food Science                                                                        | Face-to-Face    |
| NUTR                                                                                              | NTR        | Field Work Experience                                   | 6              | Nutrition and Metabolism<br>Medical Nutrition Therapy<br>Food Service & Hospitality | Online          |
| NUTR                                                                                              | PED130     | Introduction to Nutrition and Allied Health Professions | 3              |                                                                                     | Online          |
| <b>Elective coursework for Nutrition and Dietetics Program: 3-7 credits (select two courses):</b> |            |                                                         |                |                                                                                     |                 |
| CHEM335                                                                                           | CHE326     | Biochemistry*                                           | 4              | Chemistry I & II, Organic Chemistry                                                 | Face-to-Face    |
| NUTR                                                                                              | NTR        | Complementary & Alternative Nutrition                   | 3              |                                                                                     | Online          |
| NUTR                                                                                              | NTR        | Micronutrient Metabolism*                               | 3              | Nutrition and Metabolism                                                            | Online          |
| NUTR                                                                                              | NTR        | Medical Nutrition Therapy II*                           | 3              | Medical Nutrition Therapy I                                                         | Online          |
| FCS467                                                                                            | PGH200     | Public and Global Health                                | 3              |                                                                                     | Both            |
| NUTR                                                                                              | NTR        | Field Work Experience*                                  | 3              |                                                                                     | Online          |
| FCS447                                                                                            | PED207     | Athletic Performance & Nutrition                        | 3              |                                                                                     | Both            |
| FCS436                                                                                            | FCS322     | International Foods and Cultures                        | 3              |                                                                                     | Online          |
| BIO 132                                                                                           | BIO 106    | Medical Terminology                                     | 1-2            |                                                                                     | Online          |
| <b>Overall Program Requirements: 55-58 hours</b>                                                  |            |                                                         |                |                                                                                     |                 |

\*recommended for students planning to apply for admission to a master's degree program



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** University of Nebraska at Kearney (UNK)  
**Program:** Public Communication  
**Award:** Master of Arts (MA)

**Institution's Existing Degree(s) in Same or Similar Discipline:** Organizational and Relational Communication Comprehensive, BS; Sports Communication, BA and BS; Advertising and Public Relations, BA and BS; Professional Communication minor

**Proposal Received by Commission:** February 10, 2020

**Proposed Start Date:** When approved by CCPE

### Description

Public communication is the art of translating information from jargon-specific terms to lay terms. The goal of the proposed program is to teach students to communicate expert knowledge to broader audiences. Students would learn how to take specialized knowledge (e.g., health or political science) and communicate that knowledge to larger publics. They would learn how to utilize mass media and public relations strategies to synthesize knowledge in a specific field and present to and persuade public audiences. While communication to the public would be a primary focus, internal communication skills would also be emphasized.

The curriculum would consist of 36 semester credit hours. The nine-hour required core would be comprised of courses in communication theory, mass media and society, and qualitative or quantitative research methods. Six hours would be needed in a specialization and six hours in skills. Nine additional hours from any of the courses in the curriculum would bring the total requirements to 30 hours and provide an opportunity for students to select courses that relate to their area of expertise. The remaining six hours would consist of either a practicum or thesis. All courses are in place. The program would be offered entirely online.

**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 type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

UNK states that as the world becomes more complex and more integrated there is a greater need for communication professionals. The proposal cites a 2015 study by Burning Glass Technologies that indicated the number one skill most employers search for is communication proficiency. A similar study in 2014 by Hart Research Associates showed 85% of employers ranked the ability to effectively communicate orally as their top skill with the ability to effectively communicate in writing ranking third (82%). UNK also notes that there are only a few graduate programs in public communication in the United States.

In addition, the proposal cites figures from the Nebraska Department of Labor showing a growing demand for occupations that utilize communication skills such as human resource specialist (10.5% increase from 2016 to 2026) and public relations and fundraising managers (10.4% increase). However, many of the occupations listed do not require a master’s degree.

Letters of support were provided by four current students and three local businesses: Crane Trust, Scorr Marketing (for health sciences), and Hollman Media. Crane Trust noted a particular need in their field “to better understand the impacts of our messaging on general audiences and improve its efficacy.” UNK’s Dean of the College of Arts and Sciences provided a statement noting the planning of the program utilizing community input and reiterating the need for the program, especially in light of the current health crisis.

There is not one distinct occupation tied to the field of public communication, making analysis of need difficult. The proposal documents the need for employees with strong communication skills but not the need for a graduate-level program nor one specifically in public communication.

### B. Demand for the Program

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

UNK expects to enroll five students in year one and 10 new students in each of the subsequent years. In supplemental information, UNK stated that enrollment projections were based on national distance education trends that indicated 43.3% of graduate programs were online in 2016. In Nebraska over 48% are online. At UNK 88% of graduate students complete their program entirely online, in part due to a robust online marketing team. UNK also stated that information at national-level professional conferences and meetings suggest the proposed program is on the brink of a national trend.

While the program is designed to primarily serve working professionals looking to advance their careers, four of the letters of support were from current students who expressed interest in the program. These letters, combined with anecdotal data from faculty regarding student interest, suggest to UNK that they would have immediate enrollment in the program. UNK acknowledges that the enrollment projections are “conservative” but with the campus experience in delivery of online programs it is expected that the enrollments would increase.

The online format and the fact that there are few such graduate programs in the United States suggests that the program should generate at least some interest.

**C. Avoidance of Unnecessary Duplication**

|              |  |   |  |  |
|--------------|--|---|--|--|
| High-----Low |  |   |  |  |
|              |  | √ |  |  |

There is no master’s degree specifically in public communication in Nebraska. However, there are numerous master’s degrees in communication-related fields. UNL offers master’s degrees in communication studies, journalism, and agricultural leadership, education, and communication. UNO has an MA in communication. The proposal states that the public communication MA differs from all of these. Some target a different audience or focus on different aspects of communication. Others are not available entirely online.

Bellevue University offers an online MA in business and professional communication with seven concentrations. There is not a public communication concentration. Colorado State University has an MS in public communication but it is on-ground. UNK reports that the CSU program is one of only a few master degrees in public communication in the country.

IPEDES data for 2016, 2017, and 2018 show the UNO program averaging over 12 graduates per year. For the same three years there were no graduates reported for the UNL communication studies MA. The MA in journalism at UNL has an integrated media concentration that is offered online and in person and averaged over 16 graduates.

The number of graduates suggests an interest in a graduate program in communication. The UNO program is not online, but the Bellevue program and UNL concentration are. The most convincing argument is that proposed program is not identical to any of the others.

**D. Resources: Faculty/Staff**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

UNK reports that all courses have already been approved in the Departments of Communication, Political Science, History, and Management. Of the courses in the program, 13 have been approved but have never been taught. Others were an addition to an existing undergraduate course (400-level) creating a corresponding graduate level course (800-level). A new communications faculty member was hired for 2019-20 and the department received approval to hire a new communication assistant professor for 2020-21. That position was recently filled. UNK estimates that with the two new hires, there would be sufficient faculty to support a master’s program. One additional graduate assistant would be needed with the possibility of a second one starting in year three. The Dean of Graduate Studies would fund the graduate assistant for the first two years with any additional funding for later years coming from UNK’s online funding model. The cost for one graduate assistant was included in the budget, but the support from the Dean of Graduate Studies was not reported as revenue.

UNK’s eCampus is a multi-functional unit providing leadership, services, support, resources, and accessibility in online and blended education. An eCampus online coordinator would assist in processing paperwork and programmatic duties including recruiting, marketing, and technology updates.

**E. Resources: Physical Facilities/Equipment**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

UNK states that since the program would be offered entirely online no new physical facilities or equipment would be needed beyond the infrastructure that is already in place. Any future needs would be addressed by eCampus.

**F. Resources: Library/Information Access**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

The proposal indicates that no new resources would be needed. Since UNK is has received approval for all the courses needed for the proposed program, the Commission accepts UNK’s assurance that information resources are sufficient to support the program.

**G. Budget**

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

| PROJECTED COSTS   |          | ANTICIPATED REVENUES |           |
|-------------------|----------|----------------------|-----------|
| Faculty and Staff | \$85,000 | Reallocated Funds    |           |
| General Operating |          | New State Funds      |           |
| Library           |          | New Local Funds      |           |
| Facilities        |          | Tuition and Fees*    | \$501,120 |
| Five-Year TOTAL   | \$85,000 | Five-Year TOTAL      | \$501,120 |

\*Based on 5 students in year one, 10 new students in year two and every year thereafter, averaging 18 credit hours per year at \$348 per credit hour (\$302 online graduate tuition, \$35 online course fee, and \$11 technology fee). Out-of-state students are expected, but the higher tuition rate was not incorporated in the calculations.

**Committee Comment:**

There is little concrete evidence that speaks to need or demand for this specific program. The proposal argues that there is minimal cost involved to offer it.

**Committee Recommendation:** **Forward the proposal for the Master of Arts in Public Communication at UNK to the full Commission without a committee recommendation.**

First Program Review Date: Due June 30, 2025



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Northeast Community College (NECC)  
**Program:** Drug and Alcohol Counseling  
**Award:** Certificate  
**A Institution's Existing Degree(s) in Same or Similar Discipline:** Courses in alcohol and drug counseling  
**Proposal Received by Commission:** March 27, 2020  
**Proposed Start Date:** August 2020

**Background**

The state of Nebraska has two levels of licensure for substance abuse counselors. The first level is Provisional Alcohol and Drug Counselor, requiring 270 clock-hours of approved coursework and 300 hours of supervised practical training. The coursework for the second level, Licensed Alcohol and Drug Counselor, is the same as what is required for the first level of licensure. However, it requires 6,000 hours of supervised, paid clinical work experience.

**Description**

NECC had their first three alcohol and drug counseling courses approved by the State of Nebraska Division of Public Health several years ago. Over the past two years four additional courses were approved so that NECC now provides all the courses needed for the state of Nebraska's required 270 clock-hours for initial licensure for alcohol and drug counselors. The proposed certificate would consist of 19 semester credit hours composed of the seven courses approved by the Division of Public Health. All courses would be offered online. The college has designed the course rotation so that students can complete the sequence in one semester. The certificate courses would also apply to the requirements for an Associate of Arts degree in Human Services.

**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"/> |

NECC cites the U.S. Bureau of Labor Statistics for "Substance Abuse, Behavioral Disorder, and Mental Health Counselors." For 2018 to 2028 jobs are expected to grow by 22 percent

nationally. In Nebraska, EMSI (a labor market analytics company) projects job growth of 19.1 percent with a median annual wage of \$46,425 (above the national average). Substance abuse counselors can't be separated from the total figures, so the data includes people holding a variety of positions and with different credentials, levels of education, and salaries.

The proposal states that, according to the Bureau of Labor Statistics, demand for substance abuse, behavioral disorder, and mental health counselors is expected to rise because the criminal justice system has recognized the impact of substance abuse on criminal behavior and is ordering treatment for addicts. Preventative counseling has proven more cost effective than incarceration and reduces recidivism rates. Many military veterans are also in need of substance abuse treatment.

It is difficult to utilize labor statistics to estimate need because drug and alcohol counselors can't be disaggregated from the larger Substance Abuse, Behavioral Disorder, and Mental Health Counselors category. The demand for the courses (see Section B.) suggests that there is a need. If jobs were not available students would be unlikely to enroll in the numbers reported by NECC.

**B. Demand for the Program**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

The college reports that it receives calls on a regular basis from people seeking the approved coursework. The proposal included recent enrollments for all seven courses. Introduction to Human Services and Counseling averaged 35 students. Lifespan Psychology averaged 56 students. Other courses enrolled 5 to 14 students. Some of those were being offered for the first time and enrollments were expected to grow.

The enrollments in the courses clearly indicate a demand. Having an academic certificate awarded, and one that can feed into an associate's degree, could make the program even more attractive.

**C. Avoidance of Unnecessary Duplication**

|              |  |  |  |  |
|--------------|--|--|--|--|
| High-----Low |  |  |  |  |
| √            |  |  |  |  |

The proposal states that education providers in Nebraska approved by the Department of Health and Human Services are Central Community College, Chadron State College, Doane University, Metropolitan Community College, Peru State College, and Western Nebraska Community College. The program at CCC is an AAS degree in human services with a specialization in drug and alcohol counseling. CCC also offers a chemical dependency technician certificate, but it does not meet state requirements for a drug and alcohol counselor. MCC offers a specialization within its AAS in human services as well. MCC's certificate of achievement for human services: chemical dependency is 54 quarter credit hours (36 semester credit hours) but it includes general education courses. The chemical dependency courses equate to 21 semester credit hours and would likely meet the state requirement for drug and alcohol counselor. WNCC has an eight-course, 24-credit-hour certificate in drug and alcohol counseling under development. None of these programs would easily meet the needs of northeast Nebraska.

**D. Resources: Faculty/Staff**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

NECC reports that as courses have been developed and approved, they have had sufficient faculty to provide instruction. Faculty costs in the budget are for any overload pay for current faculty that might be needed as well as possible adjunct salaries and summer salaries.

Since the courses have been added gradually with existing faculty, there should be sufficient faculty to support the program.

**E. Resources: Physical Facilities/Equipment**

|              |   |  |  |  |
|--------------|---|--|--|--|
| High-----Low |   |  |  |  |
|              | √ |  |  |  |

Since the program would be offered online, there is no need for physical facilities. The college states that it has the necessary technology infrastructure, such as a learning management system, student portal, and online library resources, to deliver the program.

**F. Resources: Library/Information Access**

|            |   |  |    |  |
|------------|---|--|----|--|
| Acceptable |   |  |    |  |
| yes        | √ |  | no |  |

The college reports that it has sufficient online library resources. Since courses were added gradually and there is a human services program in place, the Commission accepts that these resources would be sufficient.

**G. Budget**

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

| PROJECTED COSTS                |           | ANTICIPATED REVENUES          |           |
|--------------------------------|-----------|-------------------------------|-----------|
| Faculty and Staff <sup>1</sup> | \$137,414 | Reallocated Funds             |           |
| General Operating              | \$1,750   | New State Funds               |           |
| Library                        |           | New Local Funds               |           |
| Facilities                     |           | Tuition and Fees <sup>2</sup> | \$313,014 |
| Five-Year TOTAL                | \$139,164 | Five-Year TOTAL               | \$313,014 |

<sup>1</sup> Overload pay and possible adjunct and summer salaries

<sup>2</sup> NECC estimated the number of students in each course per year and multiplied it by the credit hours for the specific course. That number was multiplied by \$123 per credit hour (resident tuition of \$99 plus \$23 in fees)

**Committee Recommendation: Approve the certificate in Drug and Alcohol Counseling at Northeast Community College.**

**First Program Review: Due June 30, 2022.**

## State Authorization Reciprocity Agreements (SARA)

In 2013, the National Council for State Authorization Reciprocity Agreements (NC-SARA) became a nationwide coordinating entity, in partnership with the country's four regional education compacts (NEBHE, MHEC, SREB, and WICHE). Its purpose is to establish uniform standards and procedures for state oversight of postsecondary distance education delivered across state lines. States join SARA and agree to vet institutions in their state that wish to participate in SARA. Participating institutions can then offer distance education in other SARA states without additional state approval.

As of February 2020, 49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands were members of SARA, and 1,967 institutions were participating in SARA. California is the only state that has not joined SARA.

### Number of SARA Institutions, 2016-2019

| Year | Number of Institutions Operating Under SARA | Change (year over previous year) | Number of Institutions Reporting Data to NC- SARA |
|------|---------------------------------------------|----------------------------------|---------------------------------------------------|
| 2016 | 867                                         |                                  | 846                                               |
| 2017 | 1,494                                       | +627                             | 1,477                                             |
| 2018 | 1,878                                       | +384                             | 1,791                                             |
| 2019 | 1,967                                       | +165                             | 1,960                                             |

### Reporting Institutions by Sector, 2019

| Sector                 | Number of Institutions Reporting | % of Total Institutions Reporting |
|------------------------|----------------------------------|-----------------------------------|
| Independent/For-Profit | 112                              | 5.7%                              |
| Private Non-Profit     | 836                              | 42.7%                             |
| Public                 | 1,010                            | 51.5%                             |
| Tribal                 | 2                                | 0.1%                              |
| Total                  | 1,960                            | 100%                              |

### Reported Enrollments by Sector, 2017, 2018, and 2019

| Sector             | 2017      | 2018      | 2019      | % of 2019 Total Enrollments |
|--------------------|-----------|-----------|-----------|-----------------------------|
| Public             | 202,707   | 275,518   | 249,145   | 21.9%                       |
| Private Non-Profit | 385,978   | 507,309   | 518,302   | 44.2%                       |
| Private For-Profit | 582,040   | 442,189   | 401,283   | 33.9%                       |
| Tribal             | 0         | 6         | 14        | 0.0%                        |
| Total              | 1,170,725 | 1,225,022 | 1,168,744 | 100%                        |

Data source: NC-SARA 2019 Enrollment Report (<https://www.nc-sara.org/resources/2018-2019-enrollments>)

**New Reporting:** Starting in spring 2019 institutions participating in SARA were required to report their in-state distance education enrollments in addition to the out-of-state enrollments that have been routinely reported in the past. The in-state information is included in the following table.

**Distance Students from SARA and Non-SARA States at Nebraska Institutions  
Fall 2018 Enrollments (reported to NC-SARA in May 2019)**

Red numerals indicate an increase from 2018

| Institution<br>(25 participating)                             | # students<br>from SARA<br>states | # students<br>from<br>Nebraska | # students<br>from non-<br>SARA states* | State w/<br>largest # of<br>students | State w/ 2 <sup>nd</sup><br>largest # of<br>students |
|---------------------------------------------------------------|-----------------------------------|--------------------------------|-----------------------------------------|--------------------------------------|------------------------------------------------------|
| Bellevue University                                           | 4,723                             | 2,508                          | 306                                     | IA - 440                             | TX – 426                                             |
| Bryan College of<br>Health Sciences                           | 5                                 | 8                              | 1                                       | NC – 2                               |                                                      |
| Central Community<br>College                                  | 13                                | 768                            | 1                                       | IA, AK – 2<br>each                   |                                                      |
| Chadron State<br>College                                      | 459                               | 619                            | 30                                      | WY - 123                             | CO – 61; SD -<br>47                                  |
| Clarkson College                                              | 273                               | 352                            | 7                                       | IA – 95                              | SD - 59                                              |
| College of Saint Mary                                         | 16                                | 31                             | 1                                       | CT – 4                               | TX -- 3                                              |
| Concordia University                                          | 372                               | 143                            | 36                                      | TX - 40                              | NY - 31                                              |
| Creighton University                                          | 1,330                             | 566                            | 111                                     | IA – 179                             | TX – 107                                             |
| Doane University                                              | 15                                | 87                             | 0                                       | KS - 3                               |                                                      |
| Metropolitan<br>Community College                             | 235                               | 2,383                          | 14                                      | IA - 90                              | KS – 35                                              |
| Mid-Plains<br>Community College                               | 29                                | 328                            | 3                                       | OR -- 8                              | CO – 5                                               |
| Midland University                                            | 3                                 | 7                              | 0                                       | IA – 3                               |                                                      |
| Nebraska College of<br>Technical Agriculture                  | 4                                 | 46                             | 0                                       | CO, IA, KY,<br>SD – 1 each           |                                                      |
| Nebraska Methodist<br>College of Nursing<br>and Allied Health | 151                               | 297                            | 5                                       | IA - 72                              | MD – 9                                               |
| Northeast<br>Community College                                | 138                               | 1,845                          | 2                                       | IA - 54                              | SD – 34                                              |
| Peru State College                                            | 178                               | 705                            | 26                                      | IA - 38                              | MO – 20                                              |
| Southeast<br>Community College                                | 129                               | 2,092                          | 4                                       | KS - 14                              | IL -11                                               |
| Union College                                                 | 10                                | 2                              | 0                                       | CO - 8                               | MN – 3                                               |
| University of<br>Nebraska - Lincoln                           | 661                               | 916                            | 54                                      | IA - 49                              | MN – 47                                              |
| University of<br>Nebraska at Kearney                          | 432                               | 1,497                          | 31                                      | IA - 38                              | CO – 27                                              |
| University of<br>Nebraska at Omaha                            | 243                               | 1,052                          | 14                                      | IA - 53                              | MN – 16                                              |
| University of<br>Nebraska Medical<br>Center                   | 133                               | 514                            | 6                                       | IA -- 16                             | MN, VA – 9<br>each                                   |
| Wayne State College                                           | 134                               | 417                            | 3                                       | IA - 63                              | SD – 13                                              |
| Western Nebraska<br>Community College                         | 41                                | 125                            | 2                                       | CO -- 11                             | SD, WY - 5<br>each                                   |
| York College                                                  | 18                                | 29                             | 1                                       | OK - 6                               | TN – 4                                               |
| <b>TOTALS</b>                                                 | <b>9,745</b>                      | <b>5,224</b>                   | <b>658</b>                              |                                      |                                                      |

\*The only non-SARA state is California. However, no institutions in Massachusetts or Puerto Rico had applied for SARA at the time of reporting.

**States Providing the Largest Number of Distance Students to Nebraska Institutions**

| State        | Enrollment in NE |
|--------------|------------------|
| Iowa         | 1,227            |
| Texas        | 741              |
| Florida      | 475              |
| Colorado     | 405              |
| New York     | 381              |
| Illinois     | 345              |
| Virginia     | 339              |
| South Dakota | 320              |

Nebraska institutions enrolled a total of 10,403 distance students from 49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

**States Enrolling the Largest Number of Students from Nebraska**

| State         | Enrollment from NE |
|---------------|--------------------|
| Arizona       | 698                |
| Colorado      | 413                |
| Iowa          | 407                |
| Utah          | 369                |
| Kansas        | 276                |
| New Hampshire | 272                |
| West Virginia | 225                |

**Institutions Enrolling the Largest Number of Students from Nebraska**

| National Position | NE Position | Institution                       | State | Type                | Enrollment from NE |
|-------------------|-------------|-----------------------------------|-------|---------------------|--------------------|
| 1                 | 1           | Western Governors University      | UT    | Private, non-profit | 311                |
| 3                 | 2           | Southern New Hampshire University | NH    | Private, non-profit | 270                |
| 2                 | 3           | University of Phoenix             | AZ    | Private, for-profit | 222                |
| 4                 | 4           | Grand Canyon University           | AZ    | Private, non-profit | 185                |
| *                 | 5           | Iowa Western Community College    | IA    | Public              | 157                |
| *                 | 6           | Arizona State University          | AZ    | Public              | 127                |
| *                 | 7           | Penn Foster College               | AZ    | Private, for-profit | 124                |
| *                 | 8           | Colorado Technical University     | CO    | Private, for-profit | 121                |

\*Not in the top 10 nationally.

The total number of Nebraskans enrolled in institutions located in all SARA states was 5,224. Only Hawaii and the U.S. Virgin Islands did not report any Nebraska students.

**More New Reporting**

- From the beginning, SARA has allowed SARA institutions to place students in experiential learning situations (with some restrictions) in other SARA states. Placements include such activities as rotations, internships, clinicals, and student teaching, and are not necessarily tied to any type of distance delivery. The SARA policy was put in place because some states require an institution to be approved by the state before even one student is placed, even if the instruction is delivered entirely on-ground by the institution.

- The policy attracted many institutions in just such a position, i.e., only on-ground instruction but with students in experiential placements in other states. Consequently, there are institutions participating in SARA who do not conduct any of their instruction at distance.
- To capture information about the extent of experiential placements, starting in spring 2019 institutions participating in SARA were required to report the numbers of their students engaged in experiential learning placements, disaggregated by state and two-digit CIP. The numbers collected include institutions who provide distance instruction as well as those who don't.
- This collection proved extremely challenging for many institutions, so figures should not be considered definitive.

**Selected Out-of-state Student Learning Placements, 2018 (reported in May 2019)**

Any discipline reporting 50 or more student placements either in Nebraska or out-of-state

| CIP | Discipline                          | # placed in Nebraska | # Nebraska placed out-of-state |
|-----|-------------------------------------|----------------------|--------------------------------|
| 01  | Agricultural Sciences               | 47                   | 132                            |
| 13  | Education                           | 170                  | 389                            |
| 31  | Parks, Recreation, Leisure, Fitness | 62                   | 79                             |
| 39  | Theology and Religion               | 57                   | 37                             |
| 42  | Psychology                          | 68                   | 39                             |
| 45  | Social Science                      | 11                   | 130                            |
| 51  | Health Professions                  | 1,119                | 2,563                          |
| 52  | Business                            | 72                   | 98                             |
|     |                                     |                      |                                |
|     | Total all CIPs                      | 1,884                | 3,615                          |

- Nationally, CIP 51 (Health Professions) accounted for almost 61% of placements. Education (CIP 13) accounted for almost 10% of placements and business (CIP 52) placements were 5% of all placements.
- NC-SARA expects the number of out-of-state enrollments reported to rise significantly in the years to come as institutions refine their mechanisms for gathering this type of information.

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

## Reports Received January – March 2020

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of annual reports submitted January – March, 2020. Reports received after March will be summarized at a later Commission meeting. No action is required.

| Institution                                                                     | Program name                             | Degree/<br>Award | # Currently<br>Enrolled* | # Graduated/<br>Completed** | Total<br>Campus<br>Enrollment* | Recent<br>Accreditation<br>Activity                           |
|---------------------------------------------------------------------------------|------------------------------------------|------------------|--------------------------|-----------------------------|--------------------------------|---------------------------------------------------------------|
| Bryan College of Health<br>Sciences<br><br><i>(Original approval 7/17/2001)</i> | Nurse Anesthesia                         | DNAP             | 51                       | 15                          | 775                            | ACEN granted continued accreditation through 2026 for the MSN |
|                                                                                 | Education Doctorate in Nursing Education | EdD              | 30                       | 0                           |                                |                                                               |
|                                                                                 | Graduate Nursing                         | MSN              | 27                       | 9                           |                                |                                                               |
|                                                                                 | Nursing                                  | BSN              | 476                      | 87                          |                                |                                                               |
|                                                                                 | Cardiac/Vascular Sonography Dual Major   | BS               | 39                       | 8                           |                                |                                                               |
|                                                                                 | Diagnostic Medical Sonography            | BS               | 39                       | 8                           |                                |                                                               |
|                                                                                 | Health Professions                       | BS               | 6                        | 0                           |                                |                                                               |
|                                                                                 | Health Professions-Healthcare Studies    | BS               | 3                        | 1                           |                                |                                                               |
|                                                                                 | Health Professions-Biomedical Sciences   | BS               | 26                       | 1                           |                                |                                                               |
|                                                                                 | Health Professions                       | AS               | 1                        | 0                           |                                |                                                               |
|                                                                                 | Healthcare Management                    | Certificate      | 2                        | 2                           |                                |                                                               |
|                                                                                 | Simulation Education                     | Certificate      | 6                        | 2                           |                                |                                                               |
|                                                                                 | Post-MSN – Nursing Education             | Certificate      | 0                        | 0                           |                                |                                                               |
|                                                                                 | Post-MSN – Nursing Leadership            | Certificate      | 0                        | 1                           |                                |                                                               |
|                                                                                 | Students at Large                        | Non-degree       | 69                       |                             |                                |                                                               |

| <b>Institution</b>                                                                                                 | <b>Program name</b>             | <b>Degree/<br/>Award</b> | <b># Currently<br/>Enrolled*</b> | <b># Graduated/<br/>Completed**</b> | <b>Total<br/>Campus<br/>Enrollment*</b> | <b>Recent<br/>Accreditation<br/>Activity</b>                                                                                               |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------|----------------------------------|-------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| University of Missouri<br><i>(Original approval 9/19/2001)</i>                                                     | Library and Information Science | MLIS                     | 30                               | 6                                   | N/A                                     |                                                                                                                                            |
| Hope International University-<br>Nebraska Christian College<br>campus<br><br><i>(Original approval 3/10/2016)</i> | Christian Ministry              | AA                       | 2                                | 1                                   | 56                                      | Hope International will<br>be permanently closing<br>the Nebraska Christian<br>campus in Papillion,<br>Nebraska, effective May<br>31, 2020 |
|                                                                                                                    | Family Life and Counseling      | BA                       | 6                                | 2                                   |                                         |                                                                                                                                            |
|                                                                                                                    | Pastoral Ministry               | BA                       | 13                               | 2                                   |                                         |                                                                                                                                            |
|                                                                                                                    | World Missions (Intercultural)  | BA                       | 7                                | 2                                   |                                         |                                                                                                                                            |
|                                                                                                                    | Worship Arts                    | B. Worship<br>Arts       | 14                               | 6                                   |                                         |                                                                                                                                            |
|                                                                                                                    | Youth (Next Gen.) Ministry      | BA                       | 14                               | 4                                   |                                         |                                                                                                                                            |

\*On date of report

\*\*For most recent year

ACEN – Accreditation Commission for Education in Nursing

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# 2020 Peer Report: Nebraska State College System



**STAFF DRAFT**

**To Be Approved by the Commission April 30, 2020**

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## COMMISSIONERS

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*Omaha, District 2*

**Timothy Daniels**  
*Omaha, Member-at-Large*

**Mary Lauritzen**  
*West Point, Member-at-Large*

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## STAFF

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*Executive Director*

**Kadi Lukesh**  
*Bookkeeper, Budget Coordinator,  
& Office Manager*

**Gary Timm**  
*Chief Finance &  
Administrative Officer*

**Dr. Kathleen Fimple**  
*Academic Programs Officer*

**Ritchie Morrow**  
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**Joe Velasquez**  
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**Mike Wemhoff**  
*Facilities Officer*

**Coordinating Commission for Postsecondary Education**  
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The Commission's reports are available online at [ccpe.nebraska.gov/reports](http://ccpe.nebraska.gov/reports)

*The Coordinating Commission for Postsecondary Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or the provision of services.*

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## Introduction

Neb. Rev. Stat. § 85-1413(5)(g) requires that Nebraska's Coordinating Commission for Postsecondary Education establish peer groups for public institutions in Nebraska. *The Comprehensive Statewide Plan for Postsecondary Education* further defines the Commission's purpose for establishing peer groups for Nebraska public colleges and universities as follows:

### Peer Groups

A peer institution is one that is representative of the institution to which it is compared. The Commission is required by statute to identify peer institutions for each public postsecondary education institution in the state. The Commission reviews and compares several characteristics of institutions, such as enrollment and program offerings, in identifying peers. Peer groups are used for budget and program review, as well as for other comparisons that will aid in Commission decision making. The Commission's purpose for the use of peer groups does not include influencing the collective bargaining process.

Selection of peer groups for Nebraska's state colleges was last conducted in 2014. These peer groups were to remain in effect for 10 years, provided that the peers remained suitable over time. If at any time the Nebraska State College System (NSCS) felt that a peer was no longer viable, the NSCS was encouraged to contact the Commission to review the peer in question. In late 2019, the NSCS requested that the Commission reevaluate the suitability of each state college's peer group.

For the Commission's purposes, peer institutions are defined as institutions sufficiently similar in mission, programs, size, students, wealth, etc., and are used to establish basic central tendencies. Aspirational institutions in some ways excel the target institution, which would like to emulate the aspirational institutions' accomplishments and set similar goals.<sup>1</sup> Competitors are rival institutions contesting for students, faculty, research dollars, etc.

The Commission staff identified peer institutions consistent with the definition above. As the peer groups are used for program reviews, budget analysis, tuition and fees comparisons, facilities analysis, and similar types of comparisons, aspirational and competitor institutions were not specifically included. Commission staff worked closely with the Nebraska State College System throughout the evaluation process to ensure selection of the most suitable peer institutions.

The following report describes the peer selection process utilized by Nebraska's Coordinating Commission for Postsecondary Education for the state colleges. The Commission's updated peer groups for the state colleges are outlined in [Table 2](#), [Table 3](#), and [Table 4](#).

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<sup>1</sup> Halstead, K. (1991). *Higher Education Revenues and Expenditures: A Study of Institutional Costs*. Washington DC: Research Associates of Washington.

## Evaluation Process

### Data Source

The Integrated Postsecondary Education Data System (IPEDS) served as the data source for the listing of potential peers. For all variables, the Commission used the most up-to-date data available. To obtain a more accurate snapshot of the program offerings at each institution, the Commission aggregated two-digit Classification of Instructional Programs (CIP) codes into seven discipline clusters.

### Selection Criteria

The Commission focused on key *input variables*—percent of applicants admitted, 12-month unduplicated headcount, percent of students that are minorities, etc.—that are likely to affect outcome variables. *Outcome variables*, such as graduation and retention rates, were excluded from the Commission’s analysis.

Focusing on these key variables, peers were selected through the use of screening variables as well as evaluation variables. Institutions not matching on identified important categorical criteria or falling outside Commission-established parameters for numeric variables were withdrawn, at least temporarily, from consideration.

### *Screening Variables*

The listing of potential peers was narrowed by first applying selection criteria to screen in/out potential peer institutions. The use of screening variables ensures essential characteristics of each college are present in its respective peer group. For example, since it would be illogical to compare Nebraska’s state colleges to two-year institutions, two-year institutions were screened completely out of the potential peer pools even though most two-year institutions are classified as open admission. (See [Rational for Selection Criteria](#) for more information on selection criteria.)

As outlined in [Table 1](#), the following screening variables were utilized for the state colleges: location, sector, rurality, percent admitted, 12-month unduplicated headcount, percent of awards that are master’s degrees, and the percentage of students who are minorities. Through the implementation of these screening variables, the remaining peer pools for the state colleges were reduced to 27 institutions.

**Table 1***Screening Variables Applicable to All State Colleges*

| Variable Description                                          | Screen In Responses                         | Remaining N |
|---------------------------------------------------------------|---------------------------------------------|-------------|
| 1. Data source                                                | Institutions that reported to IPEDS in 2018 | 6,857       |
| 2. Location                                                   | U.S. only                                   | 6,534       |
| 3. Sector                                                     | Public 4-year or above                      | 754         |
| 4. Degree of urbanization                                     | Town or rural                               | 236         |
| 5. Percent admitted                                           | Blank (open admission or NA) or $\geq 67\%$ | 185         |
| 6. 12-month unduplicated headcount graduate students          | $> 0$                                       | 123         |
| 7. Percent of awards that are master's degrees                | $\geq 10\%$                                 | 90          |
| 8. 12-month unduplicated headcount total                      | 1,200 - 7,500                               | 47          |
| 9. % of students who are minorities <sup>a</sup>              | $\neq$ blank AND $\leq 30\%$                | 28          |
| 10. Removal of Chadron, Peru, or Wayne from its own peer pool | Chadron, Peru, or Wayne                     | 27          |

Data source: Integrated Postsecondary Education Data System.

<sup>a</sup>Excludes nonresident alien students and students whose race is unknown. Data is based on 12-month unduplicated headcount.

*Evaluation Variables*

After the peer pools were each reduced to 27 institutions through screening variables, each remaining peer was evaluated on an individual basis. Variables examined during this step included completions by discipline cluster and by award level, distance education, state appropriations per FTE, and net tuition and fees per FTE.

*Rational for Selection Criteria*

The initial listing of peers had the potential to include institutions from any of the 50 states as well as Washington, D.C. The sector of the institution was used to restrict the control and level of the peer pool to those classified as public four-year and higher.

Based on a school's physical address and proximity to urban areas, the urban-centric locale codes found in IPEDS utilize a methodology developed by the U.S. Census Bureau's Population Division. This variable is important since an institution's surrounding area has a tremendous influence on its current and potential enrollment.

An institution's degree of selectivity and rigor of admission requirements influence the type of students who enroll, often serving as strong predictors of retention and graduation rates. As schools with open admission policies accept any student who applies, these institutions are more likely to experience diminished achievement rates. All of Nebraska's state colleges have open admission policies. Therefore, the selection criteria ensured the institution either accepted a high percentage of applicants (67% or higher) or the institution had an open admission policy.

Graduate enrollments account for 16.4% to 24.4% of 12-month enrollments at the state colleges while master's degrees account for 22.8% to 32.5% of awards conferred at the state colleges. Therefore, all potential peers were required to have graduate enrollments and to have at least 10% of awards coming from the master's degree level.

An institution's enrollment size invariably affects countless important institutional characteristics, including facility usage, tuition income, student-to-faculty ratios, and program offerings. At the state colleges, 12-month unduplicated headcounts range from 3,233 to 4,194.

Stemming from higher incidence of poverty, lower parental educational attainment, and greater likelihood of attending low-performing K-12 schools, many minority students require additional academic, financial, and social supports to be successful in postsecondary education compared to white non-Hispanic students. At the state colleges, between 14.7% and 17.6% of students are from minority racial or ethnic groups.<sup>2</sup>

Selection criteria also ensured potential peers were comparable to each state college in terms of the program mix of awards granted. The Commission aggregated two-digit Classification of Instructional Programs (CIP) codes into seven discipline clusters and analyzed the proportion of completions within each cluster. (See [Appendix A](#) for CIP code descriptions and discipline cluster groupings.)

Distance education impacts the need for facilities, equipment, and faculty. At the state colleges, between 12.9% and 45.3% of fall students were enrolled in exclusively distance education courses.

Lastly, state appropriations and tuition and fees per FTE were critical evaluation variables to ensure peers are comparable in terms of wealth and student costs.

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<sup>2</sup> Excludes nonresident alien students and students whose race is unknown.

## Peers and Alternates

The Commission's objective was to identify distinct peer groups for the state colleges, consisting of 10 peers and two alternate peers for each state college.<sup>3</sup> While the screening variables were applied across the board for the peer groups, evaluation variables allowed for closer examination of fit for institutions within each state college's peer group.

As previously stated, Commission staff worked closely with the Nebraska State College System throughout the selection process to identify updated peer groups. Following the application of screening variables, the NSCS Chancellor and Vice Chancellor sent the remaining peer pools to each campus president for their review and suggestions.

The Nebraska State College System submitted their preferred peer institutions to Commission staff and staff evaluated each of their recommendations. Initially, the NSCS requested the Commission reconsider a number of institutions that were screened out of selection via screening variables. Commission staff evaluated their recommendations and allowed for one institution to be added back into the peer pool. The institution (Southwest Minnesota State University) had initially been screened out of the peer pool because they admitted 62% of applicants (cut-point set at 67% or higher) and their 12-month enrollment was 8,739 (high cut-point set at 7,500). Upon closer examination, the institution's large enrollment was influenced by presumptive dual enrollments (58.3% of fall enrollments were under the age of 18). The institution was a suitable match based on other selection criteria; therefore, Commission staff accepted the proposal to add the institution back into the peer pool, increasing the number of potential peers to 28.

Narrowing the peer groups was very much an iterative process, with the state colleges making suggestions and the Commission staff reviewing their suggestions and accepting or countering with a different peer. The final peer groups for the state colleges are itemized in [Table 2](#), [Table 3](#), and [Table 4](#). Additionally, maps detailing the location of each peer are included in [Figure 1](#), [Figure 3](#), and [Figure 5](#), and discipline cluster comparisons are provided in [Figure 2](#), [Figure 4](#), and [Figure 6](#).

For comparison purposes, an analysis of the 2014 peers and alternates is provided in [Table B1](#) in [Appendix B](#). Additionally, [Figure B1](#) in [Appendix B](#) details a comparison of discipline clusters for the 2014 peers.

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<sup>3</sup> Alternate peers are available for permanent substitution in the event that an institution from the peer group becomes a nonviable peer. For example, if a peer merges with another institution and increases enrollments or if a peer begins conferring a large number of associate's degrees, it may be prudent to exchange an alternate in place of the original peer.

## Chadron State College

**Table 2**

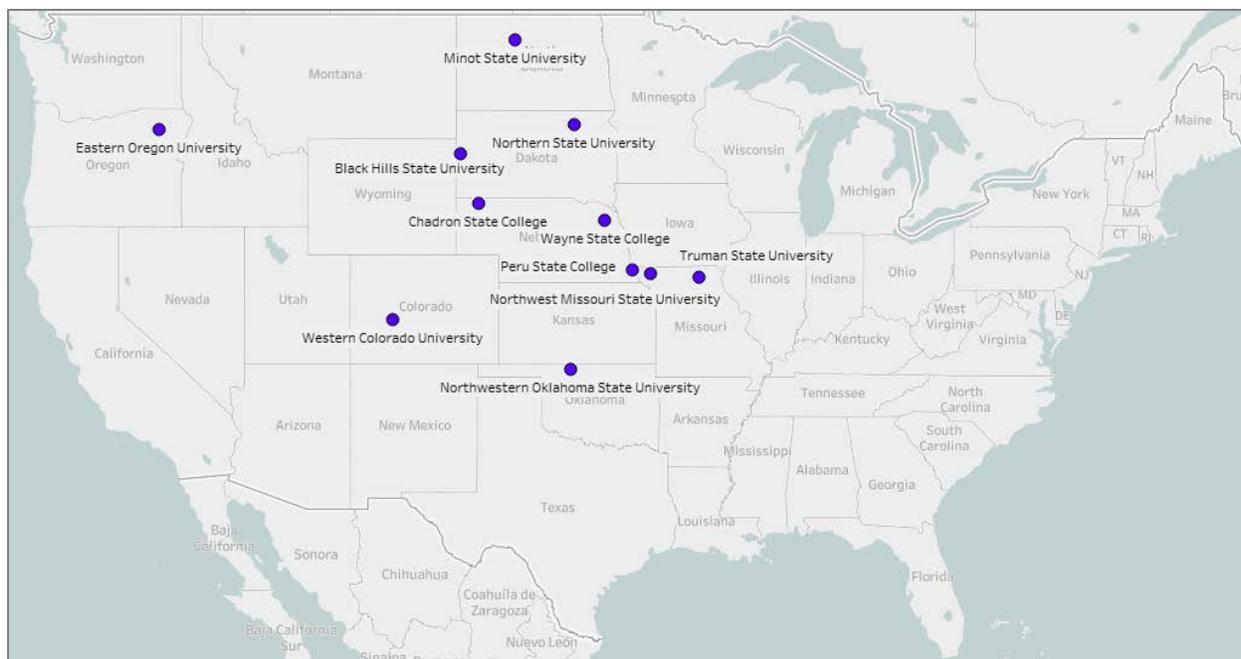
*Peer Group for Chadron State College and Select Screening Variables*

| Description & Unit ID      | Institution Name                       | State | 12-Month Unduplicated HC |       |       | % Master's | % Minority |
|----------------------------|----------------------------------------|-------|--------------------------|-------|-------|------------|------------|
|                            |                                        |       | Under Grad               | Grad  | Total |            |            |
| <b>Target Institution:</b> |                                        |       |                          |       |       |            |            |
| 180948                     | Chadron State College                  | NE    | 2,643                    | 854   | 3,497 | 32%        | 18%        |
| <b>Peer Institutions:</b>  |                                        |       |                          |       |       |            |            |
| 219046                     | Black Hills State University           | SD    | 5,402                    | 673   | 6,075 | 15%        | 16%        |
| 208646                     | Eastern Oregon University              | OR    | 4,318                    | 484   | 4,802 | 19%        | 25%        |
| 200253                     | Minot State University                 | ND    | 3,574                    | 372   | 3,946 | 18%        | 24%        |
| 219259                     | Northern State University              | SD    | 4,414                    | 724   | 5,138 | 12%        | 10%        |
| 178624                     | Northwest Missouri State University    | MO    | 6,032                    | 1,370 | 7,402 | 27%        | 14%        |
| 207306                     | Northwestern Oklahoma State University | OK    | 2,148                    | 308   | 2,456 | 12%        | 27%        |
| 181534                     | Peru State College                     | NE    | 2,703                    | 530   | 3,233 | 30%        | 15%        |
| 178615                     | Truman State University                | MO    | 6,264                    | 546   | 6,810 | 15%        | 14%        |
| 181783                     | Wayne State College                    | NE    | 3,218                    | 976   | 4,194 | 23%        | 15%        |
| 128391                     | Western Colorado University            | CO    | 3,271                    | 573   | 3,844 | 24%        | 21%        |
| <b>Alternates:</b>         |                                        |       |                          |       |       |            |            |
| 219082                     | Dakota State University                | SD    | 4,297                    | 889   | 5,186 | 22%        | 15%        |
| 210429                     | Western Oregon University              | OR    | 5,370                    | 709   | 6,079 | 14%        | 30%        |

*Note.* HC = headcount. Percent minority excludes nonresident alien students and students whose race is unknown. Data source: Integrated Postsecondary Education Data System.

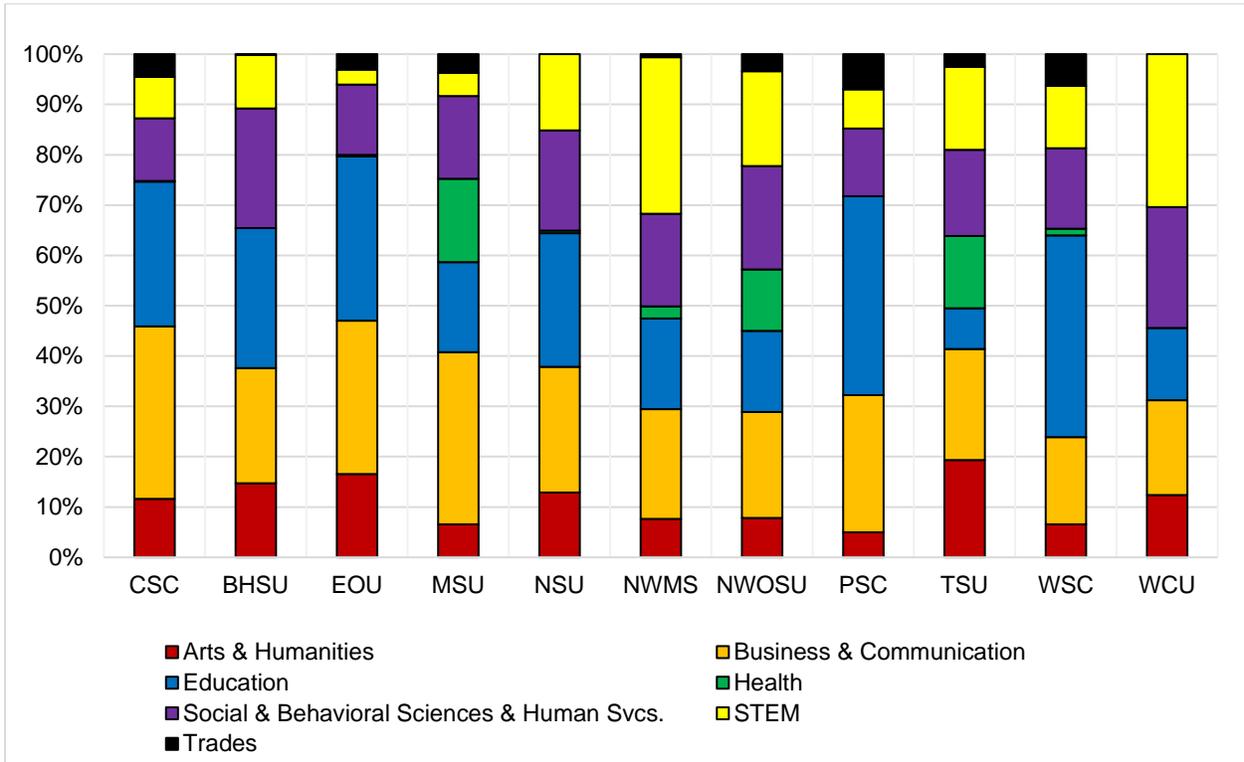
**Figure 1**

Chadron State College Peer Locations



**Figure 2**

**Chadron State College Discipline Cluster Comparison**



*Note.* CSC = Chadron State College; BHSU = Black Hills State University; EOU = Eastern Oregon University; MSU = Minot State University; NSU = Northern State University; NWMS = Northwest Missouri State University; NWOSU = Northwestern Oklahoma State University; PSC = Peru State College; TSU = Truman State University; WSC = Wayne State College; WCU = Western Colorado University. Data source: Integrated Postsecondary Education Data System.

## Peru State College

**Table 3**

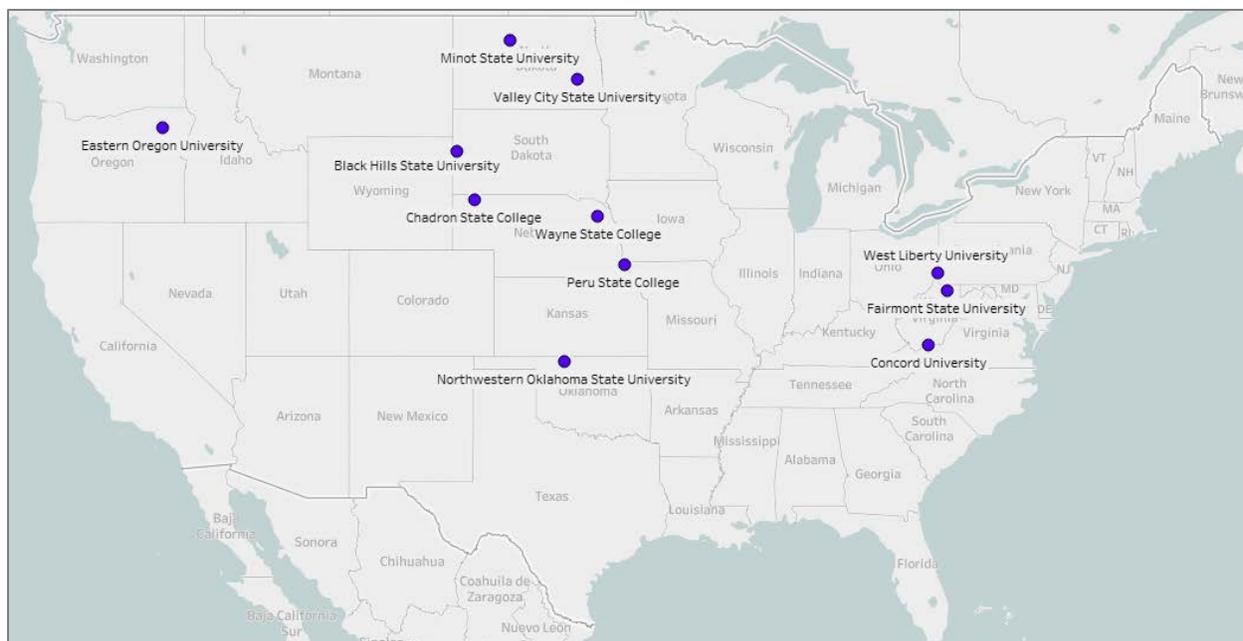
*Peer Group for Peru State College and Select Screening Variables*

| Description & Unit ID      | Institution Name                       | State | 12-Month Unduplicated HC |      |       | % Master's | % Minority |
|----------------------------|----------------------------------------|-------|--------------------------|------|-------|------------|------------|
|                            |                                        |       | Under Grad               | Grad | Total |            |            |
| <b>Target Institution:</b> |                                        |       |                          |      |       |            |            |
| 181534                     | Peru State College                     | NE    | 2,703                    | 530  | 3,233 | 30%        | 15%        |
| <b>Peer Institutions:</b>  |                                        |       |                          |      |       |            |            |
| 219046                     | Black Hills State University           | SD    | 5,402                    | 673  | 6,075 | 15%        | 16%        |
| 180948                     | Chadron State College                  | NE    | 2,643                    | 854  | 3,497 | 32%        | 18%        |
| 237330                     | Concord University                     | WV    | 2,175                    | 535  | 2,710 | 21%        | 11%        |
| 208646                     | Eastern Oregon University              | OR    | 4,318                    | 484  | 4,802 | 19%        | 25%        |
| 237367                     | Fairmont State University              | WV    | 4,294                    | 326  | 4,620 | 11%        | 11%        |
| 200253                     | Minot State University                 | ND    | 3,574                    | 372  | 3,946 | 18%        | 24%        |
| 207306                     | Northwestern Oklahoma State University | OK    | 2,148                    | 308  | 2,456 | 12%        | 27%        |
| 200572                     | Valley City State University           | ND    | 1,669                    | 211  | 1,880 | 11%        | 13%        |
| 181783                     | Wayne State College                    | NE    | 3,218                    | 976  | 4,194 | 23%        | 15%        |
| 237932                     | West Liberty University                | WV    | 2,338                    | 364  | 2,702 | 19%        | 7%         |
| <b>Alternates:</b>         |                                        |       |                          |      |       |            |            |
| 219259                     | Northern State University              | SD    | 4,414                    | 724  | 5,138 | 12%        | 10%        |
| 175078                     | Southwest Minnesota State University   | MN    | 8,093                    | 646  | 8,739 | 31%        | 11%        |

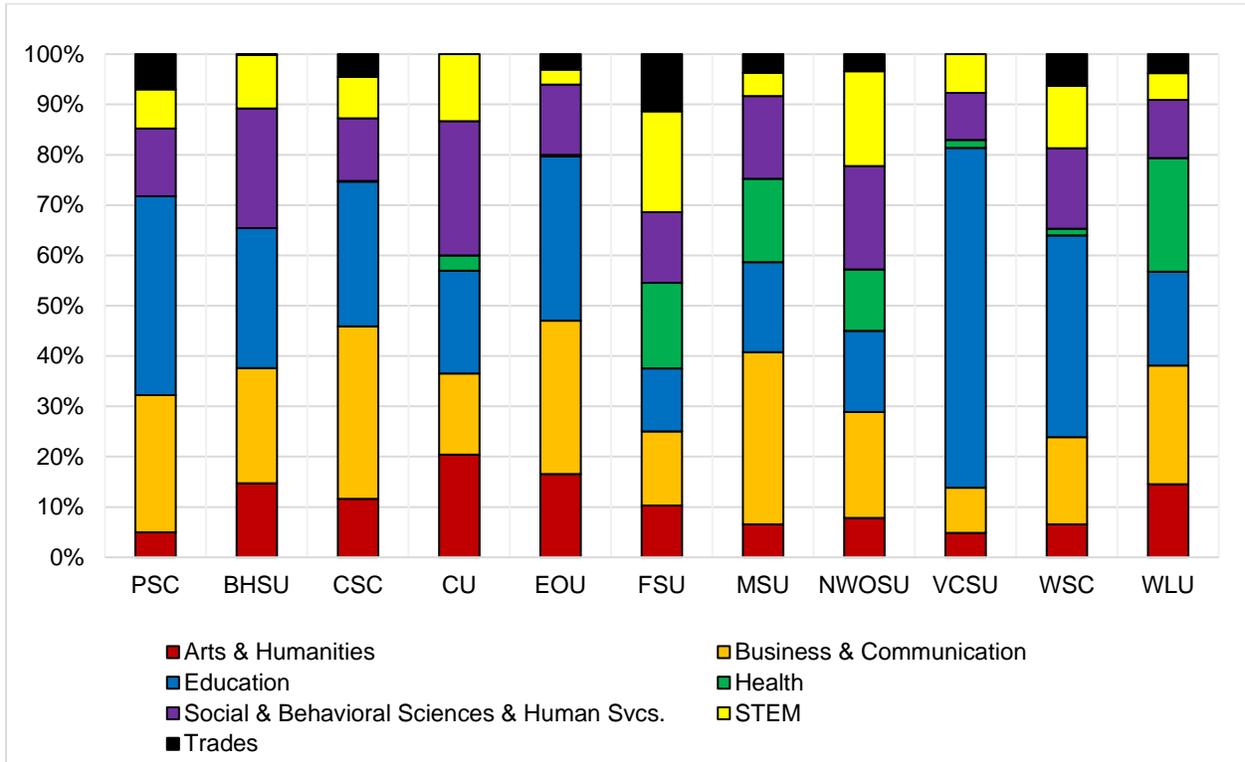
Note. HC = headcount. Percent minority excludes nonresident alien students and students whose race is unknown. Data source: Integrated Postsecondary Education Data System.

**Figure 3**

Peru State College Peer Locations



**Figure 4**  
Peru State College Discipline Cluster Comparison



*Note.* PSC = Peru State College; BHSU = Black Hills State University; CSC = Chadron State College; CU = Concord University; EOU = Eastern Oregon University; FSU = Fairmont State University; MSU = Minot State University; NWOSU = Northwestern Oklahoma State University; VCSU = Valley City State University; WSC = Wayne State College; WLU = West Liberty University. Data source: Integrated Postsecondary Education Data System.

## Wayne State College

**Table 4**

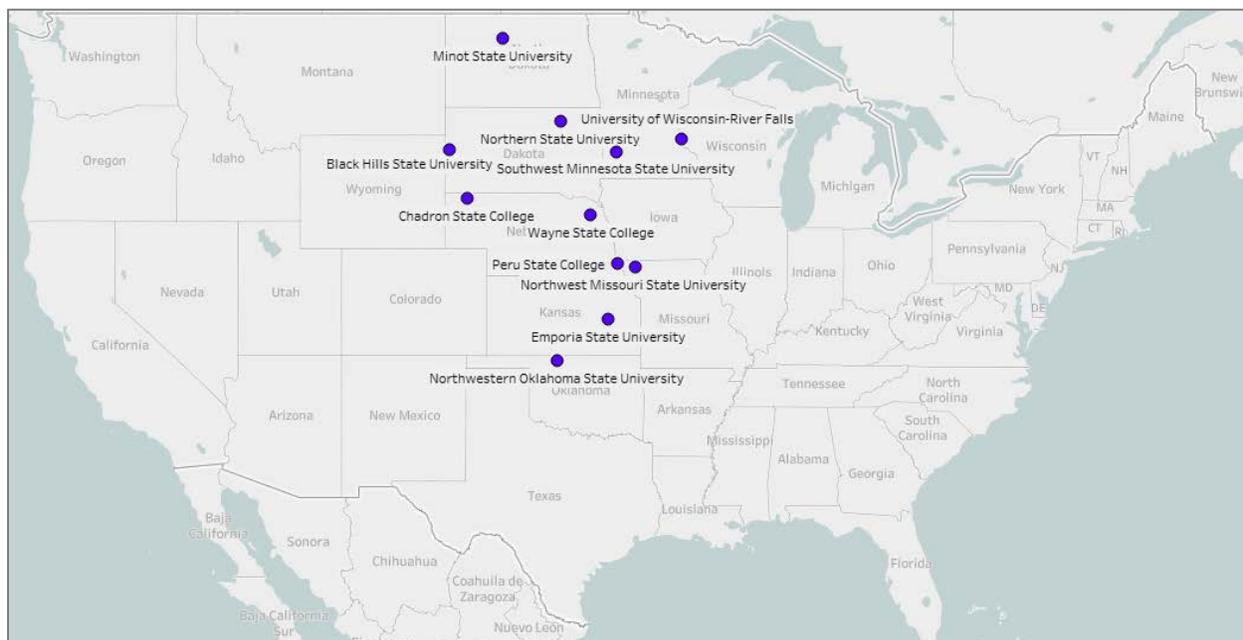
*Peer Group for Wayne State College and Select Screening Variables*

| Description & Unit ID      | Institution Name                       | State | 12-Month Unduplicated HC |       |       | % Master's | % Minority |
|----------------------------|----------------------------------------|-------|--------------------------|-------|-------|------------|------------|
|                            |                                        |       | Under Grad               | Grad  | Total |            |            |
| <b>Target Institution:</b> |                                        |       |                          |       |       |            |            |
| 181783                     | Wayne State College                    | NE    | 3,218                    | 976   | 4,194 | 23%        | 15%        |
| <b>Peer Institutions:</b>  |                                        |       |                          |       |       |            |            |
| 219046                     | Black Hills State University           | SD    | 5,402                    | 673   | 6,075 | 15%        | 16%        |
| 180948                     | Chadron State College                  | NE    | 2,643                    | 854   | 3,497 | 32%        | 18%        |
| 155025                     | Emporia State University               | KS    | 3,964                    | 3,023 | 6,987 | 46%        | 20%        |
| 200253                     | Minot State University                 | ND    | 3,574                    | 372   | 3,946 | 18%        | 24%        |
| 219259                     | Northern State University              | SD    | 4,414                    | 724   | 5,138 | 12%        | 10%        |
| 178624                     | Northwest Missouri State University    | MO    | 6,032                    | 1,370 | 7,402 | 27%        | 14%        |
| 207306                     | Northwestern Oklahoma State University | OK    | 2,148                    | 308   | 2,456 | 12%        | 27%        |
| 181534                     | Peru State College                     | NE    | 2,703                    | 530   | 3,233 | 30%        | 15%        |
| 175078                     | Southwest Minnesota State University   | MN    | 8,093                    | 646   | 8,739 | 31%        | 11%        |
| 240471                     | University of Wisconsin-River Falls    | WI    | 6,248                    | 550   | 6,798 | 13%        | 11%        |
| <b>Alternates:</b>         |                                        |       |                          |       |       |            |            |
| 219082                     | Dakota State University                | SD    | 4,297                    | 889   | 5,186 | 22%        | 15%        |
| 128391                     | Western Colorado University            | CO    | 3,271                    | 573   | 3,844 | 24%        | 21%        |

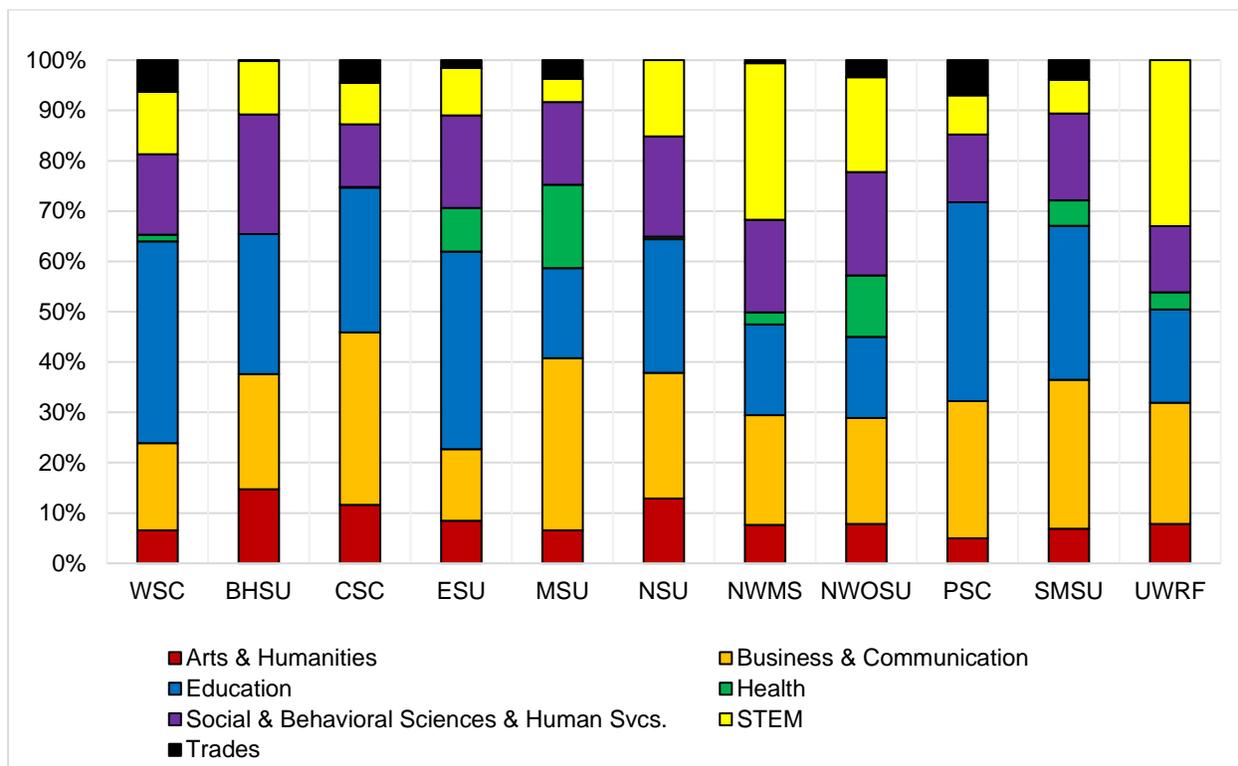
Note. HC = headcount. Percent minority excludes nonresident alien students and students whose race is unknown. Data source: Integrated Postsecondary Education Data System.

**Figure 5**

Wayne State College Peer Locations



**Figure 6**  
Wayne State College Discipline Cluster Comparison



*Note.* WSC = Wayne State College; BHSU = Black Hills State University; CSC = Chadron State College; ESU = Emporia State University; MSU = Minot State University; NSU = Northern State University; NWMS = Northwest Missouri State University; NWOSU = Northwestern Oklahoma State University; PSC = Peru State College; SMSU = Southwest Minnesota State University; UWRF = University of Wisconsin-River Falls. Data source: Integrated Postsecondary Education Data System.

### Suitability of Peers over Time

Since institutions are subject to change over time, the Commission has built in a five-year evaluation process to ensure the peer groups for the state colleges remain suitable. In 2025, the Commission will verify the suitability of the peer groups and make modifications if warranted. Before any changes are finalized, the Commission will distribute the modified list to each state college and the State College System Office for their review and suggestions. Additionally, if any state college determines at any point in time that a peer is no longer viable, it may contact the Commission to request a review of the peer group.

If no changes to the peer groups are identified by the state colleges or by Commission staff, the peer groups will remain valid until 2030, when the Commission generates new peer groups for the state colleges.

## Appendix A

### Classification of Instructional Programs (CIP) Codes Discipline Clusters

#### **Arts and Humanities**

- 5 Area, ethnic, cultural, and gender studies
- 16 Foreign languages, literatures, and linguistics
- 23 English language and literature/letters
- 24 Liberal arts and sciences, general studies and humanities
- 30 Multi/interdisciplinary studies
- 38 Philosophy and religious studies
- 39 Theology and religious vocations
- 50 Visual and performing arts
- 54 History

#### **Business and Communication**

- 9 Communication, journalism, and related programs
- 10 Communications technologies/technicians and support services
- 52 Business, management, marketing, and related support services

#### **Education**

- 13 Education

#### **Health**

- 51 Health professions and related clinical sciences

#### **Science, Technology, Engineering, and Math (STEM)**

- 1 Agriculture, agriculture operations, and related sciences
- 3 Natural resources and conservation
- 4 Architecture and related services
- 11 Computer and information sciences and support services
- 14 Engineering
- 15 Engineering technologies and engineering-related fields
- 26 Biological and biomedical sciences
- 27 Mathematics and statistics
- 29 Military technologies and applied sciences
- 40 Physical sciences
- 41 Science technologies/technicians

#### **Social and Behavioral Sciences and Human Services**

- 19 Family and consumer sciences/human sciences
- 25 Library science
- 31 Parks, recreation, leisure, and fitness studies
- 42 Psychology
- 44 Public administration and social service professions
- 45 Social sciences

#### **Trades**

- 12 Personal and culinary services
- 22 Legal professions and studies
- 43 Homeland security, law enforcement, firefighting, and related protective services
- 46 Construction trades
- 47 Mechanic and repair technologies/technicians
- 48 Precision production
- 49 Transportation and materials moving

## Appendix B

### Analysis of 2014 State College Peer Groups

All previous peers and alternates for the NSCS were listed in IPEDS as U.S. public four-year institutions that enrolled graduate students. [Table B1](#) itemizes the reason(s) prior peers and alternates were excluded from the 2020 NSCS peer groups. [Figure B1](#) compares the discipline clusters for the prior peers.

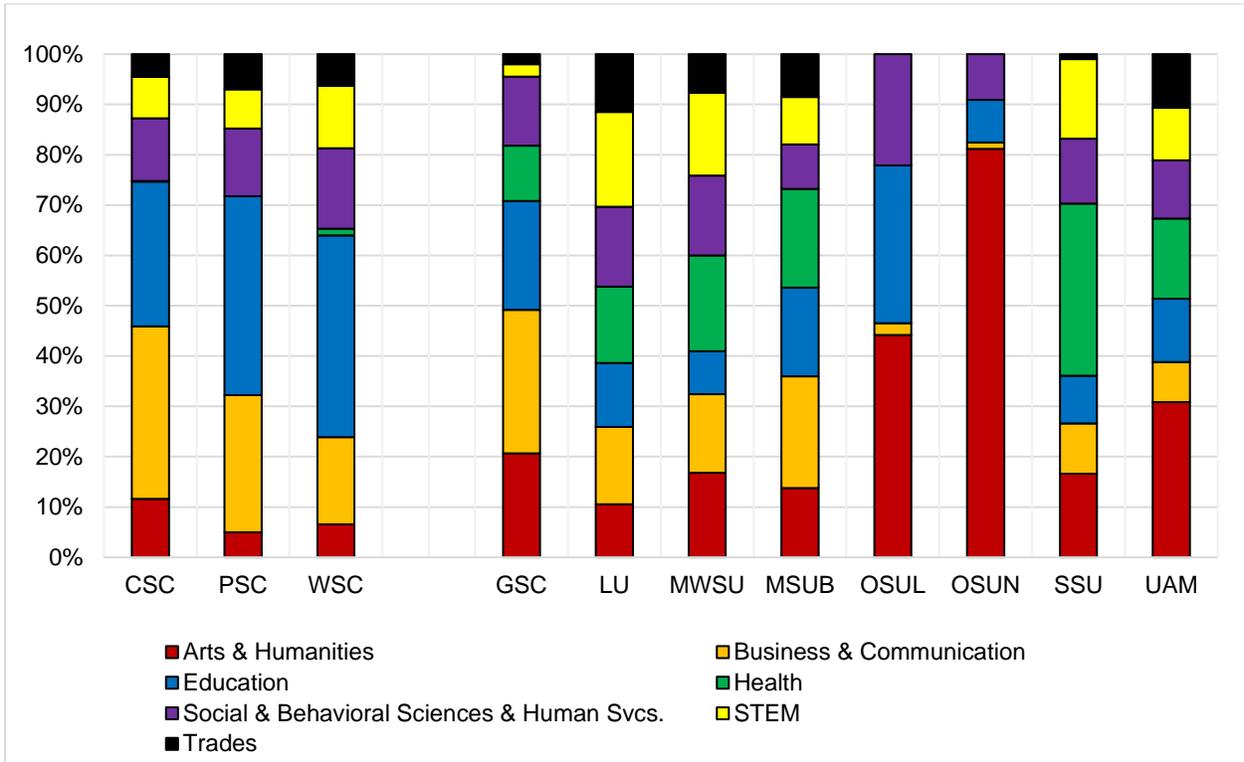
**Table B1**

*Rational for Screening Out 2014 State College Peers and Alternates*

| Institution Name                     | Degree of Urbanization<br><i>Town or Rural</i> | % Admitted<br><i>Blank or ≥ 67%</i> | % Master's Degrees<br><i>≥ 10%</i> | 12-Month Undup HC<br><i>1,200 - 7,500</i> | % Minority<br><i>≤ 30%</i> | Removed from Peer Groups |
|--------------------------------------|------------------------------------------------|-------------------------------------|------------------------------------|-------------------------------------------|----------------------------|--------------------------|
| <b>Target Institutions:</b>          |                                                |                                     |                                    |                                           |                            |                          |
| Chadron State College                | Town                                           | Blank                               | 32%                                | 3,497                                     | 18%                        | No                       |
| Peru State College                   | Rural                                          | Blank                               | 30%                                | 3,233                                     | 15%                        | No                       |
| Wayne State College                  | Town                                           | Blank                               | 23%                                | 4,194                                     | 15%                        | No                       |
| <b>Peer Institutions:</b>            |                                                |                                     |                                    |                                           |                            |                          |
| Granite State College                | Town                                           | Blank                               | 8%                                 | 3,125                                     | 10%                        | Yes                      |
| Lincoln University                   | City                                           | Blank                               | 12%                                | 3,096                                     | 55%                        | Yes                      |
| Missouri Western State University    | City                                           | Blank                               | 10%                                | 6,302                                     | 17%                        | Yes                      |
| Montana State University Billings    | City                                           | Blank                               | 16%                                | 5,718                                     | 16%                        | Yes                      |
| Ohio State University-Lima Campus    | Rural                                          | Blank                               | 0%                                 | 1,196                                     | 14%                        | Yes                      |
| Ohio State University-Newark Campus  | Suburb                                         | Blank                               | 0%                                 | 3,029                                     | 28%                        | Yes                      |
| Shawnee State University             | Town                                           | 69%                                 | 6%                                 | 4,080                                     | 10%                        | Yes                      |
| University of Arkansas at Monticello | Town                                           | Blank                               | 10%                                | 4,302                                     | 35%                        | Yes                      |
| <b>Alternate Institutions:</b>       |                                                |                                     |                                    |                                           |                            |                          |
| Mayville State University            | Rural                                          | 48%                                 | 1%                                 | 1,601                                     | 18%                        | Yes                      |
| Wright State University-Lake Campus  | Rural                                          | 99%                                 | 0%                                 | 1,665                                     | 10%                        | Yes                      |

*Note.* Undup = unduplicated. HC = headcount. Percent minority excludes nonresident alien students and students whose race is unknown. Data source: Integrated Postsecondary Education Data System.

**Figure B1**  
2014 NSCS Peer Group Discipline Cluster Comparison



*Note.* CSC = Chadron State College; PSC = Peru State College; WSC = Wayne State College; GSC = Granite State College; LU = Lincoln University; MWSU = Missouri Western State University; MSUB = Montana State University Billings; OSUL = Ohio State University-Lima Campus; OSUN = Ohio State University-Newark Campus; SSU = Shawnee State University; UAM = University of Arkansas at Monticello. Data source: Integrated Postsecondary Education Data System.