
MINUTES

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION January 23, 2014

Video Conference sites;
Chadron State College in Chadron, NE
Lincoln Executive Building in Lincoln, NE
Vocational Rehabilitation in Norfolk, NE
ESU #16 in North Platte, NE
Cape Coral, FL

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 23, 2014. 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 (North Platte)
Dr. Deborah Frison*	W. Scott Wilson*
Dr. Ron Hunter (Chadron)	John Winkleblack (Florida)
Mary Lauritzen (Norfolk)	Carol Zink*
	(*Lincoln site)

Commissioners Absent

Clark Anderson
Dr. Joyce Simmons

Commission Staff Present

Dr. Kathleen Fimple	Dr. Carna Pfeil
Benjamin Civic	Helen Pope
Jason Keese	Gary Timm
Kadi Lukesh	Mike Wemhoff

Minutes of December 5, 2013
Commission meeting approved

MINUTES OF DECEMBER 5, 2013 COMMISSION MEETING

Commissioner Wilson moved that the December 5, 2013 minutes be approved. Commissioner Zink seconded the motion. A roll call vote was taken. Commissioner Hunter abstained, with all other Commissioners present voting yes.

Chair Adam announces
committee assignments

CHAIR'S REPORT

Chair Adam spoke briefly about committee assignments for 2014, noting the executive committee was voted on at the December meeting as listed below. If the bylaw change is passed at the March Commission meeting making the terms of office from July 1 to June 30, she suggests keeping the current committee assignments as they are until the June Commission meeting when new committees will be assigned.

Executive Committee

Colleen Adam - Chair
Carol Zink – Vice Chair
Ron Hunter
Scott Wilson

Academic Programs Committee

Carol Zink– Chair
Mary Lauritzen
Scott Wilson
Eric Seacrest
Deb Frison

Budget, Construction, and Financial Aid Committee

Joyce Simmons
John Winkleblack
Eric Seacrest

Planning and Consumer Information Committee

Mary Lauritzen – Chair
Deb Frison
Colleen Adam
Ron Hunter
Scott Wilson

Riko Bishop's District 1 position has yet to be filled by the Governor. Clark Anderson's at-large position has been filled by Dwayne Probyn. Dwayne will be present at the March Commission meeting.

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

INTERIM EXECUTIVE DIRECTOR'S REPORT

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

1. Offered by Northeast Community College
Interactive two-way video originated from West Point-Beemer HS in West Point, NE
Delivered to Clarkson High School in Clarkson, NE

Out-of-service area applications
continued

- SPCH 1110 Public Speaking (3 cr.)
1/7/14 to 5/21/14
2. Offered by Northeast Community College
Interactive two-way video originated from Bancroft-Rosalie
HS in Bancroft, NE
Delivered to Arcadia High School in Arcadia, NE
 - ENGL 2200 Survey of English Literature (3 cr.)
1/6/14 to 5/23/14
 3. Offered by Northeast Community College
Interactive two-way video originated from West Point-Beemer
HS in West Point, NE
Delivered to Howells-Dodge High School in Howells, NE
 - SPCH 1110 Public Speaking (3 cr.)
1/7/14 to 5/21/14
 4. Offered by Northeast Community College
Interactive two-way video originated from West Point-Beemer
HS in West Point, NE
Delivered to Howells-Dodge High School in Howells, NE
 - ENGL 2100 Introduction to Literature (3 cr.)
1/7/14 to 5/21/14
 5. Offered by Northeast Community College
Interactive two-way video originated from Wayne High School
in Wayne, NE
Delivered to Logan View High School in Hooper, NE
 - PSYC 1810 Introduction to Psychology (3 cr.)
1/6/14 to 5/20/14
 6. Offered by Northeast Community College
Interactive two-way video originated from NECC
in Norfolk, NE
Delivered to Aurora High School in Aurora, NE
 - MATH 2000 Analytic Geometry and
Calculus I (5 cr.)
1/13/14 to 5/9/14
 7. Offered by Central Community College
Interactive two-way video originated from David City High
School in David City, NE
Delivered to Sargent High School in Sargent, NE
 - ENGL 2100 Introduction to Literature (3 cr.)
1/13/14 to 5/8/14
 8. Offered by Central Community College
Interactive two-way video originated from Cozad High School
in Cozad, NE
Delivered to Anselmo/Merna High School in Merna, NE

Out-of-service area applications
continued

- MATH 1150 College Algebra (3 cr.)
1/6/14 to 5/23/14
9. Offered by Central Community College
Interactive two-way video originated from CCC
in Columbus, NE
Delivered to Pope John High School in Elgin, NE
 - SOCI 1010 Introduction to Sociology (3 cr.)
1/13/14 to 5/8/14
 10. Offered by Central Community College
Interactive two-way video originated from CCC
in Columbus, NE
Delivered to Pope John High School in Elgin, NE
 - ENGL 2100 Introduction to Literature (3 cr.)
1/13/14 to 5/8/14
 11. Offered by Central Community College
Interactive two-way video originated from David City High
School in David City, NE
Delivered to Burwell High School in Burwell, NE
 - ENGL 1010 English Composition (3 cr.)
1/13/14 to 5/8/14
 12. Offered by Central Community College
Interactive two-way video originated from Central City HS in
Central City, NE
Delivered to Allen High School in Allen, NE
 - MATH 2060 Analytic Geometry and
Calculus I (5 cr.)
1/13/14 to 5/8/14
 13. Offered by Central Community College
Interactive two-way video originated from St. Paul High
School in St. Paul, NE
Delivered to West Point-Beemer HS in West Point, NE
 - MATH 2020 Applied Statistics (3 cr.)
1/6/14 to 5/22/14
 14. Offered by Central Community College
Interactive two-way video originated from Humphrey High
School in Humphrey, NE
Delivered to Madison High School in Madison, NE
 - ENGL 2100 Introduction to Literature (3 cr.)
1/13/14 to 5/8/14
 15. Offered by Mid-Plains Community College
Interactive two-way video originated from MPCC in
North Platte, NE
Delivered to Keya Paha County High School in

Springview, NE

- POLS 1000 American Government (3 cr.)
1/13/14 to 5/8/13

16. Offered by Mid-Plains Community College
Interactive two-way video originated from MPCC in
North Platte, NE
Delivered to Keya Paha County High School in
Springview, NE
- FACS 1600 Human Development (3 cr.)
1/13/14 to 5/8/14

Kadi Lukesh presents quarterly
budget report

Kadi Lukesh, Budget Coordinator, gave an update of the Commission's administrative budget. At the end of the second quarter the budget is in good shape, however, the second half of the budget year will be affected by the outcome of our deficit budget request.

Jason Keese comments on
current legislative bills of interest

Jason Keese, Public Information and Special Projects Coordinator, briefed the Commissioners on current legislative bills of interest. A summary sheet was distributed to Commissioners outlining the information discussed. The Legislature is on the 11th day of its 60 day session, with all bills being introduced as of January 22. Mr. Keese noted that at least 13 bills are directly or very closely related to higher education. The summary sheet also provided information on bills carried over from the 2013 Legislative session.

Dr. Pfeil comments on the
budget deficit request

Dr. Pfeil noted that we have submitted a budget deficit request that includes funds for the search for an executive director. The Governor has not supported our request. It is now before the Appropriations Committee. She has visited with several of the Appropriations Committee members. We will give testimony on our deficit request at a public hearing February 5.

Chair Adam announces
executive director search
committee

Chair Adam stated that while awaiting the results from the deficit request, she has appointed an executive director search committee:

Eric Seacrest – Chair
Scott Wilson
Carol Zink
Deb Frison
Colleen Adam

Dr. Pfeil discusses community
college peers

Dr. Pfeil reported that she has been in contact with the community colleges and new peers from the community colleges will be voted on at the March Commission meeting,

Public Comment 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

John Blaylock, Northeast Community College

April Durnell, Wright Career College

Christine Beischel, Wright Career College

Jered Korschwar, Wright Career College

Michele Gill, Northeast Community College

Lyle Kathol, Northeast Community College

PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS

John Blaylock, Vice President of Educational Services for Northeast Community College, thanked the Commissioners for giving him the opportunity to share with them two new program offerings from NECC they desire to add to their curriculum. He offered to answer any questions the Commissioners may have.

April Durnell, Assistant to the Vice President/Director of Education at Wright Career College in Overland Park, Kansas, introduced herself, Christine Beischel, Campus Director, and Jered Korschwar, Surgical Technology Program Chair, from Wright Career College's Omaha campus. They spoke about the need for a surgical technology program in the Omaha area and offered to answer questions from the Commissioners.

Michele Gill, Dean of Health and Wellness at Northeast Community College, spoke briefly on the Health Information Management Systems program that NECC would like to offer their students.

Lyle Kathol, Dean of Applied Technology at Northeast Community College, discussed the demand for trained workers in manufacturing and welding areas. The proposed diversified manufacturing technology program is a way for NECC to develop these higher level skills, and also provide an opportunity for entry-level, untrained, non-traditional students to enter the workforce with basic training.

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

ACADEMIC PROGRAMS COMMITTEE

Wright Career College – Surgical Technology (AAS)

Application to Modify a Previous Authorization to Operate – Wright Career College – Surgical Technology (AAS)

Commissioner Zink introduced Dr. Kathleen Fimple, Academic Programs Officer, to present the program and to give financial information on the program that was not available at the committee conference call.

Dr. Fimple presents the proposal

Dr. Fimple noted that Wright Career College is in the U.S. Department of Education's acceptable composite financial score range. Questions posed on two areas of concern were answered after the committee meeting. The committee accepted the explanations, but recommended that the college's cash flow be monitored annually for consumer protection of the students in Nebraska. Wright Career College recently received reaccreditation by ACICS (Accrediting Council for independent Colleges and Schools). Institutions are accredited and programs can be accredited. Wright Career College's surgical technology programs in Overland Park and Wichita are accredited by ABHES (Accrediting Bureau of Health Education Schools).

Dr. Fimple briefed the Commissioners on complaints regarding Wright Career College and successful resolutions to those complaints. The

Academic Programs Committee did not forward a recommendation to the full Commission due to the time frame needed to receive more information on the financial question. She noted that staff recommends there be conditions if approval is given.

Commissioner Winkleblack left the meeting.

Wright Career College – Surgical
Technology (AAS) approved

Commissioner Zink made a motion to approve the modification to the recurrent authorization to operate for Wright Career College to include the AAS in surgical technology, with the following conditions:

1. Approval is received from ACICS prior to the college offering the program, 2. Resumes of faculty hired to teach in the program are submitted to the Commission prior to offering surgical technology classes, 3. As soon as possible, an application is submitted for programmatic accreditation, and 4. Audited financial statements are submitted to the Commission annually. Commissioner Hunter seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

Northeast Community College –
Health Information Management
Systems (AAS)

Proposal for a New Instructional Program – Northeast Community College – Health Information Management Systems (AAS)

Dr. Fimple presents the proposal

Dr. Fimple presented the proposal, noting that by the end of 2014 the national goal is to have all of the healthcare industry using electronic health records. NECC has many of the required courses in place, as well as a full-time faculty member to teach health information management and serve as program director.

Michele Gill, NECC responds to
questions regarding the proposal

Commissioner Lauritzen asked Michele Gill to respond to comments regarding interest and vision in the program. Ms. Gill stated that this program will add value for students to bring to their jobs. John Blaylock added that this program will give students another opportunity to work in the healthcare field. Commissioner Lauritzen discussed the benefit of this program for a smaller community and in the small clinic setting.

Northeast Community College –
Health Information Management
Systems (AAS) approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the proposal for a new instructional program for Northeast Community College – Health Information Management Systems (AAS). A roll call vote was taken, with all Commissioners present voting yes.

Northeast Community College –
Diversified Manufacturing
Technology (Certificate)

Proposal for a New Instructional Program – Northeast Community College – Diversified Manufacturing Technology (Certificate)

Dr. Fimple presents the proposal

Dr. Fimple stated that NECC along with other Nebraska community colleges received a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the U.S. Department of Labor. The main goal of this grant is to prepare people for employment in high-skill, high-wage occupations. Employers surveyed stated that their greatest hiring challenge in the next few years would be filling positions in skilled production. There is a need for this program, as NECC has received inquiries from individuals seeking to improve their skills and employers looking for educational opportunities for their employees.

Mr. Kathol responds
Commissioner's questions

Chair Adam inquired if the TAACCT grant dollars were divided equally among the four community colleges. Mr. Kathol stated that Central Community College was the fiscal agent. The grant money was dispersed to the colleges based on their request, the number of students served, and need for the area.

Mr. Kathol commented that in their annual advisory committee meetings, local and area manufacturers continually express a great need for qualified technical workers and training for their current employees. He also noted that NECC is working on the career academy concept to get high school students interested in pursuing careers in the manufacturing field.

Northeast Community College –
Diversified Manufacturing
Technology (Certificate)
approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to approve the proposal for a new instructional program for Northeast Community College – Diversified Manufacturing Technology (Certificate). A roll call vote was taken, with all Commissioners present voting yes.

ITQ state grant program
recommendations for 2013-2014
awards

Improving Teacher Quality state grant program – Recommendations for 2013-2014 awards

Dr. Fimple discusses the
proposals

Dr. Fimple noted that 15 proposals were received for funding. It was a difficult process for the review panel to select the four (with asterisk) proposals that were chosen for funding.

1. Economic Education Professional Development Seminar, UML
2. **Nebraska Blast 2.0 Improving Teacher Quality through STEM workshops, UNL ***
3. **Teaching Literacy with Historical Documents, Nebraska Wesleyan University ***
4. Education in Digital and Global Environments, UNL
5. **Enhancing Nebraska 6-12 Teachers' Knowledge of Earth Science Content, UNL ***
6. Early Childhood Education and Early Mathematics for Elementary School Leaders, UNO
7. Mathemantics III: Learning the Power of Mathematical Communication Phase III, UNO
8. MET Link for Early Childhood, Elementary, and Middle School Teachers, UNO

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9. Professional Development for Reflective Practice of Guided Science Inquiry, UNL
 10. Integrating Dynamic Mathematics Software into Existing Curriculum to Improve the Teaching and Learning of Mathematics, UNO
 11. Implementing a Temperament-Based Social-Emotional Learning Program with Nebraska Kindergarten Teachers and Children, UNL
 12. Agroecosystems as Tools for Teaching, UNL
 13. Metro Omaha STEM Teachers Cohort, UNO
 14. Unleashing Potential in Students Across Nebraska Through STEM Education, Nebraska Educational Technology Association/Doane College
 15. **Strengthening Upper Elementary Mathematics Instruction in the Nebraska Panhandle, UNL ***

ITQ proposals approved

Commissioner Zink, on behalf of the Academic Programs Committee, moved to concur with the evaluation panel's recommendation for funding of the four projects in the amounts listed below. A roll call vote was taken, with all Commissioners present voting yes.

- 1. Nebraska Blast 2.0 Improving Teacher Quality through STEM workshops for \$75,130, UNL**
- 2. Teaching Literacy with Historical Documents for \$65,766, Nebraska Wesleyan University**
- 3. Enhancing Nebraska 6-12 Teachers' Knowledge of Earth Science Content for \$82,042, UNL**
- 4. Strengthening Upper Elementary Mathematics Instruction in the Nebraska Panhandle for \$75,700, UNL**

Existing Program Review

Existing Program Review

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

University of Nebraska at Kearney
General Studies – BGS

University of Nebraska at Omaha
General Administration – BGS

Existing Program Review
continued

Central Community College
Academic Transfer – AA/AS

Metropolitan Community College
General Studies – AAS
Liberal Arts/Academic Transfer – AA, AS

Mid-Plains Community College
Academic Transfer – AA, AGS, AS

Northeast Community College
Academic Transfer – AA, AS

Southeast Community College
Academic Transfer – AA/AS

Western Nebraska Community College
Academic Transfer – AA

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.

BUDGET, CONSTRUCTION, AND FINANCIAL AID COMMITTEE

Nebraska Community College
Annual State Aid Enrollment
Audit Guidelines and Processes

**Nebraska Community College Annual State Aid Enrollment Audit
Guidelines and Processes**

Dr. Pfeil discusses and presents
the proposal

Commissioner Seacrest, representing the Budget, Construction and Financial Aid Committee, asked Dr. Pfeil to present the Nebraska Community College Annual State Aid Enrollment Audit Guidelines and Processes and provide background information. Dr. Pfeil noted that she worked together with Dr. Fimple on the audit guidelines and processes. The Commission is responsible for creating this document that provides data for the formula, and for distributing state aid to the community colleges. The colleges are funded through a formula, part of which requests full-time equivalent students (FTEs) and reimbursable educational units (REUs), which are FTEs multiplied by a weighting factor for certain courses. The Commission set up an advisory committee of the community college chief instructional officers and business officers to help it in reviewing the guidelines. The advisory committee assisted the Commission in designing a document that was approved by the college presidents and will be forwarded to the community colleges outside auditors. Dr. Pfeil would like the state aid enrollment audit to be one document for the auditors and the guidelines and processes to be a

separate document for the colleges. This may be accomplished in the future.

Chair Adam asked for clarification if the “CEO” was the college president, and if so, it should be changed in the document to reflect a consistent term. It was also noted to clarify the section regarding sending the guidelines to the outside auditors. The sentence should state that once the Commission has approved the audit guidelines, the document is sent to the college presidents to forward to their respective auditors.

Nebraska Community College
Annual State Aid Enrollment
Audit Guidelines and Processes
approved

Commissioner Seacrest on behalf of the Budget, Construction, and Financial Aid Committee moved to approve the Nebraska Community College Annual State Aid Enrollment Audit Guidelines and Processes, to include the following changes: using the term president or CEO consistently and clarifying that the Commission-approved guidelines will be sent to the college president to forward to their respective auditors. Commissioner Hunter seconded the motion. A roll call vote was taken, with all Commissioners present voting yes.

EXECUTIVE COMMITTEE

Notice of Proposed Amendment
to the Commission’s Bylaws

Notice of Proposed Amendment to the Commission’s Bylaws

Chair Adam noted that the change to the Commission’s Bylaws will alter the terms of office for Commission officers from January 1 through December 31 to July 1 through June 30 of each year. Dr. Pfeil added when there is a change in the bylaws, notice of the change is read at a Commission meeting and, then voted upon at the next Commission meeting.

Commissioner Zink reads the
notice of amendment

Commissioner Zink read the notice of amendment. “Madam Chair Adam: I give notice that at the next meeting I will move to amend Article II, Section 1 of the Bylaws, by striking out ‘January 1 through December 31 of each year’ and inserting ‘July 1 through June 30 of each year.’ This amendment relates to the terms of office for the chairperson and vice-chairperson. Written notice of the full text of the proposed action has been provided to all Commission members.”

Chair Adam acknowledges that
notice has been given to amend
bylaws

Chair Adam: “Notice has been given that at the next meeting Commissioner Zink will move to amend Article II, Section 1 of the Bylaws, by striking out ‘January 1 through December 31 of each year’ and inserting ‘July 1 through June 30 of each year.’ This amendment relates to the terms of office for the chairperson and vice-chairperson. Written notice of the full text of the proposed action has been provided to all Commission members.”

Commissioner Seacrest
comments on bylaw

Commissioner Seacrest commented that it may be more appropriate for the reading to state “terms of office shall begin July 1 of each year and end June 30 of the following year.” After discussion, Chair Adam added

that notice has been given, and Commissioners will have the opportunity to comment before voting on this item at the March Commission meeting.

Update on SARA

Dr. Pfeil and Dr. Fimple discuss SARA

Update on SARA (State Authorization Reciprocity Agreement)

Dr. Pfeil reported that the Commissioners will be authorizing CCPE staff to complete the application for the state of Nebraska to join the Midwest Higher Education Compact SARA agreement. Questions have been raised and everyone will be briefed at future meetings on SARA and what to expect.

Dr. Fimple added that four compacts in the United States are going to work with their constituent states on an agreement that establishes comparable standards for interstate offerings of postsecondary distance education courses and programs. SARA is intended to make it easier for students to take online courses offered by postsecondary institutions in another state. Each state will decide if they want to join. In order to join, there is an application to complete. This will be discussed at a work session before the March Commission meeting.

Next Commission Meeting
March 13, 2014

FUTURE MEETINGS

The next Commission meeting will be held at 10:00 a.m. Thursday, March 13, 2014 in the Apothecary Building, 140 North 8th Street, 5th floor, in Lincoln, Nebraska.

Dr. Pfeil comments on work session before March meeting

COMMENTS

Dr. Pfeil stated that three topics will be on the agenda for a work session before the March Commission meeting: low-producing programs; SARA information; and new executive director qualifications. Cecelia Foxley, a higher education consultant, will meet with the Commissioners before the 10:00 a.m. Commission meeting the morning of March 13.

Meeting adjourned at 11:54 a.m.

ADJOURNMENT

The meeting was adjourned at 11:54 a.m.

Environmental Restoration Science—BS
Previously Soil Science (prior to 1999) and Environmental Soil Science (1999-2006)
University of Nebraska-Lincoln
Follow-up Report

Background

- In **1997** the Commission reviewed the Soil Science program. The average number of graduates was 1.8 (Commission threshold is 7.0). The program had been created in 1990 and UNL expected the enrollments to increase as it became more well-known. The Commission **continued the program with a report on need and demand.**
- In **2005**, as part of the regular program review, UNL reported that the name of the program had been changed to Environmental Soil Science. There were only three graduates from the program (.6 average). UNL stated that the coursework supported several other majors, so program expenses were minimal. The Executive Director **approved the program.**
- In **2012** the Commission reviewed the programs in its regular review cycle. UNL reported:
 - The program's name had been changed to Environmental Restoration Science in 2007.
 - The average number of graduates was .8.
 - There were 11 students enrolled in the program.
 - The courses also serve students in degree programs in agronomy and horticulture.
 - It is the only program of its type in the state.
 - The Commission **continued the program with a report on need and demand.**

Summary of UNL's Report

- The average number of graduates was 2.0, with five graduates in 2011-12. The estimated average SCH/FTE was 521 (the program has no courses or faculty of its own).
- The renaming of the program in 2007 included a revised curriculum and subsequent marketing of the revised program.
- The revised program focuses on initiating or accelerating the recovery of an ecosystem that has been degraded, damaged, or contaminated—a slightly different focus from environmental soil science. Students receive general training but also specialize in either terrestrial or aquatic environments.
- The curriculum does not provide new courses, but a new blend of existing courses.
- The program provides training in an area that is foundational and necessary for the future of society.

Committee Comment

This program has struggled to find its place in the College of Agricultural Sciences and Natural Resources. The number of graduates in the most recent year (five) is encouraging. And although the graduation rates are low, there is little additional cost to offer the program. The student credit hours and FTE faculty reported are only estimates because the program utilizes only courses and faculty from other programs.

Kansas State University does not have a comparable program. Iowa State University has a major in environmental science with a much broader focus. The program is appropriate for UNL given the university's land grant status, the prominence of agriculture, and the natural vegetation of Nebraska, providing there is student demand.

Committee Recommendation

Continue.

[The next regular program review is due June 30, 2018.]

**Horticulture Systems—AS, AAS, certificate
Nebraska College of Technical Agriculture
Follow-up Report**

Background

- The Commission reviewed the horticulture systems program at NCTA in its first round of program reviews in 1993, then in 2000, and most recently in 2009. The average SCH/FTE in 2000 was 420, exceeding the Commission productivity threshold of 300. In 2009 it was 276. The average number of graduates in 1993 was 5.0, in 2000 it was 6.0, and in 2009 it was 5.6. (Commission threshold is 10.0). In **1993 and 2000** the Commission **continued** the programs.
- In **2009** NCTA reported that consistency with faculty was a problem, but a permanent faculty member had been hired. The college had also begun offering courses in North Platte. The Commission **continued the program with a report on need and demand.**

Summary of NCTA's Report

- The average number of graduates for the four years from 2009 to 2013 was 2.25 for the AAS and 1.25 for the certificate program. There were no graduates from the AS program that had been approved in 2005. The average SCH/FTE was 99. (*Staff note: this may have been a result of overlapping faculty members, as some left and new ones were hired, artificially increasing the FTE*).
- The number of students enrolled was steady, with 8 in 2009-10, followed by 7, 9, and 8 in the next three years. In fall 2013 there were 11 students enrolled—a slight increase.
- There have been three new faculty members over the past four years, with two leaving the college. Currently, one faculty member is devoted to the program. There have also been four different associate deans over the past five years. All the changes have contributed to instability for the program.
- The program did not have an advisory council until 2012, hindering program growth. There was also little recruiting prior to 2012. That has been remedied with new print material, radio ads, and focused visits to high schools.
- Courses that were offered in North Platte were continuing education only. The college is investigating a certificate program at that location and has recently initiated dual credit offerings (presumably in schools near Curtis). They are also in conversation with Alliance Public Schools about dual credit classes. In 2011-12 NCTA received 49 “interest cards” from high school graduates. In addition, online offerings are also being considered.
- The report included a three-year plan for the program starting in 2013-14, with target applications, enrollments, and retention, and activities to help meet the goals. Activities include reviewing the current programming, devoting land on the college farm to horticultural crops, developing a farmers’ market course, and considering an urban agriculture program.

Committee Comment

The program has suffered from several difficulties, many of which have been corrected, including establishing an advisory council and improving recruiting. The three year plan presented in the report indicates a commitment by NCTA to this program.

Committee Recommendation

In-depth review, focusing on consistency with role and mission and Statewide Comprehensive Plan; need and demand for the program; avoidance of unnecessary duplication; and adequacy of resources, due June 30, 2014.

**Mathematics-Bachelor of Science, Bachelor of Arts
Peru State College
Follow-up Report**

Background:

- The Commission first reviewed the math program at PSC in **1995**. The program averaged 10.6 graduates for the previous five years. In the **2002** review, the average was 9.4. The Commission **continued the program** both years.
- In **2009** the Commission again reviewed the math program as part of its regular review cycle. The program averaged 2.4 graduates over the previous five years and averaged 510 SCH/FTE. Peru reported that the program played a significant role in supplying math teachers to rural areas as well as supporting students who major in other fields. The Commission **continued the program and called for a report** on demand for the program.
- In **2011** PSC reported:
 - The math program was a critical supporting element necessary to achieve the college's mission and goals, particularly developing independent inquiry and critical thinking skills in students
 - The average number of graduates between 2006 and 2010 was 2.2, with five graduates in 2009-10.
 - There were four reasons given that the program should be retained. (1) "*It is necessary to the long run health of the college.*" (2) "*Demand is more significant than the number of graduates would indicate*" (3) "*The program plays a small, yet important, role providing teachers in a critical shortage area.*" And (4) "*Other opportunities to promote growth exist.*"

The Commission encouraged PSC to pursue strategies for increasing the number of math majors and retaining them through to graduation. The program was **continued with a report** on the college's efforts and on enrollments and graduation rates

Summary of Institution's Report:

- The average number of graduates between 2007 and 2012 was 2.8. The average number of majors enrolled in the fall semester was 22.8
- The number of student credit hours increased from 2,864 in 2007-08 to 3,342 in 2011-12.
- The college has increased marketing efforts, continued pursuit of Rural Health Opportunities Program (RHOP) partnerships, and added a math faculty line to strengthen introductory math courses.
- Math has been identified as a teacher shortage in Nebraska and PSC helps provide teachers in this field.
- Eliminating fundamental types of majors (such as math) would change the character of the college and reduce future flexibility.

Committee Comment:

The total SCH has been increasing not just over the past five years, but for close to 20 years. This is evidence of the demand for math classes, although not for a math major. The number of majors is encouraging if they can be retained through to graduation.

Committee Draft

The Nebraska Department of Education reports yearly on the current teacher shortage areas. For 2013-14 there were eight academic areas identified, including math. Math is consistently on the list. Peru State College regularly graduates about three students per year with a degree in mathematics teacher education.

One Commission review criterion is consistency with role and mission. State statute identifies the state colleges' purpose as "the training and instruction of persons...in the arts of teaching and managing schools, the principles and practice of the various branches of learning taught in our public schools, and the arts and sciences generally." (§ 85-949) Mathematics is a basic "arts and sciences" discipline.

Committee Recommendation: Continue the program.

[The next regular program review is due June 30, 2016.]

**Diesel Technology-AAS, Diploma, Certificate
Mid-Plains Community College
Follow-up Report**

Background:

- In **2010** the Commission reviewed the Diesel Technology program at Mid-Plains Community College. The program averaged 7.8 graduates (Commission threshold is 10) and 205 SCH/FTE (Commission threshold is 275).
- The report discussed the need for the program and the increasing number of students (10 graduates in the last reporting year of the five-year period and 18 students registered for the upcoming fall). There was no explanation for the low SCH/FTE.
- The Commission **continued the program with a report** on the SCH/FTE.

Summary of Institution's Report:

- The SCH/FTE data reported in 2010 contained some discrepancies. Two key leadership positions were filled with employees new to the college and resulted in data that “was not adequately reviewed and analyzed.” Instruction for the Union Pacific Railroad courses had incorrectly been included with the diesel technology courses.
- Corrected data for SCH/FTE from 2007-08 through 2011-12 was provided. The five year average was 304 SCH/ FTE.

Committee Comment:

The corrected SCH/FTE meets Commission thresholds.

Committee Recommendation:

Continue the program.

[The next regular program review is due June 30, 2017.]

2012-2013 EXISTING PROGRAM REVIEW

UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR								
Institution	Program	5 yr Average (2007-2012)						
		SCH/FTE	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded	
UNO	Black Studies	579	BGS BA	1.2* 0.8*				
UNO	General Studies	*	BGS	67.4				
UNMC	Cellular & Integrative Physiology	N/A			MS	0.4	PhD	2.0
UNMC	Cancer Research	N/A			MS	0.0	PhD	5.6
UNMC	Nursing	201	BSN	323.8	MSN Graduate Certificate	87.0 9.2	PhD	3.4
UNMC	Cytotechnology	191			Graduate Certificate	5.8		
UNMC	Biochem and Molecular Biology	N/A			MS	0.2	PhD	4.8
UNMC	Pharmacology and Experimental Neuroscience	N/A			MS	0.2	PhD	3.4
UNMC	Pathology and Microbiology	N/A			MS	2.6	PhD	5.4
UNMC	Medicine	34	BSM**	4.6			MD	115.0
UNMC	Environmental Health, Occupational Health and Toxicology	N/A					PhD	2.2
UNMC	Clinical Laboratory Science	218	BS	31.2				
UNMC	Genetics, Cell Biology and Anatomy	N/A			MS	0.8	PhD	2.8

*interdisciplinary

**Allows students to obtain baccalaureate degree if they did not receive one prior to admittance to doctoral programs

Most programs at UNMC involve faculty who teach in several program areas, so SCH/FTE was not calculated. In some cases the SCH/FTE was reported but includes faculty with administrative duties and isn't indicative of the instructional efficiency. Many UNMC programs admit students into the PhD program and only offer the MS as an option for students who cannot complete the doctoral program.

COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR							
Institution	Program	5 yr Average (2007-2012)					Total Awards
		SCH/FTE	Associate	Diploma	Certificate		
MCC	Apprentice-Related Technology	761	AAS	2.6			2.6***
WNCC	Aviation Airframe/Powerplant Maintenance	311	AOS	2.4	1.0	1.8	5.2
CCC	Library & Information Services	190****				6.3****	6.3

***students gaining skills and stopping out

****3-year average; program offered part-time online for all community colleges

PROGRAMS DISCONTINUED by the INSTITUTIONS			
Institution	Program	Degree(s)	Comments

Commission Thresholds

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

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

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

All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.	300	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275
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2012-2013 Programs Requiring Additional Review

** (Item in bold is under Commission Threshold)

			Five Year Average (2007-12)							
Institution	Program	Degree	Degrees Awarded	SCH	FTE	SCH/FTE	Need (selected summarized comments from institutional reviews)	Governing Board Action	Recommend CCPE Action	CCPE Comments
UNMC	Nanomedicine for Diagnosis and Therapy	Grad. Cert.	0.0	N/A	33	N/A	There is a constant demand from consumers and patients to develop new methods for diagnosis and therapy. The interdepartmental and inter-institutional 12 credit hour Certificate program was implemented in February 2008. Trainees must have already completed or be willing to complete the requirements of a PhD or MS program. During the reporting period three students were admitted to the program. Two dropped the program and one is completing a research practicum.	Continue	Continue with a report on student demand due March 1, 2016	
MCC	Art	AA	2.8	7115	14	505	The ARTS curriculum has been significantly tweaked. Also, ARTS will be receiving major emphasis over the next several years in the MCC Facilities Master Plan that calls for the Elkhorn Valley Campus to become a Center of Excellence for the MCC ARTS programs.	Continue	Continue with a report on student demand due Sept. 15, 2017	Plans for the Elkhorn Valley campus were identified in MCC's 2010 Master Plan and 2011 Implementation plan.
MCC	Theatre	AA Cert.	0.8 0.8	1884	3	675	With future plans for the Elkhorn Campus to become a Center of Excellence for the Arts, MCC expects its theatre program to benefit in both enrollment and completions.	Continue	Continue with a report on student demand due Sept. 15, 2017	

Annual Report for Institutions Holding a Recurrent Authorization to Operate in Nebraska Reports Received between November 2013 and January 2014

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 second annual reports submitted through January 2014. 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
Bryan College of Health Sciences (original approval 7/17/2001)	Nursing Education	EdD	0	0	711	HLC approved BS in Health Care Studies. JRC-CVT awarded continuing accreditation to Cardiovascular Tech. BS.
	Nurse Anesthesia	MS	45	15		
	Nurse Anesthesia	DNAP	0	0		
	Graduate Nursing	MSN	19	6		
	Nursing	BSN	470	80		
	Adult Cardiac Sonography	BS	10	5		
	Cardiac/Vascular Sonography (dual major)	BS	32	1		
	Diagnostic Medical Sonography	BS	38	7		
	Health Professions	BS	7	10		
	Health Professions-Biomedical Sciences	BS	7	0		
	Health Professions-Health Care Studies	BS	0	0		
	Vascular Sonography	BS	8	4		
	Adult Cardiac Sonography	AS	2	1		
	Diagnostic Medical Sonography	AS	3	3		
	Health Professions	AS	10	2		
	Vascular Sonography	AS	3	4		
Healthcare Management	Certificate	17	35			
Simulation Education	Certificate	4	9			
Students at Large	Non- degree	36				
The Creative Center (original approval 12/8/05)	Graphic Design	AOS	59	40	83	
	Graphic Design	BFA	24	20		
Kaplan University-Lincoln Campus (original approval 5/13/04 as Hamilton College)	Accounting	Associate	4	3		Kaplan University School of Business earned ACBSP accreditation.
	Accounting	Bachelor	7	3		
	Business	Associate	23	24		
	Business	Bachelor	26	8		
	Communication	Bachelor	0	1		

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
	Criminal Justice	Associate	15	12	279	
	Criminal Justice	Bachelor	11	10		
	Health Care Administration	Bachelor	14	1		
	Health and Wellness	Bachelor	8	2		
	Human Services	Bachelor	13	2		
	Human Services	Associate	23	13		
	Information Technology	Associate	7	8		
	Information Technology	Bachelor	17	4		
	Medical Assisting	Associate	34	24		
	Medical Office Management	Associate	11	7		
	Paralegal Studies	Associate	11	9		
	Practical Nursing	Diploma	0	34		
	Registered Nursing	Associate	55	60		
Kaplan University-Omaha Campus (original approval 5/13/04 as Hamilton College)	Accounting	Associate	10	4	440	CAAHEP awarded continuing accreditation through June 2023 for Medical Assisting. Kaplan University School of Business earned ACBSP accreditation.
	Accounting	Bachelor	17	4		
	Business	Associate	53	33		
	Business	Bachelor	25	16		
	Communication	Bachelor	1	0		
	Criminal Justice	Associate	26	15		
	Criminal Justice	Bachelor	25	15		
	Dental Assistant	Diploma	25	32		
	Health and Wellness	Bachelor	10	3		
	Health Care Administration	Bachelor	19	4		
	Human Services	Associate	25	22		
	Human Services	Bachelor	17	10		
	Information Technology	Associate	23	12		
	Information Technology	Bachelor	15	7		
	Medical Assisting	Associate	77	57		
	Medical Office Management	Associate	22	14		
	Medical Billing and Coding	Certificate	9	7		
	Paralegal Studies	Associate	9	6		
Practical Nursing	Diploma	32	19			
Strayer University (original approval 4/16/09 for Lincoln; 8/1/13 for Omaha)	Business Administration	AA	0	0	41	CHE reaffirmed accreditation.
	Business Administration	BBA	25	0		
	Business Administration	MBA	10	2		
University of Oklahoma (original approval 5/18/93)	Master of Human Relations	MHR	59	15	86	
	Economics	MA	27	8		

Institution	Program name	Degree/ Award	# Currently Enrolled*	# Graduated/ Completed**	Total Campus Enrollment*	Recent Accreditation Activity
University of Phoenix (original approval 4/26/05)	Business	BSB	30	3	37	HLC placed on notice because of concerns related to governance, assessment, and research and scholarship.
	Business Administration	MBA	7	8		

*on date of report

**for most recent year

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

CHE = Middle States Commission on Higher Education

ACBSP = Accreditation Council for Business Schools and Programs

JRC-CVT = Joint Review Committee on Education in Cardiovascular Technology

CAAHEP = Commission on Accreditation of Allied Health Education Programs

INFORMATION ITEMS

A. Program Name Change

1. NECC – Broadcasting, Audio, and Video Production to
Media Arts

B. Reasonable and Moderate Extensions

1. NECC – Information Technology
 - Information Technology General (Certificate)
 - Information Security (Certificate)
 - IBMi Application Development (Certificate)
 - Web and Visual Application Development (Certificate)
 - Technical Services Support (Certificate)
2. NECC – Media Arts
 - Digital Cinema and Media (AAS)
 - AVID Pro Tools Music Production (Certificate)
 - Broadcast Production (Certificate)
 - Media Production (Certificate)
 - Recording Studio Production (Certificate)
 - Video Production (Certificate)
3. NECC – Criminal Justice (AAS)
4. NECC – Health, Physical Education and Recreation concentrations
 - Physical Education-Teacher Education (AA)
 - Athletic Training (AS)
 - Exercise Science (AS)
 - Pre-Dietetics (AS)
5. NECC – Academic Transfer
 - Mass Media (AA)
6. CCC – Community Health Worker (Certificate)
7. CCC – Early Childhood
 - Infant/Toddler (Certificate)
8. UNL – Supply Chain Management Systems (Graduate Certificate)
9. UNL – Business Analytics (Graduate Certificate)

C. Department Reorganization

1. UNK – Department of Criminal Justice and Social Work to
Department of Criminal Justice
Department of Social Work

D. Discontinue

1. NECC – Audio and Recording Technology (Diploma, Certificate)

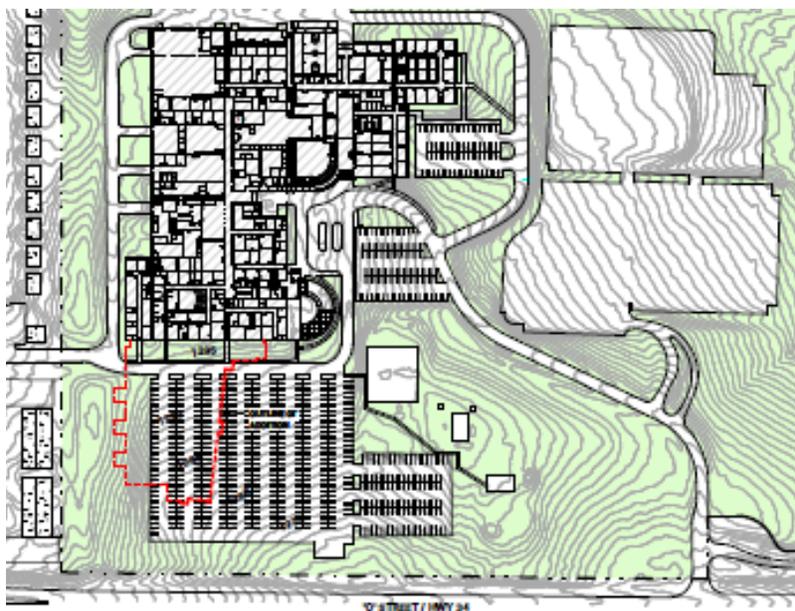
Institution/Campus: Southeast Community College / Lincoln Campus
Project Name: Career Academy Center
Date of Governing Board Approval: January 21, 2014
Date Complete Proposal Received: January 22, 2014
Date of Commission Evaluation: March 13, 2014

**Southeast Community College Area – All Campuses
 Fall Unduplicated Headcount Enrollment***

	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13
Credit only	18,108	19,569	19,401	17,195	16,321

* Source: Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey (excludes non-credit enrollment). The Commission began collecting enrollment data by campus in the 2011 Supplemental Forms. SCC is reporting Lincoln Campus AY 2011-12 and AY 2012-13 unduplicated headcount enrollment (both credit and non-credit) of 14,239 and 14,045 respectively. This compares to total unduplicated headcount at SCC of 35,609 and 35,446 for this same period.

Project Description: Southeast Community College is proposing to construct a 120,675 gross square foot (gsf) addition to the Lincoln Campus Main Building in collaboration with the Lincoln Public School District (LPS) to create a career academy center. The new two-story addition would be located on an existing 670 stall parking lot. New parking would be relocated to the east with approximately 100 additional parking stalls. A site plan of the SCC Lincoln Campus is provided below with the red dashed line indicating the proposed outline of the new addition.



(SCC-Lincoln Career Academy Center evaluation continued)

The new career academy center would provide dedicated classroom, laboratory, faculty office and support space for the following career pathways:

- Agriculture, Food & Natural Resources
- Business, Marketing, Management & Entrepreneurship
- Communications & Information Systems
- Health Services
- Construction Trades
- Manufacturing
- Welding
- Engineering
- Early Childhood & K-12 Education
- Culinary

General support space would include administration offices, a career counseling center, small group study/project rooms, commons and other miscellaneous support spaces.

The proposed career academy center would accommodate up to 530 high school students in a morning or afternoon session taking dual-credit courses in a selected career path taught by SCC and LPS faculty. These students would spend the balance of their school day at their home school to include the lunch period. The estimated 1,060 student capacity could be expanded as demand grows by adding evening and weekend courses as needed. The project is being designed to provide as much flexibility as possible for future enrollment, curriculum or career path changes.

A new facility would have limited impact to the existing SCC Lincoln Campus Main Building. Two existing laboratories used for physiology and biology would need to be relocated to allow for reconfiguration of the south building entrance and circulation.

Lincoln Public Schools (LPS) currently offers four focus programs that offer dual-credit courses, and are not limited to one particular postsecondary education institution. Two of these focus programs (information technology and entrepreneurship) lease approximately 8,000 square feet of space at SCC's Entrepreneurship Center. These two focus programs, with current enrollment of 91 students, would be relocated to the new career academy center. The SCC Entrepreneurship Center (a self-supporting enterprise) will be exploring options for generating additional revenue after the space is vacated by LPS next summer.

The total project cost is estimated to be \$23,581,975 (\$195.42/gsf, which includes new parking/roads/walkways). Project costs would be shared equally between SCC and LPS pursuant to an interlocal agreement signed by both parties in October 2013. Capital-improvement property taxes from SCC's Capital Improvement Fund would be used to finance its portion of the project. Lincoln voters recently approved a new LPS bond issue that includes financing for LPS's half of the project.

Facility operating and maintenance (O&M) costs are projected to increase by \$518,671/year

(SCC-Lincoln Career Academy Center evaluation continued)

(\$4.30/gsf/year) in current dollars with SCC and LPS sharing these costs equally. SCC's portion of the Facility O&M costs increase would be funded from its General Operating 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 the capacity for LPS and SCC to increase dual-enrollment courses and potentially increase the number of high school students matriculating into postsecondary education.

Page 3-4 of the *Plan* regarding attracting and retaining students outlines the following goal: "Effectively recruit and retain more Nebraska students and attract more out-of-state students to Nebraska higher education institutions, especially those students entering targeted career fields that address workforce needs in Nebraska." The career pathways selected for the career academy center have been chosen in part to meet current employer needs in the area.

Page 5-7 of the *Plan* discusses meeting educational needs through partnerships between higher education and K/12 school districts, including the following: "Promote high school students' participation in college-preparation and college-level instruction through programs such as Tech-Prep, School to Career, high school-college academic summer courses and camps, and other such programs." Creation of a career academy center accomplishes this goal by providing dual-credit courses to assist students in completing high school and transitioning into postsecondary education.

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

(SCC-Lincoln Career Academy Center evaluation continued)

program.” Space associated with this project would be used primarily by high school students taking dual-enrollment courses that would apply towards a degree, diploma or certificate at SCC or be transferable to a four-year postsecondary education institution.

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

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: This proposal generally 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: The proposed career academy center would offer dual-enrollment courses primarily to Lincoln public high school students. Students would need to continue their education after graduating high school to complete an academic program in one of the career paths offered at the career academy center. SCC currently offers degree completion opportunities in most of the career academy center's proposed career pathways. Where applicable, SCC has been working with four-year institutions on the transferability of dual-credit courses that would be taken at the career academy center. SCC would ultimately like to create a two-plus-two program where teacher education students could take their first two years of courses at SCC and then move seamlessly to a four-year institution to complete their degree.

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

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

Comments: The SCC Board of Governors adopted the *2010-2014 Long Range Plan* in June 2010. Page 15 of the *Long Range Plan* includes a goal to focus on opportunities for growth through exploration of partnerships, collaboration and programs of study while

(SCC-Lincoln Career Academy Center evaluation continued)

evaluating current trends and making modification and adjustments. One of the objectives of this goal is to: “Enhance current growth in areas such as high school academies and partnerships with industry and other colleges.” The *Long Range Plan* does not provide an overall condition or space needs assessment for each of SCC’s campuses as related to existing and projected enrollments or programmatic needs.

An update of the SCC *Long Range Plan* was presented to the Board of Governors on December 17, 2013. This update includes a reference to prior board review of the proposed partnership with Lincoln Public Schools on the career academy.

The SCC Board of Governors also updates its facilities plans in conjunction with the college budgeting process. Potential projects for both the next fiscal year and future years are identified. SCC proposed a \$12 million career academy-shared facility expenditure in the FY 2014 Capital Improvement Budget approved by the SCC Board of Governors on September 17, 2013.

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.

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 to this proposal. LPS currently leases space at SCC’s Entrepreneurship Center for two focus programs (entrepreneurship and information systems). Facilities for these two programs are functional but insufficient in size to offer the number of career pathways envisioned for the career academy center.

(SCC-Lincoln Career Academy Center evaluation continued)

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 proposed new facility would construct six classrooms ranging in size from 850 to 1,050 square feet each. These are comparable in size to classrooms in SCC's recently completed classroom/student services/welcome center addition. These classrooms accommodate a table and chair layout for student seating. The career academy center would provide 23 faculty office/planning spaces that would average about 80 square feet per space. These are less than faculty office space guidelines at four-year institutions. The proposal includes 17 laboratories ranging in size from 867 to 6,947 square feet each. The types of lab space proposed for the career academy center are not readily applicable to standard space guidelines.

The career academy center would be used almost exclusively by LPS high school students taking dual-credit courses in the various career pathways. LPS and SCC would allow other public or private high school students to participate in the career academy center's educational programs if space is available; however, LPS students would receive first priority.

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: SCC stated that internal standards were also utilized for comparable college facilities. Professional planners typically determine room areas based on a layout of new spaces with equipment and furnishings requirements.

(SCC-Lincoln Career Academy Center evaluation continued)

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

High Low

Comments: The proposed career academy center would be utilized almost exclusively by LPS high school students for dual-credit courses. LPS envisions the career academy center as a means to alleviate capacity limitations at its existing six high schools, thereby delaying the need to construct additional high school facilities.

SCC has experienced a significant decline in enrollment over the past four years. While campus level trend data is not presently available, it is likely that a majority of this decline has occurred at the Lincoln Campus. An increase in dual-credit courses offered at the career academy center has the potential to help reverse this recent trend. An increase in career academy students matriculating on to SCC after graduation would also assist in increasing SCC enrollment.

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

High Low

Comments: This proposed career academy center would not create an immediate need for future projects. The need for additional career academy center space would be dependent on enrollment in the various career pathways that would be offered at the new facility.

Increased ongoing facility operating and maintenance costs associated with the new addition are within the college's general operating and capital improvement funds' budget capacities given existing levy limits.

(SCC-Lincoln Career Academy Center evaluation continued)

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

High Low

Comments: Several alternatives were considered in the planning for the proposed career academy center to include utilizing existing LPS high school facilities, leasing off-campus facilities or constructing a separate facility off of SCC's Lincoln Campus.

LPS has stated that they do not have sufficient capacity to create a career academy center within Lincoln's six public high school facilities. Furthermore, existing high schools do not have the specialized laboratories needed for most of the career pathways planned in a new career academy center.

Leasing off-campus space would require extensive renovation to any facility in order to accommodate the specialized learning environments being planned. This option was viewed as unrealistic to pursue by LPS.

Construction of an off-campus site by LPS or jointly with SCC was also considered less than ideal by LPS and SCC. Site visitations by LPS and SCC staff indicated that the most successful academies were co-located with a high education institution.

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. Should enrollment at the career academy center reach full capacity in its morning and afternoon sessions, SCC would generate approximately \$1 million per year in tuition. Estimated programmatic costs for administrative and instructional costs at the new facility are estimated to be approximately \$2.2 million per year with LPS and SCC sharing these costs equally.

A career academy center has the potential to increase SCC enrollment from both dual-credit enrollment and increased matriculation of high school graduates to SCC.

(SCC-Lincoln Career Academy Center evaluation continued)

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 for construction of a new career academy center to include circulation roads/parking/walkways is \$23,581,975 (\$195.42/gsf). Commission staff's estimate of the total project cost is \$25,851,700 (\$214.23/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 \$2,269,700 (8.8%) lower than Commission staff's estimate for the project. The primary difference between these estimates is in construction and contingency costs. SCC will be considering Guaranteed Maximum Price (GMP) construction bids at its March 18th Board of Governors meeting. LPS's approved bond issue identified the career academy center cost at \$25 million.

Operating and Maintenance Costs - The college is estimating an increase in ongoing facility operating and maintenance (O&M) costs of \$518,671 per year (\$4.30/gsf/year) to support the new facility. Commission staff's estimate to provide ongoing facility O&M for this project is \$692,500 per year (\$5.74/gsf/year). Both estimates are based on current dollars. The college's estimate is \$173,869 (25.1%) lower than Commission staff's estimate. SCC states that its estimate is based on actual average campus expenditures and has demonstrated the capacity to adequately maintain its existing facilities. Should additional funds be needed, SCC has the capacity to allocate additional funds as needed for building maintenance.

(SCC-Lincoln Career Academy Center evaluation continued)

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

High Low

Comments: The primary purpose of the career academy center is to provide dual-credit courses to expose high school juniors and seniors to possible career paths and college-level courses. As such, it appears reasonable for LPS and SCC to equally share in the costs of this proposal. The use of capital improvement property tax funds by a community college to construct instructional and student support space for its share appears appropriate.

SCC had a Capital Improvement Fund balance of \$9,781,757 as of December 31, 2013. SCC increased its capital improvement levy from 0.25¢ to 1.0¢ per \$100 property valuation for FY 2014. The college estimates that the capital improvement levy will generate about \$4.027 million in the current fiscal year and \$4.41 million per year beginning in FY 2015.

Beginning in FY 2014, statutes allow community colleges to increase the maximum capital improvement levy limit to 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.

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 facilities at Southeast Community College's Lincoln Campus.

(SCC-Lincoln Career Academy Center evaluation continued)

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: Many of the laboratories proposed for the career academy center duplicate existing SCC laboratory space (i.e., culinary, welding, health services, etc.). The rationale for this duplication is as follows: 1) LPS wishes to maintain a controlled environment for its high school students that would be located in a single facility on SCC's Lincoln Campus, and 2) LPS and SCC operate separate academic calendars, with LPS on a semester schedule and SCC on a quarterly schedule. These different academic schedules would make it nearly impossible to integrate LPS students into existing SCC classes or accommodate separate course schedules in existing laboratories.

COMMISSION ACTION AND COMMENTS:

Approve Disapprove

Action: Pursuant to the Nebraska Revised Statutes (2008), Section 85-1414, the **Budget, Construction and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of Southeast Community College's proposal for the Lincoln Campus career academy center and parking lot expansion as outlined in the program statement dated January 21, 2014.

Comments: The proposed career academy center would greatly expand the Lincoln Public School career pathway offerings that currently include focus programs in entrepreneurship and information technology. LPS states that students in these dual-credit career courses have both higher grade point averages and graduation rates. SCC maintains that students completing dual-credit career courses outperform their two-year and four-year college peers and are more likely to complete a college degree.

LPS and SCC have entered into an interlocal agreement that outlines the responsibilities and costs for each party related to the career academy center. As an indication of their commitment to this project, the duration of the agreement is in

(SCC-Lincoln Career Academy Center evaluation continued)

full force and effect for fifty years, with an option to extend the term upon mutual agreement between the parties.

Both LPS and SCC have worked with local business and industry leaders in developing career pathways that meet the needs of Lincoln. The Commission is supportive of this collaboration and hopeful that these efforts will lead to business and industry supporting a career academy center. Both LPS and SCC will seek to obtain funding and/or in-kind commitments from acceptable business or industry partners to assist in funding the career academy center (to include equipment) and to assist in paying operational costs.

The reasonableness of the size and cost of the career academy center will largely depend on how well utilized it is by area high school students. With morning and afternoon session capacity of nearly 1,060 students, LPS would need to have more than ten percent of its high school juniors and seniors enroll in a career pathway offered at the new center. Should enrollment in the various career pathways not be filled by LPS students, LPS is offering to allow other area public and private high school juniors and seniors to enroll as space is available. This commitment to maximize use of the facility should provide the best opportunity to optimize the initial and long-term costs of the project.

The overall size of the facility is comprised primarily of laboratory, classroom and office space. Classroom and office space is consistent with generally accepted space guidelines for the number of students, faculty and staff anticipated. Higher education space guidelines related to laboratories may not be applicable in this instance. Laboratory space would be dependent on room layouts involving equipment and student stations that meet both high school and college course requirements. LPS and SCC staff, working with design professionals, are better able to determine the appropriate size requirements for individual laboratories.

In addition to SCC's collaborative efforts with LPS pertaining to dual-credit career courses, SCC has partnered with the Nebraska Department of Education and Educational Service Units (ESUs) and other school districts within its service area to organize the Southeast Nebraska Career Academy Partnership (SENCAP). SENCAP was created to develop

(SCC-Lincoln Career Academy Center evaluation continued)

dual-credit career-oriented courses for high school students. Dual-credit courses are primarily offered at high schools or online, with some being offered in existing college campus facilities.

LPS and SCC staff visited several different types of career centers both within Nebraska and outstate. The attached table provides a summary of specific examples of career centers visited. A jointly constructed and operated career center between a high school district and postsecondary education institution would be unique to the examples provided.

Location	Venture	High School and College facilities are funded by...?
•LPS Focus Programs (NE) <i>Science; Arts and Humanities; Information Technology; Entrepreneurship;</i>	Both joint and industry located. Two programs are housed at SCC (lease) and offer college and high school courses, two other programs are offered at industry/community locations, dual credit offered in all four programs, but not limited to one particular post-secondary institution.	LPS leases from multiple locations including SCC
•Southeast Nebraska Career Academy Partnerships (NE)	- Separate, hosted at high school locations, most dual-credit offered at the high school or online, some offered on college campus, but the college and high schools have not developed a common site, does not have a joint venture site.	Facilities are funded independently
•Omaha Public Schools Career Center (NE)	- Separate, hosted at high school location, dual-credit offered through local community college, classes on the site of the community college, does not have a joint venture site.	Facilities are funded independently
•Millard Horizon High School (NE)	- Separate, hosted at a high school location, dual-credit offered through local community college, does not have a joint venture site.	Facilities are funded independently
•Career Pathways Institute (NE)	- Separate, hosted at a high school location, dual-credit offered through local community college, does not have a joint venture site.	Facilities are funded independently
•Oklahoma City Central High School (OK)	- Separate, hosted at high schools, dual-credit offered through local colleges, does not have a joint venture site.	Facilities are funded independently
•San Antonio Alamo Academies (TX)	- Separate - hosted by the Alamo Colleges, does not have a joint venture site.	Facilities are funded independently
•Hillsboro Technical Career Centers (FL), Separate	- hosted by high schools and colleges with students attending the programs that best match their needs. The spaces are not joint venture spaces	Facilities are funded independently
•Papillion-LaVista Elective Academies	- Separate, hosted at high school and industry sites, dual credit offered through local college, does not have a joint venture site.	Facilities are funded independently
•Hillyard Technical Center (MO)	A technical center that was created through a gift to the public school system in St. Joseph, Missouri. HTC is, and always has been, operated by the St. Joseph Public School District, but it is a fully accredited post-secondary institution.	Facilities are under the control of the public school system
•Hutchinson Career Technical Education Center (KS)	- high school facility offering dual-credit courses support by the local community college.	Facilities are funded independently
•CEC Middle College of Denver (CO)	- high school facility offering dual-credit courses support by the local community college.	Facilities are funded independently
•West-MEC (AZ)	- career center stand alone serving high schools in the region. It has its own board and levy.	Facilities are funded independently
•East Valley Institute of Technology (AZ)	- career center stand alone serving high schools in the region. It has its own board and levy.	Facilities are funded independently

*This list includes those career centers that were specific examples discussed during conversations among the different groups working on the joint LPS/SCC effort. With so many members of the committee having worked their entire professional lives in career education, the number of different models researched, visited, and discussed prior to starting work on this joint project, it is impossible to document the many programs that influenced this work.

Appendix 10
will be distributed
at the meeting
or is available by request.

Community College Peer Report

To Be Approved by the Commission March 13, 2014

Committee Draft

March 5, 2014



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I. Purpose for Developing Peer Groups

The Comprehensive Statewide Plan for Postsecondary Education defines the Commission's purpose for establishing peer groups for Nebraska public colleges and universities as follows:

Peer Groups

A peer institution is one which is representative of the institution to which it is compared.

- *In the context of the Comprehensive Plan as an evolving document, the Commission will provide a list of peer institutions for each of Nebraska's thirteen public postsecondary educational institutions.*
- *Peer groups will be used for budget and program review as well as for other comparisons that will aid in Commission decision-making. **The Commission's purposes for the use of peer groups are not intended to influence the collective bargaining process.***

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

The Commission staff identified peer institutions consistent with the definition above. As the peer groups are used for program reviews, budget analyses, tuition and fees comparisons, facilities analyses, and other types of comparisons, the Commission staff did not specifically include aspirational or competitor institutions.

In time, the Commission staff plans to create new peer groups for all Nebraska public postsecondary institutions. Due to the community colleges' smaller number of programs and degree offerings, the Commission staff elected to begin with this sector. The Commission staff hopes to use this experience as a foundation for its future evaluation of Nebraska's public four-year institutions within the State College and University System sectors.

II. Summary of Evaluation Process

Before the Commission staff launched its evaluation process for the community colleges, Interim Executive Director Dr. Carna Pfeil first met with the Commission's Planning and Consumer Information Committee and identified a number of variables for potential use in analyses of and comparisons between institutions. The Commission staff then reviewed this list, selecting the following criteria for their substantial influence on outcome variables, as well as concisely capturing the resources available to each institution.

- State similarity
 - Community size
- Institutional size
 - FTE Students
 - Headcount
 - Number of campuses
- Enrollment mix
 - Full-time/Part-time
 - Resident/Non-resident
 - Percent Minority
- Number and distribution of programs by degree level
- Distribution of graduates by Classification of Instructional Programs (CIP)
- Funding control
 - State
 - Local
 - District
 - County

Due to budgetary significance, these variables were later added at the behest of the community colleges:

- Other institutional characteristics
 - Athletics
 - Housing

A note on data: The Integrated Postsecondary Education Data System (IPEDS) served as the source for all data used in the evaluation process with the exception of multi/single campus classification, which the Commission staff acquired from the American Association of Community Colleges.

Focusing on these variables, the Commission staff explored ways to incorporate such criteria by studying various methodological approaches adopted by other institutions. During the early stages of its evaluation process, for example, the Commission staff attempted to employ a Nearest Neighbor approach, using 12-month full-time equivalent (FTE), percent of full-time students, percent of local funding, and percent of students who are minorities as criteria to find similar schools through a ranking system. After screening schools based on in/out selection criteria, institutions were assigned ranks by computing the absolute difference between the point estimate for each potential peer institution minus the point estimate for each individual institution, divided by the standard deviation. Next, the quotient was multiplied by the weight assigned to the variable. Ranks for the variables were then summed and sorted in ascending order with the lowest score representing the closest match to the target institution. With the subsequent shortage of remaining potential peers for some target schools after applying the in/out criteria, the Nearest Neighbor method was rejected as a viable approach for selecting community college peers, although it might prove valuable in analyzing other sectors.

Due to the unique makeup of Nebraska’s community colleges, the method of selection instead gradually evolved into an iterative process. Over the course of several internal meetings held to discuss evaluation procedures, selection methodology and criteria were adjusted as deemed necessary through each step of the process.

To begin reducing the number of possible peers, the Commission staff applied a series of in/out selection criteria based on the presence of important common characteristics shared among Nebraska’s six target institutions. The Commission staff first started with an overall cohort comprised of the 7,565 institutions from the 50 states and Washington, D.C. that reported 2011-2012 data to IPEDS. As Nebraska’s community colleges have open admission policies that allow admittance to any individual with a high school diploma or GED, the initial selection phase also ensured the admission policy of each potential peer was classified as “open admission” in IPEDS, narrowing the number to 4,506. Finally, because Nebraska’s community colleges each receive local funding, the Commission staff ensured the funding control of each potential peer included at least some level of local funding, thus contracting the total of prospective peers for each Nebraska community college to 647.

Table 1
Screening Variables for All Institutions

Variable Description	Screen In Responses	Remaining N
1. Data source	Colleges reporting to IPEDS in 2012-13	7,735
2. Location	Located in 50 states or D.C.	7,565
3. Admission policy	Open admission policy	4,506
4. Local appropriations	> 0% local funding	647

While these initial cuts left each target institution with the same potential peers, this was only temporary as subsequent criteria, although applied in the same manner, prompted the first real deviation among remaining pools of peers for each school, thus reflecting the diversity among Nebraska’s community colleges.

For the next criterion, schools were kept only if they matched the particular target institution’s Carnegie Classification, which reflects the type of degree granted (Associate’s) and community size (Urban, Rural, or Suburban). Due to the subsequent paucity of remaining peers for Metropolitan Community College (classified as Urban) and Southeast Community College (Rural), the criterion for these two institutions was expanded to include Suburban schools.

Table 2

In/Out Variable - Carnegie Classification

Institution	Carnegie classification	Remaining N
Central Community College	Associate's public rural	304
Metropolitan Community College	Associate's public suburban or urban	252
Mid-Plains Community College	Associate's public rural	304
Northeast Community College	Associate's public rural	304
Southeast Community College	Associate's public rural or suburban	449
Western Nebraska Community College	Associate's public rural	304

Seeking to find schools with analogous course offerings and program costs, the Commission then calculated the top five degrees granted by Classification of Instructional Programs (CIP) codes for each target institution and eliminated schools from the potential peer pools that did not match on at least three of the top five CIP codes.

Table 3

In/Out Variable - Top 3 out of 5 CIP codes

Institution	Top CIP Codes	Remaining N
Central Community College	52, 47, 51, 24, 48	278
Metropolitan Community College	24, 51, 52, 47, 46	207
Mid-Plains Community College	24, 51, 47, 52, 46	265
Northeast Community College	51, 52, 46, 47, 24	265
Southeast Community College	51, 24, 52, 47, 15	407
Western Nebraska Community College	51, 24, 52, 46, 47	265

CIP Definitions

15-Engineering Technologies and Engineering-related Fields

24-Liberal Arts and Sciences, General Studies and Humanities

46-Construction Trades

47-Mechanic and Repair Technologies/Technicians

48-Precision Production

51-Health Professions and Related Programs

52-Business, Management, Marketing, and Related Support Services

The Commission staff next assessed the remaining schools' institutional sizes, placing further in/out parameters based on the 12-month FTE of each target institution.

Table 4

In/Out Variable - 12-month FTE

Institution (FTE)	FTE parameters	Remaining N
Central Community College (4,555)	3,400 - 6,000	60
Metropolitan Community College (13,443)	9,000 - 20,000	82
Mid-Plains Community College (1,919)	1,500 - 2,900	84
Northeast Community College (3,283)	2,600 - 5,000	86
Southeast Community College (9,819)	8,000 - 16,500	60
Western Nebraska Community College (1,767)	1,200 - 2,800	102

Using a final round of in/out criteria, the Commission staff attempted to determine institutions with similar facility and extracurricular costs by evaluating whether a school is, according to American Association of Community Colleges, multi or single campus and if it offers athletics and/or housing. Hoping to measure the factors behind outcome variables such as retention and graduation numbers, minority rates were also examined. Rather than equal application to each institution, however, the Commission staff only utilized one or more of these cuts if the individual target school's characteristics warranted.

Table 5

In/Out Variable - Various

Institution (characteristics)	Criteria	Remaining N
Central Community College (15.7% minority, H&A)	< 55% minority, Offers housing and/or athletics	43
Metropolitan Community College (Multi-campus)	Multi-campus, Doesn't offer housing and/or athletics	60
Mid-Plains Community College (Multi-campus, 10.4% minority, H&A)	Multi-campus, < 50% minority, Offers housing and/or athletics	26
Northeast Community College (10% minority, H&A)	< 50% minority, Offers housing and/or athletics	57
Southeast Community College (Multi-campus, H&A)	Multi-campus, Offers housing and/or athletics	40
Western Nebraska Community College (22.6% minority, H&A)	< 65% minority, Offers housing and/or athletics	67

H = offers housing
A = offers athletics

Finally contracting the number of peers to more practicable totals, the Commission staff ceased using in/out criteria and instead examined each school and its remaining peers one by one to determine the best fits. Although variables such as 12-month FTE and minority rates had been used previously as in/out criteria, the Commission continued looking at such factors, in fact examining them in greater depth. Moreover, the CIP codes of each target school's remaining peers were closely analyzed to ensure they mirrored both the number of programs offered and the Commission staff's estimation of those programs' costs.

The Commission staff ultimately reduced the number of potential peers to a list of 18 for each institution, including 10 peers deemed the most comparable. As part of this group, the Commission staff identified two alternate peers available for substitution in the event an institution from the peer group is no longer a viable peer. An additional six institutions were identified as exchange schools and potentially available to replace a peer and/or an alternate if the particular target institution requested and provided adequate justification. These exchange schools, while similar, were not as comparable to their target institutions as the peers.

Once the peers for each institution were established, the Commission sent its results to each community college for review. As part of the collaborative process, the community colleges were provided the peers identified by the Commission staff and could suggest replacements from the list of alternate institutions, the list of exchange schools, and/or institutions not on the list. Receiving very positive feedback, the Commission then partook in a series of meetings with the community colleges where it worked alongside each institution to agree upon and establish a final list of peers.

Of course, institutions are subject to change over time. Thus, the Commission staff has built in a five-year evaluation process to ensure the peer group for each target school remains suitable. In 2019, the Commission will verify the suitability of the peer groups and make modifications if warranted. Before any changes are finalized, the Commission staff will distribute the modified list to each community college for its review and suggestions. Additionally, if any institution identifies a peer that is no longer viable, it may contact the Commission to ask for a review of the peer group. If the community colleges or Commission staff identifies no changes, the peer groups will remain valid until 2024, when the Commission staff generates new peer groups for the institutions.

Central Community College

Screening Variables

Variable Description	Screen In Responses	Remaining N
1. Data source	Colleges reporting to IPEDS in 2012-13	7,735
2. Location	Located in 50 states or D.C.	7,565
3. Admission policy	Open admission policy	4,506
4. Local appropriations	> 0% local funding	647
5. Carnegie classification	Associate's public rural	304
6. Top 3 out of 5 CIP codes	52, 47, 51, 24, 48	278
7. 12-month FTE	3,400 - 6,000	60
8. % of students who are minorities	< 55% minority	55
9. Housing and athletics	Offers housing and/or athletics	43

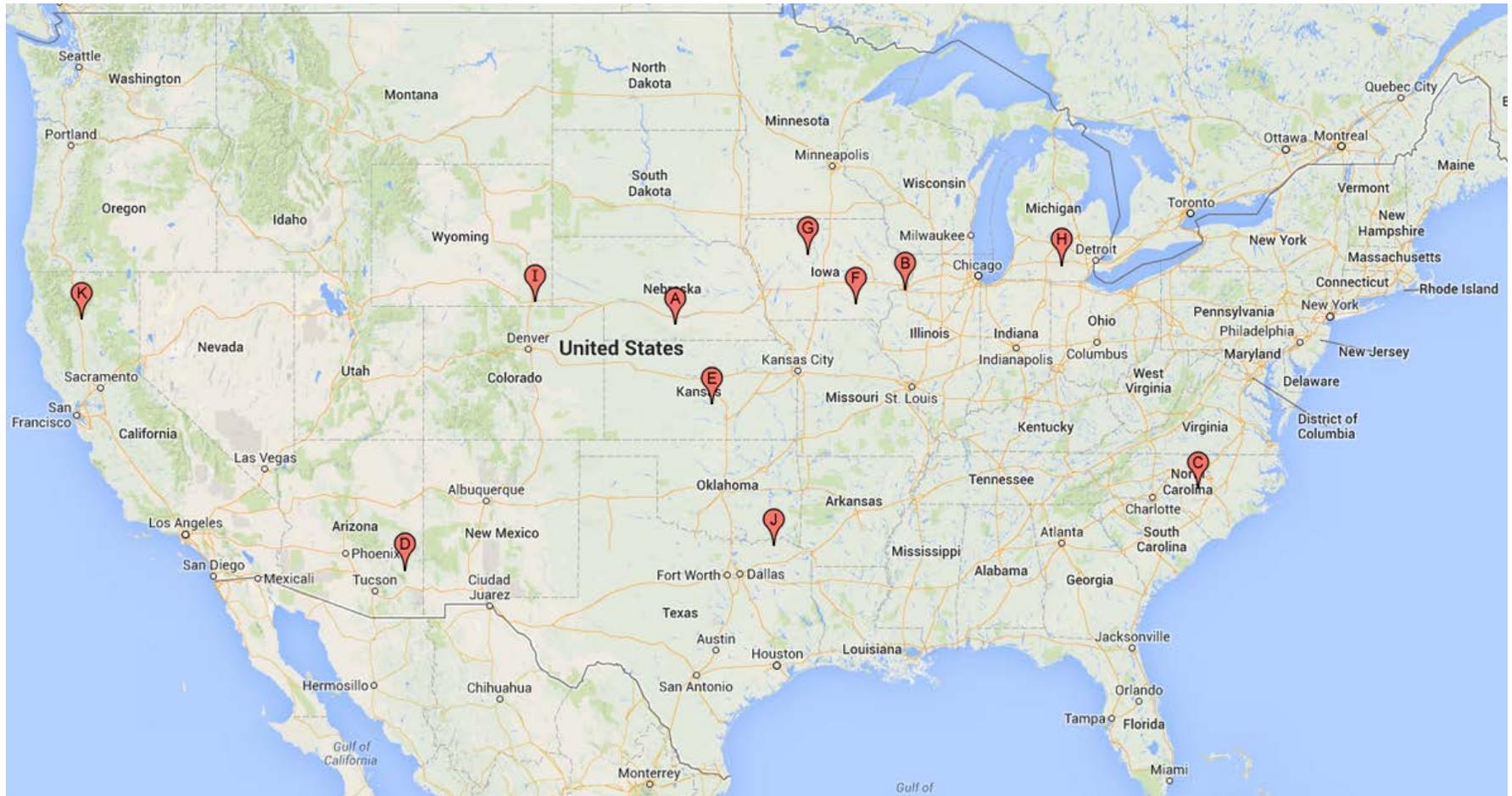
Note. Steps 1-4 were conducted for all of Nebraska's community colleges. Steps 5-9 were individually tailored to Central Community College.

Data source: Integrated Postsecondary Education Data System.

Proposed peer group sent to Central Community College for review

Description	Unit ID	Institution Name
Peer	143279	Black Hawk College
Peer	198251	Central Carolina Community College
Peer	104577	Eastern Arizona College
Peer	155195	Hutchinson Community College
Peer	153472	Indian Hills Community College
Peer	153524	Iowa Central Community College
Peer	170444	Jackson Community College
Peer	240620	Laramie County Community College
Peer	142443	North Idaho College
Peer	227401	Paris Junior College
Alternate	123299	Shasta College
Alternate	179539	State Fair Community College
Exchange	126711	Colorado Mountain College
Exchange	170550	Kellogg Community College
Exchange	193283	Mohawk Valley Community College
Exchange	154572	Western Iowa Tech Community College
Exchange	229841	Wharton County Junior College
Exchange	106148	Yavapai College

<i>Final peer group for Central Community College</i>			
Description	Unit ID	Institution Name	State
Peer	143279	Black Hawk College	IL
Peer	198251	Central Carolina Community College	NC
Peer	104577	Eastern Arizona College	AZ
Peer	155195	Hutchinson Community College	KS
Peer	153472	Indian Hills Community College	IA
Peer	153524	Iowa Central Community College	IA
Peer	170444	Jackson Community College	MI
Peer	240620	Laramie County Community College	WY
Peer	227401	Paris Junior College	TX
Peer	123299	Shasta College	CA
Alternate	142443	North Idaho College	ID
Alternate	154572	Western Iowa Tech Community College	IA



A Central Community College

D Eastern Arizona College

G Iowa Central Community College

J Paris Junior College

B Black Hawk College

E Hutchinson Community College

H Jackson Community College

K Shasta College

C Central Carolina Community College

F Indian Hills Community College

I Laramie County Community College

Metropolitan Community College

Screening Variables

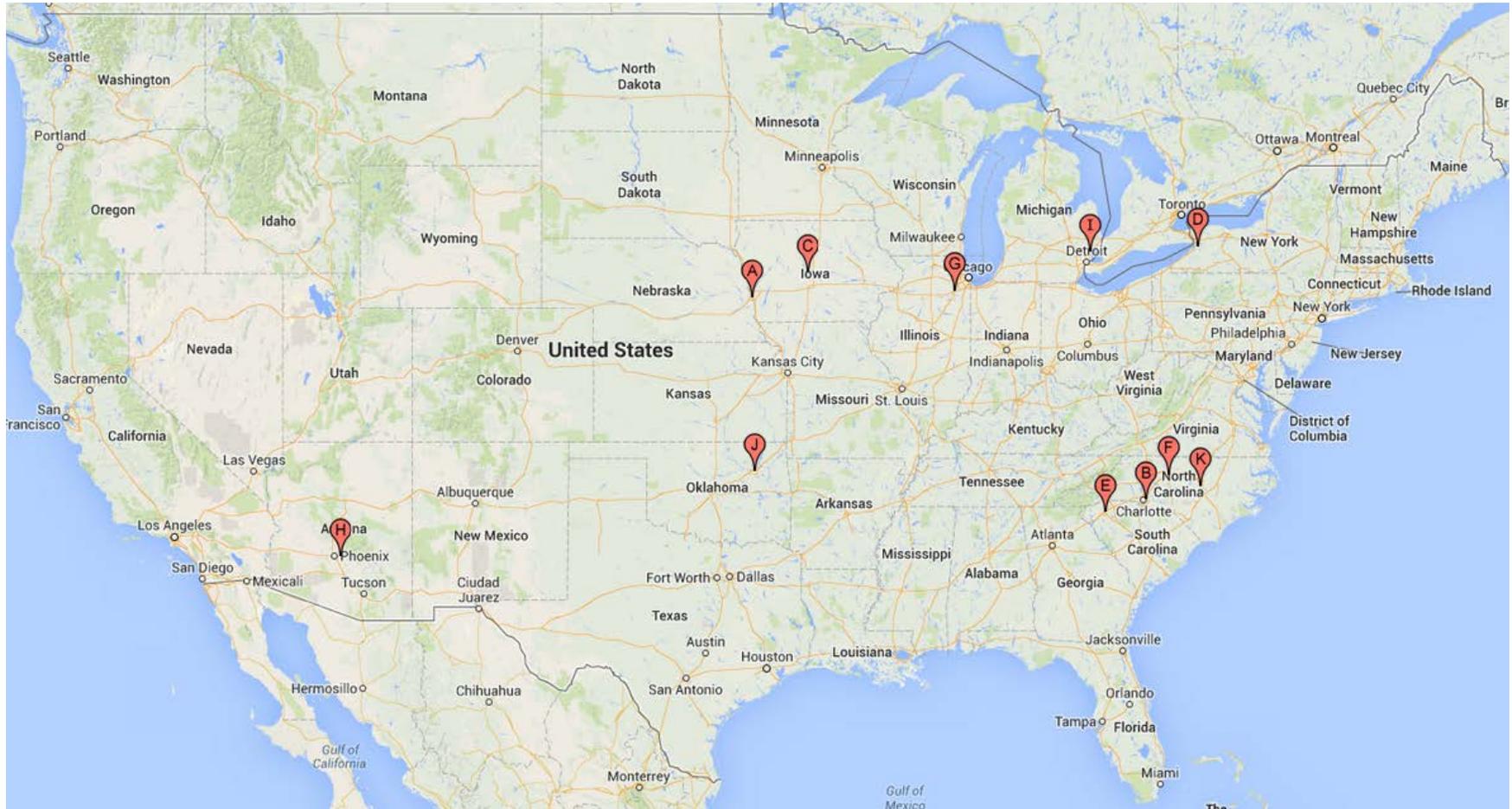
Variable Description	Screen In Responses	Remaining N
1. Data source	Colleges reporting to IPEDS in 2012-13	7,735
2. Location	Located in 50 states or D.C.	7,565
3. Admission policy	Open admission policy	4,506
4. Local appropriations	> 0% local funding	647
5. Carnegie classification	Associate's public suburban or urban	252
6. Top 3 out of 5 CIP codes	24, 51, 52, 47, 46	207
7. 12-month FTE	9,000 - 20,000	82
8. Number of campuses	Multi-campus	61
9. Housing and athletics	Doesn't offer housing and/or athletics	60

Note. Steps 1-4 were conducted for all of Nebraska's community colleges. Steps 5-9 were individually tailored to Metropolitan Community College. Data source for step 8: American Association of Community Colleges. Data source for all other steps: Integrated Postsecondary Education Data System.

Proposed peer group sent to Metropolitan Community College for review

Description	Unit ID	Institution Name
Peer	109208	American River College
Peer	198260	Central Piedmont Community College
Peer	191083	Erie Community College
Peer	218113	Greenville Technical College
Peer	198622	Guilford Technical Community College
Peer	212878	Harrisburg Area Community College-Harrisburg
Peer	239248	Milwaukee Area Technical College
Peer	218894	Trident Technical College
Peer	207935	Tulsa Community College
Peer	199856	Wake Technical Community College
Alternate	146296	Joliet Junior College
Alternate	105154	Mesa Community College
Exchange	146472	College of Lake County
Exchange	210605	Community College of Allegheny County
Exchange	170790	Macomb Community College
Exchange	122180	Sacramento City College
Exchange	122375	San Diego Mesa College
Exchange	227979	San Jacinto Community College

<i>Final peer group for Metropolitan Community College</i>			
Description	Unit ID	Institution Name	State
Peer	198260	Central Piedmont Community College	NC
Peer	153214	Des Moines Area Community College	IA
Peer	191083	Erie Community College	NY
Peer	218113	Greenville Technical College	SC
Peer	198622	Guilford Technical Community College	NC
Peer	146296	Joliet Junior College	IL
Peer	105154	Mesa Community College	AZ
Peer	170790	Macomb Community College	MI
Peer	207935	Tulsa Community College	OK
Peer	199856	Wake Technical Community College	NC
Alternate	210605	Community College of Allegheny County	PA
Alternate	227979	San Jacinto Community College	TX



A Metropolitan Community College

B Central Piedmont Community College

C Des Moines Area Community College

D Erie Community College

E Greenville Technical College

F Guilford Technical Community College

G Joliet Junior College

H Mesa Community College

I Macomb Community College

J Tulsa Community College

K Wake Technical Community College

Mid-Plains Community College

Screening Variables

Variable Description	Screen In Responses	Remaining N
1. Data source	Colleges reporting to IPEDS in 2012-13	7,735
2. Location	Located in 50 states or D.C.	7,565
3. Admission policy	Open admission policy	4,506
4. Local appropriations	> 0% local funding	647
5. Carnegie classification	Associate's public rural	304
6. Top 3 out of 5 CIP codes	24, 51, 47, 52, 46	265
7. 12-month FTE	1,500 - 2,900	84
8. Number of campuses	Multi-campus	39
9. % of students who are minorities	< 50% minority	35
10. Housing and athletics	Offers housing and/or athletics	26

Note. Steps 1-4 were conducted for all of Nebraska's community colleges. Steps 5-10 were individually tailored to Mid-Plains Community College.

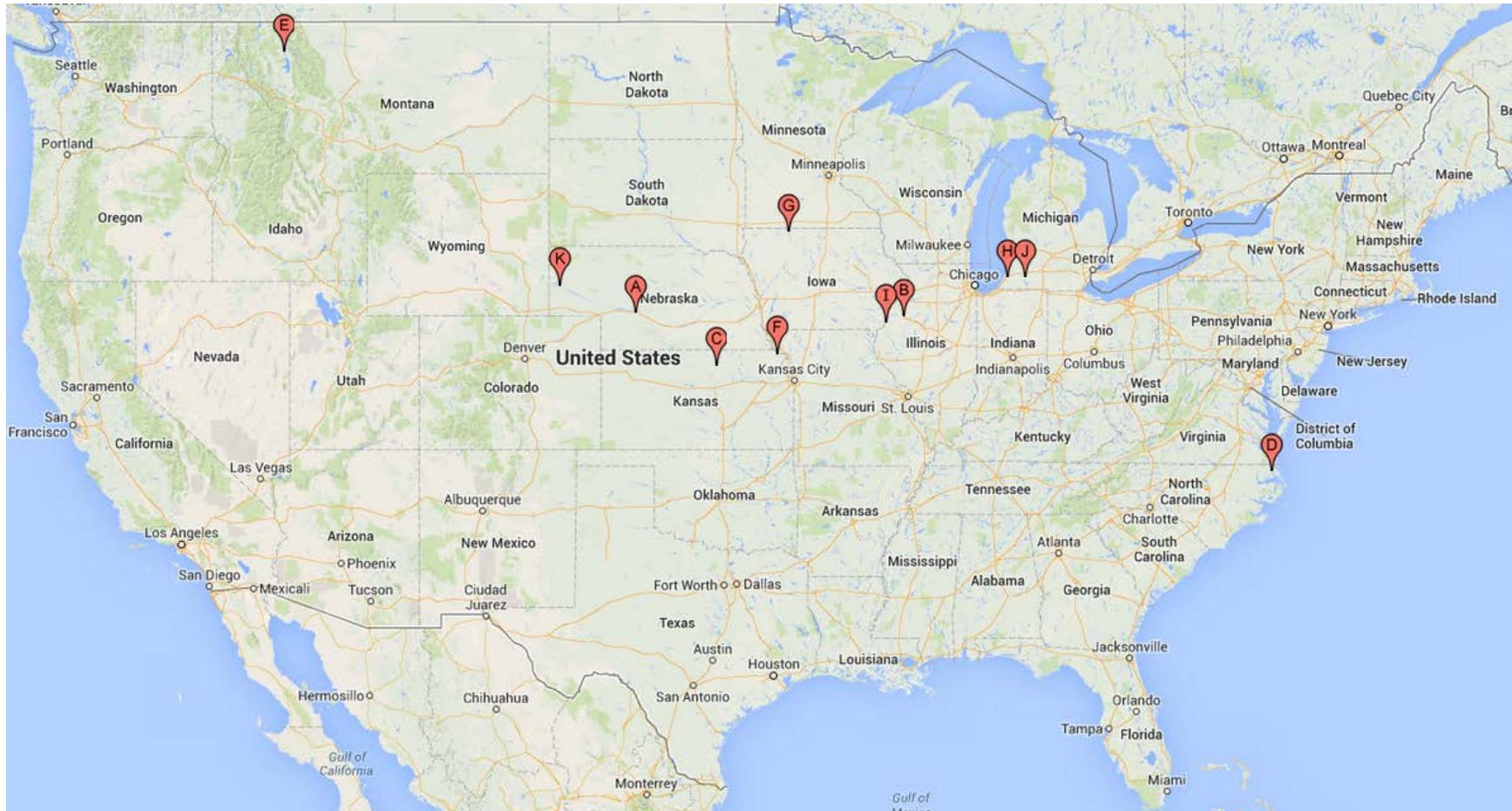
Data source for step 8: American Association of Community Colleges.

Data source for all other steps: Integrated Postsecondary Education Data System.

Proposed peer group sent to Mid-Plains Community College for review

Description	Unit ID	Institution Name
Peer	208275	Blue Mountain Community College
Peer	197814	College of the Albemarle
Peer	180197	Flathead Valley Community College
Peer	155186	Highland Community College
Peer	153533	Iowa Lakes Community College
Peer	107460	North Arkansas College
Peer	154378	Southeastern Community College
Peer	172307	Southwestern Michigan College
Peer	181817	Western Nebraska Community College
Peer	199926	Wilkes Community College
Alternate	168883	Bay de Noc Community College
Alternate	154907	Cloud County Community College
Exchange	198118	Caldwell Community College and Technical Institute
Exchange	143613	Carl Sandburg College
Exchange	155098	Fort Scott Community College
Exchange	225070	Grayson College
Exchange	170620	Lake Michigan College
Exchange	210234	Treasure Valley Community College

<i>Final peer group for Mid-Plains Community College</i>			
Description	Unit ID	Institution Name	State
Peer	143613	Carl Sandburg College	IL
Peer	154907	Cloud County Community College	KS
Peer	197814	College of the Albemarle	NC
Peer	180197	Flathead Valley Community College	MT
Peer	155186	Highland Community College	KS
Peer	153533	Iowa Lakes Community College	IA
Peer	170620	Lake Michigan College	MI
Peer	154378	Southeastern Community College	IA
Peer	172307	Southwestern Michigan College	MI
Peer	181817	Western Nebraska Community College	NE
Alternate	168883	Bay de Noc Community College	MI
Alternate	208275	Blue Mountain Community College	OR



A Mid-Plains Community College

D College of the Albemarle

G Iowa Lakes Community College

J Southwestern Michigan College

B Carl Sandburg College

E Flathead Valley Community College

H Lake Michigan College

K Western Nebraska Community College

C Cloud County Community College

F Highland Community College

I Southeastern Community College

Northeast Community College

Screening Variables

Variable Description	Screen In Responses	Remaining N
1. Data source	Colleges reporting to IPEDS in 2012-13	7,735
2. Location	Located in 50 states or D.C.	7,565
3. Admission policy	Open admission policy	4,506
4. Local appropriations	> 0% local funding	647
5. Carnegie classification	Associate's public rural	304
6. Top 3 out of 5 CIP codes	51, 52, 46, 47, 24	265
7. 12-month FTE	2,600 - 5,000	86
8. % of students who are minorities	< 50% minority	74
9. Housing and athletics	Offers housing and/or athletics	57

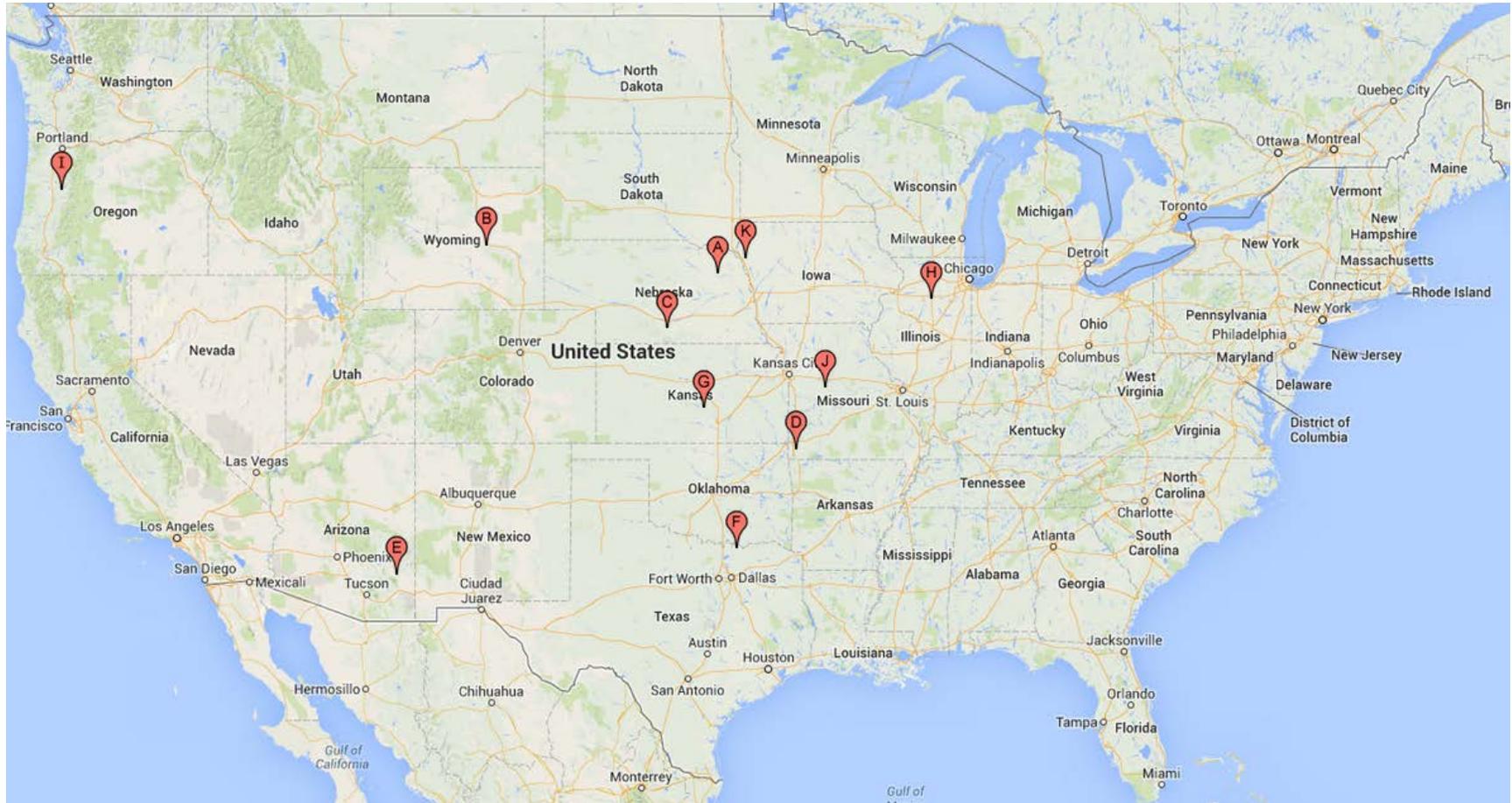
Note. Steps 1-4 were conducted for all of Nebraska's community colleges. Steps 5-9 were individually tailored to Northeast Community College.

Data source: Integrated Postsecondary Education Data System.

Proposed peer group sent to Northeast Community College for review

Description	Unit ID	Institution Name
Peer	240505	Casper College
Peer	198233	Catawba Valley Community College
Peer	180902	Central Community College
Peer	104577	Eastern Arizona College
Peer	155195	Hutchinson Community College
Peer	145831	Illinois Valley Community College
Peer	209074	Linn-Benton Community College
Peer	179539	State Fair Community College
Peer	199768	Surry Community College
Peer	154572	Western Iowa Tech Community College
Alternate	148256	Rend Lake College
Alternate	106148	Yavapai College
Exchange	198251	Central Carolina Community College
Exchange	177135	Crowder College
Exchange	225070	Grayson College
Exchange	153524	Iowa Central Community College
Exchange	146348	Kankakee Community College
Exchange	146366	Kaskaskia College

<i>Final peer group for Northeast Community College</i>			
Description	Unit ID	Institution Name	State
Peer	240505	Casper College	WY
Peer	180902	Central Community College	NE
Peer	177135	Crowder College	MO
Peer	104577	Eastern Arizona College	AZ
Peer	225070	Grayson College	TX
Peer	155195	Hutchinson Community College	KS
Peer	145831	Illinois Valley Community College	IL
Peer	209074	Linn-Benton Community College	OR
Peer	179539	State Fair Community College	MO
Peer	154572	Western Iowa Tech Community College	IA
Alternate	148256	Rend Lake College	IL
Alternate	106148	Yavapai College	AZ



A Northeast Community College

B Casper College

C Central Community College

D Crowder College

E Eastern Arizona College

F Grayson College

G Hutchinson Community College

H Illinois Valley Community College

I Linn-Benton Community College

J State Fair Community College

K Western Iowa Tech Community College

Southeast Community College

Screening Variables

Variable Description	Screen In Responses	Remaining N
1. Data source	Colleges reporting to IPEDS in 2012-13	7,735
2. Location	Located in 50 states or D.C.	7,565
3. Admission policy	Open admission policy	4,506
4. Local appropriations	> 0% local funding	647
5. Carnegie classification	Associate's public rural or suburban	449
6. Top 3 out of 5 CIP codes	51, 24, 52, 47,15	407
7. 12-month FTE	8,000 - 16,500	60
8. Number of campuses	Multi-campus	42
9. Housing and athletics	Offers housing and/or athletics	40

Note. Steps 1-4 were conducted for all of Nebraska's community colleges. Steps 5-9 were individually tailored to Southeast Community College.

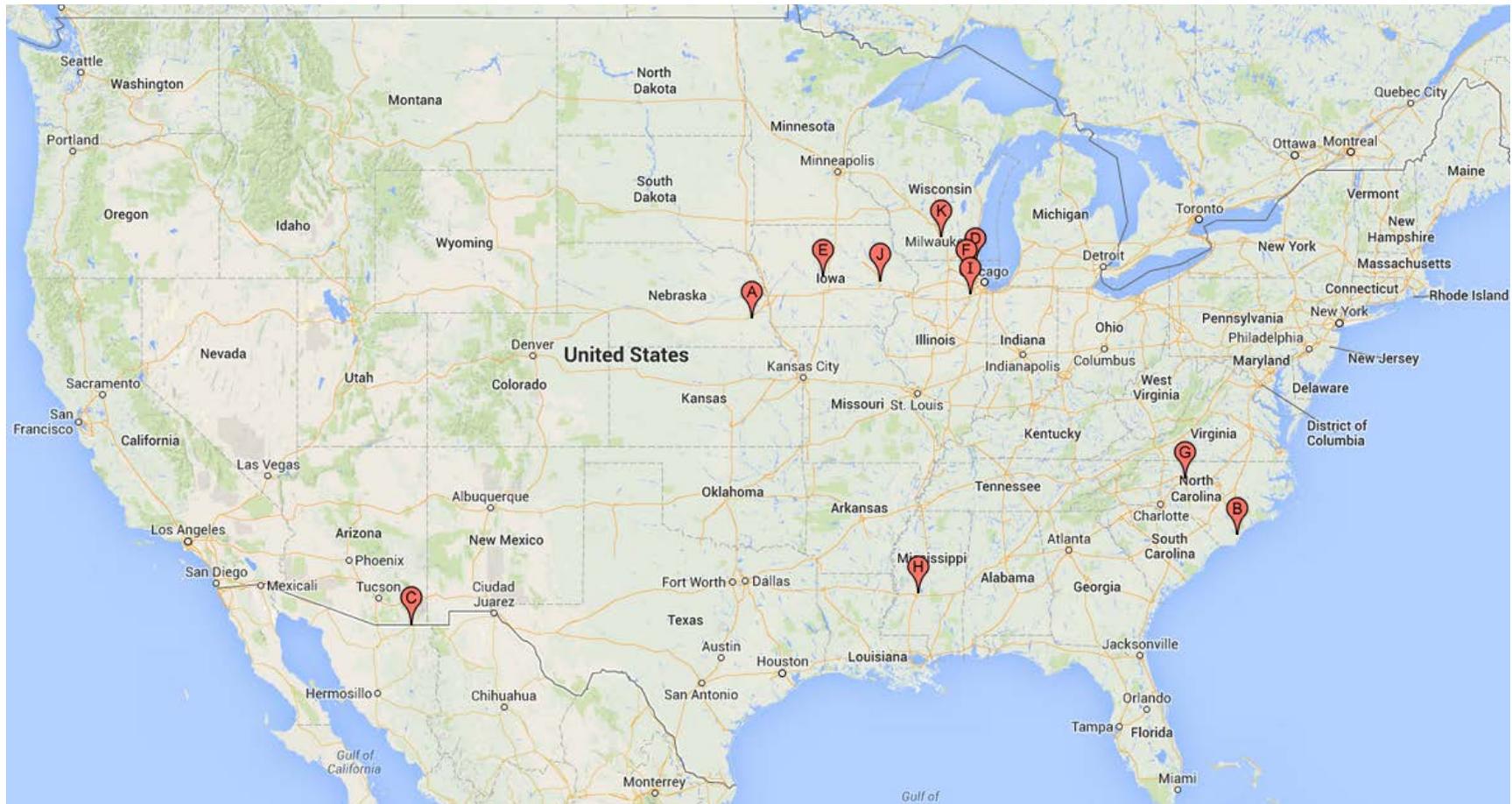
Data source for step 8: American Association of Community Colleges.

Data source for all other steps: Integrated Postsecondary Education Data System.

Proposed peer group sent to Southeast Community College for review

Description	Unit ID	Institution Name
Peer	198154	Cape Fear Community College
Peer	146472	College of Lake County
Peer	153214	Des Moines Area Community College
Peer	144944	Elgin Community College
Peer	198622	Guilford Technical Community College
Peer	175786	Hinds Community College
Peer	146296	Joliet Junior College
Peer	153737	Kirkwood Community College
Peer	238263	Madison Area Technical College
Peer	123013	Santa Rosa Junior College
Alternate	227979	San Jacinto Community College
Alternate	434672	The Community College of Baltimore County
Exchange	208390	Chemeketa Community College
Exchange	104425	Cochise College
Exchange	111461	College of the Canyons
Exchange	170790	Macomb Community College
Exchange	176071	Mississippi Gulf Coast Community College
Exchange	122205	Saddleback College

<i>Final peer group for Southeast Community College</i>			
Description	Unit ID	Institution Name	State
Peer	198154	Cape Fear Community College	NC
Peer	104425	Cochise College	AZ
Peer	146472	College of Lake County	IL
Peer	153214	Des Moines Area Community College	IA
Peer	144944	Elgin Community College	IL
Peer	198622	Guilford Technical Community College	NC
Peer	175786	Hinds Community College	MS
Peer	146296	Joliet Junior College	IL
Peer	153737	Kirkwood Community College	IA
Peer	238263	Madison Area Technical College	WI
Alternate	227979	San Jacinto Community College	TX
Alternate	434672	The Community College of Baltimore County	MD



A Southeast Community College

B Cape Fear Community College

C Cochise College

D College of Lake County

E Des Moines Area Community College

F Elgin Community College

G Guilford Technical Community College

H Hinds Community College

I Joliet Junior College

J Kirkwood Community College

K Madison Area Technical College

Western Nebraska Community College

Screening Variables

Variable Description	Screen In Responses	Remaining N
1. Data source	Colleges reporting to IPEDS in 2012-13	7,735
2. Location	Located in 50 states or D.C.	7,565
3. Admission policy	Open admission policy	4,506
4. Local appropriations	> 0% local funding	647
5. Carnegie classification	Associate's public rural	304
6. Top 3 out of 5 CIP codes	51, 24, 52, 46, 47	265
7. 12-month FTE	1,200 - 2,800	102
8. % of students who are minorities	< 65% minority	99
9. Housing and athletics	Offers housing and/or athletics	67

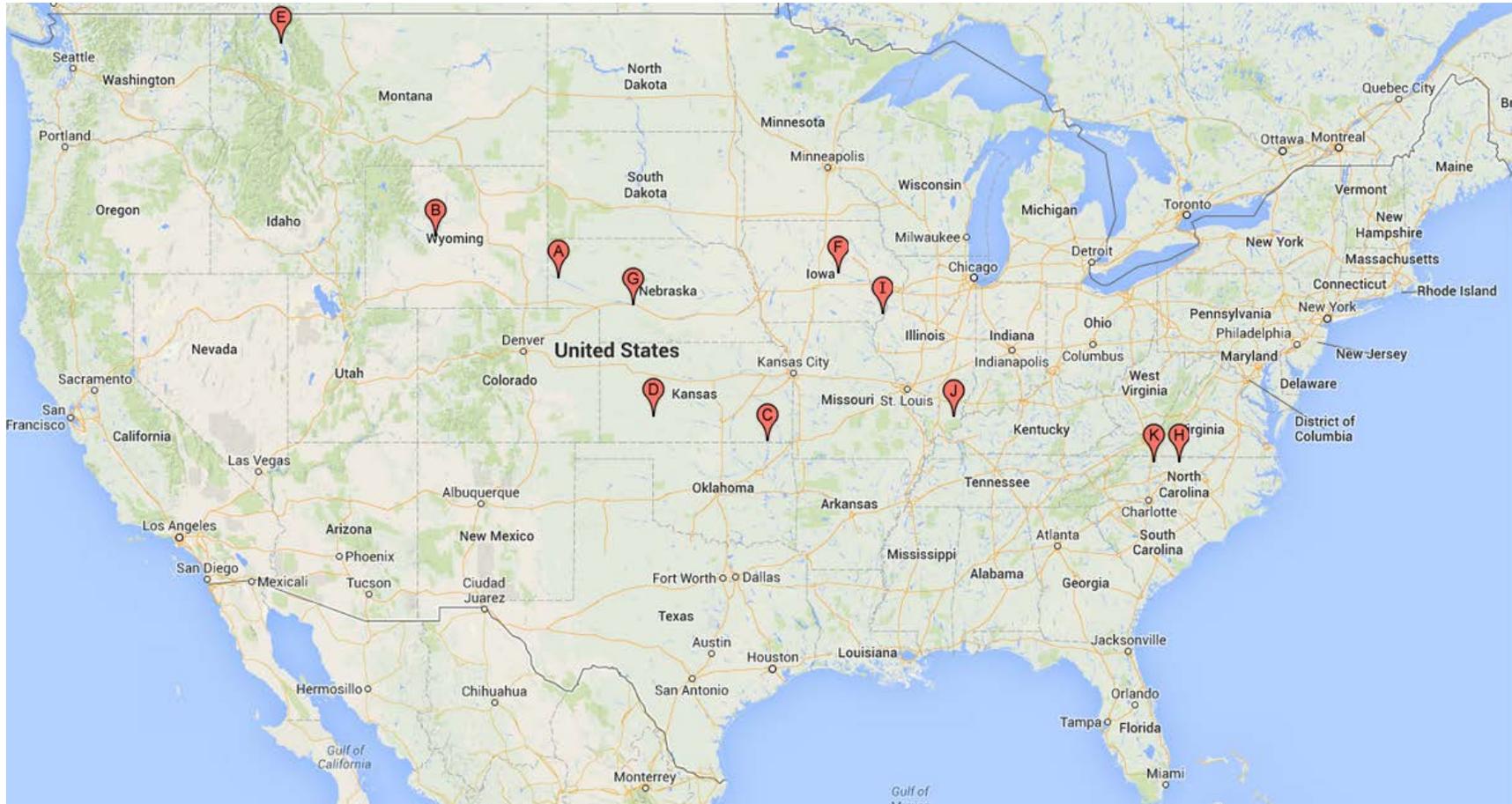
Note. Steps 1-4 were conducted for all of Nebraska's community colleges. Steps 5-9 were individually tailored to Western Nebraska Community College.

Data source: Integrated Postsecondary Education Data System.

Proposed peer group sent to Western Nebraska Community College

Description	Unit ID	Institution Name
Peer	240514	Central Wyoming College
Peer	154925	Coffeyville Community College
Peer	197814	College of the Albemarle
Peer	154998	Dodge City Community College
Peer	180197	Flathead Valley Community College
Peer	181312	Mid-Plains Community College
Peer	199485	Rockingham Community College
Peer	148821	Shawnee Community College
Peer	154378	Southeastern Community College
Peer	172307	Southwestern Michigan College
Alternate	148937	Southeastern Illinois College
Alternate	199768	Surry Community College
Exchange	168607	Alpena Community College
Exchange	198118	Caldwell Community College and Technical Institute
Exchange	107460	North Arkansas College
Exchange	154059	North Iowa Area Community College
Exchange	176354	Southwest Mississippi Community College
Exchange	199926	Wilkes Community College

<i>Final peer group for Western Nebraska Community College</i>			
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Peer	154925	Coffeyville Community College	KS
Peer	154998	Dodge City Community College	KS
Peer	180197	Flathead Valley Community College	MT
Peer	153922	Marshalltown Community College	IA
Peer	181312	Mid-Plains Community College	NE
Peer	199485	Rockingham Community College	NC
Peer	154378	Southeastern Community College	IA
Peer	148937	Southeastern Illinois College	IL
Peer	199768	Surry Community College	NC
Alternate	145521	Highland Community College	IL
Alternate	148821	Shawnee Community College	IL



A Western Nebraska Community College

B Central Wyoming College

C Coffeyville Community College

D Dodge City Community College

E Flathead Valley Community College

F Marshalltown Community College

G Mid-Plains Community College

H Rockingham Community College

I Southeastern Community College

J Southeastern Illinois College

K Surry Community College

Proposed Amendment to the Commission's Bylaws

ARTICLE II COMMISSION OFFICERS

Section 1. Elections

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

The terms of office shall begin July 1 of each year and end June 30 of the following year ~~January 1 through December 31 of each year.~~

Section 2. Duties

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

A. Chairperson

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

B. Vice-Chairperson

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

Proposed Amendment to the Commission's Bylaws

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EXECUTIVE DIRECTOR

POSITION DESCRIPTION

Position Summary

The Executive Director is the Commission's Chief Executive Officer and responsible for overall management of the Commission staff. The Executive Director reports to the Commission.

Duties

- ◆ Recommend policies, rules and regulations, and goals to the Commission.
- ◆ Implement policies and rules and regulations consistent with Commission decisions.
- ◆ Represent the Commission at functions and meetings, to the Legislature and Governor, and other agencies, organizations, and the public.
- ◆ Communicate with Commission constituencies.
- ◆ Lead implementation of the State Comprehensive Plan for Public Higher Education via the various facets of Commission activity.
- ◆ Recommend the Commission's budget to the Commission and administer same.
- ◆ Develop and supervise staff work plan and all office functions. Make staff assignments.
- ◆ Employ staff positions below the Associate Director level, fixing wages and salaries for same. Recommend candidates for Associate Director level positions to the Commission. Terminate staff for which authority to employ exists and recommend termination for Associate Director.
- ◆ With the Commission Chair, prepare the Commission meeting agenda and participate, as appropriate, in Commission meetings.
- ◆ Direct the staff review of proposals for new institutional authorization, program review, comprehensive planning, off-campus education, and budget, construction, and student financial aid processes. Participate in such processes as appropriate.
- ◆ Oversee Commission publications.
- ◆ Oversight of all Commission programs, operations, and technology
- ◆ Lead in development and oversee preparation of reports by other Commission staff.
- ◆ Serve as liaison with the Midwestern Higher Education Compact (MHEC), the Nebraska Department of Education, the Nebraska Information Technology Commission (NITC), the State Higher Education Officers (SHEEO) organization, the U.S. Department of Education, and other agencies and organizations as appropriate.
- ◆ Direct development of institutional peer groups.
- ◆ Perform other duties, as necessary, on behalf of the Commission.