
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION January 22, 2015

Video Conference sites:
Chadron State College, Chadron, NE
NET Building, Lincoln, NE
ESU #16, North Platte, NE
State Office Building, Omaha, NE
UNO Eppley Administration Building, Omaha, NE
City Hall, South Sioux City, NE

Public notice of meeting

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.

NOTICE OF MEETING

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JANUARY 22, 2015. THE MEETING WILL BEGIN AT 9:00 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.

COLLEEN ADAM, CHAIR

Meeting called to order at 9:00 a.m.

CALL TO ORDER AND INTRODUCTIONS

Chair Adam called the meeting to order at 9:00 a.m. and asked for introductions.

Commissioners Present

Colleen Adam*	Eric Seacrest (No. Platte)
Dr. John Bernthal*	Dr. Joyce Simmons*
Dr. Deborah Frison (UNO)	Lori Warner (So. Sioux City)
Dr. Ron Hunter (Chadron)	W. Scott Wilson (UNO)
Mary Lauritzen (So. Sioux City)	Carol Zink*
Dwayne Probyn (Omaha)	
	(*Lincoln site)

Commission Staff Present

Dr. Michael Baumgartner	Kadi Lukesh
Dr. Kathleen Fimple	Gary Timm
Helen Pope	Mike Wemhoff
Jason Keese	

*Minutes of December 4, 2014
Commission meeting approved*

MINUTES OF DECEMBER 4, 2014 COMMISSION MEETING

Commissioner Simmons moved that the December 4, 2014 meeting minutes be approved. Commissioner Zink seconded the motion. A roll call vote was taken. Commissioner Wilson abstained and all other Commissioners present voted yes.

Chair Adam notes Commissioner Bernthal's confirmation hearing

CHAIR'S REPORT

Chair Adam reported that Commissioner Bernthal will be appearing before the Education Committee next week for his confirmation hearing. He has already been sworn in as a Commissioner.

Dr. Baumgartner speaks about out-of-service area authorizations

EXECUTIVE DIRECTOR'S REPORT

Dr. Michael Baumgartner, Executive Director, reported that the following out-of-service-area applications have been approved:

1. Offered by University of Nebraska at Omaha
Traditional delivery at McCook High School in McCook, NE
 - ENGL 1010 Introduction to Genre Studies: Prose (3 cr.)
Spring 2015
2. Offered by University of Nebraska at Omaha
Traditional delivery at McCook High School in McCook, NE
 - ENGL 1020 Introduction to Genre Studies: Poetry, Drama, and Film (3 cr.)
Spring 2015
3. Offered by University of Nebraska at Omaha
Traditional delivery at Crete High School in Crete, NE
 - SPANISH 2120 Intermediate Spanish II (3 cr.)
Spring 2015
4. Offered by Mid-Plains Community College
Traditional delivery at Hyannis High School in Hyannis, NE
 - FACS 1120 Child Development (4 cr.)
1/12/15 – 5/22/15
5. Offered by Central Community College
Interactive two-way video originated at CCC
Delivered to Yutan High School in Yutan, NE
 - MATH 1150 College Algebra (3 cr.)
1/12/15 – 5/7/15

Kadi Lukesh gives second-quarter budget report

Kadi Lukesh, Office Manager/Bookkeeper, gave the second-quarter budget report, noting that we are halfway through the fiscal year. Data processing expenses are higher due to an Access College Early scholarship program portal enhancement. Food expense is high due to it being our turn to host the Board of Education at the December Commission meeting. Commissioner

travel and lodging is also high since there were evening events we asked the Commissioners to participate in before the Commission meetings. Ms. Lukesh noted that the mileage reimbursement for 2015 has increased as the State of Nebraska follows the federal guidelines. Ms. Lukesh answered questions from the Commissioners

Dr. Baumgartner discusses Education Committee's 2025 Vision Report

Dr. Baumgartner reported that in December the Education Committee released its Vision for 2025 Report and its Lottery Study. Both reports are important to the Coordinating Commission. The Education Committee's vision is that every Nebraskan be educated for success, with a mission of providing Nebraskans the opportunity to acquire the necessary skills and knowledge to be productive citizens. There are four goals: provide quality educational opportunities; establish high expectations for educators, parents, students, and educational institutions; create positive and successful learning environments; and develop collaborative educational relationships with the entire community. Dr. Baumgartner stated that each goal has a number of objectives. The report set 2025 as an overall target date for the vision but did not set specific goals or dates for completion of its goal or objectives. Much of the work is intended to be carried out by the proposed Nebraska Council for Education Success, which would be created by LB 371, a new bill sponsored by Senators Sullivan and Mello. Dr. Baumgartner noted that whether or not the council is created, there may be different processes to accomplish the same goals. The implementation of the Vision report could affect portions of the CCPE's Comprehensive Statewide Plan for Postsecondary Education.

Dr. Baumgartner comments on Education Committee's Lottery Study

The Education Committee's Lottery Study was released at the same time as the Vision report. The study contains a history of the constitutional and statutory provisions that have governed the use of the lottery proceeds. Two subsequent bills have been introduced by Senator Sullivan. LB 519 would change how the education portion of lottery funds is distributed. The Nebraska Opportunity Grant (NOG), which has been funded since fiscal year 2003-04 from lottery funds, would no longer receive lottery funds. LB 520, an alternative bill, would gradually reduce the amount of lottery funding for NOG and request that the Legislature replace lottery funding with General funds as it is reduced.

Jason Keese gives Legislative update

Dr. Baumgartner asked Jason Keese, Public Information and Special Projects Coordinator, to brief the Commissioners on current Legislative bills of interest. A summary sheet was distributed to Commissioners outlining information discussed. Mr. Keese stated that yesterday, January 21st, was the filing deadline for new bills. There are 28 bills related to higher education that he will be tracking, and several that the Coordinating Commission will be testifying on. Mr. Keese answered questions from the Commissioners.

Public Hearing on Matters of General Concern

PUBLIC COMMENT ON MATTERS OF GENERAL CONCERN

There was no testimony regarding Matters of General Concern.

Chair Adam closed the public hearing on Matters of General Concern. PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

Public Hearing on Academic Programs Committee Items

Richard Ferguson, University of Nebraska – Lincoln

Richard Ferguson, Professor of Soil Science and Associate Head of the Department of Agronomy and Horticulture at the University of Nebraska – Lincoln, came forward in support of the merger of the department’s PhD programs. He discussed the difference between agronomy and horticulture and the rationale behind the integration of these programs. He offered to answer any questions the Commissioners might have.

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

Commissioner Probyn thanks fellow APC members

ACADEMIC PROGRAMS COMMITTEE

Commissioner Probyn thanked Dr. Kathleen Fimple, Academic Programs Officer, and the members of the Academic Programs Committee for their involvement in the committee conference call.

ITQ State Grant Program Recommendations

Commissioner Probyn and Dr. Fimple present the ITQ recommendations

Improving Teacher Quality State Grant Program Recommendations for 2014-2015 Awards

Commissioner Probyn and Dr. Fimple presented the program proposal. The ITQ program provides grants to partnerships comprised of Nebraska institutions of higher education and high-need local educational agencies for projects to improve the skills of teachers, paraprofessionals, and principals. Eight proposals were submitted to the panel for evaluation. The total amount of funds available for awards in 2014-2015 is \$275,855. The five proposals that were chosen and recommended for funding are:

- Strengthening Mathematics Instruction for Teachers of Primary Grades in the Nebraska Panhandle – UNL and Scottsbluff Public Schools
- Engaging Math: Professional Development through the Flipped Classroom Model – UNK and Grand Island Public Schools
- Building Teacher Competency in World Language Classrooms through Authentic Performance Based Assessment – UNL and Grand Island Public Schools
- Water for Elementary Teachers of Science Nebraska – UNL and Hastings Public Schools
- Improving Social Studies Instruction Using the Student Atlas of Nebraska – Wayne State College and Omaha Public Schools

ITQ State Grant Program Recommendations for 2014-15 Awards approved

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the Improving Teacher Quality State Grant Program recommendations for 2014-2015 Awards. A roll call vote was taken, with all Commissioners present voting yes.

University of Nebraska (UNO and UNMC)

Commissioner Probyn presents the proposal

Donald Leuenberger, UNMC, answers Commissioner questions

University of Nebraska (UNO and UNMC) Nebraska Advanced Biomedical Technology Innovation and Discovery Institute approved

University of Nebraska – Lincoln

Commissioner Probyn presents the program

UNL – Horticulture PhD merger approved, and MS degree continued

Nebraska College of Technical Agriculture

Commissioner Probyn and Dr. Fimple present the program

University of Nebraska (UNO and UNMC) Proposal for a New Organizational Unit – Nebraska Advanced Biomedical Technology Innovation and Discovery Institute

Commissioner Probyn presented the proposal, noting the institute would be located in Omaha and provide biomedical research and technologies. The research and resulting products would enhance health care delivery and have a positive impact on the state. The institute would collaborate with UNL, UNK, STRATCOM and other venture groups and private and public institutions. Dr. Scott Snyder, Associate Vice Chancellor for Research at UNO, Dr. Jennifer Larsen, Vice Chancellor for Research at UNMC, and Donald Leuenberger, Vice Chancellor for Business and Finance at UNMC, were available at the Eppley Administration building video conference site and answered questions from the Commissioners. Mr. Leuenberger stated the institute would be much more than a research effort; it would provide an opportunity to commercialize technology that is developed in the state and use this as part of a new economic engine in the region for biotechnology development.

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska’s (UNO and UNMC) proposal for a New Organizational Unit: Nebraska Advanced Biomedical Technology Innovation and Discovery Institute. A roll call vote was taken, with all Commissioners present voting yes.

University of Nebraska - Lincoln – Follow-up Report on an Existing Instructional Program – Horticulture (MS, PhD)

Commissioner Probyn presented the report, stating that horticulture plays an increasingly important role in the future of society because of the need for secure and reliable food supplies. He noted that because of concern expressed by the Commission in 2011 over the number of graduates, the College of Agricultural Sciences and Natural Resources merged the PhD programs in Agronomy and Horticulture. A combined agronomy/horticulture PhD would meet Commission thresholds while providing a doctoral degree option for horticulture students.

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to accept the University’s decision to merge the PhD horticulture program with agronomy, discontinuing the freestanding PhD in horticulture, and to continue the MS degree program. A roll call vote was taken, with all Commissioners present voting yes.

Nebraska College of Technical Agriculture – Follow-up Report on an Existing Instructional Program – Horticulture (AS, AAS, Certificate)

Commissioner Probyn presented the proposal, commenting that the Nebraska College of Technical Agriculture will deactivate the Horticulture Systems program in January 2015. The low productivity despite significant recruitment efforts supports NCTA’s decision. Programs in horticulture are currently offered at Central, Metropolitan, Northeast, and Southeast Community Colleges to serve Nebraska students. Dr. Fimple noted that when an institution initiates discontinuing a program, the Commission does

NCTA's decision to deactivate Horticulture Systems program approved

2013-2014 Existing Program Review approved by the Executive Director

SARA Institutional Applications Approved by the Executive Director

not act upon that decision; rather it concurs with the institution and supports its decision.

Commissioner Probyn, on behalf of the Academic Programs Committee, moved to concur with Nebraska College of Technical Agriculture's decision to deactivate the Horticulture Systems program (discontinuing the free-standing AS, AAS, and certificate in horticulture). A roll call vote was taken, with all Commissioners present voting yes.

2013-2014 Existing Program Review

Commissioner Probyn presented the Existing Program Review approved by the Executive Director.

University of Nebraska at Kearney

History – BS, BAE, MA
Political Science – BA, BS, BAE
Public Administration – BS
Social Science – BS, BAE

University of Nebraska-Lincoln

History – BA, BS, BJ, MA, PhD
Political Science – BA, BS, BJ, MA, PhD

University of Nebraska at Omaha

Global Information Operations – Graduate Certificate
History – BA, BS, BGS, MA
Political Science – BA, BS, BGS, MS

Chadron State College

History – BA, BSE

Peru State College

Psychology – BA/BS
Social Science – BA/BS

Wayne State College

History – BA, BS
Political Science – BA, BS

SARA Institutional Applications Approved by the Executive Director

Commissioner Probyn reported that 16 Nebraska institutions have been approved for participation in SARA, with three more making inquiries. Dr. Fimple noted there are no applications pending at this time. There are 18 states participating, with New Hampshire being the latest and Minnesota expected to be approved soon.

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

Program Name Change

Program Name Change

WNCC – Applied Technology (AOS) to
Technical Studies (AOS)

Reasonable and Moderate Extension

Reasonable and Moderate Extension

NECC – Diversified Manufacturing Technology (diploma)

Renaming of Center

Renaming of Center

UNO – Center for Research in Biomechanics to
Center for Research in Human Movement Variability

Discontinued Program

Discontinued Program

UNL – University Studies (BA, BS)

New Program Location

New Program Location

UNMC – As a result of the Regional West Medical Center (RWMC) in Scottsbluff closing its hospital-based Radiologic Technology School (AS in association with WNCC), the School of Allied Health Professions will be expanding its Radiography Education Program (BS) to the RWMC campus

Commissioners Zink and Lauritzen share articles

Commissioners Zink and Lauritzen Share Articles of Interest

Commissioner Zink shared a Lincoln Journal Star article from January 21, 2015 titled *UNMC, Community Colleges Announce Joint Nursing Program*. The paper stated the reason admissions in the state and particularly the Lincoln area will not expand is because of the lack of enough clinical sites. She noted that in the past, Commissioners have discussed this topic in depth.

Commissioner Lauritzen shared an article from the January 19, 2015 Omaha World-Herald, *A Quick Report on Higher Education* by Kate Howard. She noted Wayne State College will offer a lecture on suicide prevention January 29th that is open to the public, and UNO is offering a farm and food ethics lecture on February 5th. These are items that tie into recently discussed issues.

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.

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

Commissioner Simmons identifies and thanks fellow BCF committee members

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Commissioner Simmons, Chair of the Budget, Construction, and Financial Aid Committee, identified and thanked the members of the committee: Commissioners Adam, Wilson, Zink, and Seacrest.

*Metropolitan Community College
– Fort Omaha Campus*

*Commissioner Simmons and
Mike Wemhoff present the
project proposal*

*Jim Grotrian, and Stan Horrell,
Metropolitan Community College*

*Metropolitan Community College
– Fort Omaha Campus
Academic Skills Center approved*

*Gary Timm presents the
Nebraska Community Colleges
State Aid Enrollment FTE/REU
Guidelines for 2015*

*Nebraska Community Colleges
State Aid Enrollment FTE/REU
Guidelines for 2015 approved*

*Gary Timm presents the
Nebraska Community Colleges
State Aid Enrollment Audit
Guidelines*

Capital Construction Project Proposal – Metropolitan Community College – Fort Omaha Campus – Academic Skills Center

Commissioner Simmons stated that the Academic Skills Center is one of three projects being planned concurrently at the Fort Omaha Campus. She introduced Mike Wemhoff, Facilities Officer, to discuss the proposal. Mr. Wemhoff stated the Academic Skills Center would be the first of several projects developed from Metropolitan Community College’s master plan for the Fort Omaha Campus. The new building would have a number of functions, including a new method of providing student services, lounge and food spaces, classrooms and collaborative learning study spaces. One of the main functions of the building would be to create a new team-centered approach to providing student services.

Jim Grotrian, Executive Vice President, and Stan Horrell, Director of Facilities Planning and Sustainability, from Metropolitan Community College spoke in support of the proposal and answered questions from the Commissioners.

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, stated, that pursuant to the Nebraska Revised Statutes, Section 85-1414, the Budget, Construction, and Financial Aid Committee of the Coordinating Commission for Postsecondary Education recommends approval of Metropolitan Community College’s proposal to use \$8.59 million in capital improvement property taxes for a new Academic Skills Center as outlined in the program statement approved by the MCC Board of Governors on December 16, 2014 and supplemental information provided. A roll call vote was taken, with all Commissioners present voting yes.

Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines for FY 2015

Commissioner Simmons introduced Gary Timm, Chief Finance and Administrative Officer, to present the guidelines. Mr. Timm stated this is the first year the community college audit guidelines were divided into two separate documents. The original guideline document was created by the community colleges to provide a uniform way to identify the courses and course weighting requirements in order to be used in a way the previous formula worked to allocate state aid. Commissioner Lauritzen requested the institutions and their locations be named in the document.

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Nebraska Community Colleges State Aid Enrollment FTE/REU Guidelines for FY 2015 with the inclusion of names and locations of the institutions.* A roll call vote was taken, with all Commissioners present voting yes.

Nebraska Community Colleges State Aid Enrollment Audit Guidelines

Mr. Timm stated this document provides guidance to outside independent auditors who audit the accuracy of the community colleges’ reported full-time equivalents (FTEs) and reimbursable educational units (REUs). The

only change in this document is the omission of specific dates, with the intent that the document will not come before the Commission in the future unless there are changes. Chair Adam added that each college is free to choose its own auditor. Commissioner Lauritzen requested the institutions and their locations be named in the document.

*Nebraska Community Colleges
State Aid Enrollment Audit
Guidelines approved*

Commissioner Simmons, on behalf of the Budget, Construction, and Financial Aid Committee, moved to approve the *Nebraska Community Colleges State Aid Enrollment Audit Guidelines*, with the inclusion of names and locations of the institutions. A roll call vote was taken, with all Commissioners present voting yes.

*Next Commission meeting
March 12, 2015*

FUTURE MEETINGS

The next Commission meeting will be Thursday, March 12, 2015 at Central Community College in Columbus, Nebraska.

Chair Adam comments

COMMISSIONER COMMENTS

Chair Adam thanked Commissioners and guests who were located at remote sites for their attendance and participation.

Meeting adjourned at 11:45 a.m.

ADJOURNMENT

The meeting adjourned at 11:45 a.m.



NEW ORGANIZATIONAL UNIT PROPOSAL

Institution: University of Nebraska Medical Center (UNMC)
Name of the new unit: College of Allied Health Professions
Proposal Received by the Commission: February 3, 2015
Programs included in the new unit: Twelve health education programs from the School of Allied Health Professions (see below)
Proposed Start Date: July 1, 2015

Description

The School of Allied Health Professions at UNMC was established in 1972 as a unit within the College of Medicine. It currently represents the second largest enrollment by unit at UNMC. There are twelve health education programs in the school:

- Clinical Laboratory Science (BS)
- Clinical Perfusion (MS)
- Cytotechnology (Post-baccalaureate certificate)
- Diagnostic Medical Sonography (BS and post-baccalaureate certificate)
- Magnetic Resonance Imaging (BS and post-baccalaureate certificate)
- Medical Nutrition (Post-baccalaureate certificate)
- Nuclear Medicine Technology (BS and post-baccalaureate certificate)
- Physical Therapy (DPT)
- Physician Assistant (Masters in Physician Assistant Studies)
- Radiation Therapy (BS and post-baccalaureate certificate)
- Radiography (BS)
- Cardiovascular Interventional Technology (BS and post-baccalaureate certificate)

Each of the programs would be considered an independent department except for Cardiovascular Interventional Technology which would be housed in the Department of Radiography. This proposal would elevate the existing school to the status of college.

Consistent with Institutional Role and Mission? YES NO

Consistent with Statewide Comprehensive Plan? YES NO

REVIEW CRITERIA

A. Demonstrated Need

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

UNMC states that as many as 60% of the U.S. healthcare workforce are allied health practitioners. The U.S. Department of Labor projects the employment demand from 2012 to 2022 to increase significantly. For example, the demands for physician assistants and physical therapists are expected to increase by 36% and 38% respectively. The growing demand is partially fueled by an aging population. Another factor is the predicted shortage of primary care physicians, increasing the need for

physician assistants. The need for laboratory professionals is driven by the extensive use of testing for diagnosis. It is estimated that 70% of all medical decisions are based on laboratory results.

The university reports that the School of Allied Health Professions now totals about 190 graduates per year. The graduates account for 37% of all UNMC Rural Health Opportunity Program (RHOP) graduates. Sixty-two percent of the RHOP grads work in Nebraska, and 82% of those practice in rural Nebraska. On average over the past five years, there have been 4.3 applicants for every student position available, with slightly over 4,300 applicants. The number of slots has remained unchanged because UNMC limits admissions based on faculty and availability of clinical education sites.

A new Health Science Education Building at UNK will allow the UNMC nursing program, already in Kearney, to collocate with other allied health programs on campus and to expand allied health offerings in the area (see Section D.)

There is no other college of allied health in Nebraska. Creighton University offers two allied health programs: occupational and physical therapy. Both are housed in the School of Pharmacy and Health Professions.

B. Demonstrated Appropriateness of the Unit

High-----Low
√

The proposal states that the current School of Allied Health Professions has grown considerably in its depth, breadth, and geographical reach since its inception, making it comparable to other colleges at UNMC as well as peer institutions. The proposed college would enhance the national reputation of the allied health education programs, facilitate faculty and student recruitment, increase research growth, and create the opportunity to add health education programs.

Each program in the proposed college has been fully accredited since its inception. The physician assistant and physical therapy programs are nationally ranked by U.S. News and World Report. The clinical perfusion program is one of only 16 in the U.S. and one of seven to offer a master’s degree. The magnetic imaging resonance program is one of six programs to have achieved accreditation by the Joint Review Committee on Education in Radiologic Technology and the cytotechnology program offers the only fully online program in the country.

UNMC allied health programs have reached beyond Nebraska. A number of colleges and universities partner with UNMC for the delivery of allied health programs in and outside the state. The Division of Physician Assistant Education provides administrative support and consultation to U.S. and Canadian physician assistant education programs. A recent partnership has been established between the Division of Physical Therapy Education and Tongji University in Shanghai to advance the education of physical therapists in that part of China.

It is appropriate for UNMC to create the new college, based on the expansion within the state, the national rankings, and the size of the current school.

C. Resources: Faculty/Staff

High-----Low
√

The current school structure includes a Senior Associate Dean, an Assistant Dean for Academic and Student Affairs, and an Assistant Dean for Research Development. There are 47 faculty members: 13 hold PhDs, one with a clinical doctorate, 23 hold master’s degrees, and 11 have a bachelor’s degree. UNMC reports that in the proposed college each health education program would be administered by a

program director, licensed or certified in the given profession. The directors would report to the Dean of the College of Allied Health Professions. All of the positions are currently in place.

D. Resources: Physical Facilities/Equipment

High-----Low
√

Prior to 2008 the administrative and staff offices for the School of Allied Health Professions were scattered across the UNMC campus. After an extensive renovation, Bennett Hall became the single site and point of contact for the school’s administration. The building also has a conference room and a small number of classrooms and laboratory spaces. Most of the classes, however, are held in the Sorrell Center for Health Science Education located across the street from Bennett. There are additional research spaces, labs, and graduate offices in several other campus buildings. UNMC reports that all facilities would remain in place to support the proposed college.

A new Health Science Education Building is currently under construction on the UNK campus. It will include faculty and staff offices, a gross anatomy lab, clinical skills labs, simulation suites, classrooms of various sizes, and state of the art technology. The new facility, expected to be complete by the end of summer 2015, will allow expansion of the allied health professions programs to central Nebraska. To further support the delivery of programs to areas outside Omaha, UNMC has invested in technology that will aid in distance delivery at UNK and other Nebraska locations.

UNMC reports other major technology advancements including a virtual anatomic dissection table, the Virtual Environment Radiotherapy (VERT) immersive simulation system (planned for spring 2015), and a teaching technology lab for UNMC faculty to learn how to use the distance delivery system.

The technology and facilities are new or newly renovated. Especially notable is the inclusion of a lab to instruct faculty on the use of the new technology.

E. Budget

UNMC reports that the School of Allied Health Professions has had its own budget and budgeting processes for many years and that the transition to college status is planned to occur without additional funding. The College of Medicine provides access to facilities, \$9,000 annually toward operating costs, and support for the Senior Associate Dean, the Director of Radiation Science Technology Education, and one physical therapy faculty member. (These are the items listed in the table below.) Other existing funding sources include the state of Nebraska, extramural grants and contracts, and endowments. Information on other funding was not provided but would presumably continue to flow into the college. The proposal did note that the faculty has recently received 74 awards totaling \$5.4 million.

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

Costs and Reallocated funds from the College of Medicine only

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff	\$2,043,614	Reallocated Funds	\$2,088,614
General Operating	\$45,000	New State Funds	
Equipment		New Local Funds	
Facilities		Tuition and Fees	
Library		Other: extramural support	
Five-Year TOTAL	\$2,088,614	Five-Year TOTAL	\$2,088,614

Committee Recommendation: Approve the College of Allied Health Professions

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



Application to Modify a Recurrent Authorization to Operate

Institution:	ITT Technical Institute
Programs:	Software Development (BS, AAS); Industrial Engineering Technology (AAS); Accounting (AAS); Medical Assisting and Administration (AAS)
Awards/Degrees:	Bachelor of Science (BS), Associate of Applied Science (AAS)
Institution's Existing Degree(s) in Same or Similar Discipline:	All degrees and programs are offered at other ITT locations
Proposal Received by Commission:	May 19, 2014; audited financial statements received January 4, 2015
Proposed Start Dates:	June 2015: Software Development (AAS); Medical Assisting and Administration September 2015: Accounting; Industrial Engineering Technology March 2016: Software Development (BS)

Background

The ITT Technical Institute campus located in Omaha was approved by the Commission as a new four-year institution in May 2003. The original approval authorized ITT to offer a bachelor of applied science degree in four program areas. In May 2004 the Commission approved ITT's request to offer a BAS in four additional programs and a fifth was authorized in 2007. In 2009 the Commission authorized two BS degrees and in 2011 four new BS degrees were approved by the Commission (see p. 8 for current programs, enrollments, and graduates).

ITT, a for-profit institution headquartered in Indianapolis, Indiana, currently enrolls students on over 130 campuses in 38 states. The college offers baccalaureate and associate degrees in six broad areas: information technology, business, drafting and design, electronics technology, criminal justice, and nursing.

REVIEW CRITERIA

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

High	-----	-----	Low
		√	

ITT provided its annual report filed with the U.S. Securities Exchange as well as the audited financial statements for the fiscal year ending December 31, 2013.

ITT has met the U.S. Department of Education requirements that no more than 90% of an institution’s revenue can be from federal (Title IV) financial aid funds. The percentage for 2013 was 82%. This represents an increase from the 79.6% for 2012 and the 59% for 2010.

ITT’s composite financial score in 2011, according to the U.S. Department of Education (the Department), was 2.2, 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.) The 2011 information is the most recent available on the Department’s website. However, in January 2015, the Department notified ITT that, based on the audited financial statements for the year ended December 31, 2013, its composite score was 0.9. The decrease was due to certain financial transactions and a change in an accounting estimate. As a result of this score, the Department has required ITT to post a Letter of Credit in the amount of \$79.7 million, which ITT has done, and has put ITT under Heightened Cash Monitoring. ITT argues that the Department’s rules allow the change in accounting estimate to be excluded from the calculation, and if it would have been excluded, the composite score would have been 1.8. ITT has asked for a meeting with the Department to discuss this issue.

While ITT’s stock price has dramatically decreased over the past year, recent financials indicate an upward trend. For example, comparing third quarter (September 2014) results with the prior year, ITT increased its cash on hand by \$36 million, to nearly \$207 million and decreased its borrowings under its revolving credit line agreement by \$10 million, to \$50 million. It would appear ITT’s financial position is improving and analysts have indicated going concern issues are less of a risk than six months ago. And while ITT isn’t as financially sound as it once was, the U.S. Department of Education has taken steps to safeguard students’ interests. Should the financial situation decline, the Department would take action. Nonetheless, Commission staff recommends close monitoring (see Staff Recommendations on p. 7).

Costs

The ITT tuition listed below includes a \$300 fee (\$955 for medical assisting).

While the following figures are estimates and not entirely comparable, it appears that ITT’s tuition is higher than that of other institutions offering similar programs in the Omaha area.

Selected comparison of tuition and fees (estimated)

Program	ITT	Kaplan	NAU	Wright	Bellevue	MCC	UNO
Bachelor’s Degree	\$89,040 (180 quarter hours)	\$66,780 (180 quarter hours-tuition only)	\$65,880 (180 quarter hours)	\$68,875 (121 semester hours)	\$30,000 (120 semester hours)		\$27,000 (120 semester hours)
Associate Degree medical assisting AAS →	\$46,149 (93 quarter hours) \$46,804	\$33,390 (90 quarter hours-tuition only)	\$34,038 (93 quarter hours)	\$35,230 (60 semester hours)		\$5,394 (93 quarter hours)	

Student loan default rate: 2011: 22.4% 2010: 28.6% 2009: 33.3%

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%. ITT meets the second standard of having its most recent rate below 25%.

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 programs are identical to those offered in other ITT locations. Courses are generally offered in both daytime and evening, depending on enrollments. The focus of each proposed

program is identified below.

- Software Development, AAS --fundamental skills used in entry-level software development, software analysis, application design (entire AAS counts toward the BS)
- Software Development, BS—variety of tools and programming languages for desktop, website, and mobile applications
- Industrial Engineering Technology—planning, creating, and analyzing manufacturing industrial processes
- Accounting—accounting concepts and skills, financial applications, business elements, and accounting technology
- Medical Assisting and Administration—medical office administrative services and clinical duties, routine diagnostic and recording procedures, pre-examination and examination assistance, the administration of medications and first aid

The general education requirements for all associate degree programs include College Mathematics I, English Composition I and II, and Communications. Additional courses vary, depending on the major. The table below indicates the other general education courses required for each associate degree. For the bachelor’s degree, there are 54 quarter credit hours (36 semester credit hours) of general education requirements. In addition to the 27 hours from the AAS, the courses include statistics, research methods, written analysis, social psychology, ethics, and environmental science. These are appropriate and common requirements for associate and baccalaureate degrees.

The following table contains a summary of the required hours for the five programs proposed for Omaha. All are within the commonly accepted range of credit hours for the respective degrees and awards.

Program Requirements (in quarter credit hours)

(180 quarter hours is equivalent to 120 semester hours; 93 quarter hours equals 62 semester hours)

Program	Degree	Total Hours	Major Hours	Support Hours	Elective Hours	General Education Hours	General education courses beyond the four core courses
Software Development	BS	180	117		9	54	(see above)
	AAS	93	54	12		27	2 math classes and group theory
Industrial Engineering Tech	AAS	93	49.5	12		31.5	2 math classes, physics, and economics
Accounting	AAS	93	54	12		27	Micro and macro econ
Medical Assisting and Administration	AAS	93	51*	12		30	anatomy and physiology I and II and psychology

*Includes an externship

Nebraska has no higher education requirements or licenses for any occupation associated with these five programs. There are requirements for a CPA, but none for general accountants.

Outside placements – The medical assisting and administration program requires a six credit hour externship. ITT states that the nursing program chair has been meeting weekly regarding possible externship placements beyond the contracts that are already in place for the nursing program. A contributing factor is the scheduled closing of Vatterott College where medical assisting was also offered. The termination of that program would likely free up previously committed placement locations.

Enrollment – ITT provided these estimates:

- The associate degree programs in software development and industrial engineering technology would enroll 30 students the first year and up to 41 by the fifth year.
- For the AAS in accounting, estimates are 34 students initially, reaching 93 in year five.
- For medical assisting and administration, projections are 30 students at the outset and 75 students after five years.
- The BS program would enroll 20 the first year and up to 25 after four years.

The projections are based on facility size and location, employer demand in the area, and average class size historically. The estimates may be high for initial enrollments for some of the programs, especially those with counterparts at more than one Omaha area location (see table below).

There are several institutions in the Omaha area that offer accounting and medical assisting AAS programs. There are also programs related to software development (e.g., information technology-web development at MCC) and industrial engineering technology (e.g., process operation technology at MCC) but only the programs most closely matching the proposed programs were listed in the table.

The Commission staff consulted the Nebraska Department of Labor’s website to determine job opportunities for graduates. The estimated average annual openings between 2012 and 2022 as well as entry-level annual salaries are displayed in the following table.

ITT Program	Projected Annual Openings	Starting Salary	Local Institutions w/ similar programs	Comparable program
Software Development BS AAS	164	\$53,323	Bellevue Creighton Wright	Software Development Digital Design and Development CIS: Software Development
Industrial Engineering Technology AAS	7	\$38,272		
Accounting* AAS	323	\$22,971	Kaplan MCC Wright	Accounting Accounting Accounting
Medical Assisting and Administration AAS	147	\$24,052	Kaplan MCC NAU Wright	Medical Assisting Medical Assisting Medical Assisting Medical Assisting

*The data from the Nebraska Department of Labor is for “Bookkeeping, Accounting, and Auditing Clerks”.

ITT may experience competition from other institutions in several of the program areas. Commission staff consulted IPEDS for graduation data. Due to the configuration of data for the private institutions, information was only available for Kaplan and MCC. (IPEDS uses generic titles for programs, so it was not possible to identify the software development programs at Creighton and Bellevue. Wright Career College reports all graduates under its Overland Park, Kansas location and National American University had not yet graduated any students in the most recent IPEDS year available.)

- In the AAS accounting programs, Kaplan averages seven graduates per year and MCC averages 30. Based on the projected annual openings, ITT is likely to find students and graduates are likely to find jobs.
- For medical assisting, Kaplan averages 66 graduates and MCC averages 31. That is almost 100 graduates for a field in which the projected number of openings is 147. With Wright Career College and National American University also offering programs, the competition for students may be significant. However, Vatterott was contributing 27 graduates yearly to the pool of potential employees, so it's possible there may be room for ITT in this area.
- While there isn't data for software development, in general the information technology field is growing rapidly and having difficulty attracting enough students to meet the demand. The projected 164 openings is a large number to fill with the available programs, so ITT may have good enrollments if they can entice students.
- There is little information regarding industrial engineering technology. It is a very narrow category but likely would provide a variety of employment options. The narrow program title could be a drawback in student recruitment.

Credit – ITT offers courses on an academic quarter system. One quarter credit requires ten hours of lecture, 20 hours of lab, or 30 hours of externship. This is typical for quarter hour systems.

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

High-----Low
√

Faculty – The proposal includes the résumés of people currently teaching in Omaha who would teach some of the classes for the

proposed programs. They include:

- One faculty member for the accounting program who has a master's degree in accounting.
- Five faculty for medical assisting. The potential medical assisting faculty are teaching in ITT's nursing program. One holds a PhD, three have MSN degrees, and one has an MSN underway.
- Two faculty for software development. Both hold baccalaureate degrees (one in electronics engineering technology; the other not specified) and have extensive work experience. The baccalaureate degrees would be appropriate for someone teaching in the AAS program, but a master's would be preferred for the BS programs. When Commission staff inquired about these two faculty, ITT replied that they will comply with criteria relative to instructional staff qualifications established by their accrediting body (ACICS—see Section F.) They also noted that all faculty teaching general education courses hold master's degrees.

Library – The Learning Resource Center (LRC) houses physical resources, but many more are available online. ITT has a Virtual Library that provides access to over 20,000 full-text magazines and professional journals as well as abstracts and indexing for hundreds of additional titles through 15 databases. Listed below is a sample of the databases available that are related to the proposed programs.

- ProQuest—technology-related, criminal justice, health science
- Ovid Nursing Journals—patient care, nursing fundamentals, professional development
- Gale Computer Database—computer-related product introductions, news, reviews
- Access Science—access to the *McGraw-Hill Encyclopedia of Science and Technology*
- Mergent—suite of global business and financial information products

ITT also noted that many of its courses have companion websites hosted by textbook publishers that provide additional teaching resources for faculty and learning aids for students.

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

ITT classes are held at the Omaha campus, 1120 North 103rd Plaza, Suite 200. The space, taking up much of the second floor of the building, was recently remodeled for ITT, which relocated from its previous location in southwest Omaha.

ITT reported that the current Health Sciences Lab would be available for the medical assisting program. It provides simulation, beds, and supplies used by the existing nursing program, and would be available for the proposed program several days and times during the week.

For the other programs, ITT has 146 PCs and two Macintosh computers available for student use. There are two computer labs housing 100 of the PCs and the Macintoshes and there are 34 more PCs in two classrooms and 12 in the Learning Resource Center. The LRC is open seven days a week from 9 a.m. to 9 p.m. When classes are not being held in the computer labs and classrooms, students can use the computers in those rooms. ITT states that the current licensing agreements for software would meet the needs of the proposed programs.

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

ITT reports that any course taken at the school will be accepted for transfer by any other ITT Technical Institute located outside Maryland (where transfer is allowed, but is more prescriptive) toward the credits required in the same course. Acceptance of transfer credits from any institution is at the discretion of the receiving institution. ITT states that “it is unlikely that any credits earned at an itt (sic) technical institute will be transferable to or accepted by any institution other than an itt (sic) technical institute.” (application, attachment 5)

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

ITT is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS), an accrediting body recognized by the United States Department of Education. Accredited since 1991, ITT is authorized to offer associate, baccalaureate, and master's degrees.

While there are programmatic accreditations available for business and medical assisting should an institution choose to seek them, none of the proposed programs hold such accreditation. The medical assisting and administration program at other ITT locations is formally recognized by the American Medical Technologists (AMT), a certification agency and membership society (not an accreditor) for nine allied health professions. Students completing the medical assisting and administration program would be eligible to sit for AMT's Registered Medical Assistant exam. ITT states that once it has received state and national approval for the program, it will add the Omaha location to the list of AMT recognized ITT Technical Institute programs.

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

The admission standards were provided; they are also included in the college catalog. There are no specialized admissions requirements for any of the programs. ITT reported that the local campus advertising is generally comprised of broadcast, direct mail, company website, and the yellow page directory.

Committee Recommendation: Approve the modification to the recurrent authorization to operate for ITT to include the BS and AAS in software development, the AAS in accounting, the AAS in industrial engineering technology, and the AAS in medical assisting, with the understanding that ITT will submit the following documentation to the Commission:

- Information on the U.S. Department of Education's response to ITT's request to exclude certain transactions in the calculation of the composite score as well as any other relevant communication ITT has with the Department.
- The December 2014 quarterly financial report as soon as it is available.
- 2014 audited financial statements.
- Résumés of faculty hired to teach software development courses for the BS program.

Reporting Requirements:

Commission rules require annual reporting one year from the date of receiving recurrent authorization. ITT's report is due March 1, 2015.

ITT Annual Report—March 24, 2014

Academic year: March 2013 – March 2014		for the Nebraska location only	
	Degree/ Award	# Currently enrolled	# Graduated/ Completed
Institution:		401	178
Program/s:			
Business Management	AAS	27	0
Computer Drafting and Design	AAS	0	16
Computer Electronics and Engineering Technology	AAS	0	23
Criminal Justice	AAS	0	9
Criminology and Forensic Technology	AAS	47	7
Computer Network Systems	AAS	0	12*
Drafting and Design Technology	AAS	40	2
Electrical Engineering Technology	AAS	70	19
Graphic Communications and Design	AAS	27	2
Network Systems Administration	AAS	79	28
Nursing	AAS	76	25
Paralegal Studies	AAS	0	1*
Visual Communications	AAS	0	8*
Construction Management	BS	2	7
Digital Engineering and Game Design	BS	14	9
Electronics/ Communication Engineering Technology	BS	0	1*
Information Systems Security	BS	1	1*
Electrical Engineering/ Communication Technology	BS	7	3
Information Systems and Cybersecurity	BS	6	4
Project Management	BS	0	1*
Project Management Administration with options	BS	5	0

*= discontinued



Application For a Change in Ownership for a Recurrent Authorization to Operate

Institution: Omaha School of Massage and Healthcare of Herzing University

Proposal Received by Commission: February 9, 2015 (dated January 30, 2015)

Effective Date: January 1, 2015

Background

Herzing University has operated for over 45 years as a private, career-oriented campus with its home office and online programs based in Milwaukee. There are currently eleven physical campuses in eight states with programs ranging from certificates to master's degrees in business, computer technology, public safety, design, nursing, and health care. Herzing University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

In 2008 Herzing University purchased the Omaha School of Massage Therapy. The Commission subsequently approved Herzing to offer AS and BS degrees in a variety of fields, primarily in allied health. On January 1, 2015, Herzing, Inc. (a for-profit educational provider) entered into a merger agreement whereby it would merge with and into Herzing Educational Foundation, Ltd. (an independent nonprofit charitable and educational entity). The merger resulted in a change in ownership and a change in status from a for-profit institution to a nonprofit. In addition, Herzing Educational Foundation, Ltd. changed its name to Herzing University, Ltd. This proposal is for reauthorization under a change in ownership.

Nebraska Statutes

Nebraska Revised Statutes §85-2415 states that an authorization to operate shall be issued to the owner or governing body of the postsecondary institution and shall be nontransferable. If there is a change in ownership, the new owner or governing body must reapply to the Coordinating Commission for authorization to operate within 30 days of the change taking place.

Change in Ownership

The application included the following documentation related to change in ownership:

- The certification of merger
- The amended and restated articles of incorporation for Herzing University, Ltd
- Approval from the Internal Revenue Service for tax exempt status.
- A temporary program participation agreement (provisional approval) for federal financial aid (required by the U.S. Department of Education when an institution changes ownership)

Student Data

February to December 2014, Nebraska location only

Program	Award	Enrolled	Completed
Therapeutic Massage	Diploma	74	63
Therapeutic Massage	Associate	11	8
Chiropractic Technician	Diploma	5	2
Chiropractic Technician	Associate	2	0
Personal Fitness Training	Diploma	7	0
Personal Fitness Training	Associate	4	0
Insurance Billing and Coding	Diploma	5	1
Insurance Billing and Coding	Associate	2	1
Medical Office Administration	Diploma	1	0
Information Technology	Associate	1	0
Healthcare Management	Bachelors	4	1
Health and Wellness	Bachelors	2	0
Health Information Management	Bachelors	1	0

REVIEW CRITERIA

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

Meets minimum standards				
yes	√		no	

Audited financial statements for the year ending December 31, 2013 for Herzing, Inc. and Subsidiaries were reviewed by Commission staff.

- Herzing University has improved its financial position since 2012. The University increased its cash and cash equivalents in 2013 by 5.6%.
- Net revenue decreased 5.6% during 2013. Operating expenses also decreased (by 2.65%). Herzing also decreased the amount of money spent on instruction by 3.9% and administrative costs by 5.2%.
- In 2013, 83.1% of the institution’s revenue came from federal (Title IV) financial aid funds, putting them in compliance with U.S. Department of Education requirements that no more than 90% of an institution’s revenue can be from federal (Title IV) financial aid funds (90/10 rule).
- The institution’s composite financial score, according to the U.S. Department of Education, was 3.0 for 2011-12, the highest rating in the Department’s scale. (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.) Data for the previous five years is available on the Department’s website. Herzing had a score of 3.0 for all five years.

Program tuition for 2015:

Bachelor’s \$55,440
 Associate \$30,800
 Diploma \$12,320 to \$18,480 (depending on the program)

Student loan default rate: 2011: 16.9% 2010:17.4% 2009:13.2%

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%.

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

Changes since previous reporting?				
yes			no	√

Curriculum – Curriculum for each program at the Omaha campus has been reviewed when proposed and determined to be appropriate, including availability of external placements.

The general education curriculum includes courses in computer applications, English composition, information literacy, math, speech, natural science or humanities, social or behavioral science, and critical thinking. The general education curriculum is appropriate in both number and type of courses.

Credit – Lecture courses: 15 contact hours for each semester credit hour. Science and healthcare labs: 30 contact hours for each semester credit hour. Externship, practicum, clinicals: 45 contact hours for each semester credit hour.

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

Changes since previous reporting?				
yes			no	√

Faculty -- Faculty are hired according to university policy: *Undergraduate faculty teaching courses in disciplines supporting the professional or technical courses used within associate’s and bachelor’s programs at Herzing University must have at least a master’s degree and expert knowledge in the teaching discipline.*

Library -- Resources include a small physical library specifically focused on the needs of the campus as well as extensive online materials. The Omaha library holds materials on topics such as business, health issues, injury prevention, exercise science, pathology, sports medicine, and wellness. Online material is available through two library consortia.

Meets minimum standards				
yes	√		no	

Support Services -- The staff includes a registrar and personnel for educational funding and career services.

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

Changes since previous reporting?				
yes			no	√

9748 Park Drive, Omaha, Nebraska (main campus building) and 5406 S. 99th St (the Annex)

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

Meets minimum standards				
yes	√		no	

Herzing University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and has been fully accredited since 2004. The next reaffirmation of credit is scheduled for 2015-16.

The business programs are accredited by the International Assembly for Collegiate Business Education, an accrediting body recognized by the U.S. Secretary of Education.

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

Changes since previous reporting?				
yes			no	√

Credits transfer to any Herzing University campus. Since Herzing University is accredited by the HLC, students should be able to transfer credits in the same manner as they transfer credits earned at any other regionally accredited institution (always at the discretion of the receiving institution).

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

Changes since previous reporting?				
yes			no	√

The undergraduate catalog identifies admissions criteria and procedures, graduation requirements, grading policy, academic warning and probation, standards of satisfactory academic progress, and refund policy.

Committee Recommendation: Approve the recurrent authorization to operate for Herzing University (dba Omaha School of Massage and Healthcare of Herzing University) under new ownership

- Institution: Omaha School of Massage and Healthcare of Herzing University
- Owner: Herzing University, Ltd..
- Level of authorization: Authorized to offer one or more complete degree programs at a level less than associate, and at the associate and baccalaureate levels, limited to the diploma in medical office administration; diplomas and AS degrees in therapeutic massage, chiropractic technician, personal fitness and training, and medical billing and insurance coding; the AS in information technology; and BS degrees in health information management, healthcare management, and health and wellness.
- Length of authorization: Five years (valid through March 15, 2020)

Reporting Requirements:

Omaha School of Massage and Healthcare of Herzing University has an annual reporting requirement in place. The report due March 1, 2015 was submitted with the application for change in ownership. The next report is due March 1, 2016.

2013-2014 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR									
Institution	Program	5 yr Average (2008-2013)							
		SCH	SCH/ FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	
UNL	Agricultural and Environmental Sciences Communication	*	*	BS	4.8				
UNL	Agriculture	*	*			MAG/ MAS	7.6		
UNL	Animal Science	5015	725	Cert BS	8.6** 58.4	MS	11.8	PhD	6.4
UNL	Integrative Biomedical Sciences	2960	305					PhD	2.6
	Veterinary Science			BS	9.8	MS	3.2		
	Veterinary Technology			BS	1.2				

*Interdepartmental

**New in 2009-10

NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE (NCTA) PROGRAMS APPROVED by the EXECUTIVE DIRECTOR								
Institution	Program	5 yr Average (2008-2013)						
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards
NCTA	Agriculture Production Systems	3957	709	AAS AS	31.4 1.6		3.8	36.8
NCTA	Veterinary Technology	3340	722	AAS	23.2		15.6	38.8

PROGRAMS DISCONTINUED by the INSTITUTIONS			
Institution	Program	Degree(s)	Comments
CCC	Renewable Fuels		Discontinued

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR

Institution	Program	5 yr Average (2008-2013)						
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards
CCC	Agribusiness	1462	531	AAS	12.8	6.4	10.8	30.0
NECC	Agribusiness	5776	530	AAS	13.2			13.2
	Agronomy			AAS	12.2			12.2
	Animal Science Dairy Certification			AAS	9.4	0.6		10.0
	Diversified Agriculture			AAS	13.2			13.2
	Agriculture			AAS AA AS	1.0 3.0 5.8			9.8
SCC	Agriculture Business & Management Technology	7422	709	AAS	65.6			65.6
CCC	Horticulture*	641	302	AAS	5.4	3.8	9.6	18.8
MCC	Horticulture	2544	531	AAS	14.6		1.8	16.4
NECC	Horticulture/Golf Course Management	470**	302**	AAS	6.8			6.8
NECC	Veterinary Technology	1259**	361**	AAS	15.25**			15.25**

*Due to declining enrollments, graduates, and SCH/FTE, CCC has placed the program on in-active status

**4 year average

Commission Thresholds

**Student Credit Hour Production by Department
Per Full-Time Equivalent Faculty**

(the mean of the prior 5 years)

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

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 Institutions Approved for Participation in SARA as of February 24, 2015

Clarkson College – Omaha

- Incorporated under the laws of Nebraska as a non-profit corporation on November 28, 1988.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1984; current accreditation to be reaffirmed in 2018-19.
- U.S. Department of Education composite financial score for 2011-12: 1.8*
- Enrollment: 135 full time equivalent students
- Approved by CCPE Executive Director on February 24, 2015
- Approved by the National Council of SARA on February 24, 2015

Previously approved (16):

Bellevue University – Bellevue
Bryan College of Health Sciences – Lincoln
Central Community College – Grand Island, Columbus, Hastings
College of Saint Mary – Omaha
Concordia University, Nebraska – Seward
Creighton University – Omaha
Metropolitan Community College – Omaha
Mid-Plains Community College – North Platte and McCook
Nebraska Methodist College – Omaha
Northeast Community College – Norfolk
Peru State College – Peru
University of Nebraska at Kearney
University of Nebraska-Lincoln
University of Nebraska Medical Center
University of Nebraska at Omaha
Wayne State College – Wayne

*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. An acceptable rating falls between 1.5 and 3.0.

Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska Reports Received between November 2014 and January 2015

Recurrent authorization to operate means approval by the Commission to operate a postsecondary institution in Nebraska until a renewal of the authorization is required. Under legislation passed in 2011, institutions were required to seek a recurrent authorization by December 31, 2011. The documents were reviewed by the Commission during the last part of 2011 and the first few months of 2012. Most authorizations were approved for a five-year period with an annual reporting requirement. The following table is a summary of the third annual reports submitted through January 2015. Reports received after January will be summarized at a later Commission meeting. No action is required.

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Baker University (Original approval 8/5/2010)	None	N/A	0	0	0	
Bryan College of Health Sciences (Original approval 7/17/2001)	Nursing Education	EdD	0		691	HLC: reaffirmation of accreditation (through 2023-24); approval of DNAP; denial of EdD with recommendation for resubmission COA: approval of DNAP ACEN: continued accreditation of BSN (through 2021); initial accreditation of MSN
	Nurse Anesthesia	MS	31	14		
	Nurse Anesthesia	DNAP	16			
	Graduate Nursing	MSN	19	5		
	Nursing	BSN	465	107		
	Adult Cardiac Sonography	BS	5	5		
	Cardiac/Vascular Sonography (dual major)	BS	43			
	Diagnostic Medical Sonography	BS	42	10		
	Health Professions	BS	7	4		
	Health Professions-Biomedical Sciences	BS	9			
	Health Professions-Health Care Studies	BS	0			
	Vascular Sonography	BS	4	4		
	Adult Cardiac Sonography	AS	1	1		
	Diagnostic Medical Sonography	AS	0			
	Health Professions	AS	12			
	Vascular Sonography	AS	0			
Healthcare Management	Certificate	1	2			
Simulation Education	Certificate	7	3			
Students at Large	Non-degree	29				
The Creative Center (Original approval 12/8/05)	Graphic Design	AOS	57	27	75	ACCSC: renewal of accreditation for 5 years with stipulations regarding cancellation policy and academic progress notification
	Graphic Design	BFA	18	21		

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Kansas State University (Original approval 4/12/2012)	Veterinary Medicine	Doctorate	37		N/A – veterinary student rotations only	
Kaplan University-Lincoln Campus (Original approval 5/13/04 as Hamilton College)	Accounting	Associate	10	1	233	
	Accounting	Bachelor	5	3		
	Business	Associate	20	10		
	Business	Bachelor	29	5		
	Communication	Bachelor	3	0		
	Criminal Justice	Associate	7	7		
	Criminal Justice	Bachelor	12	5		
	Health Care Administration	Bachelor	6	4		
	Health and Wellness	Bachelor	7	3		
	Human Services	Associate	18	16		
	Human Services	Bachelor	10	3		
	Information Technology	Associate	11	2		
	Information Technology	Bachelor	10	6		
	Medical Assisting	Associate	14	14		
	Medical Office Management	Associate	13	4		
Paralegal Studies	Associate	10	2			
Nursing	Associate	51	19			
Kaplan University-Omaha Campus (Original approval 5/13/04 as Hamilton College)	Accounting	Associate	7	3	393	Nebraska Board of Nursing approved BSN
	Accounting	Bachelor	7	10		
	Business	Associate	36	19		
	Business	Bachelor	30	10		
	Communication	Bachelor	2	0		
	Criminal Justice	Associate	16	17		
	Criminal Justice	Bachelor	30	10		
	Dental Assistant	Diploma	19	27		
	Health and Wellness	Bachelor	10	4		
	Health Care Administration	Bachelor	23	6		
	Human Services	Associate	42	14		
	Human Services	Bachelor	19	9		
	Information Technology	Associate	26	7		
	Information Technology	Bachelor	17	3		
	Medical Assisting	Associate	56	32		
	Medical Office Management	Associate	16	8		
	Medical Billing and Coding	Certificate	11	10		
	Paralegal Studies	Associate	3	4		
Practical Nursing	Diploma	23	23			

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
Strayer University (Original approval 4/16/09 for Lincoln; 8/1/13 for Omaha)	Business Administration	AA	25	1	58	ACBSP: accredited BBA program
	Business Administration	BBA	12	0		
	Business Administration	MBA	11	2		
	Undeclared	N/A	10	0		
University of Missouri (Original approval 4/12/2012)	Information Science and Learning Technologies, Library Science Emphasis	MA	34	7	34	
University of Oklahoma (Original approval 5/18/93)	Master of Human Relations	MHR	24	15	53	
	Economics	MA	29	5		
University of Phoenix (Original approval 4/26/05)	Business	BSB	16	3	Teach-out	
	Business Administration	MBA	0	5		

*on date of report

**for most recent year

ACBSP = Accreditation Council for Business Schools and Programs

ACCSC = Accrediting Commission of Career Schools and Colleges

ACEN = Accreditation Commission for Education in Nursing

COA = Council on Accreditation of Nurse Anesthesia Programs

HLC = Higher Learning Commission of the North Central Association of Colleges and Schools

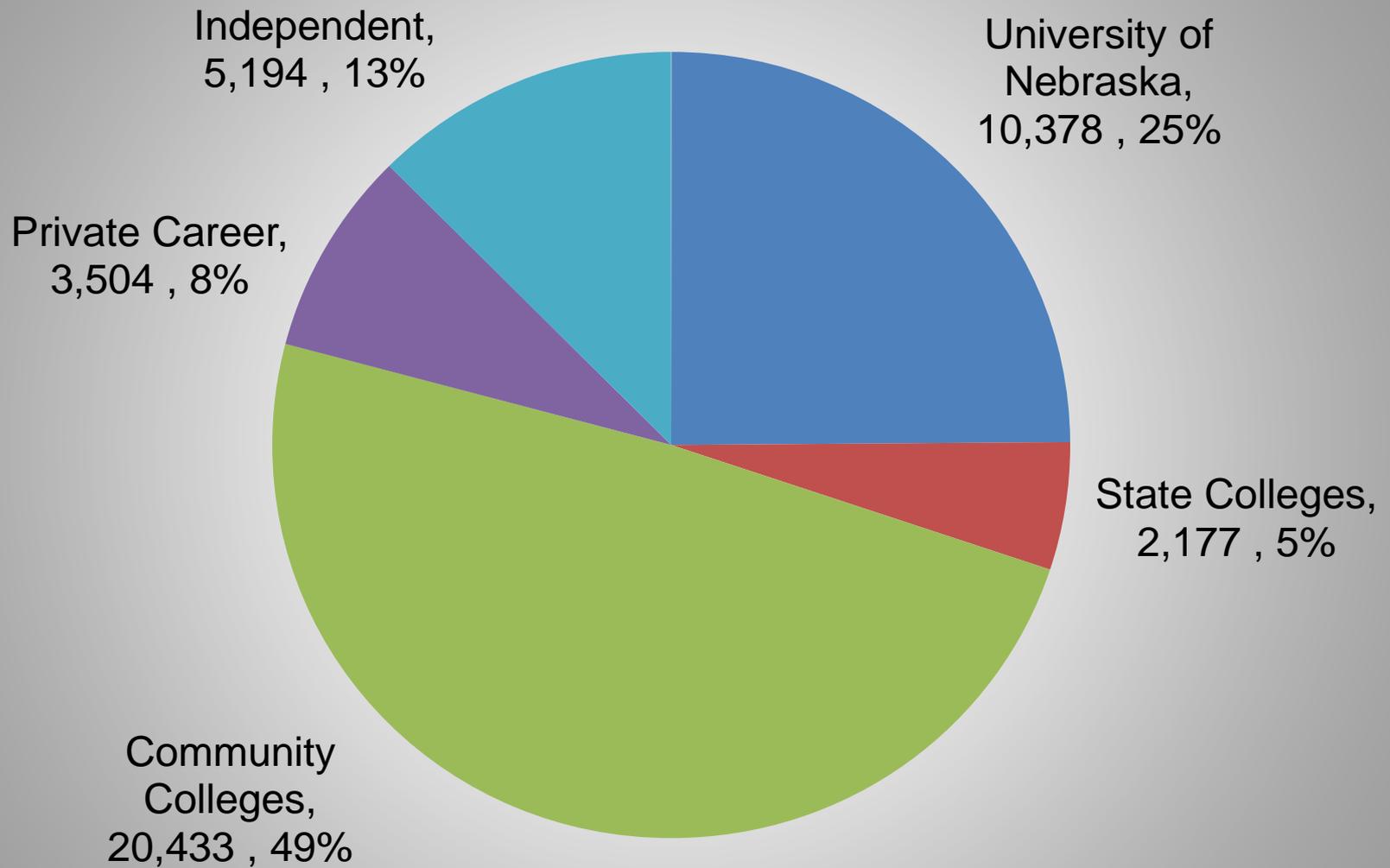
Information Items

- A. **Discontinued Program**
CCC – Renewable Fuels (AAS, diploma, certificate)
- B. **Inactive Program**
CCC – Horticulture
- C. **Reasonable and Moderate Extension**
NECC – Food Service and Dietary Management (certificate)
- D. **Program Name Change**
NECC – Administrative Assistant (AA, AAS, diploma, certificate) to
Administrative Professional
- E. **Program Degree Change**
UNK – Spanish Translation and Interpretation (BA) to
Spanish Translation and Interpretation (BS)
- F. **Center Elimination**
UNO – Center for Research of Biomechanics in Musical Performance

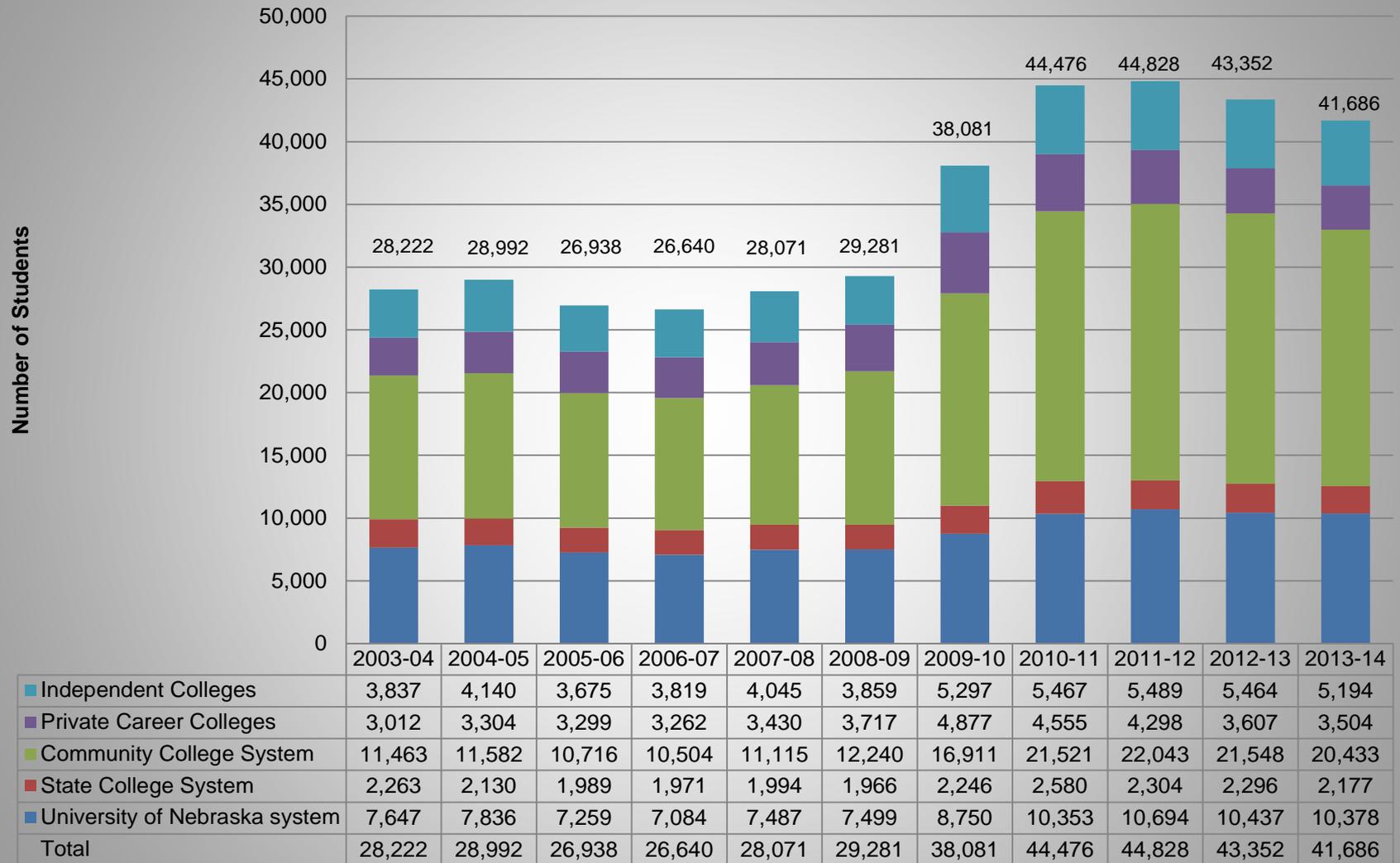
Nebraska Opportunity Grant 2013-14 Year-end Report

J. Ritchie Morrow
CCPE Financial Aid Officer
Thursday, March 12, 2015

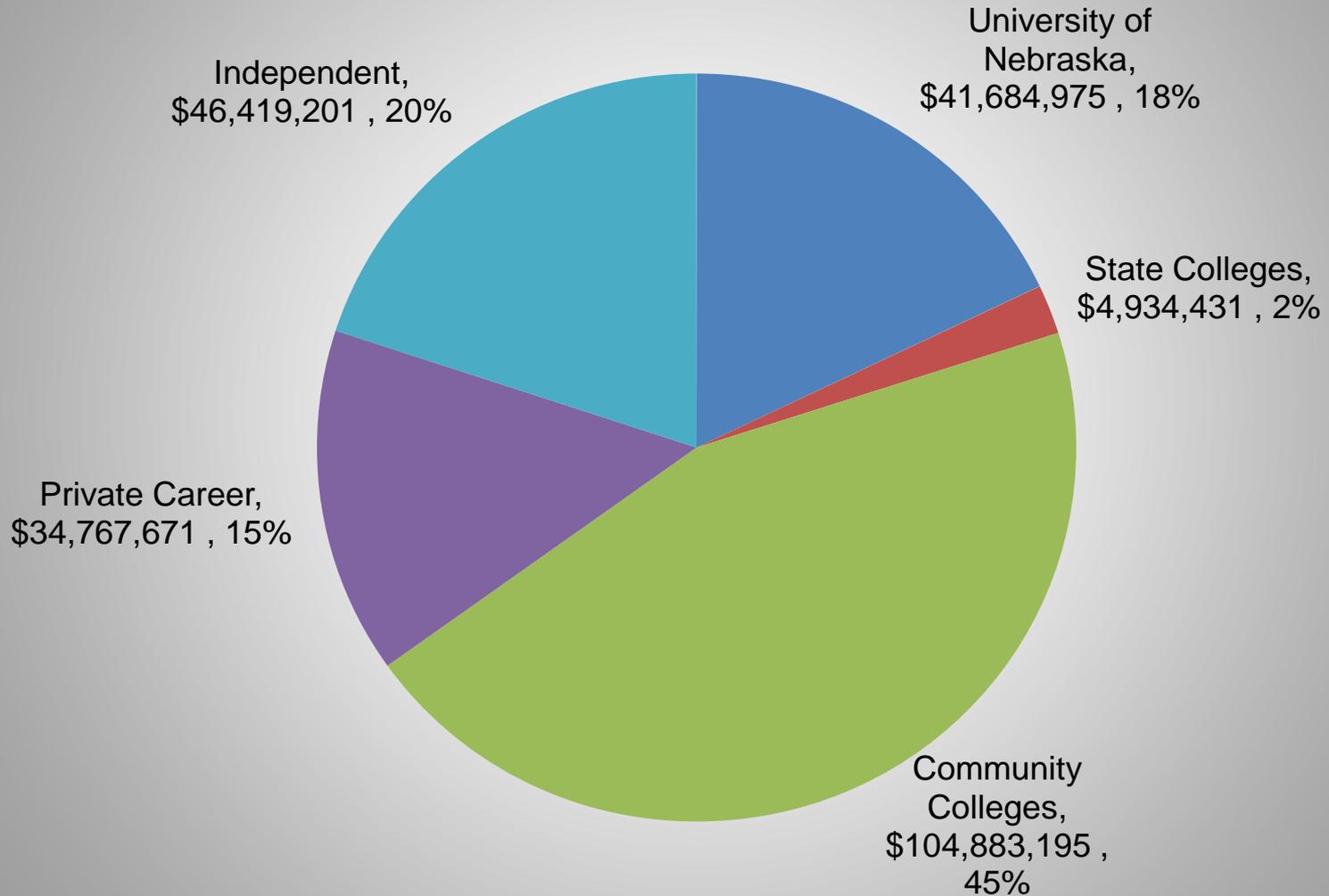
2013-14 Nebraska Resident Pell Eligible Students



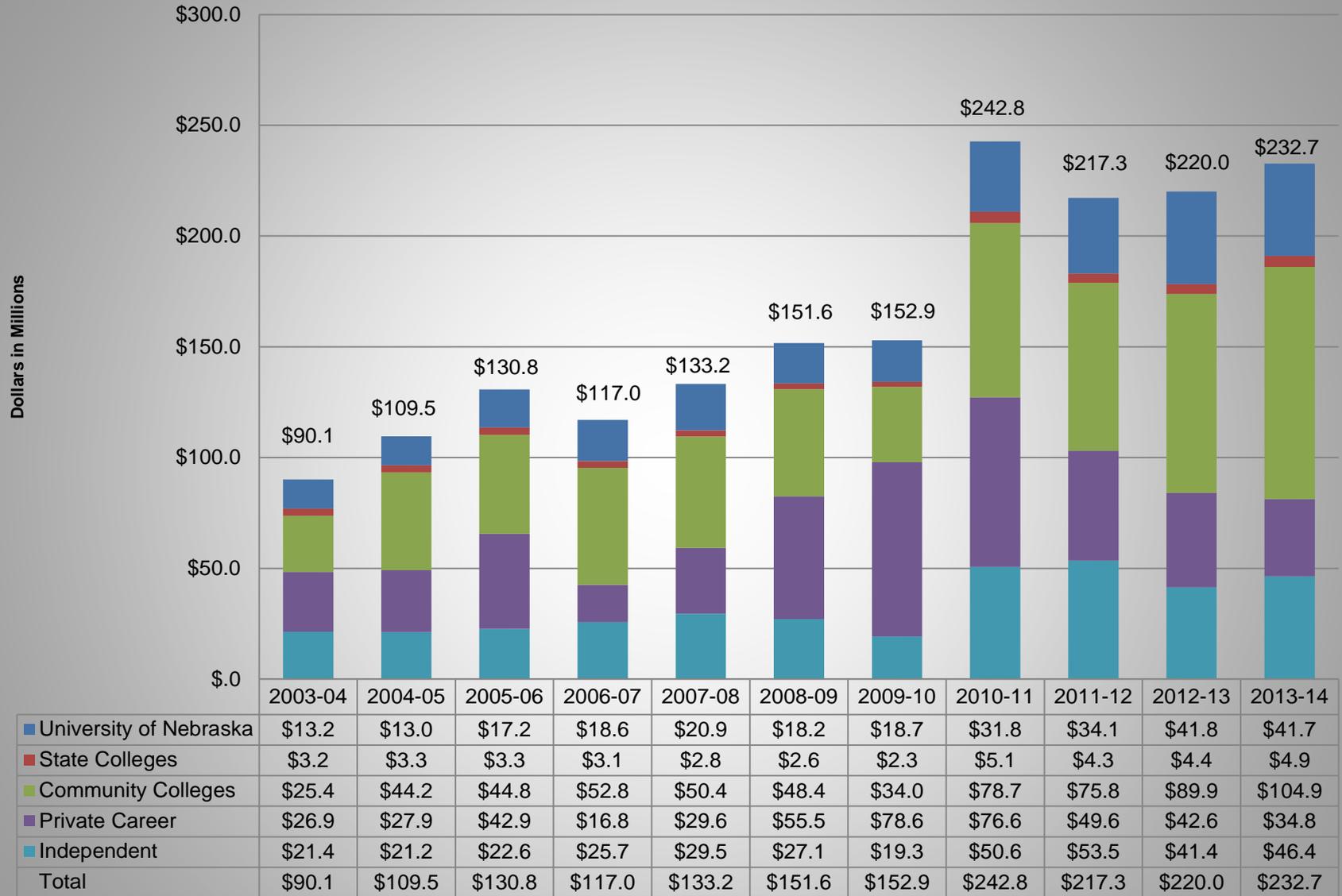
Nebraska Resident Pell Eligible Students by Sector



2013-14 Unmet Need of Pell Grant Eligible Students



Unmet Need of Pell Grant Eligible Students



NOG Yearly Process

- NOG applications to participate sent to colleges and returned to CCPE in April
- Data from application used in allocation formula
- Tentative allocations sent out in May
 - Pool of available funds
 - Use state general funds (if known) and estimate lottery funds
- Final lottery allocation received in June
 - Final allocation notice sent to colleges in July
 - Pool of available funds

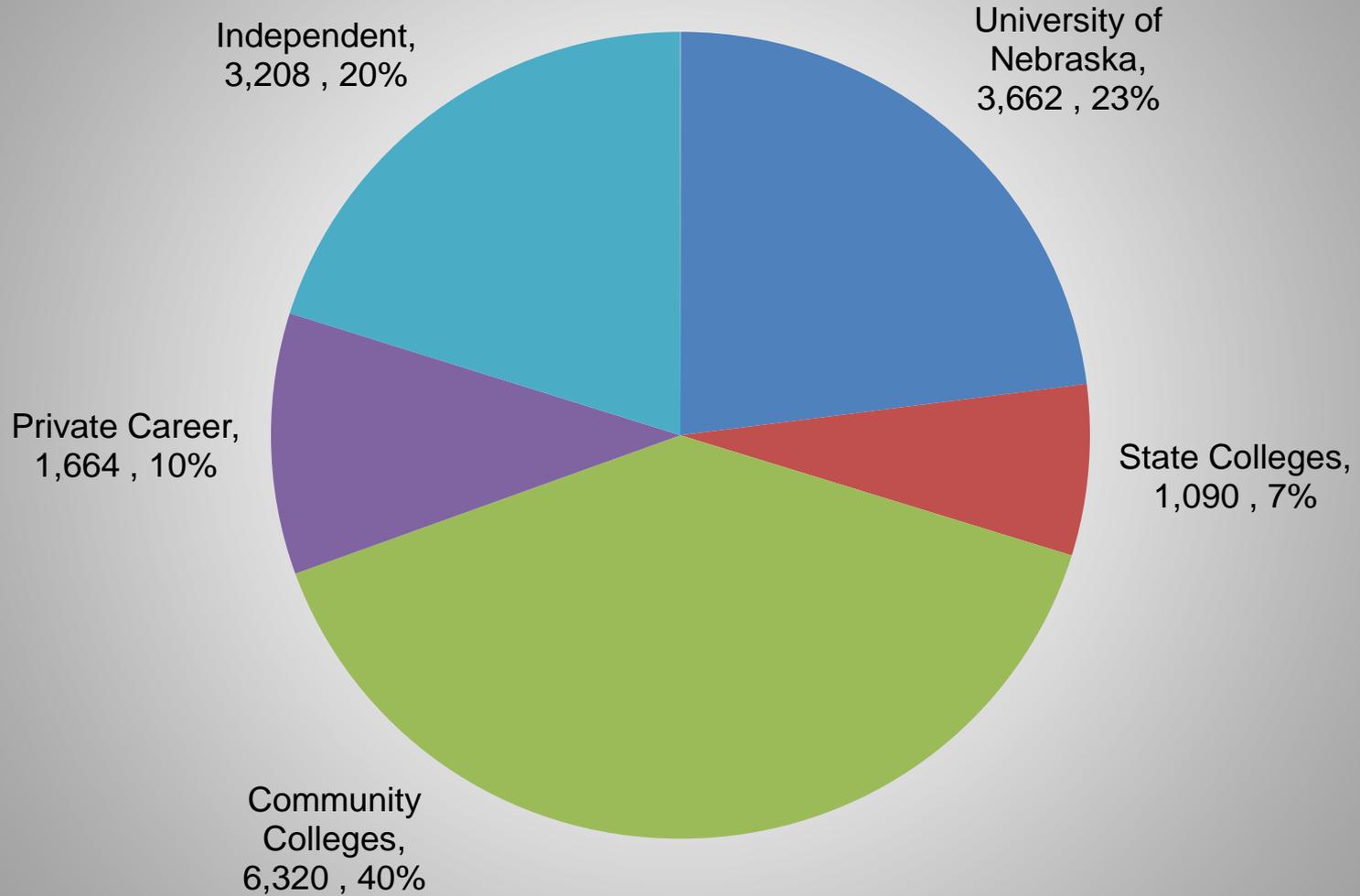
NOG Yearly Process – cont.

- Colleges submit list of recommended students for CCPE approval
 - Must be done prior to disbursal to student
 - Send in multiple lists throughout the year
 - Funds sent at least twice a year based on approved list of students
 - Final submission must be in by May 31st of the award year
- Perform audits of student eligibility at each participating college every fall

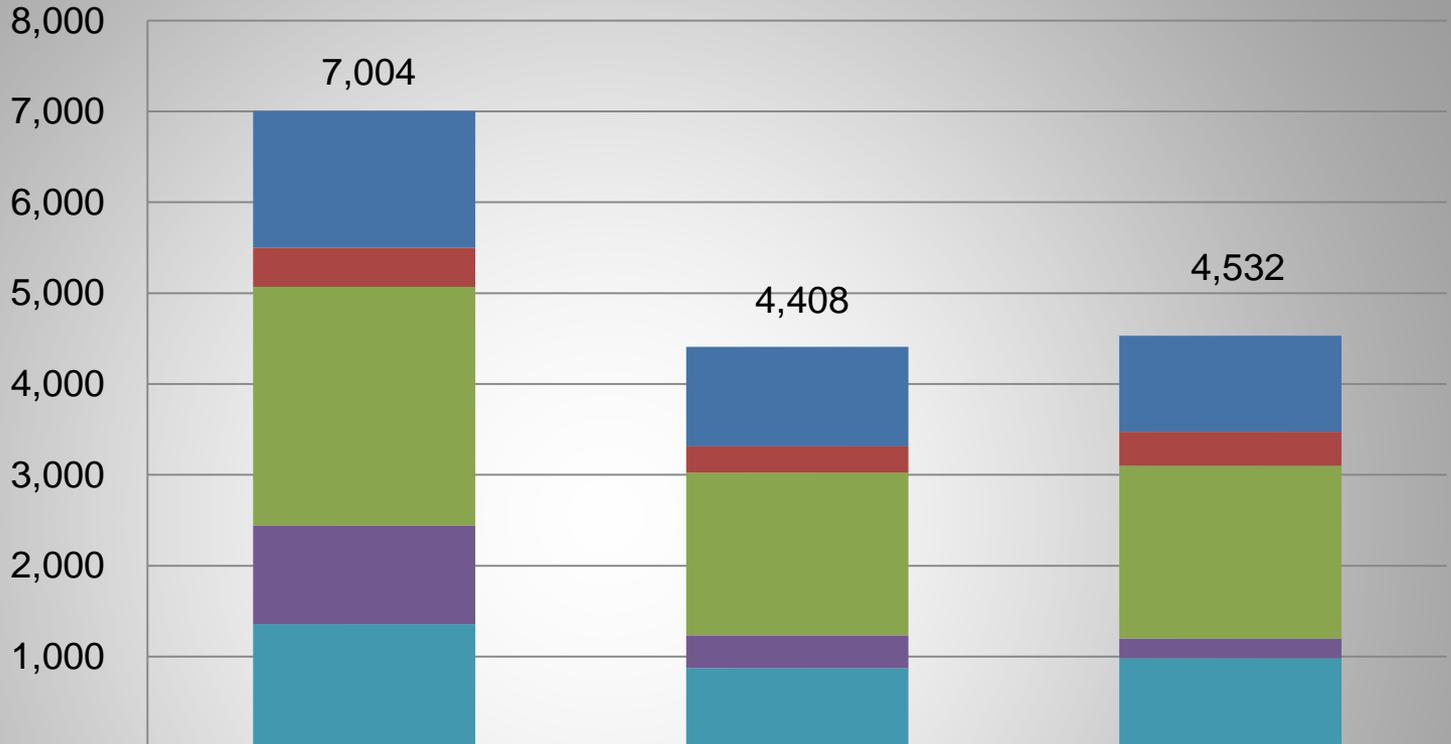
2013-14 NOG Info

- \$16,419,718 awarded
- 15,944 students received a Nebraska Opportunity Grant
- Average Grant - \$1,029.84

2013-14 NOG Recipients by Sector

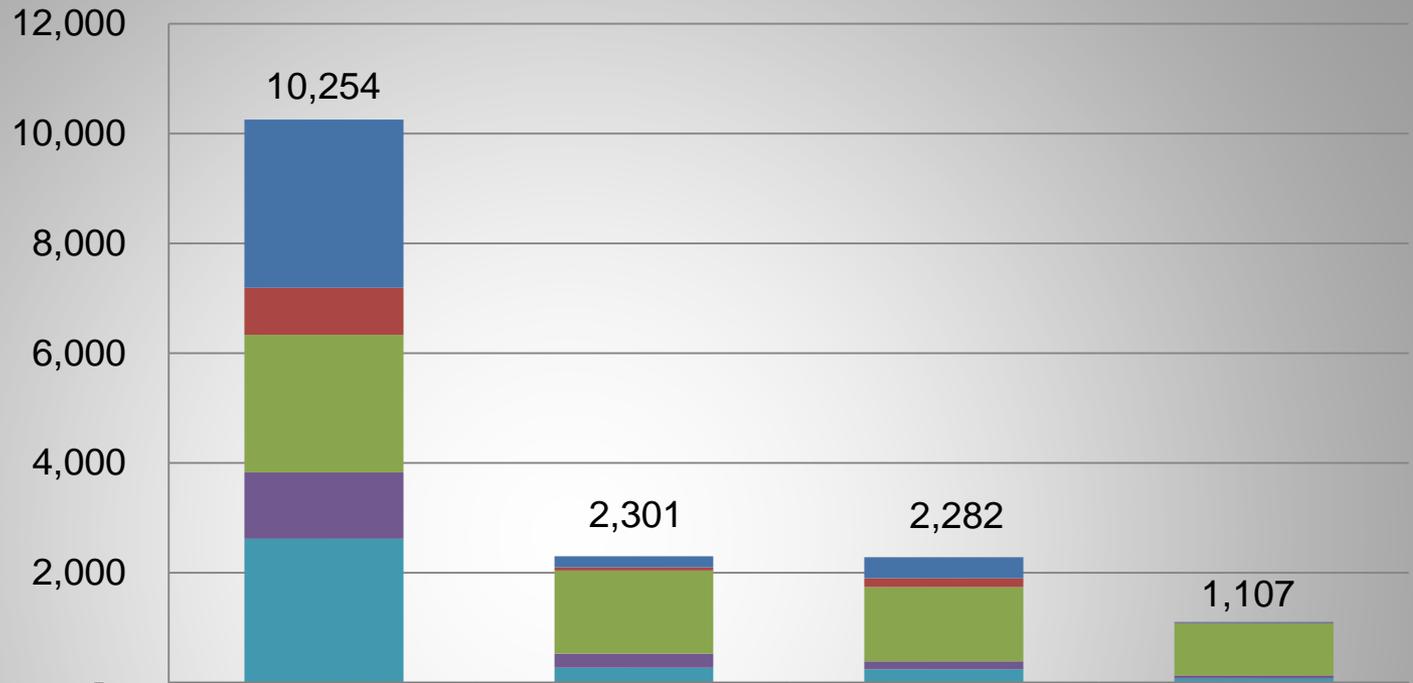


2013-14 NOG Recipients by Income



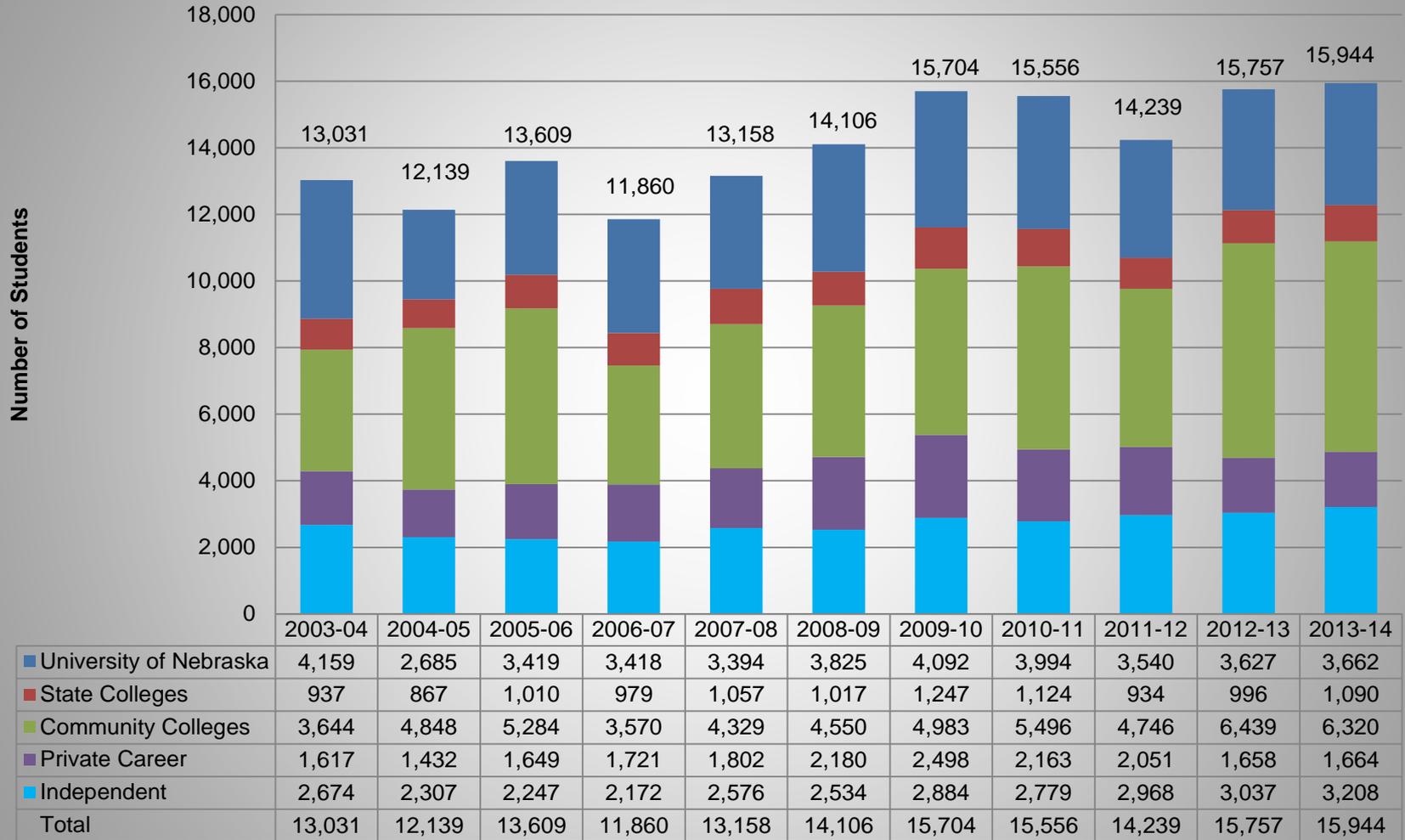
	0-\$19,999	\$20,000-\$39,999	\$40,000+
University of Nebraska	1,506	1,097	1,059
State Colleges	430	288	372
Community Colleges	2,627	1,789	1,904
Private Career	1,083	363	218
Independent	1,358	871	979
Total	7,004	4,408	4,532

2013-14 NOG Recipients by Enrollment

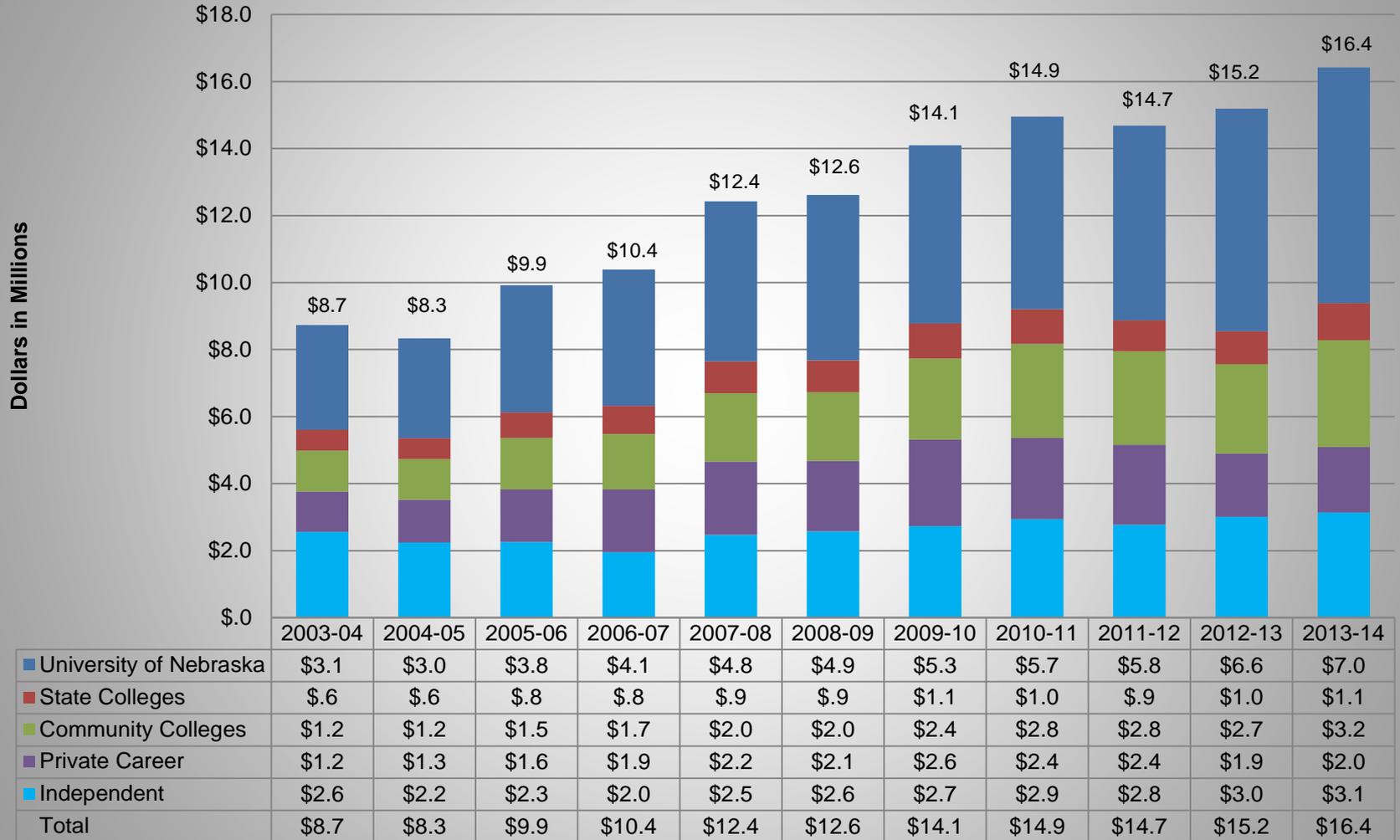


	Full-time	3/4 Time	1/2 Time	Less than 1/2 Time
■ University of Nebraska	3,061	204	379	18
■ State Colleges	856	58	162	14
■ Community Colleges	2,507	1,512	1,354	947
■ Private Career	1,212	256	144	52
■ Independent	2,618	271	243	76
Total	10,254	2,301	2,282	1,107

Recipients by Sector



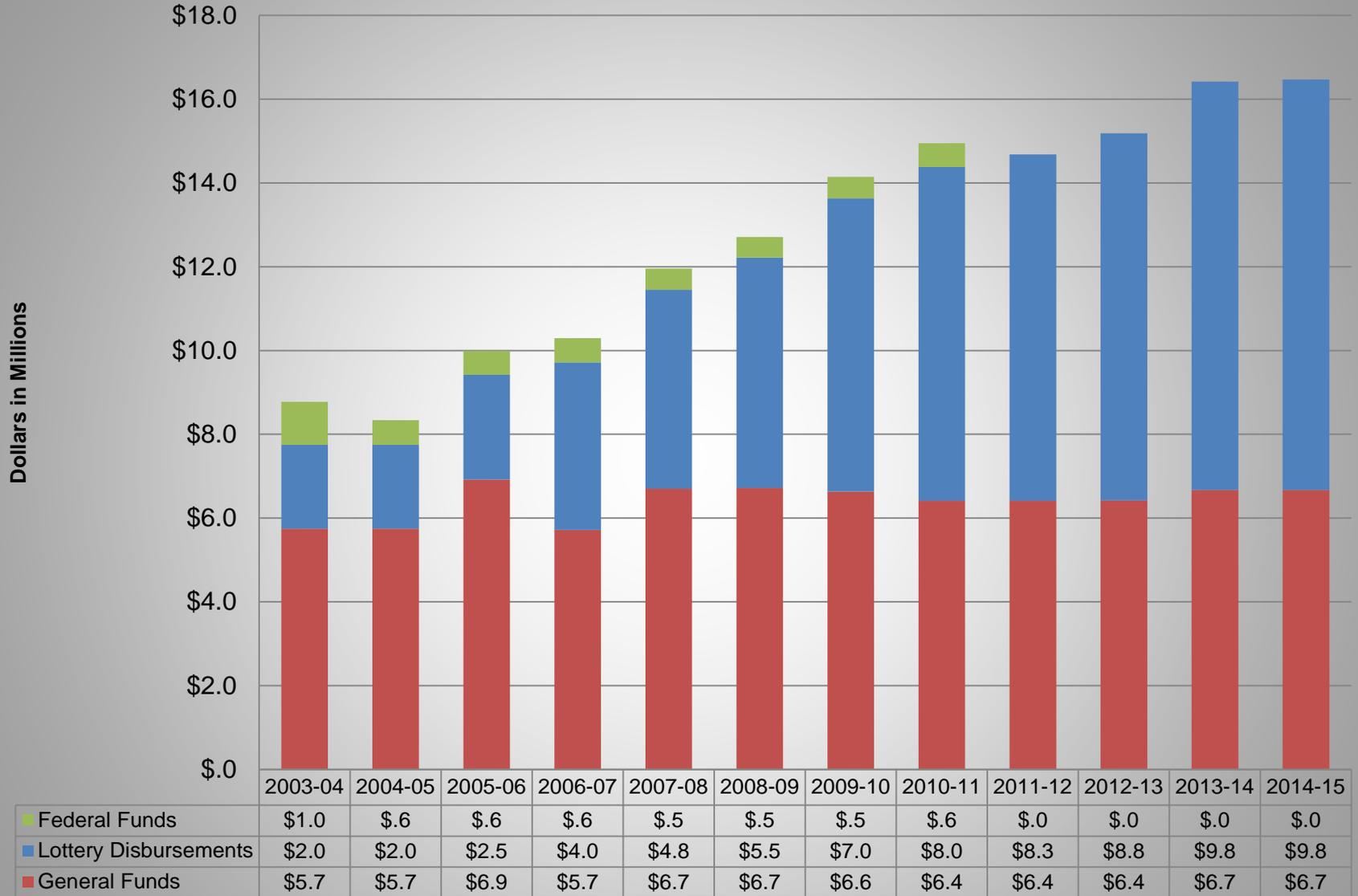
Amount Awarded by Sector



2013-14 NOG Summary

Sector (number of institutions)	# and % of Eligible Students	# and % of NOG Recipients	% of Elig who Received NOG	\$ and % of NOG Awarded	Average NOG Award
University of Nebraska (5)	12,091	3,662	30.3%	\$7,026,419	\$1,918.74
	26.2%	23.0%		42.8%	
State Colleges (3)	2,858	1,090	38.1%	\$1,109,418	\$1,017.81
	6.2%	6.8%		6.8%	
Community Colleges (6)	21,882	6,320	28.9%	\$3,187,092	\$504.29
	47.4%	39.6%		19.4%	
Private Career Schools (11)	3,387	1,664	49.1%	\$1,960,178	\$1,177.99
	7.3%	10.4%		11.9%	
Independent Colleges & Universities (16)	5,967	3,208	53.8%	\$3,136,611	\$977.75
	12.9%	20.1%		19.1%	
Total	46,185	15,944	34.5%	\$16,419,718	\$1,029.84
	100.0%	100.0%		100.0%	

NOG Funding by Source



2013-14 NOG Report

- Questions?

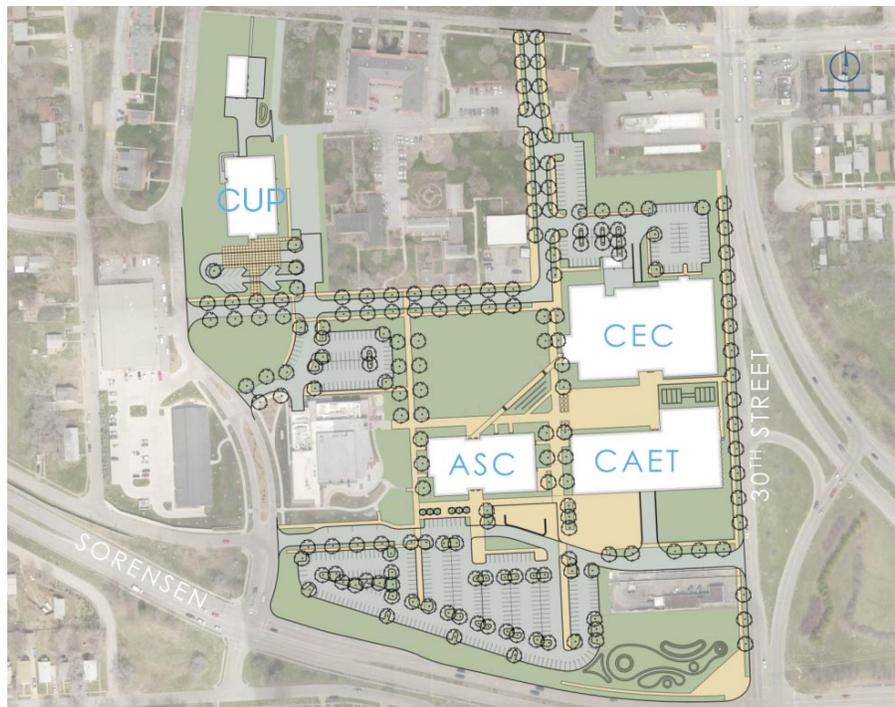
Institution/Campus: Metropolitan Community College / Fort Omaha
Project Name: Construction Education Center
Date of Governing Board Approval: December 16, 2014
Date Complete Proposal Received: January 7, 2015
Date of Commission Evaluation: March 12, 2015

Metropolitan Community College - Fort Omaha Campus
Fall Quarter Enrollment*

	Fall 2012	Fall 2013
On-campus HC	3,423	2,999
On-campus FTE	1,725.6	1,464.0

* Source: 2014 Supplemental enrollment by campus form. Includes full-time, part-time and non-credit headcount enrollment. Full-time equivalent (FTE) based on 15 quarter credit hours and 300 contact hours per quarter for non-credit courses. Excludes off-campus and online enrollment.

Project Description: MCC is proposing to construct a new Construction Education Center (CEC) on the Fort Omaha Campus (FOC). The new two-story, 93,800 gross square feet (gsf) facility would be located east of the existing Institute for the Culinary Arts (ICA) building on the southern end of campus (see site plan below). Additional projects being planned concurrently at the Fort Omaha Campus are the Academic Skills Center (ASC), Center for Advanced and Emerging Technology (CAET) and a Central Utility Plant (CUP).



The proposed facility would create a center of specialization at the Fort Omaha Campus with the intention of improving the effectiveness of MCC's delivery of construction-related education to the metropolitan area. The following existing construction-related programs are dispersed at several locations: Construction Technology, Electrical Technology, Electrical Apprenticeship – Plumbing and Electrical Concentrations at the South Omaha Campus (SOC); Air Conditioning/Refrigeration/Heating, Architectural Design Technology, and Civil Engineering Technology at the Elkhorn Valley Campus (EVC); and Masonry and a portion of Construction Technology related to commercial construction at the Applied Technology Center (ATC). All of these programs, with the exception of the masonry program, would be relocated to the new facility at the Fort Omaha Campus.

The proposed new building would include the following functions:

- Capstone Lab: this "jobsite" would allow multipurpose programming for residential and commercial building projects as part of their capstone experience. This large open space would allow collaboration between construction trades on projects.
- Training Labs: adjacent to the capstone lab, these labs would provide training space specific to each trade, including any large equipment and machinery specific to each discipline. These lab areas would develop applied skills using building products and hands-on work techniques.
- Welding Lab: MCC's full Welding Technology program would remain at the SOC with a new site at FOC acting as an ancillary site focusing on structural welding for those entering construction careers.
- Classroom/office/meeting spaces: each trade would also have or share classroom, faculty office and meeting "huddle" space.
- Administration and support spaces: administrative offices, meeting rooms, lobby/lounge, and storage would be provided to support these programs.

Vacated space at EVC would be renovated into art studios and general classrooms to accommodate a less than a quarter of the projected 120,000 gsf campus shortfall by 2020. Vacated space at SOC would require minimal renovation for machining and industrial trade labs. This would address nearly half of the projected 42,000 gsf campus shortfall by 2020.

The college is estimating a total project cost of \$25,873,546 (\$275.84/gsf) for design, construction and equipping a new facility, including sitework. The source of funds for the proposed project would be half private donations (\$12.94 million), capital improvement property tax levy funds (\$9.06 million) and student facility fees (\$3.88 million). The college is currently exploring ways to address the cash flow for financing \$89.4 million in Fort Omaha Campus projects over the next three years (which includes \$45 million in private donations pledged to date). One potential solution would be to enter into a lease-purchase agreement with a facilities corporation over a number of years yet to be determined. MCC estimates construction to begin in the summer of 2015.

The college is estimating an increase in facility operating and maintenance (O&M) costs

associated with a new facility of \$440,855/year (\$4.70/gsf/year) based on a building opening in spring 2017. Increased facility O&M costs would be funded from the college’s general operating fund.

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

Yes

No

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: “Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication.” This project would provide facilities that would consolidate construction education programs throughout the MCC area to the Fort Omaha Campus and provide needed expansion space for both the Elkhorn Valley and South Omaha Campuses.

Page 3-1 of the *Plan* outlines the following major statewide goal regarding workforce development: “Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.” The MCC construction education programs respond directly to workforce development and training needs of employers in the metropolitan area where there is a current shortage of skilled labor.

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

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

Yes

No

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

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

Yes

No

Comments: The Commission's Executive Director approved, and subsequently reported to the Commission, the following MCC academic programs for continuation:

- Architectural Design Technology – AAS degree and certificate on May 13, 2010
- Heating/AC/Refrigeration – AAS degree and certificate on April 12, 2012
- Construction Technology – AAS degree and certificate on October 31, 2013
- Electrical Technology – AAS degree and certificate on October 31, 2013
- Industrial and Commercial Trades – AAS degree and certificate (includes concentrations in Building Maintenance and Electrical/Mechanical Maintenance) on October 31, 2013
- Apprentice-Related Technology – AAS degree (includes concentrations in Electrical Apprenticeship, Plumbing Apprenticeship, and Construction) on March 13, 2014

The MCC Welding Technology program (AAS degree and certificate) was approved for continuation by the Commission on April 25, 2013, in a follow-up report.

The MCC Civil Engineering Technology program (AAS degree, certificate and specialist diploma) was approved for continuation by the Commission on December 5, 2013, in a follow-up report.

The Commission reviews all existing academic programs on a seven-year review cycle.

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

High Low

Comments: The Metropolitan Community College *Master Plan for Campuses*, dated March 2003, was approved by the College's Board of Governors on April 22, 2003. Page 6 of the *2003 Master Plan* states: "At Fort Omaha, the plan hinges on a strategy to make this historic campus more visible and accessible to students and the public. Currently, the majority of educational programs are concentrated at the extreme north end of the campus, preventing the buildings and spaces of the former fort from becoming an integral part of the campus experience. Phase I of the plan begins to integrate the southern end of the campus by creating a new and highly visible entry off Sorensen Parkway, and siting a proposed new Culinary Arts Institute [completed in 2009] at the entrance, visible from the highway and able to attract residents and visitors to the campus. The Culinary Arts Institute will be complemented by conference center facilities housed in the adapted adjacent mule barn building [completed in 2011], which is on the National Register of Historic Places."

Pages 62 and 63 of the *2003 Master Plan* also discuss program consolidations to achieve organizational improvements: "Consolidating Applied Technology programs onto the South Omaha campus by relocating these programs from the Fort Omaha and Elkhorn Valley campuses to South Omaha." The proposed Construction Education Center addresses program consolidation within the Fort Omaha Campus rather than South Omaha for the construction trades.

The MCC *2010 Master Plan Update for Campuses and Centers* was approved by the College's Board of Governors on September 14, 2010. The *2010 Master Plan Update* reviewed space needs for each campus and center using a 2020 Plan Horizon. Projected enrollment on the Fort Omaha Campus was projected to increase to 3,600 headcount by 2020. Based on this assumption a

72,500 gsf space shortfall was projected for existing programs on the Fort Omaha Campus at the Plan Horizon using nationally recognized space guidelines, benchmarking of peers and review of recent campus construction. Office, assembly and physical plant support space comprised the three largest space deficits for the Fort Omaha Campus, excluding space needs for new programs or future migration of academic programs.

The *2010 Master Plan Update* specifically referenced consolidation on page seven: “Construction-related Applied Technology programs should migrate to new state-of-the-art facilities on the south side of the Fort Omaha Campus. This facility is envisioned to bring job-specific Applied Technology training programs to North Omaha, in closer proximity to transit and to where the majority of Applied Technology students reside. MCC projects more than 1,300 students in the consolidated Applied Technology programs, including the following offerings:

- Air Conditioning, Refrigeration and Heating Technology
- Construction Technology
- Electrical Apprenticeship
- Electrical Technology
- Industrial and Commercial Trades
- Plumbing Apprenticeship
- Sustainable Energy Technology”

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

High Low

Comments: Not applicable as this proposal involves new construction. Existing spaces that would be relocated to the new facility would be repurposed to meet a shortfall in general classroom and laboratory space needs. The existing spaces are in good condition and should require minimal work to repurpose.

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

High Low

Comments: Program areas in trades are currently dispersed among several MCC locations, with three programs at EVC, courses at ATC, five programs at SOC and a few offerings at FOC. This placement precludes any cross-collaboration and opportunities for collaboration and synergies to develop among related program areas.

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

High Low

Comments: The types of lab space proposed for the new facility are not readily applicable to standard space guidelines. Each of the laboratories proposed would be utilized to meet specific needs associated with each applied technology program. Square footages for various room types were calculated based on a proposed layout of the new spaces and equipment.

The MCC Fort Omaha Campus had 32 classrooms that were scheduled an average 36 hours per week per classroom during the Fall 2009 semester (most recent information available from the *2010 Master Plan Update for Campuses and Centers*). Additional classrooms have been made available since then with the renovation of the historic Mule Barn. This compares to nationally recognized standards of 30 to 35 hours per week considered acceptable for classroom scheduling. The proposed project would provide one additional general-purpose classroom/meeting room in addition to the 18 classrooms being added in the new Academic Skills Center. MCC has stated that they will evaluate taking existing classrooms offline for repurposing in Building #10 on the northern portion of campus upon completion of the campus master planning initiative projects.

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

High Low

Comments: The college stated that the basis of square footage came about from the building programming process using best architectural practices and college guidelines. Most space would be modular and flexible in nature – with the ability to easily adapt as needs evolve.

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

High Low

Comments: As part of its master planning process, college consultants conducted an environmental scan that included 10-year enrollment projections. Projections were based on historical trends and anticipated participation rates, excluding students that exclusively utilized online courses. A recent review of these assumptions confirmed a projected 2020 enrollment of 3,600 students at the Fort Omaha Campus (an increase of nearly 600 over current enrollments).

Based on this assumption, the *2010 Master Plan Update* projected a shortfall of 72,500 gsf at the Fort Omaha Campus (FOC) that will be primarily addressed with the construction of the previously approved Academic Skills Center.

The migration of construction-related programs would help to alleviate space shortages on the Elkhorn Valley Campus (EVC) and South Omaha Campus (SOC). The *2010 Master Plan Update* projected a shortfall of 120,000 gsf at EVC, of which about 14,400 gsf would be made available from relocating three construction-related programs to the FOC. The *2010 Master Plan Update* projected a shortfall of 42,000 gsf at SOC, of which about 39,500 gsf would be made available from relocating construction trade programs to the FOC.

Specific to the construction trades, the Nebraska Department of Labor projected that construction employment would increase from 19,878 in 2010 to 25,236 in 2020 (27% increase) in the Omaha region. MCC is projecting that increased employment demand will result in a 13% increase in construction-related program enrollment over that ten-year period.

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

High Low

Comments: The college would have sufficient funds to renovate and repurpose spaces vacated by the construction-related programs in this proposed project. Minor renovation would be needed for this purpose.

Increased ongoing facility operating and maintenance costs associated with a new facility are within the college's general operating budget capacity given existing levy limits, state aid allocations, and tuition and fee revenues.

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

High Low

Comments: The college stated that other campus locations were considered for consolidation of its construction-related programs. The Fort Omaha Campus was selected as the most desirable location due to close proximity to mass transit and its proximity to where a majority of applied trades' students reside according to MCC's 2010 Master Plan Update. Space vacated at the Elkhorn Valley and South Omaha Campuses would also relieve some of the existing space shortages at those locations.

Expansion of the Applied Technology Center in north-central Omaha was also considered. However, the college stated this location in northwest Omaha lacked

proximity to student populations, access to mass transit, and would restrict available land used for utility line and truck driver training programs.

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

High Low

Comments: The proposed project may provide some cost efficiencies through sharing of equipment between programs. The proposed project would improve the effectiveness of the construction-related applied technology programs by providing adequate quantity and quality of space. The proposed project would also enhance collaboration between programs thereby improving the ability to adequately serve students.

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

High Low

Comments: Construction Costs - The college's estimate to construct and equip a new Construction Education Center is \$25,873,546 (\$275.84/gsf). Commission staff's estimate of the total project cost is \$25,376,600 (\$270.54/gsf) for construction of vocational school space per *R.S. Means Square Foot Costs* modified to account for local conditions. The college's estimate is \$496,946 (2.0%) higher than Commission staff's estimate for the project. Both estimates are inflated for a spring 2017 building opening. The primary difference between these relatively close estimates is in the construction cost with Commission staff's estimate assuming a normal bidding environment.

Operating and Maintenance Costs - The college is estimating an increase in ongoing facility operating and maintenance (O&M) costs of \$440,855 per year (\$4.70/gsf/year). Commission staff's estimate to provide ongoing facility O&M for a new facility is \$523,800 per year (\$5.50/gsf/year). The college's estimate is \$82,945

per year (15.8%) lower than Commission staff's estimate for facility O&M. Both estimates are based on current costs. The primary difference between these estimates is in the building and grounds maintenance and property insurance estimates. The college has additional resources available within its general operating fund should actual O&M costs be higher than estimated.

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

High Low

Comments: The proposed use of capital improvement property tax levy funds, private donations and student facility fees to construct instructional space is appropriate.

Beginning in FY 2014, community colleges were allowed to collect a maximum capital improvement levy limit of 2.0¢ per \$100 property valuation for the Capital Improvement Fund. However, the combined operating and capital improvement levies shall not exceed the current maximum of 11.25¢ per \$100 property valuation.

MCC presently collects 2.0¢ per \$100 property valuation for the Capital Improvement Fund, which is the maximum capital improvement levy limit allowed by statute. The college estimates that the capital improvement levy will generate about \$10.765 million in the current fiscal year.

Statutes also allow community colleges to collect student fees for use in funding capital construction projects. MCC charges a student facilities fee of \$5 per credit hour that is projected to raise nearly \$2.4 million per year.

MCC had a Capital Improvement Fund balance of \$20,479,554 as of June 30, 2014. MCC is currently developing a finance plan that will cash flow available funds for this proposed project within an overall \$89.4 million Fort Omaha Campus master planning initiative projected to be completed in the next few years. Approximately half of this master planning initiative is to be funded from private donations with capital improvement property taxes (35%) and student facilities fees (15%) providing the remaining funding.

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

Yes

No

Comments: The college has demonstrated that this project would not unnecessarily duplicate instructional space on the Metropolitan Community College’s campuses.

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

High Low

Comments: The proposed new facility would help address demonstrated shortages of space at Elkhorn Valley Campus and South Omaha Campus by making existing construction-related program space available for repurposing as previously outlined.

COMMISSION ACTION AND COMMENTS:

Approve

Disapprove

Action: Pursuant to the Nebraska Revised Statutes, Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Metropolitan Community College’s proposal to use \$9.056 million in capital improvement property taxes for a new Construction Education Center as outlined in the program statement approved by the MCC Board of Governors on December 16, 2014 and supplemental information provided.

Comments: The Commission commends Metropolitan Community College and the private donors that would fund half of this new facility. Private donations will enhance the college’s ability to address space shortfalls at MCC’s Elkhorn Valley and South Omaha Campuses with available tax funds.

Consolidation of the construction-related applied technology programs will not only provide efficiencies in space and equipment, but also provide the opportunity for collaboration between these programs and students in a way that replicates “real-world” experience between construction trades.

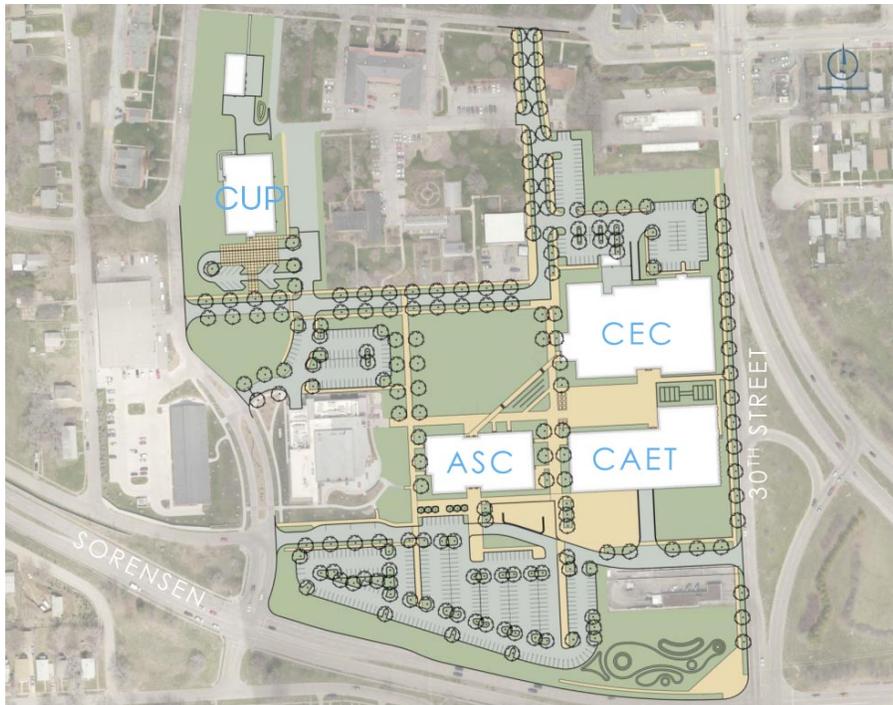
Institution/Campus: Metropolitan Community College / Fort Omaha
Project Name: Center for Advanced and Emerging Technology
Date of Governing Board Approval: December 16, 2014
Date Complete Proposal Received: January 7, 2015
Date of Commission Evaluation: March 12, 2015

**Metropolitan Community College - Fort Omaha Campus
 Fall Quarter Enrollment***

	Fall 2012	Fall 2013
On-campus HC	3,423	2,999
On-campus FTE	1,725.6	1,464.0

* Source: 2014 Supplemental enrollment by campus form. Includes full-time, part-time and non-credit headcount enrollment. Full-time equivalent (FTE) based on 15 quarter credit hours and 300 contact hours per quarter for non-credit courses. Excludes off-campus and online enrollment.

Project Description: MCC is proposing to construct a new Center for Advanced and Emerging Technology (CAET) on the Fort Omaha Campus (FOC). The new two-story, 68,800 gross square feet (gsf) facility would be located east of the existing Institute for the Culinary Arts (ICA) building on the southern end of campus (see site plan below). Additional projects being planned concurrently at the Fort Omaha Campus are the Academic Skills Center (ASC), Construction Education Center (CEC) and a Central Utility Plant (CUP).



The new facility is envisioned to enhance community outreach and workforce development in the Omaha region, particularly in the North Omaha community. The proposed facility would also provide education and training on the latest technologies being developed for industry needs. Potential new programs could emerge from this center, eventually becoming standalone educational components.

The proposed new building would include the following functions for institutional, industry and/or community use:

- Commons/exhibit space: including a large exhibit hall, pre-function lobby, service corridor, exhibit storage and service kitchen. The exhibit hall would be served by an overhead utility grid to provide necessary utilities to a variety of booth types, sizes and configurations. This multi-story volume would be accessed from the main level of the building and have direct adjacency to the delivery entrance and dock. The exhibit hall would also be dividable into two separate spaces with movable partitions. This multi-purpose space would be used for industry conferences, equipment demonstrations and career fairs, as well as industry-specific community events, such as health fairs and product shows. Potential academic uses include competitions that require high-bay or industrial space, including robotics competitions, culinary competitions, Skills USA and other regional conferences.
- Fab Lab: provide cross-disciplinary space equipped with design software and high-tech production equipment, such as 3-D scanners, laser and vinyl cutters, computer numerical control routers and 3-D simulators. The lab would include a fabrication area as well as a design studio. The design studio would be adjacent to the lab with visibility between the two spaces and would serve as the design/office area for the lab. Prototyping and product testing, short production runs and multi-state team design/production via video links are among the potential uses for the lab.
- Emerging lab space: four adaptive spaces equipped to support demonstrations, development and training around emerging technologies. Potential uses include short-term trials for product comparisons, pre-adoption training on new equipment, extended testing of Fab Lab productions, collaborative research and development, and short-term space for new or spin-off business development. These labs would be available to corporate community partners for their use in developing new technologies alongside MCC students and faculty. Locating the emerging labs adjacent to the exhibit hall would allow all the labs to be used in conjunction with conferences for training seminars or industry-specific exhibits.
- Academic data center: educational data center component consisting of 14 cabinets and one computer room air conditioning unit, a build room and support space for receiving, a war room for training and storage space. An adjacent critical facilities lab would contain nine additional cabinets and one additional computer room air conditioning unit for hands-on use by students with a partially raised access floor to facilitate learning opportunities.

- Corporate training rooms: two flexible 30-person training rooms would be reconfigurable into one large 60-person training room. A small hospitality space, private phone rooms and storage areas would support the flexibility of the training center use. Potential training sessions could include professional continuing education seminars, regulatory code update sessions, trade associations strategy meetings, corporate proprietary training or vendor product training. A separate training/classroom would also be available on the main floor of the facility.
- Office hoteling: provide flexible, technology equipped spaces to support a range of corporate functions on an as-needed basis. The suite would include a 30-person board room, four small conference rooms, an open networking/gathering space, six bench-style individual touchdown spaces and a kitchenette/vending area. A service area adjacent to the board room will provide a space for lunches and other support amenities to the board room. The office hoteling spaces would act as an office support space for MCC faculty and industry partners utilizing the various labs within the building. Companies could use the board room, meeting rooms and touchdown spaces for small group meetings, interviews, meetings with consultants, informal networking and individual work activities.
- Economic development resources: providing co-location opportunities for economic development personnel from local, state and regional organizations. The economic development organization's presence, along with resources they provide, would support business startup operations and expansions for the various programs within CAET. The suite would comprise four offices, small meeting space, and an area for literature and other resource information. Potential organizations could include the Nebraska Department of Economic Development, Small Business Association, Chamber of Commerce, as well as mentors for accounting, banking, law, etc.
- Administration and support space: includes three offices, a workroom and general building storage.

The college is estimating a total project cost of \$24,083,279 (\$350.04/gsf) for design, construction and equipping a new facility, including sitework. The source of funds for the proposed project would be half private donations (\$12.04 million), capital improvement property tax levy funds (\$8.43 million) and student facility fees (\$3.61 million). The college is currently exploring ways to address the cash flow for financing \$89.4 million in Fort Omaha Campus projects over the next three years (which includes \$45 million in private donations pledged to date). One potential solution would be to enter into a lease-purchase agreement with a facilities corporation over a number of years yet to be determined. MCC estimates construction to begin in the summer of 2015.

The college is estimating an increase in facility operating and maintenance (O&M) costs associated with a new facility of \$323,360/year (\$4.70/gsf/year) based on a building opening in spring 2017. Increased facility O&M costs would be funded from the college's general operating fund and program generated funds.

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

Yes

No

Comments: Page 1-7 of the Commission's *Comprehensive Statewide Plan for Postsecondary Education* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." This project would provide facilities that would promote economic and workforce development in the Omaha region, particularly in the North Omaha community.

Page 3-1 of the *Plan* outlines the following major statewide goal regarding workforce development: "Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state." The proposed project would allow for corporate training and economic development opportunities.

Page 5-4 of the *Plan* states: "An active partnership between higher education and Nebraska's business sector is essential if the economy of the state is to grow. Coalitions formed by a wide range of leaders can help guide institutions to educate and/or train students for the economic and social realities they will encounter. Community-level partnerships may include joint planning, collaborative research, and cooperative education and training programs.

- **Partner with the state's employers to provide ongoing training to employees in both rural and urban locales to sustain the workforce's knowledge, skills, and readiness for change."**

The college has consulted with a wide range of partners in development of this proposal including Metropolitan Utilities District, Omaha Public Schools, Valmont Industries, Control Services and the Greater Omaha Chamber of Commerce.

Page 7-10 of the *Plan* outlining the community colleges' role

and mission states: “Community colleges are critical to the state’s economic development efforts. They are a major source of trained and skilled workers for the workforce. In addition, through cooperative education efforts with businesses, they provide customized, on-the-job training for employees as well as services such as re-employment training, skills upgrading, and occupational assessment. It is critical that community colleges be structured to allow flexibility and rapid responsiveness to workforce needs.

- **Community colleges, through ongoing communication with employers and advisory groups, identify competency-based skills that employers are seeking and provide testing mechanisms to assure graduates of training programs, skills-upgrading courses, and customized training programs have attained these skills.**
- **Community colleges continue efforts to pursue cooperative education and training efforts, as well as technical assistance programs, with businesses and communities to support the economic development of their geographic service areas. Commission procedures include provisions to enable community colleges to respond quickly and effectively.”**

The proposed project’s primary goal is to address these issues in the Omaha area.

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

Yes

No

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

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

Yes

No

Comments: The Commission’s Executive Director approved, and subsequently reported to the Commission, the following MCC academic program for continuation:

- Information Technology – AAS degree (includes a concentration in Data Center Management) on December 4, 2014.

The Commission reviews all existing academic programs on a seven-year review cycle.

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

High Low

Comments: The Metropolitan Community College *Master Plan for Campuses*, dated March 2003, was approved by the College's Board of Governors on April 22, 2003. Page 6 of the *2003 Master Plan* states: "At Fort Omaha, the plan hinges on a strategy to make this historic campus more visible and accessible to students and the public. Currently, the majority of educational programs are concentrated at the extreme north end of the campus, preventing the buildings and spaces of the former fort from becoming an integral part of the campus experience. Phase I of the plan begins to integrate the southern end of the campus by creating a new and highly visible entry off Sorensen Parkway, and siting a proposed new Culinary Arts Institute [completed in 2009] at the entrance, visible from the highway and able to attract residents and visitors to the campus. The Culinary Arts Institute will be complemented by conference center facilities housed in the adapted adjacent mule barn building [completed in 2011], which is on the National Register of Historic Places."

The MCC *2010 Master Plan Update for Campuses and Centers* was approved by the College's Board of Governors on September 14, 2010. The *2010 Master Plan Update* reviewed space needs for each campus and center using a 2020 Plan Horizon. Projected enrollment on the Fort Omaha Campus was projected to increase to 3,600 headcount by 2020. Based on this assumption a 72,500 gsf space shortfall was projected for existing programs on the Fort Omaha Campus at the Plan Horizon using nationally recognized space guidelines,

benchmarking of peers and review of recent campus construction. Office, assembly and physical plant support space comprised the three largest space deficits for the Fort Omaha Campus, excluding space needs for new programs or future migration of academic programs.

The MCC 2011 *Implementation Plan* was the first document to specifically reference creation of a Center for Advanced and Emerging Technologies. Page 9 of the 2011 *Implementation Plan* lists Advanced Technology space on the south end of the Fort Omaha Campus (FOC) as a secondary priority following migration of construction-related programs to FOC.

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

High Low

Comments: Not applicable as this proposal primarily involves new construction. Existing Fab Lab space that would be relocated to the new facility would be returned to general classroom space. The existing space is in good condition and should require minimal work to repurpose.

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

High Low

Comments: Not applicable as this proposal primarily involves new construction with the exception of the academic data center and temporary Fab Lab space. The proposed project involves new functions that are not presently available at MCC.

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

High Low

Comments: The majority of spaces proposed for the new facility are not readily applicable to standard space guidelines or utilization reports. Office and conference space appears to be consistent with generally accepted space guidelines. Square footages for various other room types were calculated based on a proposed layout of the new spaces and equipment.

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

High Low

Comments: The college stated that the basis of square footage came about from the building programming process using best architectural practices and industry input. Most space would be modular and flexible in nature – with the ability to easily adapt as needs evolve.

As a member facility of the National Coalition of Advanced Technology Centers (NCATC), MCC’s CAET is intended to bring together resources of the college, business and industry to provide highly responsive workforce development and technology transfer services to help employers remain competitive. Advanced Technology Centers, as defined by NCATC, are community outreach tools (programs and facilities) that address the needs of area businesses and industry. They have been developed in 170 locations across the country to meet the requirements of their particular district or region. NCATC staff visited MCC faculty/staff, community/business members in developing a site review report and recommendations in 2013. This report included both programmatic and facilities related recommendations for a new facility. MCC staff has visited NCATC member facilities in Florence, South Carolina (Florence-Darlington Technical College); Kenosha, Wisconsin (Gateway Technical College); and Topeka,

Kansas (Washburn Technical College) while developing the programmatic needs for this proposal.

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

High Low

Comments: As part of its master planning process, college consultants conducted an environmental scan. MCC's 2014 Master Plan Data Update includes implications for a changing workforce in MCC's service area. The focus of CAET on existing workforce and industry needs addresses two specific trends identified:

- Degree and certificate trends indicate a dramatic increase in less than one-year awards. This is due in part to federal funds for workforce training and back-to-work programs. Many community colleges are developing short-term programs as students want job skills over degrees in several program areas.
- There is a strong justification for continuing education and professional development programs as citizens look for re-training opportunities. At the same time, emphasis should be placed on certification and completion or competency awards.

The college stated that according to a Manpower Group talent shortage survey results from 2012, skilled trade workers, engineers and IT staff are the top three jobs employers are having trouble filling in the U.S., and career/technical education can play a critical role in training workers in those areas. Economic Modeling Specialists Intl. data from the 2014 Omaha Region Industry & Workforce Analysis reflects a 28 percent growth in the five-year projection for jobs in the IT sector. CAET is intended to allow expansion of traditional trades' curricula, adapting to the changing technologies being reflected in the workplace.

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

High Low

Comments: There would not be a need for future projects as a result of this proposed project as it primarily involves new functions at the college.

Increased ongoing facility operating and maintenance costs associated with a new facility are intended to primarily be financed with program revenue generated from the facility. However, should this means of funding fall short it is within the college's general operating budget capacity to make up any difference given existing levy limits, state aid allocations, and tuition and fee revenues.

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

High Low

Comments: The college stated additional facilities and existing building expansion were considered at MCC's other campuses and centers, including the South Omaha Campus and Elkhorn Valley Campus. Buildings at SOC and EVC are at capacity and would also require a new facility.

The college mentions that Fort Omaha Campus's proximity to downtown Omaha and area industries would benefit the industry training and corporate education components of the CAET project. The college also states that the proposed programs and services offered at CAET would provide synergies with the Construction Education Center and Academic Skills Center. The CEC would offer additional tools and technologies not available in CAET but still readily accessible and offer traditional applied trades students the opportunity to work more closely with industry users at CAET. The ASC will offer a testing center for use by local business and industry certifications. FOC's' proximity to Eppley Airfield could make CAET a first stop for visitors interested in industry

development in the Omaha area. Additionally, local and regional training and trade shows could take advantage of travel proximity and ease of access to downtown amenities.

This use of tax funds may provide some return on investment (ROI) through increased business and industry investment, the creation of jobs, and resulting increases in tax revenues. However, the extent of a ROI will not be known for several years.

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

High Low

Comments: The proposed project would not provide cost efficiencies. However, the proposed project would improve the effectiveness of its workforce development and job training abilities for business and industry in the Omaha region.

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

High Low

*Comments: **Construction Costs*** - The college's estimate to construct and equip a new Center for Advanced and Emerging Technology is \$24,083,279 (\$350.04/gsf). Commission staff's estimate of the total project cost is \$24,445,000 (\$354.74/gsf) for construction of college classroom space per *R.S. Means Square Foot Costs* modified to account for programmatic variances and local conditions. The college's estimate is \$361,721 (1.5%) lower than Commission staff's estimate for the project. Both estimates are inflated for a spring 2017 building opening. The primary difference between these close estimates is in the construction cost with Commission staff's estimate assuming a normal bidding environment.

Operating and Maintenance Costs - The college is estimating an increase in ongoing facility operating and maintenance (O&M) costs of \$323,360 per year

(\$4.70/gsf/year). Commission staff's estimate to provide ongoing facility O&M for a new facility is \$467,900 per year (\$6.79/gsf/year). The college's estimate is \$144,540 per year (30.8%) lower than Commission staff's estimate for facility O&M. Both estimates are based on current costs. The primary difference between these estimates is in the building and grounds maintenance, custodial and property insurance estimates. The college has additional resources available within its general operating fund should actual facility O&M costs be higher than estimated and program generated funding prove insufficient.

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

High Low

Comments: The proposed use of capital improvement property tax levy funds, private donations and student facility fees to construct workforce development, job training and instructional space is appropriate.

Beginning in FY 2014, community colleges were allowed to collect a maximum capital improvement levy limit of 2.0¢ per \$100 property valuation for the Capital Improvement Fund. However, the combined operating and capital improvement levies shall not exceed the current maximum of 11.25¢ per \$100 property valuation.

MCC presently collects 2.0¢ per \$100 property valuation for the Capital Improvement Fund, which is the maximum capital improvement levy limit allowed by statute. The college estimates that the capital improvement levy will generate about \$10.765 million in the current fiscal year.

Statutes also allow community colleges to collect student fees for use in funding capital construction projects. MCC charges a student facilities fee of \$5 per credit hour that is projected to raise nearly \$2.4 million per year.

MCC had a Capital Improvement Fund balance of \$20,479,554 as of June 30, 2014. MCC is currently developing a finance plan that will cash flow available funds for this proposed project within an overall \$89.4 million Fort Omaha Campus master planning

initiative projected to be completed in the next few years. Approximately half of this master planning initiative is to be funded from private donations with capital improvement property taxes (35%) and student facilities fees (15%) providing the remaining funding.

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

Yes

No

Comments: The college has demonstrated that this project would not unnecessarily duplicate workforce development and job training space on Metropolitan Community College's campuses.

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

High Low

Comments: Designated space for workforce development and job training is also not currently available on MCC's campus locations. The closest similar Advanced Technology Centers are located in eastern Iowa and central Kansas, leaving a regional gap centered on Omaha. The proposed new facility would also address a shortage of trade show and event space for moderately sized industrial trades' events currently not available in the metropolitan area.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove



Action: Pursuant to the Nebraska Revised Statutes, Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Metropolitan Community College’s proposal to use \$8.429 million in capital improvement property taxes for a new Center for Advanced and Emerging Technology as outlined in the program statement approved by the MCC Board of Governors on December 16, 2014 and supplemental information provided.

Comments: The Commission commends Metropolitan Community College and the private donors that would fund half of this new facility. Private donations have significantly enhanced the college’s ability to address workforce development and job training needs in the Omaha area.

The National Coalition of Advanced Technology Centers (NCATC) 2013 Report outlines the use of Advanced Technology Centers (ATC) as outreach tools for business and industry. NCATC provides that following definition for an ATC:

“An ATC is a commitment of people and resources in the effort to reach, enhance, and add value to business through highly responsive workforce development programs and (as appropriate) technology transfer services to help employers remain competitive. An ATC is not necessarily a physical facility, but is often thought of and referred to as a structure. Beyond bricks and mortar, an ATC operation is a conscious effort to bring together the resources of the college in business and industry outreach, and it can be an organizational model that encompasses many functions of the college. A successful ATC serves as a locus of economic development with substantial and concerted business and industry outreach products and services.”

The collaborative approach that MCC has taken with local business and industry will support the success of this center.

Copies of the Committee Draft of the
2015 Nebraska Higher Education Progress Report
are available upon request prior to the meeting. A
final version, approved by the full Commission, will
be available online following the meeting at
www.ccpe.ne.gov