
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

December 5, 2013

The Apothecary Building
140 North 8th Street, 5th Floor
Lincoln, Nebraska

Public notice of time and place of regular meeting was given to Commission members, institutional representatives, news media, the Legislative Fiscal Office and the Department of Administrative Services.

Public notice of meeting

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON DECEMBER 5, 2013. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 12:00 P.M.

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

DR. RON HUNTER, CHAIR

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

CALL TO ORDER AND INTRODUCTIONS

In Chair Ron Hunter's absence, Vice Chair Clark Anderson called the meeting to order at 8:32 a.m. and asked that the minutes for this meeting show there is a quorum. He welcomed guests and asked for introductions.

Commissioners Present

Colleen Adam
Clark Anderson
Dr. Deborah Frison
Dr. Joyce Simmons

W. Scott Wilson
John Winkleblack
Carol Zink

Commissioners Absent

Dr. Ron Hunter
Mary Lauritzen
Eric Seacrest

Commission Staff Present

Benjamin Civic
Dr. Kathleen Fimple
Jason Keese

Dr. Carna Pfeil
Helen Pope
Mike Wemhoff

Minutes of October 31, 2013
Commission meeting approved

MINUTES OF OCTOBER 31, 2013 COMMISSION MEETING

Commissioner Wilson moved that the October 31, 2013 minutes be approved. Commissioner Simmons seconded the motion. A roll call vote was taken. Commissioner Winkleblack abstained, with all other Commissioners present voting yes.

VICE CHAIRPERSON'S REPORT

Vice Chair Anderson did not have a report.

Commissioner Simmons announces nominations for 2014 Commission Chair, Vice-Chair, and Executive Committee members

NOMINATING COMMITTEE

Commissioner Simmons stated that she along with Commissioners Frison and Seacrest made up the nominating committee for Commission officers for 2014. She presented the Committee's slate of nominations for Commission Chair, Vice Chair, and two other members of the 2014 Executive Committee, noting that with Commissioner Anderson leaving the Commission, and the Governor's reappointments of Commissioners coming up, the Nominating Committee chose to nominate someone who has previously performed the Chair role. The Committee's discussion included that by nominating and electing officers now, the Commission could be electing a Commissioner who is not reappointed. They suggest changing the date of the election process to summer to coincide with the fiscal year.

The Nominating Committee proposed approval of Colleen Adam to serve as Commission Chair from January 1, 2014 through December 31, 2014; Carol Zink to serve as Vice Chair from January 1, 2014 through December 31, 2014; and Commissioners Dr. Ron Hunter and Scott Wilson to serve on the Executive Committee along with the Chair and Vice Chair from January 1, 2014 through December 31, 2014.

2014 Commission Chair, Vice-Chair, and Executive Committee members approved

Commissioner Anderson on behalf of the Nominating Subcommittee moved to approve the slate of nominations as proposed: Commission Chair, Colleen Adam; Vice Chair, Carol Zink; and two members to serve on the Executive Committee along with the Chair and Vice Chair, Ron Hunter and Scott Wilson. A roll call vote was taken, with all Commissioners present voting yes.

Dr. Pfeil speaks about out-of-service area application

INTERIM EXECUTIVE DIRECTOR'S REPORT

Dr. Carna Pfeil, Interim Executive Director, reported that the following out-of-service area application has been authorized:

1. Offered by Central Community College
Traditional delivery at Mid-Plains Community College in Broken Bow, NE
 - BSAD 1985 New Manager Essentials (1.5 cr.)
-November 6, 2013 – November 8, 2013

Dr. Pfeil introduces Gary Timm

Dr. Pfeil introduced Gary Timm, who has accepted the position of Chief Finance and Administrative Officer at the Coordinating Commission. Mr. Timm spoke briefly about his background, stating that he attended high school in Clearwater, Nebraska, and graduated from Chadron State College. He currently is employed at the Nebraska Department of Insurance, and looks forward to starting at the Commission on January 2, 2014.

Dr. Pfeil discusses changing bylaws regarding election of officers

Dr. Pfeil stated that at the March Commission meeting we will discuss changing the bylaws regarding the annual election of officers to coincide with the beginning of our fiscal year instead of the calendar year. The statutes state that election of officers is done annually, but the bylaws specify the date.

December 4, 2013 low producing programs work session canceled

The low producing programs work session was canceled December 4 due to bad weather. The work session will be rescheduled in conjunction with the March 2014 Commission meeting.

Dr. Pfeil speaks on MHEC annual meeting

Dr. Pfeil attended the Midwestern Higher Education Compact (MHEC) Annual Meeting and Policy Summit in Omaha on November 17-19, 2013. Commissioner Zink, State Senators Sue Crawford and Rick Kolowski, and Jason Keese, Communications Coordinator, were also in attendance. Dr. Pfeil asked Commissioner Zink to report on the Policy Summit.

Commissioner Zink reports on MHEC annual meeting and MOOCs policy summit

Commissioner Zink stated that Susan Fritz from the University of Nebraska was in attendance at the Policy Summit along with Senators Crawford and Kolowski. Dr. Randy Ferlic was chair of the MHEC Annual Meeting and chose the topic MOOCs (Massive Open Online Courses). A MOOC is an online program that is typically taken for information purposes, not for credit. Another topic addressed was OERs (Open Educational Resources).

Nebraska is one state in a 12-state organization known as MHEC. MHEC Commissioners approved the Compact's revised Associate Status and approved an increase in the annual state commitment (dues), from \$95,000 to \$115,000, in Fiscal Year 2016 and Fiscal Year 2017. The commitment has held steady at \$95,000 since Fiscal Year 2009. Commissioner Zink explained to Senators Crawford and Kolowski that we are the pass-through agency for Nebraska's MHEC dues. Because of this, our budget will look like it has been increased \$20,000. They agreed to share that information with their colleagues.

During the MHEC annual meeting, Dr. Ferlic received the Phillip Sirotkin Award, MHEC's highest award, named for the founding father of the compact. Ferlic recently served as a regent for the University of Nebraska System. Also recognized for his exemplary service to MHEC was John Dunning, chief information officer for Wayne State College, in Wayne, NE. Dunning has served as chair of the compact's Technologies Committee since 2011 and has been a committee member since 2005. He has also chaired numerous Request For Proposal committees that have resulted in technology contracts for the compact.

Public Comment on Matters of
General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony regarding Matters of General Concern.

Vice Chair Anderson closed the public hearing on Matters of General Concern.

Consent Agenda

CONSENT AGENDA ITEM

Biennial review of statutory
“minimum capital expenditure”
definition for facility O&M costs

- **Biennial review of statutory “minimum capital expenditure” definition for facility operating and maintenance costs**

Vice Chair Anderson asked if anyone wanted to take this issue off the Consent Agenda. With no one coming forward and no discussion, he recommended to move forward with the vote.

Consent Agenda Item approved

Commissioner Zink made a motion to approve the Consent Agenda Item - approval of the biennial review of statutory “minimum capital expenditure” definition for facility operating and maintenance costs. Commissioner Winkleblack seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

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

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

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

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

BUDGET, CONSTRUCTION AND FINANCIAL AID COMMITTEE

Nebraska State College System
operating budget deficit funding
request

Nebraska State College System operating budget deficit funding request for administrative costs associated with implementing LB 429 passed in the 2013 Legislative session

Dr. Pfeil presents the request

Vice Chair Anderson asked Dr. Pfeil to present the request. Dr. Pfeil noted that statutes state Nebraska public institutions are to provide information on any deficit request to the Coordinating Commission 30 days before it is due to the Governor and State Legislature. The Commission reviewed the deficit request submitted by the State Colleges, which showed they will have significant increases in workload to comply with LB 429. The Commission suggested the Legislature make a change in the law during the 2014 legislative session.

Nebraska State College System
operating budget deficit funding
request approved

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee moved to approve the recommendation that the Legislature identify a minimum contract amount of \$1,000 or \$5,000 which would decrease the amount of work required to comply

with LB 429. If a minimum contract amount cannot be instituted, the Commission recommends consideration of additional state general funds for the implementation of LB 429 in 2013-2014 and continuation of funding for the ongoing cost for 2014-2015. A roll call vote was taken, with all Commissioners present voting yes.

Ben Civic presents ACE Plus Scholarship overview

ACE Plus Scholarship Overview 2011-12, 2012-13 and 2013-14

Ben Civic, College Access Challenge Grant Program Director, presented a PowerPoint overview of the ACE Plus (Access College Early) scholarship, noting this is the third year of the program. The scholarship is fully funded by the federal College Access Challenge Grant. Mr. Civic answered questions from the Commissioners.

Public Hearing on Academic Programs Committee Items

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Dr. Charles, Bicak, University of Nebraska at Kearney

Dr. Charles Bicak, Sr. Vice Chancellor of Academic and Student Affairs at the University of Nebraska at Kearney, spoke briefly about the strategic plan that has emerged, beginning in 2012 following an academic program review of modern languages on the UNK campus. Most notably the plan includes a curricular revision and a focus on increasing student enrollment by developing an “umbrella” degree program in modern languages. A handout from the Department of Modern Languages was distributed to the Commissioners.

Dr. Sonja Kropp, University of Nebraska at Kearney

Dr. Sonja Kropp, Professor of French and Chair of Modern Languages at the University of Nebraska at Kearney, introduced herself and reported on the proposal for an umbrella degree in modern languages. Students would take core courses in each language and after 18 hours of courses they would have the opportunity to concentrate in French, German or Spanish. A translation/interpretation degree could be included as a concentration within this format. Dr. Kropp also discussed dual credit options.

Dr. Daren Snider, University of Nebraska at Kearney

Dr. Daren Snider, Associate Professor and Director of General Education at the University of Nebraska at Kearney, noted that in 2011, a University of Nebraska internal review team recommended taking a look at the cultural studies aspect to teaching modern languages, which could lead to a broader appeal. Dr. Snider answered questions from the Commissioners.

Commissioner Zink clarified that if the Commissioners approve the request to continue the French and German programs at UNK, the Commission would ask that a report submitted by October 2015 would include evidence of implementation of the recommendations made in the 2011 internal review team report and documentation of results.

Dr. Kathleen Fimple presents the follow-up report

Commissioner Zink introduced Dr. Kathleen Fimple, Academic Programs Officer, to present other information on the UNK French BA/BAE and UNK German BA/BAE follow-up report. She stated it would take several years before a significant improvement is seen within a bachelor's degree program when a change has been made to that program.

Dr. Bicak, University of Nebraska at Kearney

Dr. Bicak commented that on behalf of all three of the undergraduate campuses, he plans to address this issue with his counterparts by way of interim provost Susan Fritz at one of the sessions of their group of CAO's.

Dr. Jason Warr, National American University

Dr. Jason Warr, Associate Provost for regulatory affairs at National American University in Rapid City, South Dakota, came forward to discuss the programs proposed for the Omaha area. He reported that since opening the Omaha campus for National American University, they have met their growth projections and are continuing to successfully serve the students in the Omaha area. There are approximately 200 students attending the Bellevue campus. He answered questions from the Commissioners.

Dr. Fimple presents the proposal

Dr. Fimple presented the application, noting there was a decrease in the academic revenue of National American University over the previous two years, coupled with an effort to decrease operating expenses. The financial composite score is well within the federal government's acceptable range. She noted a letter was received from the University of Nebraska expressing its concern for demand of these programs, student retention, graduation rates and student loan default rates. She discussed each of these concerns, pointing out that in these areas National American University falls within the range of other institutions in Omaha.

Vice Chair Anderson closed the public hearing on Academic Programs Committee Items.

Commission meeting break

Vice Chair Anderson called for a break at 11:00 a.m. The meeting resumed at 11:15 a.m.

ACADEMIC PROGRAMS COMMITTEE

UNK – French (BA/BAE) and UNK – German (BA/BAE)

Follow-up Reports on existing instructional programs, postponed from the October 31, 2013 Commission meeting – UNK – French (BA/BAE) and UNK – German (BA/BAE)

Commissioner Zink explained that at the October 31 Commission meeting there was a motion to table the UNK French (BA/BAE) and UNK German (BA/BAE) follow-up reports. She was asked to read that motion.

UNK – French (BA/BAE) and UNK – German (BA/BAE) taken off the table

Commissioner Zink moved to take the Follow-up Report on existing instructional programs – UNK – French (BA/BAE) and UNK – German (BA/BAE) off the table. Commissioner Adam seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

UNK – French (BA/BAE) approved

Commissioner Zink moved to approve the follow-up report on the existing instructional program – UNK French (BA/BAE) stating that at the October 31 Commission meeting the committee recommendation presented to the Commission was: The committee is concerned that this program is chronically low producing, averaging less than two graduates per year, and is continuously on the Commission's list for follow-up or in-depth reviews. Even so, for this follow-up review the

committee recommends that the BA/BAE in French at UNK be continued with the following stipulations:

- A report is submitted by October 15, 2015 that includes evidence of implementation of the recommendations made in the 2011 internal review team report and documentation of results.
- The report also includes the number of majors and minors, the number of degrees and minors awarded, and the student credit hour production.
- UNK provides a justification for continuing the program.

Following receipt of this information in 2015, the Commission will make a decision on whether this program should be continued or the process to discontinue should be initiated. A roll call vote was taken. Commissioner Winkleblack voted no. All other Commissioners present voted yes.

UNK – German (BA/BAE)
approved

Commissioner Zink moved to approve the follow-up report on the existing instructional program – UNK German (BA/BAE) stating that at the October 31 Commission meeting the committee recommendation presented to the Commission was: The committee is concerned that this program is chronically low producing, averaging less than two graduates per year, and is continuously on the Commission’s list for follow-up or in-depth reviews. Even so, for this follow-up review the committee recommends that the BA/BAE in German at UNK be continued with the following stipulations:

- A report is submitted by October 15, 2015 that includes evidence of implementation of the recommendations made in the 2011 internal review team report and documentation of results.
- The report also includes the number of majors and minors, the number of degrees and minors awarded, and the student credit hour production.
- UNK provides a justification for continuing the program.

Following receipt of this information in 2015, the Commission will make a decision on whether this program should be continued or the process to discontinue should be initiated. A roll call vote was taken. Commissioner Winkleblack voted no. All other Commissioners present voted yes.

Commissioner Zink thanked the UNK department chair and staff for attending the meeting. Low producing programs are an ongoing issue that the Commission will be addressing in early 2014.

MCC – Civil Engineering
Technology (AAS, Certificate,
Specialist Diploma)

Follow-up Report on an existing instructional program – MCC – Civil Engineering Technology (AAS, Certificate, Specialist Diploma)

Dr. Fimple presents the proposal

Dr. Fimple presented the proposal, noting MCC is serving the needs of the students, and the number of graduates in the civil engineering technology program is slowly increasing.

Dr. Kathleen Curphy,
Metropolitan Community College

Dr. Kathleen Curphy, Academic Vice President at Metropolitan Community College, commented that civil engineering enrollment is down nationwide. As funds increase from the government for highway improvement, enrollment and graduation rates will increase. She noted many community college students take courses to improve their skills for a current job.

MCC – Civil Engineering
Technology (AAS, Certificate,
Specialist Diploma) approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve continuation of the Metropolitan Community College Civil Engineering Technology program – AAS, Certificate, Specialist Diploma, with the next regular program review due June 30, 2016. A roll call vote was taken, with all Commissioners present voting yes.

National American University –
Management (BS, AAS), Health
Information Technology (AAS),
Healthcare Coding (Diploma),
and Pharmacy Technician (AAS)

Application to Modify a Previous Authorization to Operate – National American University - Management (BS, AAS), Health Information Technology (AAS), Healthcare Coding (Diploma), and Pharmacy Technician (AAS)

Commissioner Zink reads the
committee recommendation

Commissioner Zink stated since testimony was previously given and no one came forward with questions or comments, she will read the committee recommendation.

National American University –
Management (BS, AAS), Health
Information Technology (AAS),
Healthcare Coding (Diploma),
and Pharmacy Technician (AAS)
approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the modification to the recurrent authorization to operate for National American University to include the BS and AAS in management, the AAS in pharmacy technician, the AAS in health information technology, and the diploma in healthcare coding. A roll call vote was taken, with all Commissioners present voting yes.

Existing Program Review
approved by the Interim
Executive Director

Existing Program Review

Interim Executive Director Dr. Pfeil approved the continuation of the following existing programs, whose productivity fell within the Commission thresholds or where significant justification was provided if below the thresholds.

University of Nebraska-Lincoln

Advertising – BJ
Advertising & Public Relations – BJ
Broadcasting – BJ
Communication Studies – BA/BS, MA, PhD
Journalism & Mass Communication – MA
News and Editorial – BJ

University of Nebraska at Omaha

Broadcasting – BA, BS
Communication – MA
Human Resources & Management – Graduate Certificate
Technical Communication – Graduate Certificate

Journalism – BS, BA
Mass Communication – BGS
Speech Communication – BS, BGS, BA

Wayne State College
Mass Communication – BA, BS

Central Community College
Occupational Therapy Assistant – AAS

Southeast Community College
Physical Therapist Assistant – AAS

Northeast Community College
Physical Therapist Assistant – AAS

Information Item: Report on name changes, deletions, reasonable and moderate extensions, and other institutional activities relating to existing programs

Program Deletions

Program Deletions and
Department Name Change

1. UNO – Broadcasting (BGS)
2. UNO – Communication (BGS)
3. MCC – Leadership & Supervision (AAS)

Department Name Change

1. UNK – Department of Computer Science and Information Systems
to *Department of Computer Science and Information Technology*

FUTURE MEETINGS

Next Commission Meeting
January 23, 2014

The next Commission meeting will be Thursday, January 23, 2014 via video conference at the State of Nebraska Executive Building in Lincoln, Nebraska.

COMMISSIONER COMMENTS

Vice Chair Anderson comments

Vice Chair Anderson stated that he has chosen not to ask the Governor to be reappointed to serve on the Commission in 2014 due to his busy work schedule. He has enjoyed the people and the job for the past six years, and expressed his appreciation for fellow Commissioners and the CCPE staff.

Commissioner Simmons
distributes article

Commissioner Simmons distributed an article to the Commissioners from the current issue of Smithsonian Magazine regarding a scholarship awarded to Harvard students. She noted the interesting part of the scholarship program is the method by which they are identifying low income, rural students.

Commissioner Zink comments

Commissioner Zink wished everyone a very Merry Christmas.

ADJOURNMENT

Meeting adjourned at 11:37 a.m.

The meeting was adjourned at 11:37 a.m.

CCPE Second Quarter Report for 2013-14

	2013-2014 General Fund Budget	2013-14 Current Expenditures	% of Budget Expended Time Elapsed 50.41%
PERSONAL SERVICES			
Permanent Salaries	\$838,707	\$390,581	46.6%
Temporary Salaries			
Overtime			
Subtotal	\$838,707	\$390,581	46.6%
PSL	\$838,707	\$390,581	46.6%
Benefits	\$216,000	\$107,310	49.7%
Subtotal	\$1,054,707	\$497,891	47.2%
OPERATING EXPENSES			
Postage	\$4,000	\$689	17.2%
Communication	\$15,000	\$5,199	34.7%
Freight	\$500	\$0	0.0%
Data Processing	\$4,200	\$1,627	38.7%
Publication & Printing	\$11,000	\$3,936	35.8%
Awards Expense	\$500	\$146	29.2%
Dues & Subscriptions	\$25,000	\$1,998	8.0%
Conference Registration Fees	\$6,000	\$549	9.2%
Electricity	\$4,500	\$1,477	32.8%
Rent Expense	\$45,000	\$22,294	49.5%
Repair & Maintenance	\$100	\$48	0.0%
Office Supplies	\$5,750	\$1,959	34.1%
Food Expenses	\$1,973	\$1,501	76.1%
Education Supplies	\$600	\$285	47.5%
Account & Auditing Services	\$7,000	\$4,314	61.6%
Other Cont. Srvs & Travel Exp.	\$16,500	\$420	2.5%
Other	\$3,000	\$726	24.2%
Subtotal	\$150,623	\$47,168	31.3%
STAFF TRAVEL			
Board & Lodging	\$6,000	\$4,710	78.5%
Commercial Transportation	\$5,000	\$77	1.5%
State-Owned Transportation	\$2,500	\$1,577	63.1%
Mileage	\$2,000	\$742	37.1%
Other	\$500	\$127	25.4%
Subtotal	\$16,000	\$7,233	45.2%
COMMISSIONER TRAVEL			
Board & Lodging	\$5,850	\$1,869	31.9%
Commercial Transportation	\$0	\$0	0.0%
Mileage	\$12,000	\$4,995	41.6%
Other	\$25	\$2	8.0%
Subtotal	\$17,875	\$6,866	38.4%
CAPITAL OUTLAY			
Office Equipment	\$3,000		0.0%
Hardware	\$4,000	\$1,422	35.6%
Software	\$1,000	\$0	0.0%
Subtotal	\$8,000	\$1,422	17.8%
MHEC Dues	\$95,000	\$95,000	100.0%
TOTAL EXPENDITURES			
	\$1,342,205	\$655,580	48.8%
GENERAL FUND			
General Fund	\$1,311,182	\$1,311,182	
Federal	\$6,023	\$6,023	
Cash Fund	\$25,000	\$25,000	
TOTAL APPROPRIATION			
	\$1,342,205	\$1,342,205	
Remaining Balance	\$0	\$686,625	51.2%



Application to Modify a Recurrent Authorization to Operate

Institution:	Wright Career College
Program:	Surgical Technology
Degree:	Associate of Applied Science (AAS)
Institution's Existing Degree(s) in Same or Similar Discipline:	Associate of Applied Science and diploma in medical assisting
Proposal Received by Commission:	October 26, 2013
Proposed Start Date:	January 2014 (or upon approval from CCPE and ACICS)

Background

Wright Career College is a non-profit institution based in Overland Park, Kansas. The college has five campuses, including one in Omaha approved by the Commission in September 2011. The Commission initially approved a BS degree in business administration and one in healthcare administration, as well as nine associate degrees and eight diplomas. The college first admitted students in Omaha in February 2012. A modification was made to the college's authorization in April 2012 to include a BS and AAS in Computer Information Systems and an AAS in Network Administration and Security; a BS in accounting was approved in October 2012.

This application is for an AAS degree program in surgical technology. Surgical technologists help prepare patients and the operating room and instruments for surgery. They are usually part of the sterile team, but may serve as circulators (non-sterile). Training varies across the United States from 9 month certificate programs to 24 month associate degrees. In some situations licensed practical nurses serve as surgical technologists, especially in smaller communities.

REVIEW CRITERIA

A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations

High	-----	Low
	√	

In fall 2011 when Wright Career College initially applied, the Commission staff reviewed the audited financial statements for years ending December 31, 2009 and 2010. At that time the staff found no financial issues of concern. In fact, the institution had just paid off all of its debt. The college's composite financial score in 2011, according to the U.S. Department of Education, was 3.0, falling within the Department's acceptable ratings of 1.5 to 3.0. (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.)

Upon receipt of this application, the Commission requested and received the statements for the year ending December 31, 2012. The college's composite score had fallen to 1.9. This is of some concern, but it is not unexpected because student enrollments—and therefore tuition—at career colleges have recently declined. The score is still within the acceptable range identified by the Department of Education. Commission staff identified two additional areas of concern and contacted the college, but had not received a response at the time of the Academic Programs Committee meeting. The responses, received later on the day of the committee meeting, are included below in italics.

The two questions posed were:

1. \$14.9 million in accounts receivable were identified with an allowance for doubtful accounts of \$9.8 million. In our previous analysis, it was noted that very few students receive institutional grant aid and 95%+ of students either receive federal grants or loans. Considering this allowance represents 65% of the accounts receivable, what types of receivables are expected to be uncollectable?

“When a student drops from a program a refund calculation is completed to determine what Title IV fund must be returned according to the policy outlined in the catalog. Once that has been completed the remaining cash balance on the student's account is what WCC identifies as “doubtful accounts” or uncollectable. The 9.8 Million noted above is a representation of doubtful accounts over time, not annually. Annually WCC anticipate 15% ratio.”

2. A promissory note with CrossFirst Bank for \$754,729 is noted. What was the purpose of taking out this note?

“The promissory note for \$754,729 was for the development and facility build out allocation for new program offerings of Surgical Technology for the WCC Oklahoma City campus, and additional instructional equipment for other programs/campuses. The monthly contribution to this note for the Omaha campus is \$25.00 a month for the life of the note.”

Commission staff accepts the explanations, but recommends that the Commission annually monitor the college's cash flow.

Costs: for AAS in surgical technology program—tuition: \$28,000; fees: \$2,800; books and supplies: \$2,406.08; Total: \$33,206

For comparison:

- Southeast Community College AAS in surgical technology costs: \$6,924 for tuition, fees, and surgical technology books (general education books and uniforms are additional).
- Nebraska Methodist College AS in surgical technology: costs \$31,680 for tuition (fees, uniforms, and books are additional).

Student loan default rate: 2011: 11.7%; 2010: 9.9; 2009: 15.5%

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%. Wright Career College meets these standards.

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 proposed associate degree program would require 60 semester credit hours comprised of 27 credit hours in surgical technology, a 12 hour externship, a course in critical thinking and learning strategies, and 18 hours of general education. The general education courses are appropriate in number and content, including English composition I, introduction to mathematics, and microbiology.

Externship sites would not be limited to major hospitals. There are many smaller specialty hospitals and out-patient surgery facilities located in the Omaha area. The college reports they have included the number of available sites as one of the factors in estimating enrollments (see below), and admissions would be limited if adequate placements were not available.

The state of Nebraska does not regulate surgical technology education or who may use the title surgical technologist. Students may voluntarily seek national certification so that they may use the title “Certified Surgical Technologist” (CST). The primary source of certification is from the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Students who have graduated from accredited programs may sit for the NBSTSA exam. Wright Career College intends to seek accreditation for the program (see Section F.)

Enrollment – Wright Career College estimates that the program would enroll about 50 students each year. The figure is based on a variety of factors, including (but not limited to) interest expressed by current and former students, number of jobs available in the community, number of externship placements available, and experience with the program at other Wright campuses. The estimate may be high for initial enrollments, but even a considerably smaller entry class would constitute a sufficient number for a sustainable program.

There are two institutions in Nebraska that offer associate degree programs in surgical technology: Nebraska Methodist College in Omaha and Southeast Community College in Lincoln. Both programs are accredited. IPEDS (Integrated Postsecondary Education Data System) data show a yearly average of almost 31 associate degree graduates from Southeast Community College between 2007-08 and 2010-11. Nebraska Methodist College began reporting associate degrees in 2009-10. Their three year average was seven graduates, although they averaged 16 graduates per year for the last five years of their surgical technology diploma program.

The Commission staff consulted the Nebraska Department of Labor’s website. For the state of Nebraska, the Department estimated 93 additional surgical technologists would be needed between 2010 and 2020, the majority in the Omaha area. From another perspective, the Department reported that on December 26, 2013, there were 24 candidates looking for surgical technology jobs and 54 openings in the state. The average annual salary is \$41,098, with an average entry level salary of \$33,457.

The numbers from the Department of Labor should be viewed with caution because nurses often serve as surgical technologists. It is quite possible there could be far more positions and openings than reflected in pure “surgical technology” figures.

There is only one other program available in the immediate Omaha area, also at a private institution. The other program in the state is at a public institution, but located in Lincoln. Given that the number of job openings appears to be larger than the number of graduates and that the majority of anticipated jobs are in the Omaha area, it is likely that Wright Career College will have sufficient student interest to sustain enrollments in the proposed program.

Credit – The awarding of credit is based on the following: one semester credit hour is earned by 15 contact hours of lecture, 30 hours of lab work, or 45 hours of an externship.

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

High-----Low
√

Faculty – The application provided a list of faculty currently available to teach general education and anatomy and physiology courses. Of the six teaching in the medical area, three have master’s degrees, two hold baccalaureate degrees, and one has an associate degree. Among the general education faculty, two have doctorates, ten hold master’s degrees, and three have bachelor’s degrees. All the faculty have degrees appropriate for teaching in a program at the associate degree level except for the one person holding an associate degree.(Faculty are generally expected to hold a degree at least one level higher than the level at which they are teaching.) Wright reports that they have advertised for additional faculty and an externship coordinator.

Library – The college reports that additional academic resources will be researched by the library administrator. Medical databases are available through the library network.

Some of the resources should already be available from the medical assisting program.

Support Services – Wright Career College reported that each student is assigned an academic coordinator as well as a retention coordinator. Each student whose program requires an external/clinical experience is also assigned an externship coordinator which the proposed program doesn’t currently have.

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

Classes would be held in the college’s facility at 3000 South 84th Street in Omaha. The building was remodeled in 2011 specifically for Wright Career College. It is a 32,000 square feet facility occupying a single floor with other enterprises on either side. It has 14 lecture rooms, three medical labs, two computer labs, three personal training and fitness labs, men’s and women’s locker rooms, 18 administrative offices, a library, and a student lounge. The equipment and furnishings were all new when the college moved into the facility and began offering classes there in early 2012.

If the surgical technology program is approved, Wright Career College intends to build a virtual hospital within its existing facility to serve all allied health programs at the Omaha location. However, the existing classrooms and labs are adequate to begin the program.

E. 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

The proposed program is identical to one planned for the other Wright Career College campuses and therefore would transfer fully to those locations. Since the college is accredited by ACICS (Accrediting Council for Independent Colleges and Schools), one of the largest “national” accrediting bodies, students would likely be able to transfer credits to other institutions accredited by ACICS. Acceptance of transfer credit by institutions that are accredited by other accrediting bodies would vary. Acceptance of transfer credits is always determined by the receiving institution.

F. 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

Wright Career College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS), an accrediting body recognized by the United States Secretary of Education. Accredited since 1988, the college’s accreditation was recently renewed for four years, running through 2017. Wright Career College has received approval from ACICS to offer the surgical technology program at its campuses in Overland Park and Wichita (in full operation) and at Oklahoma City and Tulsa (to begin in 2014). When approval is received from the Coordinating Commission, the college will submit the proposed program to ACICS for approval.

There is programmatic accreditation available for surgical technology from the Accrediting Bureau of Health Education Schools (ABHES) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP)—both accrediting bodies recognized by the United States Secretary of Education. In addition, an individual student may obtain certification after graduating from a CAAHEP or ABHES-accredited program and passing a national exam. The surgical technology program at Wright Career College’s Overland Park campus is accredited by ABHES. The college is seeking accreditation for the Wichita campus and will also seek it for the other two campuses once the programs there have been started. The ABHES process takes about one year. Graduation from an accredited program is not required in Nebraska.

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

The admission standards were outlined; they are also included in the college catalog. The college previously reported that they will recruit students using traditional methods, including media (television, yellow pages, Internet, etc.), community events, and career fairs. Locations in other cities have also experienced enrollments based on referrals from current students or graduates.

The Commission has received several complaints regarding Wright Career College, but most were issues in which students simply needed direction on resolving their problem within the institutional administration. A recent complaint by several students revolved around the Omaha campus scheduling courses at 4:30 pm—a time when most working students could not attend—and the college's handling of the predicament students faced. After suggesting approaches for students to take on campus, Commission staff eventually contacted Wright's central office. Within 48 hours the college had ceased admission to 4:30 classes, made a 7:30 pm class section available to affected students, and offered students extended time to complete coursework or free tuition to repeat the class.

Committee Recommendation: The Academic Programs Committee is not forwarding a recommendation to the full Commission. The application provided sufficient information for a recommendation except in the financial area (Section A). The committee hopes that information will be available so that the Commission can take action.

NOTE: Following the committee meeting, the Commission received the responses to the financial questions from Wright Career College. The responses are listed on page 2.

Staff Recommendation: If the Commission votes to approve the modification to the recurrent authorization to operate for Wright Career College to include the AAS in surgical technology, the following conditions should apply:

- 1) Approval is received from ACICS prior to the college offering the program,
- 2) Resumes of faculty hired to teach in the program are submitted to the Commission prior to offering surgical technology classes,
- 3) As soon as possible, an application is submitted for programmatic accreditation, and
- 4) Audited financial statements are submitted to the Commission annually.

Reporting Requirements:

Commission rules require annual reporting one year from the date of receiving recurrent authorization. Wright Career College's next report is due March 1, 2014.



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Northeast Community College (NECC)

Program: Health Information Management Systems (HIMS)

Award: Associate of Applied Science (AAS)

Institution's Existing Degree(s) in Same or Similar Discipline: AAS in General Administrative Assistant; AAS in Medical Administrative Assistant; Diploma in Medical Coding; Certificates in Administrative Assistant, Office Management, and Computer Application Specialist

Proposal Received by Commission: December 18, 2013

Proposed Start Date: Fall 2014

Description

The proposed degree program is designed to support Nebraska's growing need for people skilled in the technology related to medical records—collecting, maintaining, and analyzing data. Consisting of 68 semester credit hours, the program would consist of 18 hours of general education plus four hours of anatomy and physiology; five hours of office technology courses; and 41 hours of HIMS classes. Northeast will seek accreditation for the program so graduates will be eligible to sit for the national exam for Registered Health Information Technology (RHIT) certification.

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 2009 passage of the federal Health Information Technology for Economic and Clinical Health act that provided incentives to transition to electronic health records. The national goal is to have all of the health care industry using electronic health records by 2014. To determine local need, NECC conducted an assessment in fall 2012. A survey was sent to 152 HIMS professionals in the college's 20-county service region. The response was 26% (39 replies). Half of the respondents reported moderate difficulty in finding qualified applicants and 68% wanted employees with at least some college (40% most recently hired an employee with an associate degree). Many local employers have volunteered to serve on a program advisory committee and to host students for internships and practica.

The proposal notes that with the changes in medical records, much of the existing workforce will need to be retrained and the existing Medical Administrative Assistant program is not up-to-date on the latest requirements (although graduates have a high placement rate). In addition, the aging population in this country and especially in rural areas will necessitate more testing, procedures, and care, all requiring documentation and insurance involvement. The occupation is not place-specific, so employees can work from their homes, helping maintain rural economies. Staff consulted the Nebraska Department of Labor’s website for employment projections for Medical Records and Health Information Technicians in Nebraska. From 2010 to 2020 50 job openings per year are anticipated, with an average annual salary of \$34,746.

Northeast states that they have held preliminary discussions with Clarkson College in Omaha concerning an articulation agreement for students to transfer into Clarkson’s bachelor’s program in Health Information Management. Similar agreements would be pursued with St. Luke’s College in Sioux City and South Dakota State University.

The survey results are not overwhelming in the expressed need for the program, but the national implementation of electronic medical records speaks strongly to the need for qualified personnel.

B. Demand for the Program

High-----Low				
		√		

NECC has received inquiries from prospective students, but because there has been no program to advertise, the college deems these figures to be highly under-representative of the potential student interest.

Recruiters have also reported inquiries from students.

The college does have two existing programs that attract students who might be interested in HIMS: Medical Administrative Assistant and General Administrative Assistant. NECC surveyed 132 students currently enrolled in these programs (about 60% of whom are in medical administrative assistant). Of the 44 respondents, 31 stated they would be interested in a HIMS/Coding credential and 18 reported that they would be interested in switching to a HIMS program. Based on this survey, current enrollments, inquiries, and employer reports, NECC anticipates 15 students enrolling in the program the first year with 20 new students the second year in addition to ten retained from year one. For subsequent years, the program is expected to enroll 20 per year with 15 retained.

Although it is unlikely that all 18 students who reported they would be interested in switching to a HIMS program would actually make the change, there appears to be sufficient demand for a viable program, especially when retraining for current medical office personnel is considered.

C. Avoidance of Unnecessary Duplication

High-----Low				
	√			

The college has two existing programs that attract students who might be interested in HIMS (see Section B). The proposed program would be narrower in focus, centering on the knowledge and skills needed for medical records rather than overall office administration.

Other community colleges in Nebraska offer HIMS programs. The two closest are Metropolitan Community College (AAS in HIMS-coding and billing; HIMS-medical transcription; and HIMS-medical office management) and Central Community College (AAS in HIMS). Western Nebraska Community College offers an AAS in Health Information Technology and Southeast Community College and Mid-Plains Community College have medical options within office

technology programs. All programs would require significant travel or relocation for students living in NECC’s service area.

D. Resources: Faculty/Staff

High-----Low				
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Many of the required courses already exist and would be taught by current faculty. NECC proposes to use one existing full-time faculty member from the Business and Technology program to teach as well as serve as program director. This person, who holds the RHIT credential, was recently hired upon the retirement of a faculty member in the administrative assistant program. The funding for the faculty member would be reallocated to the HIMS program. There would be no significant impact on the administrative assistant program because declining enrollments in the program have resulted in fewer sections of courses. Adjuncts from the HIMS field would teach the technical courses in the first year. One full-time faculty member would then be added to teach with existing faculty and adjuncts. These faculty lines are represented in the budget.

E. Resources: Physical Facilities/Equipment

High-----Low				
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Instruction for the program would initially take place in existing classrooms and computer labs. When campus renovations presently underway are complete, there will be room in the Maclay building to provide a dedicated classroom/laboratory for the program. Current software is adequate to begin the program, but \$1,500 is budgeted for each of years two through five for the purchase of dedicated software.

F. Resources: Library/Information Access

High-----Low				
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NECC did not report any additional needs in this area. Since there are already courses in place for medical coding and other computer applications, there should be sufficient information resources available. In addition, new software should come with the appropriate technical manuals (probably online).

G. Budget

The majority of the “Other” costs are related to fees for application for accreditation and the annual fees once accreditation is granted.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$378,381	Reallocated Funds	\$432,931
General Operating	27,500	New State Funds	
Equipment	6,000	New Local Funds	
Other	21,050	Tuition and Fees	392,850
Five-Year TOTAL	\$432,931	Five-Year TOTAL	\$825,781

Committee Recommendation: **Approve**

First Program Review Date: **Due June 30, 2021**



NEW INSTRUCTIONAL PROGRAM PROPOSAL

Institution: Northeast Community College (NECC)

Program: Diversified Manufacturing Technology

Award: Certificate

Institution's Existing Degree(s) in Same or Similar Discipline: Programs in related fields, e.g., Electromechanical Technology, Electrical Construction and Control, Welding

Proposal Received by Commission: December 18, 2013

Proposed Start Date: May 2014

Description

The proposed certificate program is designed to provide students with both technical and non-technical skills and to integrate experiences in all aspects of manufacturing into the curriculum. The program would require 16 semester credit hours comprised of six courses in industrial technology and one course in applied math. Students who complete the program would be prepared to take the national Manufacturing Skills Standard Council test for Certified Production Technician. They also could, if they wished, transition into a major technical program. In addition, the program would provide short-term, customized training. Much of the initial funding for the program would come from a federal grant (see Section A.)

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Need for the Program

High-----Low
√

In 2012 NECC and three other Nebraska community colleges received a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant* from the U.S. Department of Labor. NECC's portion of the grant was about \$250,000. The very existence of the grant is a testament to the need for this type of program. In addition the proposal cites several sources stating that nationally manufacturers either have a skills gap or have a significant number of unfilled jobs because of a lack of skilled workers. The proposal also reports that manufacturing accounts for 11.8% of the total output in Nebraska, employing 9.8% of the workforce. Of the manufacturing jobs, 21% are in the northeast portion of the state.

* "TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA for Workers program, and prepare program participants for employment in high-wage, high-skill occupations." (www.doleta.gov/taaccct/)

In preparation for the grant application, the colleges conducted a state-wide survey of manufacturing sector employers. The proposal states that half of the employers report that workforce shortages or skill deficiencies have had a negative impact on their operations and that employees have inadequate employability skills. Almost 75% anticipated that their greatest hiring challenge in the next three to five years would be in filling positions in skilled production. This is especially important as industry moves toward increased automation and the use of robotics. Over 80% of the manufacturers surveyed expressed support for the proposed program and eleven within NEEC’s service area volunteered to serve on an advisory committee and assist in curriculum and program development.

NECC provided information from Economic Modeling Specialists, Inc. (EMSI) regarding employment projections for 38 jobs that might fall within the purview of the proposed program (e.g., machinist, welder, tool and die maker, assemblers and fabricators, production workers). From 2011 to 2020 the number of new jobs and job openings was projected to increase by 37.4%. Some of the increase is due to anticipated high retirement rates. Due to the variety of possible occupations, staff did not consult the Nebraska Department of Labor’s website for employment projections. Staff did use the Department’s site to determine average salaries for the five occupations listed above: \$37,745; \$34,769; \$42,890; \$25,863; and \$32,894, respectively.

The federal grant, part of President Obama’s plan to increase educational attainment in the United States, suggests the need for employees trained in high-skill professions. The survey of Nebraska manufacturers indicates a need for this program in the state.

B. Demand for the Program

High-----Low				
		√		

According to NECC, it has received inquiries from individuals seeking to improve their skills as well as from employers looking to obtain further educational opportunities for incumbent workers. The program would be offered online as well as face-to-face. Northeast plans to take the program to “the outer regions” of its service area. A group of manufacturers has already expressed interest in bringing the training to West Point. By taking the training to the students, the college hopes to reach more students, including those currently employed who need training or retraining.

NECC anticipates 8 FTE students the first year with 24 students in each of the subsequent years. If the certificate program is successful in attracting students, especially if employers direct their incumbent and future workers to the program, NECC would consider adding a diploma program for additional training (requiring separate consideration by the Commission at that time).

The evidence presented by NECC for demand is not strong. If employers support the program by encouraging (or even funding) employees to enroll, there should be sufficient student participation for a viable program.

C. Avoidance of Unnecessary Duplication

High-----Low				
√				

The college states that the program is designed to provide a multi-disciplined technical background in fields for which Northeast does not offer a specific program or for students that desire technical skills but don’t want to seek a career in a specialized field.

Other community colleges in Nebraska offer related programs. Central Community College has an advanced manufacturing degree and may be adding a certificate to that program under the grant. Similarly, Southeast Community College may apply to the Commission to offer a certificate with grant resources. Other than these two potential programs, the related programs at the community colleges are broader and not specifically geared to the needs of manufacturing employers and employees.

D. Resources: Faculty/Staff

High-----Low
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NECC states that the program has been designed to maximize class size so that courses would be taught by current instructional staff. When needed, adjunct faculty and in some cases overload assignments for full-time faculty in the electromechanical and electrical programs would be utilized. Funding for these faculty would come from savings from the discontinued renewable fuels program. The additional faculty/overloads are represented in the budget, although the reallocated funds from the renewable fuels program are not included.

E. Resources: Physical Facilities/Equipment

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

Instruction for the program would initially take place in the Arlo Wirth and Diesel Technology buildings. When the recently approved applied technology building is complete, the program would relocate there. The TAACCCT grant would provide funding for equipment and supplies (although the grant is listed in the budget under revenue, equipment purchases are not included under costs).

F. Resources: Library/Information Access

High-----Low
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NECC did not report any additional needs in this area. Since there are already courses in place, there should be sufficient information resources available. In addition, new equipment should come with the appropriate technical manuals.

G. Budget

The “Other” revenue is from the TAACCCT grant from the U.S. Department of Labor.

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

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$199,845	Reallocated Funds	
General Operating	26,500	New State Funds	
Equipment		New Local Funds	
Other	6,200	Tuition and Fees	\$152,256
		Other (grant)	247,448
Five-Year TOTAL	\$232,545	Five-Year TOTAL	\$399,704

Committee Comment: The resources for the program will also be used to provide customized training for employers, expanding the program’s reach and increasing its efficiency.

Committee Recommendation: **Approve**

First Program Review Date: **Due June 30, 2015**

**Improving Teacher Quality
State Grant Program**

**2013 - 2014 Allocation
to the State Agency for Higher Education**

Project Summaries, 2013-2014	2
Recommendations	4
Panel Members	7

Coordinating Commission for Postsecondary Education

IMPROVING TEACHER QUALITY STATE GRANTS: SUMMARY SHEET – 2013-2014

Projects in bold are recommended for funding by the Independent Review Panel

PROJECT TITLE	INSTITUTION/DIRECTOR	DESCRIPTION	AMOUNT
1. Economic Education Professional Development Seminar	UNL / Jennifer Davidson	Nebraska Council on Economic Education partnering with the UNL Center for Economic Education to provide a four-day workshop for 30 teachers new to economic education or wanting to refine their skills	\$46,700
2. Nebraska Blast 2.0 Improving Teacher Quality through STEM workshops	UNL / Dr. Bradley Barker	Four workshops open to 64 teachers across the state focusing on wearable technologies	\$81,872
3. Teaching Literacy with Historical Documents	Nebraska Wesleyan Univ. / Dr. Iain Anderson	50 Omaha school 3 rd through 6 th grade teachers; two full day and four half-day workshops on close reading concepts as applied to social studies	\$65,766
4. Education in Digital and Global Environments	UNL / Dr. Guy Trainin	Workshops for teachers to learn the content of new literacies and ways to integrate the technology into language arts curricula; for PreK-8 th grade teachers	\$77,838
5. Enhancing Nebraska 6-12 Teachers' Knowledge of Earth Science Content	UNL / Dr. Mindi Searls	Four workshops (two in 2014 and two in 2015) to improve teacher content knowledge and increase use of inquiry-based instruction in grades 6-12	\$84,539
6. Early Childhood Education and Early Mathematics for Elementary School Leaders	UNO / Dr. Ashley Brailsford Vaughns	Five half-day workshops for 20 to 25 elementary school leaders to improve their ability to support teacher instruction in mathematics	\$79,913
7. Mathemantics III: Learning the Power of Mathematical Communication Phase III	UNO / Dr. Angela Hodge	Summer workshop for Omaha area teachers of grades 6-12; expressing mathematics symbols and processes in words to help students better understand the concepts behind mathematical computations	\$79,219
8. MET Link for Early Childhood, Elementary, and Middle School Teachers	UNO / Dr. Kathy Danielson	Highlight and model strategies to increase reading success of elementary students; based on established network of Omaha area teachers	\$95,310
9. Professional Development for Reflective Practice of Guided Science Inquiry	UNL / Dr. Gina Kunz	Six-day workshop to improve teachers' knowledge of guided science inquiry and methods of teaching inquiry; 12 science teachers from rural areas	\$79,996

10. Integrating Dynamic Mathematics Software into Existing Curriculum to Improve the Teaching and Learning of Mathematics	UNO / Dr. Lorraine Males	Workshops throughout the academic year for 20 math teachers from Hastings and Scottsbluff to incorporate technology into the teaching of geometry	\$78,868
11. Implementing a Temperament-Based Social-Emotional Learning Program with Nebraska Kindergarten Teachers and Children	UNL / Dr. Kathleen Moritz Rudasill	Training for 10 kindergarten teachers in <i>INSIGHTS into Children's Temperament</i> program that promotes self-awareness, social problem solving, and critical thinking skills in young children	\$79,915
12. Agroecosystems as Tools for Teaching	UNL / Cory Forbes	15 month program presenting crop production systems as a model system to target core life science concepts for all grades; workshop and online follow-up for 15 teachers	\$78,293
13. Metro Omaha STEM Teachers Cohort	UNO / Dr. William Austin	Workshop for 12 Omaha middle school teachers to provide approaches of inquiry-based learning in STEM content for middle-school minority students	\$79,993
14. Unleashing Potential in Students Across Nebraska Through STEM Education	NETA / Julie Moore	Increase STEM content knowledge and improve instructional/technology strategies; 70 teachers state-wide attending one of three two-day workshops	\$72,000.03
15. Strengthening Upper Elementary Mathematics Instruction in the Nebraska Panhandle	UNL / Dr. Michelle Homp	25 teachers of grades 4-6; two week-long summer workshops, one workshop during the academic year to improve content knowledge pedagogy	\$78,934
TOTAL REQUEST			\$1,159,156.03

IMPROVING TEACHER QUALITY STATE GRANT PROGRAM

The purpose of the Improving Teacher Quality State Grant Program is to increase student academic achievement by helping to ensure that highly qualified teachers, paraprofessionals, and principals have access to sustained and intensive high quality professional development in core academic subjects. The program provides grants to partnerships comprised of Nebraska institutions of higher education and high-need local educational agencies (LEAs) for projects to improve the skills of teachers, paraprofessionals, and principals.

RECOMMENDATIONS OF THE INDEPENDENT EVALUATION PANEL December 11, 2013

The evaluation panel met on December 11, 2013 at the Coordinating Commission office in Lincoln. Fifteen proposals were submitted by partnerships that involved three different institutions (UNL, UNO, and Nebraska Wesleyan University), Nebraska Educational Technology Association, and a variety of school districts and educational service units (ESUs). This is the largest number of proposals the Commission has received in over a dozen years. Unfortunately, the funds available were reduced, primarily due to federal sequestration, forcing the panel to select only four projects out of a pool of many quality proposals.

At this time, the total amount of funds available for awards in 2013-2014 is \$294,145. The total amount recommended for the following four projects is \$298,638. While this exceeds the current available amount, previously funded projects often return funds at the end of the grant, funds that can be applied to the current grants. If there should be remaining funds, those will be available for projects that may have more participant applications than slots funded or other unexpected costs or will be carried forward for use in the 2014-2015 competition.

Below are synopses of the four proposals the panel has recommended for funding. The title of the project is listed, followed by the project director, the required federal partners, and any other partners. Projects that are open state-wide may not have all additional partners identified until after their recruitment phase.

Committee recommendation: Committee members concur with the panel's recommendations.

Nebraska Blast 2.0 Improving Teacher Quality through STEM workshops

Project Director: Dr. Bradley Barker

- **Higher education partner (teachers college): UNO, College of Education**
- **Higher education partner (arts and sciences): UNL, Institute of Agricultural Sciences and Natural Resources (IANR)**
- **High-need LEA: Santee Community Schools**

Leveraging existing resources within the Nebraska Department of Education (21st Century Community Learning Centers) and the University of Nebraska at Omaha (NASA Nebraska Space Grant Consortium), this project will offer a workshop focusing on wearable technologies. An extension of robotics, wearable technologies use micro controllers, sensors, conductive material, and LEDs to create a “smart” textile. Teachers will learn to merge engineering design, problem solving skills, artistry, and entrepreneurial skills to teach about STEM. Approximately 64 teachers will be able to select one of four workshop locations across the state.

Amount Requested: \$81,872

Amount Recommended: \$75,130

Reason for reduction: Reduced stipends, hotel costs, and indirect costs

Teaching Literacy with Historical Documents

Project Director: Dr. Iain Anderson

- **Higher education partner (teachers college): Nebraska Wesleyan University, Department of Education**
- **Higher education partner (arts and sciences): Nebraska Wesleyan University, University College, Historical Studies Program**
- **High-need LEA: Omaha Public Schools**
- **Other identified partners: Archdiocese of Omaha Catholic Schools, Concordia Academy, and Nebraska State Historical Society**

The goal of this project is to close the achievement gap in reading between elementary grade students at persistently low-performing schools and their peers in Omaha. A two-day summer workshop and four half-day workshops during the academic year will introduce the concept of “close reading” within the context of an elementary social studies curriculum. Close reading involves teaching students to read for deeper meaning rather than simply searching for information. The activities will be available to 50 3rd through 6th grade teachers from Omaha public and private schools.

Amount Requested: \$65,766

Amount Recommended: \$65,766

Enhancing Nebraska 6-12 Teachers' Knowledge of Earth Science Content

Project Director: Dr. Mindi Searls

- **Higher education partner (teachers college): UNL, College of Education and Human Sciences**
- **Higher education partner (arts and sciences): UNL, College of Arts and Sciences**
- **High-need LEA: Omaha Public Schools**
- **Other identified partners: Mount Michael Benedictine, Dundy County Public Schools, Garden County Public Schools, Hayes Center Schools, McPherson County Schools, and Potter-Dix Public Schools**

This professional development opportunity will be offered four times over two summers with one workshop for rural communities (held in Cedar Point) and one for urban communities (held in Omaha) each summer. The first year will focus on the hydrosphere and the second year on the geosphere. Since many K-12 educators teach earth science but don't have a background or certification in the field, the four-day workshops will provide content knowledge for an earth systems approach and in accordance with state standards. Two follow-up support sessions will be held in the fall.

Amount Requested: \$84,539
Amount Recommended: \$82,042
Reason for Reduction: Eliminated meal expenditures for Omaha

Strengthening Upper Elementary Mathematics Instruction in the Nebraska Panhandle

Project Director: Dr. Michelle Homp

- **Higher education partner (teachers college): UNL, Department of Teaching, Learning and Teacher Education, College of Education and Human Sciences**
- **Higher education partner (arts and sciences): UNL, Center for Science, Mathematics and Computer Education, College of Arts and Sciences**
- **High-need LEAs: Scottsbluff Public Schools, and Educational Service Unit #13**

Today teachers of grades 4 through 6 with an elementary teaching certification are being expected to teach algebra preparatory content formerly introduced in higher grades. This project will provide an opportunity for 25 teachers in the Panhandle of Nebraska to deepen their knowledge of mathematics content and pedagogy through two week-long summer workshops followed by a third workshop during the academic year.

Amount Requested: \$78,934
Amount Recommended: \$75,700
Reason for Reduction: Reduced housing costs and instructional salaries

Panel for Evaluating Improving Teacher Quality Proposals

December 11, 2013

Voting Members

Jim McGahan
Grand Island Northwest High School
Chemistry and Physics (Retired)
Grand Island

Pat Madsen
Teacher Education Program Specialist
Nebraska Department of Education
Lincoln/Stuart

Mike Musil
9-12 Language Arts
Lincoln North Star High School
Lincoln

Mattie Olsen
Instructional Technologist/Social Science
Creighton Preparatory School
Omaha

Staff

Kathleen Fimple
Academic Programs Officer

Miste Adamson-DaMoude
Administrative Assistant

Kadi Lukesh
Office Manager

2012-2013 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR							
Institution	Program	5 yr Average (2007-2012)					
		SCH/FTE	Baccalaureate Degrees awarded	Masters Degrees awarded	Doctorate Degrees awarded		
UNK	General Studies	*	BGS	10.2			
UNO	General Administration	*	BGS	34.2			

*Interdisciplinary

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR							
Institution	Program	5 yr Average (2007-2012)					
		SCH/FTE	Associate	Diploma	Certificate	Total Awards	
MCC	General Studies	*	AAS	118.8			118.8
CCC	Academic Transfer	661	AA/AS	140.4			140.4
MCC	Liberal Arts/Academic Transfer	**	AA AS	100.4 65.2			165.6
MPCC	Academic Transfer	415	AA AGS AS	87.6 21.6 65.4			174.6
NECC	Academic Transfer	452	AA AS	141.8 40.8			182.6
SCC	Academic Transfer	910	AA/AS	200			200
WNCC	Academic Transfer	861	AA	115.8			115.8

*Interdisciplinary

**There are no courses with a Liberal Arts/Academic Transfer prefix so data for SCH, FTE, and SCH/FTE are not available

Commission Thresholds

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

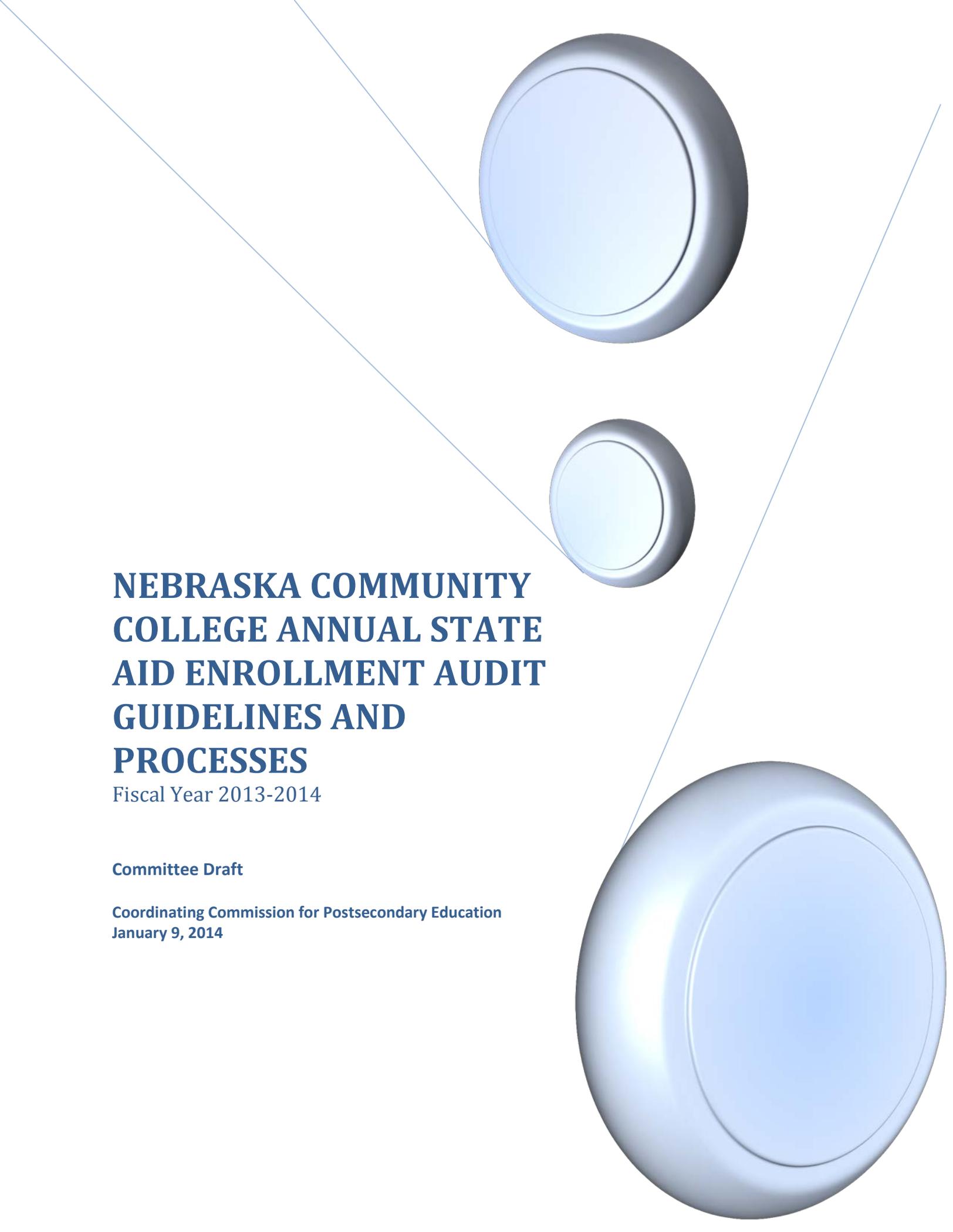
Less Than Two Years and Associate	10
Baccalaureate and First Professional	7
Masters Degree	5
Specialist	4
Doctoral Degree	3

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

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below. 300

All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)

275



NEBRASKA COMMUNITY COLLEGE ANNUAL STATE AID ENROLLMENT AUDIT GUIDELINES AND PROCESSES

Fiscal Year 2013-2014

Committee Draft

**Coordinating Commission for Postsecondary Education
January 9, 2014**

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NEBRASKA COMMUNITY COLLEGES GENERAL STATE AID ENROLLMENT AUDIT GUIDELINES AND PROCESS

I. PURPOSE

The purpose of the Nebraska Community Colleges State Aid Enrollment Audit Guidelines shall be to:

- A. Formulate guidelines and procedures to assure compliance with State law.
- B. Provide a basis for community colleges to establish course weightings and recording those weightings.
- C. Provide community colleges with directions for state aid enrollment audits to ensure compliance with state law.
- D. Prepare audit guidelines for use by outside independent auditors to audit full-time equivalents (FTEs), and reimbursable educational units (REUs) for use in allocating state aid.

II. STRUCTURE

The Commission will create an advisory committee composed of two CCPE representatives and two persons from each community college area designated by each college's area president. It is determined that:

- A. One of these persons should be the chief instructional officer and the other person should be the chief business officer.
- B. The chairperson of the Advisory Committee is a Commission representative. The Commission will accept input from the committee on various subjects related to master course lists, FTEs, REUs, the calculation of those factors, audits of REU weighting factors applicable to courses, designation of reimbursable courses, etc.
- C. All input from the advisory committee will be accepted and reviewed by the Commission with the Commission having final authority on changes to the State Aid Enrollment Audit Guidelines.

III. MEETINGS

The Advisory Committee and the Commission will meet each year as follows:

- A. Summer:
 - 1. June:
 - a. The Commission and the Advisory Committee meet to review the State Aid Enrollment Audit Guidelines for the upcoming academic year and identify changes in courses, course weights, or program lists.

- b. The Commission meets with the CEOs to review and discuss the updated State Aid Enrollment Audit Guidelines.
 - c. Colleges have the Master Course List certified by CEOs.
 - 2. July:
 - a. The first of July, the final Master Course List sent to auditors by the Commission
 - b. The approved final State Aid Enrollment Audit Guidelines sent to CEOs and CIOs.
 - 3. August:
 - a. The state aid enrollment (REU) audit for each area should be completed on or before August 10th and shared with the Commission and the members of the Advisory Committee so the audits can be reviewed prior to the mid-August meeting.
 - b. Around August 15, the Commission and Advisory Committee meet to review annual state aid REU audits from each college for the prior year. This review will be accomplished via a telephone conference call.
 - c. Any issues will be discussed, a proposed resolution determined, and the Commission will inform the CEOs of any changes necessary.
- B. Winter:
 - 1. January or February
 - a. Final approved State Aid Enrollment Audit Guidelines sent to the outside auditors by the Commission.
- C. Spring:
 - 1. May
 - a. Institutions submit Draft Master Course Lists to the Commission.
 - b. The Commission aggregates lists into a Master Course List and sends to each community college.
 - c. The Commission and Chief Instructional Officers meet to review the Master Course List.
 - 2. June
 - a. Meet to finalize the Master Course List, the Commission sends the finalized list to each CIO.
- D. At other times as may be determined by the Commission, or as requested by members of the Advisory Committee.

IV. RESPONSIBILITIES

- A. Coordinating Commission:
 - 1. Convene meetings of the Advisory Committee.

2. Receive recommendations or suggested changes to the Audit Guidelines from the advisory committee and make final decision on any changes to Audit Guidelines and Master Course Lists.
 3. Revise and approve State Aid Enrollment Audit Guidelines.
 4. Approve Master Course Lists from colleges and approve a consolidated Master Course List.
 5. Send approved Master Course Lists to CEOs and the Master Course List to outside auditors.
- B. The Nebraska Community Colleges have the following responsibilities relative to courses offered:
1. Use the Nebraska Community Colleges State Aid Enrollment Audit Guidelines approved by the Commission.
 2. Determine the proper classification and REU weighting of courses consistent with Nebraska state statutes, consistent among community colleges, and consistent with Decision Rules contained on page 29 through 32.

Academic Transfer	1.00
Academic Support	1.00
Class 1 Applied Tech/Occupational	1.50
Class 2 Applied Tech/Occupational	2.00

3. Provide assurance of credit hour allocation in compliance with the following categories and consistent with Nebraska Statutes.

	<u>Semester Calendar</u>	<u>Quarter Calendar</u>
Classroom Hour	1 to 15	1 to 10
Academic Transfer & Academic Support Laboratory Hour	1 to 30	1 to 20
Vocational Laboratory Hour & Clinical Hour	1 to 45	1 to 30
Practicum Hour	1 to 45	1 to 30
Cooperative Work Experience	1 to 60	1 to 40
Independent (directed) Study	Credits will be assigned according to the practices of each college in assigning credits to similar type courses.	

The total credit hours allocated to each course shall include those hours generated through any combination of categories.

4. Provide assurance that noncredit reimbursable classes are classified and weighted in a manner consistent with credit classes, and that the FTE and REU equivalent is in compliance with Nebraska Statutes.

- a. Does Not Require:
 - i. Course Outline
 - ii. Instructor Credentials
 - iii. Student Evaluation
- b. Non-reimbursable courses include:
 - i. Recreational Activity
 - ii. Avocational
 - iii. Any course that does not meet the requirements in C i., C ii., C iii.
- c. Reimbursable course requirements:
 - i. Taught and administered by the College.
 - ii. Content meets one of the following:
 - a) Academic Transfer/Academic Support – 1.0
 - b) Applied Technology-Occupational Education – 1.50/2.00
 - c) Job Upgrade – 1.50/2.00
 - iii. Course/Workshop of a minimum of 3 clock hours in an academic support or vocational program with courses taught by the college.
- d. Weight According to the Course Weighting Decision Rules.

V. AUDIT GUIDELINES APPROVAL

- A. After input from the Advisory Committee, the Commission will approve a set of Audit Guidelines.
- B. The Audit Guidelines approved by the Coordinating Commission will be used for the appropriate year.
- C. The set of approved Audit Guidelines will be issued to all Community College Areas by the Coordinating Commission by February 1 and will be used for the state aid enrollment audit to which they apply.
- D. The set of approved Audit Guidelines and the approved Master Course List will be sent to each outside auditing firm to be used for the annual REU audit.

VI. STANDARDS FOR CREDIT COURSES (per CIO Standard Operating Procedures)

To award college credit, all Nebraska community college courses will:

- A. Apply to a degree, diploma, certificate or skills award granted by a Nebraska Community College or meet pre-requisites for college level courses.¹

¹ Credit for developmental courses does not apply toward a degree, but rather satisfies pre-requisites for courses in degree programs.

- B. Require each Chief Instructional Officer to retain on file syllabi for all courses offered by their college. Regardless of the site from which a course is offered, the course will have the same:
- Course description
 - Course Title
 - Course Alpha and number
 - General course description
 - Pre-requisites to the course
 - Course objectives and Student Learning Objectives
 - Instructional Materials (including Textbooks)
 - Methods of Instruction
 - Methods of Evaluation
- C. Have an approved course action form on file in the office of the Chief Instructional Officer.
- D. Be developed and maintained by an appropriately credentialed/qualified instructor as defined by the institution.
- E. Evaluate enrolled students in a manner appropriate to demonstrate educational achievement as prescribed by course objectives and/or approved department/program assessment practices.
- F. Meet credit/contact hour ratio guidelines for semesters (or quarter equivalent) as outlined in state statute 85-1503 (see page 3).
- G. Charge tuition as approved by the college's Board of Governors.
- H. Be reviewed by the faculty a minimum of once every three years and revised as necessary to ensure relevance.
- I. Require each Chief Instructional Officer to maintain a reasonable balance between consistent, accurate course content and the frequency of curriculum revisions.
- J. Focus on the learning needs of students and employers related to applied technology, a common learning core, and academic transfer.
- K. Be classified for appropriate Reimbursable Educational Unit weighting as outlined by the "Nebraska Community College's State-Aid Enrollment Audit Guidelines, item IV.B.2." and the Course Weighting Decision Rules listed in the same document (beginning at page 29).

Definitions of Academic Transfer, Academic Support, Class 1 Vocational, and Class 2 Vocational are found in the State Aid Enrollment Audit Guidelines, Section II, numbers N, P, Q, and R (see page 9).

STATE AID ENROLLMENT AUDIT GUIDELINES

NEBRASKA COMMUNITY COLLEGES STATE AID ENROLLMENT AUDIT GUIDELINES

The following guidelines shall govern reimbursable Full-Time Equivalent (FTE) student enrollment reporting, minimum record keeping requirements and the conversion of reimbursable FTE students to Reimbursable Education Units (REUs).

I. STATUTORY PROVISIONS

Nebraska Statutes Sections 85-1502 to 85-1540 provide the basis for the Nebraska Community Colleges

II. TERMS DEFINED (As identified in Nebraska Statute 85-1503)

- A. **Community college** means an educational institution operating and offering programs pursuant to Nebraska Statutes Sections 85-1502 to 85-1540;
- B. **Community College area** means an area established by Section 85-1504;
- C. **Board** means the community college board of governors for each community college area;
- D. **Full-time equivalent student** means, in the aggregate, the equivalent of a registered student *who in a twelve-month period* is enrolled in:
 - 1. Thirty semester credit hours or forty-five quarter credit hours of classroom, laboratory, clinical, practicum, or independent study course work or cooperative work experience or
 - 2. Nine hundred contact hours of classroom or laboratory course work for which credit hours are not offered or awarded. Avocational and recreational community service programs or courses are *not included in determining full-time equivalent students or student enrollment*;
 - 3. The number of credit and contact hours to be counted by any community college area in which a tribally controlled community college is located shall *include* credit and contact hours awarded by such tribally controlled community college to *students* for which such institution received *no* federal reimbursement pursuant to federal Tribally Controlled College or University Assistance Act of 1978, 25 U.S.C. 1801.
- E. **Contact hour** means an *educational activity* consisting of sixty minutes minus break time and required time to change classes;
- F. **Credit hour** means the unit used to ascertain the educational value of course work offered by the institution to students enrolling for such course work, earned by such students upon successful completion of such course work, and for which tuition is charged. A credit hour may be offered and earned in any of several instructional

delivery systems, including, but not limited to, classroom hours, laboratory hours, clinical hours, practicum hours, cooperative work experience, and independent study. A credit hour shall consist of a minimum of:

1. Ten quarter or fifteen semester classroom contact hours per term of enrollment;
2. Twenty quarter or thirty semester academic transfer and academic support laboratory hours per term of enrollment;
3. Thirty quarter or forty-five semester vocational laboratory hours per term of enrollment;
4. Thirty quarter or forty-five semester clinical or practicum contact hours per term of enrollment;
5. Forty quarter or sixty semester cooperative work experience contact hours per term of enrollment

An institution may include in a credit hour more classroom, laboratory, clinical, practicum, or cooperative work experience hours than the minimum required in this subdivision. The institution shall publish in its catalog, or otherwise make known to the student in writing prior to the student enrolling or paying tuition for any courses, the number of credit or contact hours offered in each course. Such published credit or contact hour offerings shall be used to determine whether a student is a full-time equivalent student pursuant to subdivision (D) of this section;

- G. **Classroom hour** means a minimum of fifty minutes of *formalized instruction* on campus or off campus in which a qualified instructor applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audiovisual materials is responsible for providing an educational experience to students;
- H. **Laboratory hour** means a minimum of fifty minutes of educational activity on campus or off campus in which students conduct experiments, perfect skills, or practice procedures under the direction of a qualified instructor;
- I. **Clinical hour** means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experience under constant supervision at a health-related agency, receives individual instruction in the performance of a particular function, and is observed and critiqued in a repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of students and for the delivery of part of the didactic phase of the experience;
- J. **Practicum hour** means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experiences, receives individual instruction in the performance of a particular function, and is observed and critiqued by an instructor in the repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of the students;

- K. **Cooperative work experience** means an internship or on-the-job training, designed to provide specialized skills and educational experiences, which is coordinated, supervised, observed, and evaluated by qualified college staff or faculty and may be completed on campus or off campus, depending on the nature of the arrangement;
- L. **Independent study** means an arrangement between an instructor and a student in which the instructor is responsible for assigning work activity or skill objectives to the student, personally providing needed instruction, assessing the student's progress, and assigning a final grade. Credit hours shall be assigned according to the practice of assigning credits in similar courses;
- M. **Full-time equivalent student enrollment total** means the total of full-time equivalent students enrolled in a community college area in any fiscal year;
- N. **General academic transfer course** means a course offering in a one-year or two-year degree-credit program, at the associate degree level or below, *intended by the offering institution for transfer into a baccalaureate program*. The completion of the specified courses in a general academic transfer program may include the award of a formal degree;
- O. **Applied technology or occupational course** means a course offering in an instructional program, at the associate degree level or below, intended to prepare individuals for immediate entry into a specific occupation or career. The primary intent of the institutions offering an applied technology or occupational program shall be that such program is for immediate job entry. The completion of the specified courses in an applied technology or occupational program may include the award of a formal degree, diploma, or certificate;
- P. **Academic support course** means a general education academic course offering which may be necessary to support an applied technology or occupational program;
- Q. **Class 1 course** means an applied technology or occupational course offering which requires the use of equipment, facilities, or instructional methods which could be easily adapted for use in a general academic transfer program classroom or laboratory;
- R. **Class 2 course** means an applied technology or occupational course offering which requires the use of specialized equipment, facilities, or instructional methods not easily adaptable for use in a general academic transfer program classroom or laboratory;
- S. **Reimbursable educational unit** means a full-time equivalent student multiplied by:
1. For a general academic transfer course or an academic support course, a factor of one,
 2. For a Class 1 course, a factor of one and fifty-hundredths,
 3. For a Class 2 course, a factor of two,

4. For a tribally controlled community college general academic transfer course or academic support course, a factor of two,
 5. For a tribally controlled community college Class 1 course, a factor of three, and
 6. For a tribally controlled community college Class 2 course, a factor of four
- T. **Reimbursable educational unit total** means the total of all reimbursable educational units accumulated in a community college area in any fiscal year;
- U. **Special instructional term** means any term which is less than fifteen weeks for community colleges using semesters or ten weeks for community colleges using quarters;
- V. **Statewide reimbursable full-time equivalent total** means the total of all reimbursable full-time equivalents accumulated statewide for the community college in any fiscal year;
- W. **Tribally controlled community college** means an educational institution operating and offering programs pursuant to the Tribally Controlled Community College Assistance Act, 25 U.S.C. 1801.
- X. **Tribally controlled community college state aid amount** means the quotient of the amount of state aid to be distributed pursuant to the Community College Aid Act, excluding any amounts received from the Nebraska Community College Student Performance and Occupational Education Grant for such fiscal year to a community college area in which a tribally controlled community college is located divided by the reimbursable educational unit total for such community college area for the fiscal year immediately preceding the fiscal year for which aid is being calculated, with such quotient then multiplied by the reimbursable educational units derived from credit and contact hours awarded by a tribally controlled community college to students *for which such institution received no federal reimbursement* pursuant to the federal Tribally Controlled College or University Assistance Act of 1978, 25 U.S.C. 1801, for the fiscal year immediately preceding the fiscal year for which aid is being calculated.
- Y. **Foundations education** means education which includes remedial and developmental programs, adult basic education, general education development, English as a second language, compensatory education, and refresher courses. Source: Section 85-932.01 Nebraska Statutes

Additional Definition **not contained in Nebraska statutes:**

Taught and administered by the college means a course instructed by a college faculty member, an adjunct faculty member, or a person contracted and paid to teach by the college administration.

III. STATE AID ENROLLMENT GUIDELINES

A. Census Procedures

1. Credit Courses

- a. A college's state aid enrollment report shall be computed using as a cutoff date the tenth (10th) day of instruction of each term. Any students enrolled through (10) instructional days in a term are eligible to be counted. Those students enrolled after the tenth (10th) instructional day and meeting the ten-day guideline shall be counted in either the current or the following term.
- b. Any credit course having a total duration of less than ten (10) instructional days or not scheduled as part of a regular term shall be counted as meeting the minimum requirements if the enrollment is in proportion to the time equal to the ten (10) instructional day limitation of a normal semester or quarter course.
- c. Credit courses will be audited on a quarter/semester credit hour basis.

2. Noncredit Courses

- a. The total registrations after the second class session or after the first session, if there is only one scheduled session, shall be counted as the enrollment, and this enrollment is to be multiplied by the total number of contact hours in the course.
- b. Noncredit courses shall be audited on a contact hour basis.

B. Courses Eligible and REU Weighting Factor Applied:

1. Credit hours generated by courses applicable to a degree, diploma, or certificate to be eligible to be counted towards FTE and converted to REU shall be those meeting the definitions identified previously in this document and for which tuition is charged.
2. Noncredit reimbursable courses will be classified and weighted in a manner consistent with credit courses.
3. Credit/contact hours specifically designed and taught and administered by the college that are intended to develop and improve job competencies shall be eligible for reimbursement.
4. Noncredit courses/workshops of a minimum of 3 clock hours in an academic support or vocational discipline are eligible for reimbursement if taught and administered by the college.
5. Noncredit reimbursable courses/workshops taught and administered by the college must meet at least one of the following criteria:

- a. Job entry/creation
 - b. Job update
 - c. Job upgrade
 - d. Prepare individuals to provide professional services.
6. Each college area shall establish and uniformly apply resident and nonresident tuition rates on a credit hour basis. Such rates shall apply to all credit courses claimed for reimbursement. This is not intended to interfere with reciprocal agreements.
 7. Courses or programs offered to private businesses and nongovernmental agencies will be reimbursed in accordance with the guidelines of III. B. 1 – 6 above.
- C. Courses Ineligible to be counted for State Aid:
1. Courses or programs when 100 percent of the costs are paid by a governmental agency. Examples would include, but are not limited to:
 - a. ABE (Federally Funded)
 - b. High School Programs exclusively for high school credit
 - c. Department of Correctional Services
 2. Courses or programs when 100 percent of the costs are paid by a private company or entity or by a non-profit organization.
 3. All credit or contact hours generated through “testing out,” “challenging,” transfer, or unsupervised study.
 4. Avocational/recreational courses.
 5. Courses not taught by the college.
- D. Courses or programs with third parties may be reviewed by the Coordinating Commission to determine if the courses or programs shall be counted for reimbursement.
- E. All courses eligible for reimbursement shall be reviewed by the Coordinating Commission and the Advisory Committee with final determination by the Commission.

IV. ADMINISTRATIVE PROVISIONS

A. Implementation Date:

1. For purposes of FTE and REU count, the reporting year will be July 1 through June 30.
2. Credit courses will be audited by the institution on a semester/quarter hour basis.
3. Summer Session Enrollment: FTE generated by a course whose total duration is interrupted by a change in the fiscal year (July 1) shall be counted in the fiscal year started if it meets the ten (10) instructional day or equivalent guidelines in that year or in the following year if it does not meet the ten (10) instructional day guidelines of the starting year.

B. Auditing and Filing of Reports:

1. Each college's reimbursable course list shall be prepared and certified as official by each area president by June 25th of each year.
2. The official, Commission approved, reimbursable course lists, provided on or before July 1st, and the colleges' enrollment records shall be the basis for the audit by the auditor. If a course is not found on the institutions' official, Commission approved, Master Course List, it shall not be counted or included in the reimbursable educational units.
3. The audit process shall include the confirmation that the instructional services have been performed and that enrollment fulfills stated guidelines.
4. Reimbursable full-time equivalent student enrollment and reimbursable educational units totals as defined are to be reported annually covering the most recently completed fiscal year. The annual report of full-time equivalent students and reimbursable educational units must include the three-year average as shown on page 22 of this document. Such examination and audit shall be completed by the outside auditor and filed with the Auditor of Public Accounts, the Department of Administrative Services, the Coordinating Commission for Postsecondary Education, each Chief Executive Officer, and the NCCA Executive Director, on or before August 10.

C. Record Keeping Requirements:

In order to provide an adequate audit trail and to facilitate the collection of information, the following procedures shall be implemented:

1. Minimum records to be available from each Community College Area shall consist of the following:
 - a. Master Course List

Approved course lists are to include CIP Code, course number, course title, contact hours, credit hours, lecture hours, Clinical, Laboratory, Internship, or

Practicum (CLIP) code, CLIP hours, and REU weighting factor. The contact hour split between class, lab, practicum, clinical, and co-op will be provided.

b. Student records

- (i) Student's name or student ID number
- (ii) Resident or nonresident status (not required for noncredit)
- (iii) Courses and number of credit hours or contact hours enrolled in
- (iv) Tuition Income – Indicate tuition paid or waiver with sufficient records to allow reconciliation of tuition to FTE
- (v) Date enrolled

- 2. A reconciliation shall be made between the FTE enrollment and unaudited tuition collected or waived.

V. GUIDELINES FOR COMMUNITY COLLEGE AREA CPA AUDIT

The following procedures are necessary to meet minimum requirements for an adequate state aid enrollment audit:

- A. Examine FTE and REU enrollment records. Sample testing of data shall be in accordance with generally accepted auditing standards. Records to be examined shall include:
 - 1. Registration records
 - 2. Drop and add records
 - 3. Financial records
 - 4. College Master Course Lists
 - 5. Classification of courses as to legal definitions
 - 6. Contracts for eligible and ineligible FTEs
 - 7. Course weighting decision rules (beginning on page 26)
- B. The audit opinion rendered must include certification of the reimbursable FTE and REU enrollment, and that courses not listed on the Master Course List were not included in the determination of reimbursable FTE and REUs.
- C. The following information shall be included as unaudited supplemental information:
 - 1. Schedule of Total Full-Time Equivalent Student Enrollment. This schedule should include both reimbursable and non-reimbursable FTE.
 - 2. The schedule should include academic transfer, class 1, class 2, and ineligible for state aid by semester or quarter.

3. A reconciliation of unaudited tuition collected or waived to FTE.
4. An allocation of 1.0 REU factor courses. The allocation shall include credit hours, contact hours, FTE and REU. Courses with an REU factor of 1.0 shall be allocated by declared student major as of the tenth (10th) instructional day to academic transfer, academic support, undeclared/non-degree, and foundations education.

SAMPLE AUDIT FORMAT

SAMPLE AUDIT FORMAT

Anywhere Nebraska Community College Area

Statements of Reimbursable Full-Time Equivalent Student Enrollment and
Reimbursable Educational Units

June 30, 2014 and 2013

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying statements of reimbursable full-time equivalent student enrollment and reimbursable educational units of Anywhere Nebraska Community College Area for the years ended June 30, 2014 and 2013 and the related notes to the statements, which collectively comprise the College Area's enrollment statements as listed in the table of contents.

Management's Responsibility for the Statements

Management is responsible for the preparation and fair presentation of these enrollment statements in accordance with accounting principles generally accepted in the United States of America; this includes design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the enrollment statements that are free of material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these accompanying statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the statements referred to above are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the accompanying statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the enrollment statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the enrollment statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the enrollment statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the accompanying statements referred to above, present fairly, in all material aspects, the reimbursable full-time equivalent student enrollment and reimbursable educational units of Anywhere Nebraska Community College Area, as of June 30, 2014 and 2013, in accordance with guidelines referred to in the notes to the accompanying statements.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the statements of reimbursable full-time equivalent student enrollment and reimbursable educational units taken as a whole that collectively comprise Anywhere Nebraska Community College Area's basic enrollment statements. The supplementary information included on Schedules 1, 2, and 3 are presented for purposes of additional analysis and are not a required part of the basic enrollment statements.

The supplementary information as contained in Schedules 1, 2, and 3 are the responsibility of management and were derived from and relate directly to the underlying enrollment records and other records used to prepare the basic enrollment statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic enrollment statements, and accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated August 14, 2014, on our consideration of Anywhere Nebraska Community College Area's internal control over enrollment reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over enrollment reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over enrollment reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Anywhere Nebraska Community College Area's internal control over enrollment reporting and compliance.

Independent CPA Firm
Anywhere, Nebraska
August 14, 2014

Anywhere Nebraska Community College Area
Statements of Reimbursable Full-time Equivalent Student Enrollment & Reimbursable Educational Units
Fiscal Years Ended June 30, 2014 and 2013

	<u>Semester</u>	<u>Hours Quarter</u>	<u>Contact</u>	<u>Reimbursable FTE</u>		<u>Reimbursable Education Units</u>	
				<u>Student Enrollment 2014</u>	<u>2013</u>	<u>2014</u>	<u>2013</u>
Summer							
1.0 Academic Transfer/Support	N/A	7,547.00	5,417.00	173.73	169.85	173.73	169.85
1.5 Class 1, Applied Tech/Occupational	N/A	9,973.50	13,269.00	236.38	215.19	354.56	322.78
2.0 Class 2, Applied Tech/Occupational	<u>N/A</u>	<u>24,964.00</u>	<u>2,010.00</u>	<u>556.99</u>	<u>550.21</u>	<u>1,113.98</u>	<u>1,100.42</u>
	<u>N/A</u>	<u>42,484.50</u>	<u>20,696.00</u>	<u>967.1</u>	<u>935.25</u>	<u>1,642.27</u>	<u>1,593.05</u>
Fall							
1.0 Academic Transfer/Support	3,736.00	11,119.00	9,042.50	381.67	366.62	381.67	366.62
1.5 Class 1, Applied Tech/Occupational	1,842.00	15,553.00	15,975.50	424.77	409.92	637.16	614.88
2.0 Class 2, Applied Tech/Occupational	<u>2,531.00</u>	<u>29,320.50</u>	<u>4,336.00</u>	<u>740.75</u>	<u>667.83</u>	<u>1,481.50</u>	<u>1,335.66</u>
	<u>8,109.00</u>	<u>55,992.50</u>	<u>29,354.00</u>	<u>1,547.19</u>	<u>1,444.37</u>	<u>2,500.33</u>	<u>2,317.16</u>
Winter							
1.0 Academic Transfer/Support	4,050.00	11,190.00	7,280.50	391.76	345.47	391.76	345.47
1.5 Class 1, Applied Tech/Occupational	1,658.00	16,318.50	15,383.50	434.99	420.97	652.49	631.46
2.0 Class 2, Applied Tech/Occupational	<u>2,041.50</u>	<u>30,486.50</u>	<u>6,223.00</u>	<u>752.44</u>	<u>738.89</u>	<u>1,504.88</u>	<u>1,477.78</u>
	<u>7,749.50</u>	<u>57,995.00</u>	<u>28,887.00</u>	<u>1,579.19</u>	<u>1,505.33</u>	<u>2,549.13</u>	<u>2,454.71</u>
Spring							
1.0 Academic Transfer/Support	853.00	10,005.50	11,266.00	263.30	238.93	263.29	238.93
1.5 Class 1, Applied Tech/Occupational	390.00	14,948.00	10,757.50	357.13	328.10	535.70	492.15
2.0 Class 2, Applied Tech/Occupational	<u>1,037.00</u>	<u>27,395.50</u>	<u>4,531.00</u>	<u>648.39</u>	<u>634.63</u>	<u>1,296.78</u>	<u>1,269.26</u>
	<u>2,280.00</u>	<u>52,349.00</u>	<u>26,554.50</u>	<u>1,268.82</u>	<u>1,201.66</u>	<u>2,095.77</u>	<u>2,000.34</u>
Totals	<u>18,138.50</u>	<u>208,821.00</u>	<u>105,491.50</u>	<u>5,362.30</u>	<u>5,086.61</u>	<u>8,787.50</u>	<u>8,365.26</u>

See accompanying notes to statements

ANYWHERE NEBRASKA COMMUNITY COLLEGE AREA

Notes to Statement of Reimbursable Full-Time Equivalent Student Enrollment and Reimbursable Educational Units

June 30, 2014 and 2013

I. GUIDELINES

The certification of reimbursable full-time equivalent (FTE) student enrollment and reimbursable educational unit (REU) is required by Nebraska Statutes. The Statutes also provide general guidelines for determining the FTE student enrollment total and subsequent conversion of FTEs to REUs. The Coordinating Commission and the Community College Advisory Committee defined more specific guidelines. These guidelines were used in the determination of the FTE student enrollment total and subsequent conversion to REUs.

The computation of the information for this report is based on the State Aid Enrollment Audit Guidelines FY 2013-2014 which were accepted by the Commissioners of the Coordinating Commission on February 1, 2014.

II. FULL-TIME EQUIVALENT STUDENT AND REIMBURSABLE EDUCATIONAL UNIT DEFINITIONS

- A. An FTE student is equivalent to thirty semester or forty-five quarter credit hours of classroom, laboratory, clinical, practicum, independent study course work or cooperative work experience applicable to a degree, diploma, or certificate in a program for which credit hours are offered or nine hundred contact hours of classroom or laboratory course work for which credit hours are not offered or awarded.
- B. The number of credit hours which shall be counted by any community college area in which a tribally controlled community college is located shall include credit hours awarded by such tribally controlled community college to students for which such institution received no federal reimbursement pursuant to the Tribally Controlled Community College Assistance Act, 25 U.S.C. 1801;
- C. REUs are calculated by multiplying eligible FTEs by the appropriate weighting factor as defined for each type of course offering as follows:

<u>Type of Course</u>	<u>Factor</u>
Academic Transfer	1.00
Academic Support	1.00
Class 1 Applied Tech/Occupational	1.50
Class 2 Applied Tech/Occupational	2.00

ANYWHERE NEBRASKA COMMUNITY COLLEGE AREA

Notes to Statements of Reimbursable Full-Time Equivalent Student Enrollment and
Reimbursable Educational Units

June 30, 2014 and 2013

Note 3. THREE-YEAR AVERAGE VALUES

The following three-year average values are included in the audited statements for use in state aid computations.

Fiscal Year Ending June 30, 2014

Years Ending June 30	Reimbursable Full-Time Equivalent Student Enrollment	Reimbursable Education Units
2012	5,198.55	8,549.33
2013	5,086.61	8,365.26
2014	5,362.30	8,787.50
Three-year average	5,215.82	8,567.36

Fiscal Year Ending June 30, 2013

Years Ending June 30	Reimbursable Full-Time Equivalent Student Enrollment	Reimbursable Education Units
2011	5,042.59	8,212.84
2012	5,198.55	8,549.33
2013	5,086.61	8,365.26
Three-year average	5,109.25	8,375.81

Schedule 1

ANYWHERE NEBRASKA COMMUNITY COLLEGE AREA
 Total Full-Time Equivalent Student Enrollment
 Years ended June 30, 2014 and 2013 (Unaudited)

	Full-Time Equivalent Student Enrollment	
	2014	2013
Summer		
1.00 Academic Trans/Sup	173.73	169.85
1.50 Class 1, Applied Tech/Occupational	236.38	215.19
2.00 Class 2, Applied Tech/Occupational	556.99	550.21
Ineligible for state aid	<u>84.76</u>	<u>80.66</u>
	1,051.86	1,015.91
Fall		
1.00 Academic Trans/Sup	381.67	366.62
1.50 Class 1, Applied Tech/Occupational	424.77	409.92
2.00 Class 2, Applied Tech/Occupational	740.75	667.83
Ineligible for state aid	<u>95.28</u>	<u>106.84</u>
	1,642.47	1,551.21
Winter		
1.00 Academic Trans/Sup	391.76	345.47
1.50 Class 1, Applied Tech/Occupational	434.99	420.97
2.00 Class 2, Applied Tech/Occupational	752.44	738.89
Ineligible for state aid	<u>109.15</u>	<u>121.46</u>
	1,688.34	1,626.79
Spring		
1.00 Academic Trans/Sup	263.30	238.93
1.50 Class 1, Applied Tech/Occupational	357.13	328.10
2.00 Class 2, Applied Tech/Occupational	648.39	634.63
Ineligible for state aid	<u>111.09</u>	<u>104.64</u>
	1,379.91	1,306.30
Total	<u>5,762.58</u>	<u>5,500.21</u>
Deduct – Courses, programs & hours ineligible for state aid:		
Community Education	101.35	107.23
Other ineligible FTE	<u>298.93</u>	<u>306.37</u>
	400.28	413.60
Full-Time Equivalent Student Enrollment Eligible for state aid	<u>5,362.30</u>	<u>5,086.61</u>

Schedule 2

ANYWHERE NEBRASKA COMMUNITY COLLEGE AREA
 Reconciliation of Reimbursable Full-Time Equivalent Student Enrollment
 And General Fund Tuition Income
 (Unaudited)
 Year Ended June 30, 2014

	# of Credit Hours	Cost Per Credit Hour	Total
Semester Credit Hours			
Resident	16,518.00	67.50	1,114,965
Nonresident	<u>1,620.50</u>	82.50	<u>133,691</u>
Total	<u>18,138.50</u>		<u>1,248,656</u>
Quarter Credit Hours			
Resident	199,406.00	45.00	8,973,270
Nonresident	<u>9,415.00</u>		<u>517,825</u>
Total	<u>208,821.00</u>		<u>9,491,095</u>
Reimbursable Contact Hours	105,491.50	2.50	<u>263,729</u>
Total Computed Tuition			11,003,480
Adjustments:			
Tuition Waivers			(570,512)
Other			<u>(187,280)</u>
Total Adjustments			<u>(757,792)</u>
Net Reimbursable Tuition Income (unaudited)			<u>\$10,245,688</u>

Schedule 3

ANYWHERE NEBRASKA COMMUNITY COLLEGE AREA
 Allocation of 1.0 REU Factor Courses
 Year Ended June 30, 2014 (Unaudited)

	----- Semester -----	---Hours--- Quarter -----	----- Contact -----	Reimbursable Full-time Equivalent Student Enrollment -----	Reimbursable Education Units -----
Academic Transfer	6,805.00		-	226.83	226.83
Academic Support	1,183.00	30,547.50	-	718.27	718.27
Undeclared/nondegree	549.00	9,160.00	33,006.00	258.53	258.53
Foundations Education	102.00	154.00	-	6.82	6.82
	<u>8,639.00</u>	<u>39,861.50</u>	<u>33,006.00</u>	<u>1,210.45</u>	<u>1,210.45</u>

Note: Courses with a REU factor of 1.0 are allocated by declared student major as of the Tenth (10th) instructional day to academic transfer, academic support, Undeclared/nondegree, and foundations education.

**REPORT ON INTERNAL CONTROL OVER ENROLLMENT REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
ENROLLMENT STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Board of Governors
Anywhere Nebraska Community College Area

We have audited the enrollment statements of the reimbursable full-time equivalent student enrollment and reimbursable educational units of Anywhere Nebraska Community College Area for the years ended June 30, 2014 and 2013, which collectively comprise Anywhere Nebraska Community College Area's basic enrollment statements and have issued our report thereon dated August 1, 2014. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Enrollment Reporting

In planning and performing our audit, we considered Anywhere Community College Area's internal control over enrollment reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the enrollment statements, but not for the purposes of expressing an opinion on the effectiveness of the Anywhere Community College Area's internal control over enrollment reporting. Accordingly, we do not express an opinion on the effectiveness of the Anywhere Community College Area's internal control over enrollment reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's enrollment statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over enrollment reporting was for the limited purposes described first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over enrollment reporting that we considered to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Anywhere Community College Area's enrollment statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws and regulations, noncompliance with which could have a direct and material effect on the determination of enrollment statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of management, the Board of Governors, others in the College, Nebraska Auditor of Public Accounts, and other Nebraska state departments and agencies, and the Nebraska Community College Association members and is not intended to be and should not be used by anyone other than these specified parties.

Independent CPA Firm
Anywhere, Nebraska
August 1, 2014

COURSE WEIGHTING DECISION RULES

COURSE WEIGHTING DECISION RULES

I. FROM STATE STATUTE

1. General Academic Transfer courses intended by the offering institution for transfer into a baccalaureate program are weighted at 1.0.
2. Academic support courses are general education academic course offerings which may be necessary to support an applied technology or occupational program and are weighted at 1.0.
3. Class 1 Applied Technology or Occupational courses which require the use of equipment, facilities, or instructional methods easily adaptable for use in general academic transfer classroom or laboratory are weighted at 1.5.
4. Class 2 Applied Technology or Occupational courses which require the use of specialized equipment, facilities, or instructional methods not easily adaptable for use in a general academic transfer classroom or laboratory are weighted at 2.0.

II. FROM STATEWIDE AGREEMENT

1. Place each course in one of the three groups of courses: general academic transfer, general academic support, or applied technology or occupational as identified in the Definition of Terms.
2. Classify each applied technology or occupational course as either Class 1 or Class 2 as defined in the Definition of Terms.
3. Weight each course: 1.0 for general academic transfer, academic support, and foundations education, 1.5 for Class 1 applied technology or occupational and 2.0 for Class 2 applied technology or occupational as set forth in the Definition of Terms.
4. All similar courses statewide will be weighted the same.
5. All exceptions will be reviewed by the Commission and Advisory Committee with the final decision made by the Commission.
6. New programs and courses not covered by part III will be reviewed by the instructional officers for weighting prior to submission to the Coordinating Commission. All changes must be accompanied by a strong rationale for the weighting.
7. Courses may vary from the generally established weighting of a discipline (see Section III, Course Weighting Illustrations and Exceptions) and exceptions will be updated annually after review by the Commission and Advisory Committee.
8. Independent/Directed Study, Practicum, and Special Topics courses carry the same weight as other similar courses in the discipline.
9. Co-op/OJT courses carry the same weight as other similar courses in the discipline.

10. Courses using computers to teach the content will be weighted at the discipline level.
NOTE: The intent is to weight the competencies taught, not the methodology.
11. Courses taught via telecommunications revert to the normal course weight.
12. Courses must maintain a lab contact/credit hour ratio consistent with their weighting classification.
13. If there is a question on rounding figures when weighting courses, the figure should be rounded down.
14. Credit courses are to be offered at .5 credit or higher, increments of .25 are allowed above .50 credit.

III. COURSE WEIGHTING ILLUSTRATIONS AND EXCEPTIONS **Applicable to All Reimbursable Courses**

A. 1.0 Academic Transfer and Academic Support Courses

Definition: Courses for the awareness, preparation, and support of academic courses that will transfer to a senior institution.

Such as:

1. Remedial and developmental courses (Basic Skills)
2. Career Assessment, Career Planning, and Counseling
3. General College Transfer
 - a. Written Communication
 - b. Consumer Home Economics
 - c. Economics
 - d. Education
 - e. English and Speech
 - f. Engineering
 - g. Fine Arts
 - h. Health, First Aid, and CPR
 - i. Languages
 - j. Math
 - k. Performing Arts
 - l. Physical Education and Recreation
 - m. Public Administration
 - n. Science
 - 1) Life
 - 2) Physical
 - 3) Social
 - o. Journalism
 - p. Sign Language
 - q. Library and Information Services
4. General Academic Support courses for Applied Technology or Occupational programs which require little or no special equipment and/or facilities other than those generally used in a transfer course.

- a. Personal Finance
 - b. Courses such as:
 - 1) Occupational Safety and Health
 - 2) Safety Code
 - 3) English as a Second Language (non-federally funded)
 - 4) Academic related courses (General Education) as listed above in #3
5. All science courses are weighted 1.0 as academic transfer or academic support courses. Any laboratory hours associated with science courses are converted to credit hours based on one credit hour for a minimum of twenty quarter or thirty semester hours of laboratory work per term of enrollment.

B. 1.5 Class 1 – Applied Technology and Occupational Courses

Definition: Applied technology or occupational courses which generally use a limited amount of specialized equipment.

1. Generally includes courses from the following programs:
 - a. Agribusiness
 - b. Building/Property Maintenance
 - c. Business Administration/Entrepreneurship
 - d. Child Care/Early Childhood Education
 - e. Criminal Justice/Law Enforcement
 - f. Environmental Lab Technician/Biological Studies
 - g. Family and Consumer Science—Related Occupations
 - h. Fire Technology – Emergency Medical Services/Paramedic
 - i. Geriatric Aide – Care Staff Member – Nursing Assistant
 - j. Health Information Management Services
 - k. Horticulture
 - l. Hotel/Motel Management
 - m. Human Resource Management
 - n. Interior Design
 - o. Janitorial and Housekeeping
 - p. Legal Services/Paralegal
 - q. Logistics and Material Management
 - r. Medical Assistant
 - s. Parts
 - t. Parts Distribution
 - u. Pharmacy Technician
 - v. Railroad Operations
 - w. Secretarial Science – Administrative Assistant
 - x. Statistical Process Control (SPC)
 - y. Technical Theatre Production Design
 - z. Travel/Reservations
2. Co-op/work experience will carry the same weight as the program is generally assigned.
3. Independent Study, Practicum, and special topics will have the same weight as the course and/or program they duplicate.
4. Courses with the following topics from the programs in item III. C. listed below. These are discrete topics/courses which require little or no special equipment.

- a. Blueprint Reading
- b. Code and/or Law
- c. Estimating
- d. License Preparation and Examination
- e. Nutrition
- f. Terminology

C. 2.0 Class II – Applied Technology and Occupational Courses

Definition: Applied technology or occupational courses which are generally very expensive and utilize specialized equipment and may require special facility accommodations.

1. Generally includes courses from the following programs:

<ul style="list-style-type: none"> Agriculture Mechanics Air Conditioning and Heating Aviation Maintenance Audio/Recording Technology Auto Body Automotive Technology Broadcast Engineering Building Construction Civil Engineering Technician Commercial Photography Construction Trades Cosmetology Trades Dental Assistant/Hygiene/Lab Diesel Technology Drafting Electronic, Electricity, Electromechanical Electronic Imaging/Graphics/ Design Food Service Management Industrial Technology Information Technology Machine Tool 	<ul style="list-style-type: none"> Mechanics (all areas) Medical Lab Technician Physical Therapist Assistant Truck Driving Nursing/Health Occupations Occupational Therapy Assistant Office Technology Ophthalmic Plumbing Printing Technology Production Based Agriculture Production Based Horticulture Radio and Television Radiology Technician Renewable Energy Respiratory Therapy Surgical Technology Transportation/Material Moving Utility Line Veterinarian/Animal Health Video Production Welding Word Processing
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2. Co-op/work experience will carry the same weight as the program is generally assigned.

3. Independent Study, Practicum, and special topics will have the same weight as the course and/or program they duplicate.

4. Includes courses from the 1.0 or 1.5 categories which are identical to those courses taught in programs/courses with 2.0 weighting factor. Example: Art classes such as Photography.

COMPUTATION AND ALLOCATION OF STATE AID

COMPUTATION AND ALLOCATION OF STATE AID UNDER THE COMMUNITY COLLEGE FOUNDATION AND EQUALIZATION AID ACT

I. VALUATIONS

State statute section § 13-506 requires community college areas to publish a budget summary and notice of a budget hearing five (5) days before the hearing. State Statute section § 77-1601.02 requires five (5) days' notice of a special hearing to change the tax request from the prior year's request.

State statute section § 13-508 requires community college areas to file by September 20th adopted budgets with the county clerks and the Auditor of Public Accounts. It also provides that a governing board shall not certify an amount of tax more than one percent greater or lesser than the amount determined under section § 13-505.

State Statute section § 13-509 requires the County Assessors to certify on or before August 20th of each year the assessed value of all taxable property in each county in the community college area.

Community college areas typically hold budget hearings between September 7 and September 18. With the five (5) day publishing requirement, the valuation, levy, revenue, and state aid numbers for areas should be finalized by the first of September.

Some County Assessors have historically provided initial certified valuations or made minor adjustments to certified valuations after the August 20th deadline for certification.

The community college areas agree to use, for Uniform Budget Document filings, the certified valuations as of the close of business on the fifth working day (Monday-Friday) after August 20th (Final Valuation). This date would range from the 25th to the 28th of August depending upon which day of the week August 20th falls. The five working day period would allow for late or corrected certifications to be filed. Changes in certified valuations after this date will not be considered unless the changes are material. In general, for the change to be considered material, it should result in a 1% or greater change in total valuation of the community college area.

II. COLLECTION AND REPORTING OF DATA

Data for use in computations for the Community College Aid Act shall be supplied to the Coordinating Commission for Postsecondary Education. Sources of data are as follows:

- A. Audited Statement of Reimbursable Full-Time Equivalent Student Enrollment and Reimbursable Educational Units due August 10.
 1. Two years of Reimbursable Full-Time Equivalent Student Enrollment.
 2. Two years of Reimbursable Educational Units.
 3. Three-year average of Reimbursable Full-Time Equivalent Student enrollment.
 4. Three-year average of Reimbursable Educational Units.

B. Audited Financial Statement due October 15

1. State aid
2. Property Taxes
3. Tuition and fees

C. Valuations for 2014 from the Department of Property Assessment and Taxation as of August 20, 2013.

Notice of Proposed Amendment to the Commission's Bylaws

ARTICLE II COMMISSION OFFICERS

Section 1. Elections

The members of the Commission shall annually elect a chairperson and vice-chairperson from among its members. *Neb. Rev. Stat. § 85-1409.*

The terms of office shall be July 1 through June 30 of each year ~~January 1 through December 31 of each year.~~

Section 2. Duties

The officers shall perform all duties of their respective offices as provided by these bylaws. Such duties shall include, but are not limited to, the following:

A. Chairperson

The chairperson shall call and preside at all meetings of the Commission, shall prepare agendas for such meetings, shall make appointments to all committees of the Commission, subject to ratification by the Commission, and shall act on the Commission's behalf during the interim between Commission meetings.

B. Vice-Chairperson

The vice-chairperson shall, in the absence or at the direction of the chairperson, perform any or all of the duties of the chairperson. In the event of a vacancy in the office of chairperson, the vice-chairperson shall serve as acting chairperson until a new chairperson is elected by the Commission.

FAQs for the State Authorization Reciprocity Agreement (SARA)

What is SARA?

The State Authorization Reciprocity Agreement is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. SARA is overseen by a National Council and administered by four regional education compacts.

Who belongs to SARA?

The members of SARA are states, not institutions or students. Therefore a state “joins” or becomes a “member” of SARA while a college or university “operates under” or “participates in” SARA. States join SARA through their respective regional compact (for Nebraska this is the Midwestern Higher Education Compact or MHEC).

Is every state a member of SARA?

No, membership is voluntary.

How does a state join SARA?

There is a uniform SARA application containing 14 requirements that a state will submit to its regional compact. In the application, the state asserts that it meets the standards established by the National Council for participation in the interstate reciprocity agreement. For example:

- The state has determined which state agency or entity will be the lead (or “portal”).
- The state has determined that the portal agency has the legal authority to sign an interstate agreement governing distance education laws for both public and private colleges.
- State law allows the portal agency, or a combination of agencies, to investigate and resolve complaints against all degree-granting institutions in the state, public and private.
- The state agrees to document complaints, actions, and resolutions.
- The state agrees to process applications from its institutions to participate in SARA and to accept certain standards as evidence of institutional quality (e.g., accreditation) and stability (e.g., composite financial score).

In Nebraska, the Commission will be asked to approve the application to SARA, agreeing to the 14 items in the application. These items will be discussed in detail at the Commission’s March workshop prior to the March meeting.

Do all of a state’s eligible institutions have to join SARA if the state does?

No.

What is the benefit to the institutions?

In general, an institution that offers online or other distance education courses to students in several states will benefit from operating under SARA because that college may have less paperwork and fewer fees to pay to offer online education.

What is the benefit to students?

SARA is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. For example, some institutions currently will not accept students from certain states because they have been unable to obtain authorization in those states.

What is the benefit to the state?

The number of institutions contacting the state regarding authorization for offering online courses and programs will diminish, reducing staff time. (The Commission has officially responded to almost 600 institutions since fall 2010 and informally replied to several hundred others.)

What fees does SARA charge institutions?

The following fee structure has been established by the National Council for SARA.

Enrolled FTE – Annual Fee to Institutions to Participate

Under 2,500	\$2,000
2,500-9,999	\$4,000
10,000 or more	\$6,000

States are also allowed to charge a state fee to SARA participants for administering SARA, but this is not required. In proposing SARA early in 2013, the Commission executive director assured the institutions that the Commission fee would not exceed \$300. The statute that subsequently passed in the legislature states that the Commission can establish fees not to exceed the cost of reviewing and evaluating the application.